

## **THE FEELING UNDERSTANDING AND VALUES OF THE DEAF CHILDREN**

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### **ABSTRACT**

The deaf children have a language to communicate each other. It is known as sign language. The sign language has grammatical, morpheme, syntactical and semantically rules. It can be helped the deaf children to understand the signs. The disability people or gift children have an equal with normal people. So, they deserve to get what they want and communicate with each other. Generally, the grammar of sign language for deaf people is used hand shape or movement even facial expression or body movement. This article has aims to exposure the Ability of deaf children to understand feelings and values of others. It refers to social and cognitive development. The deaf children have access to communicate how peoples' interaction and explanation for behaviors to get better social dynamics as a advantage in cognitive development. The deaf children often show the behavior problem and inconsistent social and sometimes they could not understand about social rules.

**Keywords:** Sign language acquisition, Deaf children, Feeling understand, Values

### **Introduction**

Language is a tool for communication when someone speaks and understood what the others said. It means someone has capacity to produce sounds and interpret sounds. According to Framkin et al (2007) stated "to understanding the humanity, one must understand the nature of language that makes us human". The language can make the human different between animals because the human generally can know at least one language. The communication of language refers to verbal and nonverbal communication. The verbal communication is a communication that does by someone to other people in writing or oral language. The nonverbal communication is other ways of verbal communication where someone communicates each other using sign language. The sign language is generally used for deaf children. Sign language means someone use the shape of body, gestures and expression to produce the language. The deaf children can produce and understand the language as they hear someone produce the language and understand the language by speaking. Sign language does not use sounds to express meaning. The acquisition of signed language by deaf children involves the interaction so

that the deaf children are taught how to express what they want to say in sign formed. The deaf children learn to produce single sign. Single sign is similar to the single words. In the deaf children is also learn about the stages in language acquisition by using sign. The deaf people in the world have a big community in United States. It called American Sign Language or ASL community. ASL also is a system that will help the deaf people express the language, it completes with grammatical, morphological, syntactic, and semantic but using sign. ASL was introduced and growth in French then in 1817 it brought in United States by Thomas Hopkins Gallaudet. It helps the deaf children learn to produce the language by sign language and gain competence in ASL before they decide to learn English. The most important is the language more than the speech because the learning depends on the language. American Sign Language helps deaf people to communicate each other. Each country has own sign language but the American Sign Language is the first sign for deaf parents and the biggest community in USA. This article is based on the theoretical review has aims to exposure that sign language is most important to know. Now, the disability people or gift

children have an equal with normal people. So, they deserve to get what they want and communicate with each other. Sign language has own grammatical and structure of linguistics. Generally, the grammar of sign language for deaf people is used hand shape or movement even expression or body movement. Sign languages are visual-spatial languages that have their own grammatical and linguistic structure and the children be able to perform a spatial performance

(Shield,A&Meier,P.R;Tomaszewsky,P). The deaf children have to try to know at least several signs to communicate. The research on structure in sign language grammar involves in pronouns, verb agreement and role shift. The pronoun of language has typical autistic speech. The autistic speech is also found in autistic signing. Communication plays role as children learn the roles as member of family, community and culture especially for deaf children. They have access to interaction with other people to enhance better social dynamics. One of the advantages in cognitive development is to get better a social dynamics for deaf children. The parents of deaf children also take a role as a primary source of teaching about how the social expectation generally. The fact is the deaf children get older or being brother or sister. It relates the development of children. Thus, the teacher or parents should be a role model to teach the values, behavior, and preferences. Based on the Marschark (2007) the deaf children learn the same kinds of behavior, emotional, practical support by the same kinds of factors included.

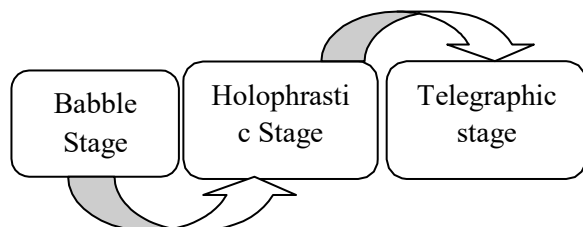
### **Language Acquisition Device and Language Sign Acquisition**

According to Noam Chomsky (1960) stated that children have a Language Acquisition Device (LAD) that is concept in an instinctive mental capacity to enables acquire and produce the language. The LAD is important part in language acquisition and it will work

when children use the whole language, LAD will process it and the children produce the language as a something that they do not hear before. Chomsky also found two elements that make a human language being an unique namely each sentence we produce and hear can be a new sentence since human can speak and understand the sentences that they never heard before, it causes there is something in human brain to create infinite number of sentences, it is known as mental grammar. So the second elements, the language is universal because the universal grammar contains the system of grammatical rules. LAD does not work when the children grow up so the language can not easy to acquire by the adult. It happened in normally children but how about the deaf children? In the children to acquire the language is done by imitating and hearing something around. It will make the language acquisition device process so that the children can save all languages as input and output. According to Malloy 2013 stated that the Signed language refers to representation of language relying on the use of signed vocabulary to represent concept. The sign language especially used by deaf children because they got hearing loss or lack of hearing. So, the deaf children were introduced with ASL (American Sign Language) it will make the deaf children easy to express the meaning by using sign. The deaf children express the sign language started with babbles and learn how to produce the single sign. It is similar with the normal children learn to produce the single word. But, in the deaf children they cannot speak because they do not get input in language form. So that it will them so hard to speak. The deaf children also could not hear what the people speak. It is the difference why children can acquire the language because there is language as an input and they can make an output also by hearing.

## The Stages of Language Acquisition

The stages of the language acquisition of children namely babble stage, holophrastic stage and telegraphic stage.



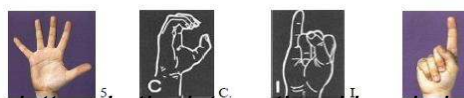
(Framkin et al, 2007)

The first stage is babble. The deaf children also do babble as the normal children. The deaf children begin a babbling. The babies' deaf do babbles using their hand when they want to babble. The second stage is holophrastic stage, this stage the deaf children try to learn one sign as one word. For example like "I". The sign for "I" involves the speaker or the people who help them to learn sign pointing to his chest. Finally the deaf children started to combine signs. The last stage is telegraphic stage. The telegraphic stage is not need in acquisition language of deaf children and it should be omitted because this stage children often produce the sounds as if they are sending an e-message or reading and the children will test use the child's *mean length of utterances* (MLU) to know how the children's progress in speaking. The deaf use of function signs as function words in spoken language. The normal children is surely passed three stages above but for the deaf children, they just passed babble stage and holophrastic stage using own sign.

## Native Signer and Non-Native Signer in Learning Language of Deaf Children

In language acquisition there are two signers, first in native signers and non-native signers. The native signers are children who

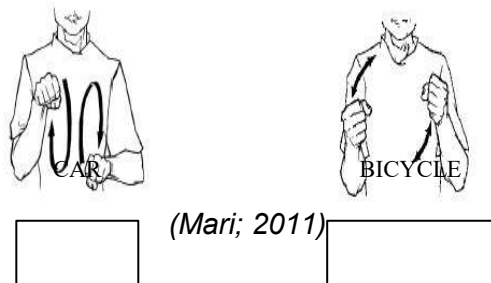
acquire the sign language when they were born. Signing parents will communicate with the children by using sign language. Deaf children who are born to deaf signing parents naturally learn to sign language as hearing children to learn in spoken language. So, the sign language become as a second language (L2) because native signer were exposed to ASL by family members.



*The letters in the international hand alphabet (one-handed) and number*  
(Mari; 2011)

When the deaf children are 11-14 months, they will produce first signs. The children are so hard to use sign in different context. According to Goldin et al 2003 stated the deaf children can use sign clearly just to mention name or indicate objects and action. In 10 months the deaf language use pointing in a limited way, they start to know names for example name of parents and siblings or the child saw car in road and she/he points to the road refer to car. In 12-18 months, the deaf children is realizing in pointing linguistic unit not gestures. For example you and I, they will start to use sign if sign "you" involves pointing the speaker's chest and sign "I" involves pointing the deaf children or addressee. In this age, they are still confusing but when the children 25-27 months they can use clearly the sign if "you" and "I". However, in language acquisition of deaf children there are some of grammatical morphemes in ASL are semantically transparent or iconic. The deaf children can make some error at the same age. A reason the children can not see the iconicity in the sign. Children make error of the particular signs because the signing children treat the words as linguistic symbols not pointing gestures. For example the children do not

see parallel between bicycle and the sign BICYCLE that is made by the fists making a circular pedaling motion or the word car and the sign CAR that is moved by the steering wheel.



The word is not market word order in American Sign Language (ASL) is subject-verb-object (SVO). The ASL has own grammar with system of gestures, syntactic, semantic rules and a mental lexicon of signs. For some cases the ASL provides a series of hand shapes and movement and concept to express by using finger spelling. In native signer who exposed ASL is not the first language but they learn ASL as a second language (L2) between the ages 16-26 months. The deaf children of deaf parent try to learn sign language by regular and productive in the language. In 13 months the children can produce or had a vocabulary of more than 85 signs. It causes they have a parent as a native signer. The gestures when hearing children and deaf children also can provide support for sign language. The second is non-native signers the deaf children as non-native signers who were exposed to ASL between the ages 10-18 months and they use ASL as first language. They are non-native signers because they do not start to learn sign before they begin to school. It will become a challenge for the parents never learn sign language before. The non-native signer is a children hearing loss and could not speech in good ways. Their parents have to learn hard about the sign language to help their children but they can take a native fluency in ASL to teach their children. So, the non-native signer usually often do mistake for

proper names because they confused when the thing is used or the linguistics concept of time such as day, year etc will have no meaning. The non-native signer parents have to make efforts to help the students so that they can communicate. This way is to help the children to follow the teaching and learning. But, sometimes, the non-native speakers firstly can speak and hear clearly but there is accident that make they could not hear. The non-native signer is so hard to teach sign language. The teacher have a normal hearing and does not have knowledge of sign language. Thus, they have to learn sign language and begin communication with their child by using that the sign language. For the deaf children parents, sign language also can help them in making good relationship and to learn the ability of communication when they were baby. Both of the signers are the most important to learn sign language to communicate. There are many functions to deaf children: (1) to understand process on teaching and learning in school (2) to express their feelings (3) to improve their vocabulary in sign language.

### **The Feeling Understanding and Values of Deaf Children to Others**

The deaf children have special visual skills and expect to be more creative. The ability of deaf children considers of two things namely social and cognitive development. The deaf children also like the normal children. They should be known their environment and social around. The deaf children and normal children have a difficulty to take the perspective of other people. The children also have to know the important part of deciding what they should do, is it wrong? or is it right?. The values are related moral. Moral development involves the reasons of the children to avoid bad behaviors and perform good behavior (Marschark,2007). The deaf children have ability to judge other people behavior. The teacher and parents takes a role to develop

their social's moral. The deaf children also develop their sensitivity to the underlying meanings of facial expressions. The biggest question is deaf children impulsive? Impulsive refers to deaf children can do anything without thinking and they do not think of the long-term implications. Perhaps, the deaf children can include two of the definition. The impulsive behavior is the lack of language interaction with hearing parents and teacher. They could not understand how to explain why the children can not do what they want. The teacher and hearing parents started to teach how to be good behavior. Perhaps, it is hard. The factor of impulsive can be a reason why the deaf children so hard to understand the feelings and values of other people. The second factors is about the deaf children have disability to learn something. The deaf children should get support for their hearing parents to clarify the complex situation involved to educate the deaf children. They do impulsive and get learning disability because they have strongly influenced with the mental health problems. Social and cultural differences between deaf children and hearing children is how to affective support by their parents or teacher. Feeling understanding and values of other people is too hard but the deaf children are smarter than hearing children generally. The hearing children also is lack to identify how to be a good, how they have a good behavior or not.

## CONCLUSION

The deaf children learn about single sign, combine signs and use the signs clearly although they will face barriers especially in iconic. There are two kinds of signer of deaf children in acquiring sign language, first native signers and non-native signers. The native signer, they were born by the deaf parents. In native-signer the ASL becomes as a second language. ASL is American Sign Language which is it uses grammatical, morphemic, syntactical and semantically rule

in sign formed. While the non-native signer, the deaf children got hearing loss or lack of hearing from the children not were born by deaf parents. In non-native signer, the ASL becomes as the first language. The sign language used to communicate and the deaf children also have to understand the feelings and values of the other people. Further, it should be a researcher to know the relation of cognitive development and social of the deaf children. This article just to give theoretical of the sign language is used to enhance the social dynamics and cognitive development of deaf children.



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