

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Parents have role to develop their children's language acquisition since the early life, and they also give huge influences on it. Some studies have proved that mothers and fathers engage in different types of interactions with their children. Pancsofar and Vernon-Feagans (2006) state that fathers spend a greater proportion of their time interacting with their children with some physical activities, while mothers were more verbal and directing. These types of interaction that the parents give to their children will be different if the children have obstruction to acquire the language normally.

Many causes can delay language development of children and one of the causes are diseases. We can see there are some diseases that can impede children's language skills. The diseases will automatically create barriers to language ability of children. Some diseases can make the damage of children's hearing such as meningitis, syphilis, mumps, and other certain diseases. The main causes include rubella, cytomegalovirus, cerebral palsy, syphilis, anoxia at birth, prematurity, mumps, and meningitis. Syphilis, mumps, rubella, and meningitis are infectious diseases meaning that their successful prevention can drastically reduce instances of deafness from those causes (McCauley, 2001 p. 197). According to Encyclopedia of

Children's Health hearing impairment can be caused by heredity of the deaf parents. Deaf parents have a great opportunity to bear a deaf child.

Some of children who suffer from hearing impairment are not totally deaf. According to Northern and Downs (1991) there are 5 ranges of the hearing impairment damage level (cited in McCauley, 2001, p. 190), they are; slight hearing loss (15 to 25 dB), mild hearing loss (25 to 30 dB), moderate hearing loss (30 to 50 dB), severe hearing loss (50 to 70 dB), and profound hearing loss (70+ dB). It means that the higher the level of the hearing loss, the higher the damage.

Children with hearing impairment, depend on the damage level, have difficulties to acquire their language than the normal ones because they get less audio input from the environment. Children with hearing impairment also learn the language and get much influence from both father and mother although they have restrictiveness to attain it. They have the same role to build their children's, both normal and deaf, language ability. Both father and mother have a special role in building language skills in children to contribute the development of children in the future (Pancsofar & Vernon-Feagans, 2006). However, they, especially the mother provide extra treatments to develop the language skill of their hearing impaired children. The mother will do everything to help their hearing-impaired children to develop language such as the cochlear implant, hearing aid, giving input or stimuli, and other ways in order to make those children acquire it. In the case of deaf children, the input of the mother is important to develop their language skills because the

mother is the only person who can understand and have an inner relationship with the child. The inner relationship between mother and child helps the mother to make more intent communication in order to build the children's language.

Hearing mothers give more input to the hearing impaired children. Even Dockrell and Messer (1999, p. 100) stated that mothers speak less frequently to their hearing-impaired children and use certain intonation patterns so that the quality of these children's language experience is lower than that of their hearing peers. Different from Dockrell & Messer (1999), Bergeson et al. (2006) stated that the mothers will give more input to the hearing impaired child and produced the largest pitch ranges, highest pitch levels, and most repetitiveness. And of course, the ability of deaf children is different from peers who are not deaf child (Bergeson et al, 2006). Since the difference of ability of the hearing impaired children, the mothers have to give more input to their children.

Mothers of hearing impaired children usually have their own way to give language input for them. Due to the limited hearing of the children, the mother uses different ways to train the children's language acquisition. In a conversation toward the children, mothers usually use certain ways in speaking. Usually mother uses louder voice, clear articulation, and highest pitch to hearing impaired child because they need this kind of sound in order to make the mother's voice can be heard. They get less audio input, so that mothers should treat them with utterances that have slightly different intonation with normal children. In this study, the writer focuses on

the intonation of a mother to a child with hearing impairment, where the intonation at least also takes an important role in the development of language skills of children. The intonation that the mothers produced make the utterances become more melodic. The rise and the down of the intonation convey its meaning. And also for hearing impaired child, in certain intonation, could develop the language that is delivered by the mother.

According to Roach (1998) intonation is the kind of pitch modulation which are found in the whole utterance. Intonation can be classified into five according to the function such as fall, rise, level, fall-rise, and rise-fall. The simplest examples of those kinds of function are *yes* and *no* utterances. Rising, falling, and level intonation can be pronounced like *ˆyes ˆno*, *ˆyes ˆno*, and *ˆyes ˆno*, where each tone has its own function in each utterance. Roach (1998) also mentioned that intonation has 4 functions. The first function enables us to express emotion and attitude as we speak, and it has a special kind of meaning. Second is accentual function and the third helps the listener to understand the structure of the utterances whether the grammatically and syntactically. The last function of intonation is a signal to the listener what information that the speaker utter, whether it is a 'new' or already 'given'. The signal is also to convey the listener what kind of response is expected. But Wells (2006) added 2 more functions of intonation, there are the discourse function and indexical function.

Intonation itself cannot be separated from tone and pitch. In every simple tone unit there is the pitch movement which is completed in the rest of the it. Every word or word group might have a weak rising–falling pitch envelope, in the emphatic case, the words pronounced with more effort would have a larger pitch movement enveloping them (Gussenhoven, 2004). Every speaker has own characteristic of the pitch especially the pitch range. Different speakers do, of course, have their own typical pitch range, loudness, voice quality, etc. (Roach, 1998).

The study of mothers' language to children with hearing impairment can be seen in the study of Bergeson et al. (2006). They mentioned about the pauses and the frequency in the mothers' utterances numerous times. Parents' participation to develop language acquisition of the children can be seen in Lim and Simser's (2005) research. They taught the parents how to develop their child's listening and language skill by participating in weekly individualized parent guidance A-V (Audio-Verbal) session. The goal is to make children with hearing impairment be able to interact with people and the environment around them. From the studies above, only Bergeson's (2006) research which showed the mothers' speech to their hearing impaired child. But again, the intonation of the mother was not explained much of this research. Then, in conclusion, the intonation of the mother is being the important part in the utterances to convey a certain meaning in it.

1.2. Statements of the Problems

1. What are the intonation types the mother uses in the utterances toward 3 year old children with hearing impairment? And what is their meaning?
2. What is the dominant intonation that the mother produces?

1.3. Objectives of the Study

- To identify intonation types of the mother's utterances to 3 year old children with hearing impairment
- To identify the dominant intonation that the mother produces in her utterances.

1.4 Scope and Limitation

This study is only limited to finding the intonation that the mother uses in the utterances to 3 year old hearing impaired child in their daily activities and also to identify which intonation types and the dominant intonation that the mother produced. The writer only analyzed the types of intonation and the dominant intonation that the mother produced in every activity.

1.5. Significance of the Study

The purpose of the result of this study is expected to help linguists determine the type of intonation of speech and the dominant one that exists in every mothers' utterance to their hearing impaired child. Even more to linguists who working in the field of Psycholinguistics, or who is studying about the hearing impaired child can

also make this study as a reference. This study also gives the knowledge of the mothers who have hearing impaired child to treat their children to develop their language acquisition in certain ways.

1.6. Definition of Key Terms

- Hearing-impaired** : Hearing impairment is the decreased ability to hear and discriminate among sound. (March of Dimes Foundation, 2010).
- Mother speech characteristic** : Mothers usually produced the largest pitch ranges, highest pitch levels, and most repetitiveness (Bergeson, Miller, & McCune, 2006)
- Intonation** : Intonation is the melody of speech (Wells, 2006).

- The focusing function. Intonation helps to show what information in an utterances is new and what is already known.
- The discourse function. Intonation signal how sequences of clauses and sentences go together in spoken discourse, to contrast or to cohere.
- The psychological function. Intonation helps us to organize speech into units that are easy to preserve, memorize and perform.
- The indexical function. Just as with other pronunciation features, intonation may act as a marker of personal identity.

2.1.3 Characteristics of Intonation in Bahasa Indonesia

Halim (1984) stated that intonation is phonological interpretation of the components of syntax which have two images, segmental and nonsegmental (prosody) images. And these two images cannot stand alone, so they work simultaneously. In Bahasa Indonesia, intonation also takes the main part to convey the meaning of the each word uttered. According to Halim (1984) intonation tendency has close relation with sentence structure (syntactically and noun phrase) and interrelation in a discourse. The sentences below are the example of the difference between English (a) and Bahasa Indonesia (b) (Halim, 1984):

(a) *'Ini adalah [kucing yang menangkap [tikus yang mencuri [keju itu]]]'*

(b) *'Ini adalah kucing / yang menangkap tikus / yang mencuri keju itu'*

Halim also claimed that intonation and sentence correlation should have observed due to explain the sentence structure as far as the ability of the speaker-listener. Characterization of Bahasa Indonesia has 4 units of distinctive intonation such as intonation pattern (total), the group pauses, contour (pro-contour, main contour, and prime contour), and intonation phoneme. What is meant by contour is the configuration unit consisting of pattern of pitch, pitch motion, and stress.

Intonation pattern in Bahasa Indonesia consists of a group of pause or more, and a group of pause consists of whether a prime contour or the combination of pra-contour and main contour. Those contours are started with pitch level, but only main contour which has stress. Prime and pra-contour are started with high pitch level. The meaning of the contour itself is a configuration unit which consist of a high pitch term, high pitch movement, and stresses.

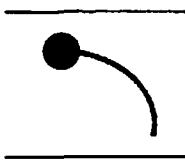
2.1.4 The Types of Intonation Pattern

There are three basic nuclear tones in intonation pattern: falls, rises, and fall-rise. Each tone has its own meaning even in a single word utterance. A popular idea among language students is that statements are said with fall, questions with a rise (Wells, 2006). In English, statements and questions could have a fall or rise tone. Wells (2006) stated that there is no simple predictable relationship between sentence type and tone choice, and it is useful to apply the notion of neutral tone. The types of tone will be explained further in the next sub chapter.

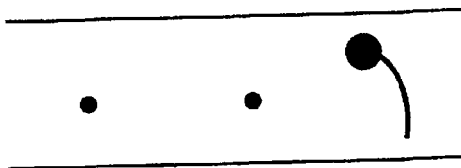
2.1.4.1 Falls

The pitch of the voice in a falling tone starts from mid, high, or even level, but the endpoint is low. There may be some upward movement before the pitch moves downwards (Wells, 2006). In the simplest cases the fall takes place on a single syllable. Roach (1998) gives an example of one-word utterance 'yes' and 'no'. In one-word utterance we can easily see the fall happen on that last syllable in the IP.

- \Yes!



- It was \great!



From the example above we know the movement of the possible pitch are found in the intonation phrase. All of pitch levels are possible in the falling type, as long as the endpoints are going low.

The examples below will show that step up in pitch is very often happen in the beginning of nuclear fall. And also often there are syllables after the nucleus, like tail. But after the falling nucleus, the tail is always low.

CHAPTER II

LITERATURE REVIEW