

# **Systematic Literature Review: Interpersonal Communication Problems In Hearing Children From Deaf Parents**

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## **Abstract**

*The main problem in families in which there are Deaf parents and Hearing children is the problem of communication, both verbally and in sign language. Hearing children with Deaf parents are able to communicate in two ways, either verbally with non-Deaf people or using sign language with Deaf people. Communication between children and Deaf parents is an important problem in their social and emotional development. This study aims to determine the communication problems that arise between children and Deaf parents. The main focus is to explore the obstacles experienced by children in understanding and conveying messages from their parents who have hearing impairments. This study uses the Systematic Literature Review (SLR) method. Researchers found 127 Scopus articles in a search using Science Direct and with the help of Mendeley and VOSViewer which were then filtered into 18 articles to be analyzed descriptively. The findings show that lack of communication should not be a reason why Deaf parents cannot have access or information about their children. And appreciate that hearing children or Children of Deaf Adults or CODA have different ways of communicating with Deaf parents, the Deaf community and the hearing or non-Deaf community.*

**Keywords:** *systematic literature review, deaf parents, hearing children, interpersonal communication*

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## Introduction

The role of family communication, especially between parents and children, is very important. There are several forms of communication, one of which is interpersonal communication, which is often used in human life in socializing (Kamaruzzaman, 2016). According to Devito (2019), interpersonal communication is a process of sending and receiving messages between two or more people so that there is mutually related feedback with the aim of increasing interpersonal effectiveness. No exception for

groups of people with disabilities. According to the Central Statistics Agency (2023), data on people with disabilities reached 22.59 million people. Meanwhile, for deaf people with disabilities in the world it reached 1.5 billion in 2021.

Meanwhile, in Indonesia, the Ministry of Social Affairs noted that 7.03 percent of the 30.38 million data on people with disabilities were deaf (Kemendikbud., 2023). Interpersonal communication is communication or a process between 2 or more people that involves the exchange of information, ideas, opinions and feelings, but is generally not formalized. In interpersonal communication, each participant uses all elements of the communication process. In fact, communication between people can occur anywhere, such as watching movies, studying and working. Interpersonal communication can also be considered as communication between individuals. (Ayu Zulia, Suheri Harahap, Anang Anas Azhar, 2023).

Communication can be done by everyone, especially people with disabilities

with hearing impairments or Deaf. People with disabilities have a preference for disability terminology that is appropriate to their disability conditions. For groups with hearing impairments, they prefer the term Deaf to Deaf. This is also because the term Deaf is considered more polite and respects their culture by communicating using sign language rather than deaf which is more indicative of deficiencies and damage (Gumelar 2018). Then, Deaf people use the term "hearing friend" for individuals who do not have hearing impairments (Sutrisnadipraja 2019). The term is then used in several journals such as research from Singleton & Tittle (2020) which uses the terms Deaf parents and hearing children.

Thus, Deaf people have the ability to communicate both verbally and non-verbally. However, they have their own way of communicating. This causes problems, including miscommunication in communication between Deaf parents and hearing children. The problem that often arises is not that the child does not understand what the Deaf parent is saying, but that the Deaf parent does not understand what the child is saying (Singleton & Tittle, 2020).

Meanwhile, according to Winarsih, based on the level of hearing ability expressed in the intensity of the sound heard in dB (decibel) units, deaf people are grouped into several categories, namely: -Group I. Loss of 15-30 dB, mild hearing losses or mild deafness; the ability to perceive normal human speech sounds. - Group II. Loss of 31-60, moderate hearing losses or deafness or moderate deafness; the ability to perceive

human speech sounds is only partial. -Group III. Loss of 61-90dB, severe hearing losses or severe deafness; the ability to perceive human speech sounds is non-existent. -Group IV. Loss of 91-120 dB, profound hearing losses or very severe deafness; the ability to perceive human speech sounds is non-existent. -Group V Loss of more than 120 dB, total hearing losses or total deafness, the ability to perceive human speech sounds is non-existent. (M. Harwansyah Putra Sinaga, 2013) Communication is very important in their development, especially for deaf parents and their children. With interpersonal communication in the family, there is reciprocity to share things and meanings. So that it will create a harmonious relationship and can know what is wanted or not wanted by family members (Astuti, 2015).

Communication that takes place within the family will form a relationship, especially between parents and children, which in this case will affect the formation of the child's character and nature (Firda, 2019). Therefore, a role and communication strategy are needed in dealing with the obstacles experienced by deaf parents and children.

This background underlies the research and preparation of this systematic literature review. This systematic literature review attempts to answer the question of how the role of Deaf parents and hearing children in overcoming interpersonal communication problems.

## Literature Review

### Family Communication Pattern Theory

Family Communication Pattern Theory is a conceptual framework used

to understand communication within the family unit. Family communication pattern theory seeks to understand the dynamics of communication within the family including interaction patterns, role sharing, and power dynamics. This theory describes the typical communication patterns that occur among family members and how these patterns affect relationships and interactions within the family. This family communication pattern refers to the thoughts of Koerner & Fitzpatrick (Littlejohn, 2021) with the premise that family communication is characterized by clear patterns and forms. Family communication reveals that families develop various communication patterns that are different. Communication is an important part of the family relationship scheme. There are two basic orientations that distinguish the way families communicate, namely conversation orientation and conformity orientation (Littlejohn, 2021).

### Family Communication Pattern Orientations

#### 1. Conversation Orientation

Conversation orientation is defined as a family that creates a climate where all family members are encouraged to participate in uncontrolled conversations about a variety of topics (Koerner & Fitzpatrick, 2021). Koerner & Fitzpatrick (2021) use the terms "high" and "low" to label differences in conversation orientation. Families with a high conversation orientation are characterized by open communication and have a meaningful and enjoyable family life. While low conversation orientation describes family members who interact less often with each other and only discuss one topic openly. Families in this low

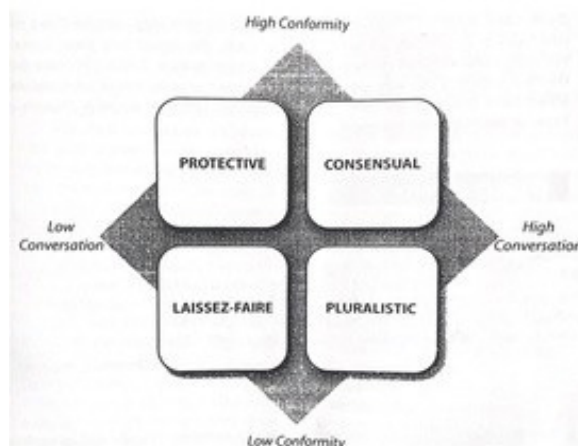
conversation category have little exchange of personal thoughts, feelings and activities and are not needed.

## 2. Conformity Orientation

Conformity Orientation is an orientation that refers to the extent to which family communication emphasizes a climate of homogeneity of attitudes, values, and beliefs (Koener & Fitzpatrick, 2021). Koener & Fitzpatrick (2021) use the terms “high” and “low” in labeling differences in conformity orientation. Conformity orientation with a high category is characterized by interactions that emphasize uniformity of beliefs and attitudes among families. Families with a high conformity orientation emphasize the importance of maximizing time with children and expect family members to place personal interests within the family. While conformity orientation with a low category focuses on heterogeneous and individualistic attitudes and beliefs and emphasizes independence among family members. Families with a low conformity orientation apply cohesive family values. This family believes that each family member can be independent and have their own personal space.

### Types of Family Communication Patterns

Family communication patterns are characterized by certain family schemes in measuring and grouping each type of family communication pattern according to orientation (Koener & Fitzpatrick, 2021).



**Photo 1. Family Types in Family Communication Pattern Theory**

### 1. Consensual Family

The consensual family type is a family type that is strong in conversation orientation and conformity orientation. Families with this type are involved in a lot of conversation and conformity, which means that parents can be interested in the ideas of their children. At the same time, they also have to make decisions for their family and children and spend time and energy explaining their decisions to their children.

Hopefully, their children understand the reasons, beliefs, and values behind the decisions.

### 2. Pluralistic Family

The pluralistic family type is a family type that has a high conversation orientation and low conformity orientation. Communication in this type is through an open discussion process and involves all family members. However, parents do not feel the need to control and make decisions for their children. Discussions in this family, parents evaluate based on

the benefits of the ideas that support them. Parents are willing to accept their children's opinions and let these family members learn to appreciate family conversations so that there is an opportunity to learn to be independent and grow communication competence and confidence in making decisions for .

### 3. Protective Family

This type of family is a family with a high conformity orientation and high conversation. Communication with this type of family emphasizes the aspect of obedience to parents and pays less attention to the process of open communication in the family. Children in this family learn that there is little value in family conversation and do not trust their own decision-making abilities. As a result, children in this family are easily influenced by their surroundings.

### 4. Laissez-Faire Family

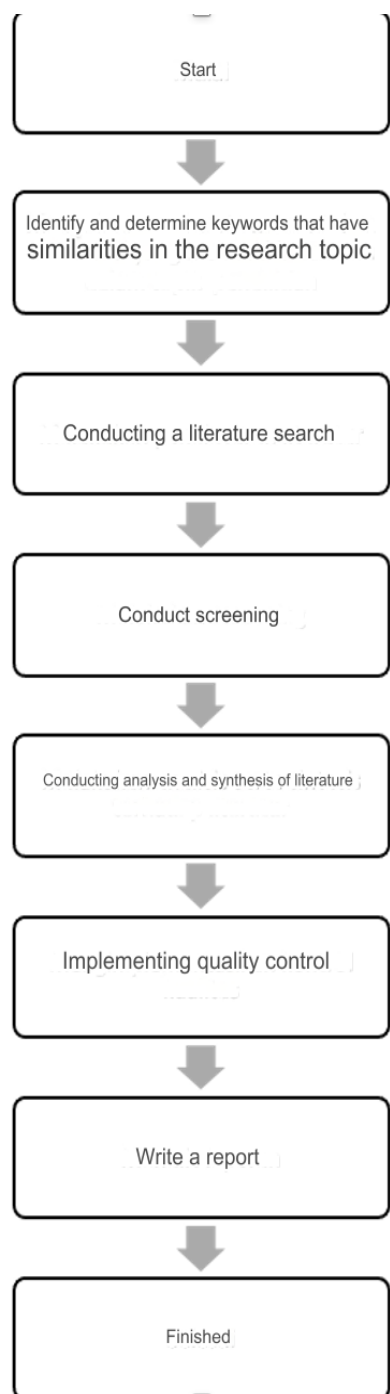
The Laissez-Faire Family type is a family type that is low in both orientations, both conversation and conformity. Communication in this type of family is minimal interaction between family members and not much involvement of family members in every problem faced. Families with this type believe that all family members can make their own decisions, have little interest in making decisions and the ideas of their children. This family does not have low attachment and emotion towards other family members. As a result, children do not receive much support from parents and family. So it is difficult to make decisions on their own and is easily influenced by the surrounding environment.

## Methodology

Systematic Literature Review is a comprehensive study to find relevant theories on a particular topic and to identify, evaluate, and summarize them according to a predetermined and explicit method. This allows the SLR approach to provide clarity, transparency, and fairness, as well as comprehensive and specific coverage. The purpose of this systematic literature review is to summarize the literature and provide an authoritative discussion of the research question. The purpose of this systematic literature review is to synthesize the literature and develop arguments that lead to the research question and not just a summary of the literature. In addition, the arguments made also help justify the purpose and build credibility of the research (Berdanier & Lenart, 2021).

The systematic literature review approach establishes clear themes, objectives, and research questions, establishes clear methods for finding literature review sources, and summarizes the literature before drawing conclusions, thus providing reliable qualitative information. The research method used in the research conducted is Systematic Literature Review (SLR). Systematic Literature Review (SLR) was chosen because this method provides a systematic and comprehensive approach in collecting, evaluating and synthesizing related literature. SLR allows to identify the main findings from various sources of specific research and or phenomena of interest in the research (Kitchenham, 2004). This study uses a qualitative method in systematic review used to summarize data and research results that are qualitative descriptive. The systematic literature

review used in this study uses the steps presented by Francis & Baldesari. (Francis, S., Baldesari, 2006) including the following:



**Figure 1. Systematic Literature Review Flowchart**

### Keyword Identification and Discovery

This study aims to examine the problem of interpersonal communication between deaf parents and hearing children. The researcher also selected several relevant requirements according to a particular topic before conducting a literature search, including:

**Requirement 1:** There is a concept of interpersonal communication between deaf parents and hearing children.

**Requirement 2:** There is a role of communication related to interpersonal communication and deaf families. At this stage, the researcher determines the keywords to conduct a literature search, namely interpersonal communication, deaf parents and hearing children.

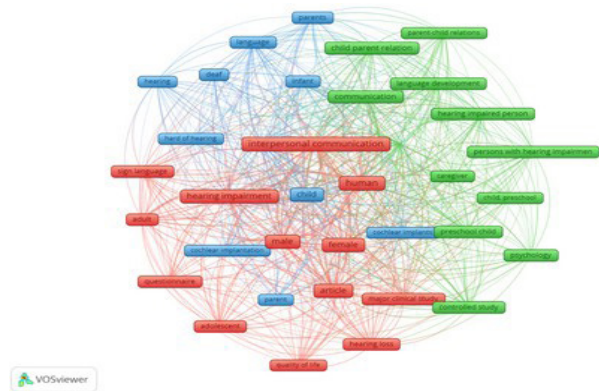
### Literature Search of Selected Scopus Articles

Literature search was conducted with the help of a search through the Science Direct website with the Scopus search engine API key. The selection of the article and journal search engine was in order to obtain scientific literature that has Scopus indexed journal literacy. Literature search in Scopus indexed journals resulted in the discovery of 127 selected literatures from 2016 to 2023.

### Criteria Determination (VOSviewer)

In selecting a scientific article that is in accordance with the literature search by selecting the characteristics of Scopus indexed articles, then a literature search and screening will be carried out. After conducting a literature search, the researcher conducted a screening process

to determine the criteria with the help of the VOSviewer application from the 127 literatures. The purpose of conducting screening and literature searches is to determine the relationship between the keywords found.



**Figure 2. Key Network Relationship via VOSviewer**

From the results of the screening search and determination of criteria that have been carried out with the help of VOSviewer regarding the relationship between interpersonal communication, Deaf parents and hearing children, it resulted in a relationship with human, sign language, language development, communication, parent-child relations,

hearing, deaf, language, child and caregiver. From the results of the search for Scopus indexed journal articles, researchers read the resulting analysis network. Then filter the literature based on inclusion and exclusion criteria. From the process of selecting articles and filtering or screening, researchers found 18 selected literatures from Scopus indexed journal articles as primary data and continued to process the data using secondary data in the form of books, journals, articles and other documents that are in accordance with the research topic.

Appropriate criteria	A journal that discusses interpersonal communication, deaf parents and hearing children.
	Scopus indexed journal articles
	Study journals with quartiles Q1, Q2, Q3 and Q4
Inappropriate criteria	Studies that do not fit the research topic regarding interpersonal communication, Deaf parents and hearing children
	Studies that take examples of cases of juvenile delinquency, children with autism, disabilities, psychology and health

**Table 2: Search Criteria Distribution**

Among the journals selected as a complement to the content and discussion of the research the following can be explained:

No	Journal Name	Writer	Year of Publisher
1	<u>Journal of Communication Disorders</u>	A.C. Jones, R. Gutierrez, A.K. Ludlow	Jul – Augt 2021
2	Journal of Communication Disorders	Bernadette A.M. Vermeij a,c , Carin H. Wiefferink a , Harry Knoors b,c , Ron H. J. Scholte	2023
3	Journal of Communication Disorders	Benedicte GRANDON, Anne VILAIN	2020
4	Communication Studies	Gumelar, Gilang;	2018
5	African Journal of Disability	Harrison, Jane dkk	2019

6	Journal of Deaf Studies and Deaf Education	Heffernan, Georgina. Nixon, Elizabeth	2023
7	Gusjigang Counseling Journal	Kamaruzzaman	2016
8	Journal Communication Disorder	Licthtif, Ida dkk	2021
9	Journal of Experimental Child Psychologu	Merchant, Ana, dkk	2022
10	Natural Sciences, Health & Environment Journal	M. Harwansyah Putra Sinaga, et al.	2023
11	Journal of Pediatrics	Naomi Caseli, dkk	2021
12	African Journal of Disability	Nomfundo F. Moroe dkk	2018
13	Journal of Communication Disorder	Ormel A. Ellen, Martine A.R. Gijssel etc.	2020
14	Journal of Communication Students	Sebastioan V. Funk Runa dkk	2023
15	Journal Medical Life Science	Sinha Dutta, Shancari	2023
16	Journal of Deaf Studies Education	Singleton, Jenny L., and Matthew D. Tittle	2020
17	Indonesian Community Service Journal	Sutrisnadipraja, Grace; Nathasya Shesilia; Sheila Putri F; Weny Pandia Sembiring	2019
18	Obsession Journal	Yuswati, Hanifah.	2022

### Analysis and Synthesis Process

At this stage, the literature analysis process is carried out. The literature that has met the criteria is taken as the core material that is appropriate and relevant to the research topic. So that it can form a classification of interpersonal communication problems for Deaf parents and hearing children.

### Final report

In this final report stage, it is used to provide a complete picture of the results of

the analysis and synthesis of the literature review that has been selected according to the research criteria. These criteria are in the form of inclusion and exclusion criteria. At this stage, it will be carried out to analyze the results and discussion of the research. Result and Discussion

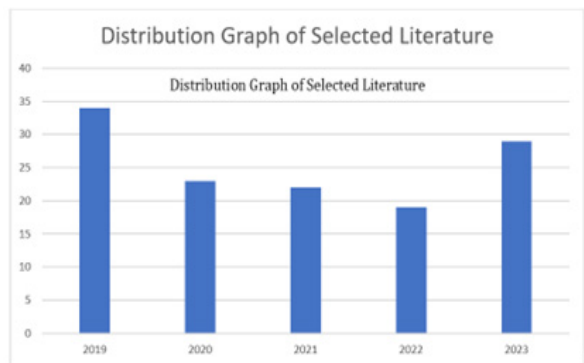
### Selected Journal Publications

In the literature search, there are 18 literatures selected to analyze the problems of interpersonal communication between Deaf parents and hearing children. In the research that has been screened and



selected starting from 2020 - 2023, the number of literatures that match the research topic is 18 selected from a total of 127 Scopus indexed literatures.

**Table 1: Distibution Graph of Selected Literature**



In a selected literature review of 18 scientific journal article literature, the results obtained regarding the role of interpersonal communication between deaf parents and hearing children were categorized into three as shown in the following table:

**Table 2: Interpersonal Communication Problems of Deaf Parents and Hearing Children**

No	Interpersonal Communication Problems of Deaf Parents and Hearing Childern
1	Family Communication : Deaf Parents and Hearing Childern (CODA)
2	The Effects of language development and delay on chlidern with Deaf parents
3	on Verbal Communication Indonesian Sign Language (Bisindo)

**Family Communication: Deaf Parents with Hearing Children (Child of Deaf Adults (CODA)**

Communication is a big problem for CODA, a term for deaf parents with hearing children. Especially interpersonal communication between deaf parents and children. As children who can hear, they must accept the fact that their parents cannot hear well, especially in communicating. (Jane Harrison, et al.,2019) This is feared to have a negative impact on children, namely the problem of speech delay or delayed speech (Shancari., 2023). According to the Ministry of National Education (Mudjiyanto, 2018) in order to achieve effective communication between deaf people and the community, they use effective communication by reading lip movements and gestures.

In this case, Deaf parents also use a total communication approach to hearing children, namely with verbal, non-verbal and combined communication skills to communicate well and facilitate effective communication. Well and facilitate effective communication in the family. How to communicate with parents Deaf parents with hearing children include: 1). Contact with the eyes. This is done so that Deaf parents can read the lips of their interlocutors and so are done by their children, in order to understand what is being discussed in the conversation. 2). Using facial expressions. This is done in order to know the mood and emotions felt by Deaf parents and their children. 3). Touch. With this touch is a form of non-verbal communication that has many meanings. And can replace and support words or language such as hugs, pats, rubbing, nudging etc. 4).

Voice. Done because it can express one's feelings and thoughts in communication. Examples of crying, moaning, screaming etc. 5). Sign Language. This is to facilitate communication between deaf parents and hearing children. (A.C. Jones, R. Gutierrez, A.K. Ludlow, 2021)

The biggest problem of deaf parents and hearing children is interpersonal communication. These children grow up in a unique environment where they are constantly exposed to two different communities culturally, linguistically and socially, namely the deaf community and the non-deaf community. Despite having functional hearing, they experience ambiguity because they are "culturally deaf". Communication is one of the major challenges in the lives of Children of Deaf Adults or CODA. Most deaf people use sign language to communicate. With this, their children also grow up with natural sign language or homesign.

Similar to hearing children who learn language orally from hearing parents. (Shancari., 2023)

So the influence of (a) younger age, (b) earlier initiation of intervention, and (c) longer duration of treatment cannot be used as a reference in intervention, children stabilize or even improve language skills. (Bernadette A.M. Vermeij, 2023)

Showing that the language gap between children of non-Deaf parents and children of Deaf parents is not widening. Based on participants' experiences of the prevalence of stigma and discrimination related to Deafness, it is clear that more needs to be done to raise awareness about Deaf culture and sign language. In particular, professionals who interact with

Deaf parents (e.g., doctors, mental health professionals,

teachers) need to be aware of how placing a child in the interpreter position can be difficult for them and can have negative consequences for parents who feel powerless in their parenting role. More generally,

the development of "Deaf awareness programs" (e.g., sign language enrichment programs offered by Deaf people, news in sign language, TV programs about Deaf culture) can help minimize prejudice against Deaf people. (Georgina Heffernan and Elizabeth Nixon, 2023)

Deaf children performed better in the picture condition compared to the written word condition, whereas hearing children performed similarly in the picture and written word conditions. Hearing children outperformed deaf children, especially in written words. Furthermore, deaf children's written word performance correlated with their sign vocabulary and sign language comprehension. Improvement in semantic categorization was limited to the elementary school level. (Ormel EA, Gijssels MA, Hermans D, Bosman AM, Knoors H, Verhoeven L. Semantic categorization. 2020).

The role of parents in developing children's language is very important, parental motivation to develop children's language skills will influence and accelerate children's language development through language coaching carried out by parents in a targeted manner, language development in children will be in accordance with the increasing age of children's language skills will be easier and more mastered by children if parents always provide

encouragement such as using the names of objects in the child's area so that children can understand them by pronouncing them, therefore parents must *The Role of Parents in Developing Children's Language at the Age of 5-6 Years* teach how to pronounce words properly and correctly, one of the basics of language skills laid by parents in children using concepts and numbers to their children through play tools. (Hanifa Yuswati, Farida Agus Setiawati, 2022)

### The Effects of Language Development and Delay on Children with Deaf Parents

In addition to sign language, CODA also learns spoken language when faced with a non-Deaf community. This makes these children bilingual and bicultural. However, in some cases, Deaf parents choose not to communicate with their hearing children through sign language. They choose to use spoken or verbal language. (Moroe., 2018)

This line can cause limitations for children with inappropriate oral or verbal language learning to limited access to sign language. The literature also suggests that in some cases Deaf parents are aware of their

dependence in communicating with their children to become sign language interpreters. So some parents choose not to use sign language with their children to prevent dependence in the future (Singleton & Tittle., 2020).

Deaf parents mostly use verbal language, sign language and a combination to communicate with their hearing children. However, Deaf parents do admit that they are more comfortable communicating using sign language. This is what drives some

Deaf parents to teach their children sign language. Although they teach simple sign language. Their children also admit that they do not find it difficult to communicate using sign language. They are happy because they can learn more diverse sign language and Deaf culture. (Naomi Caselli, et al, 2021)

Even more effectively, such as the need to formalize translation services for deaf people in South Africa, preferring the assistance of professional translators rather than relying on hearing children as translators to mediate between deaf and hearing cultures. (Nomfundo F. Moroe1 Victor de Andrade, 2018)

### Non Verbal Communication: Indonesian Sign Language (Bisindo)

Indonesian Sign Language (Bisindo) is a sign language that applies in Indonesia and is a sign language that grows naturally among the Deaf community in Indonesia. Bisindo uses two hands and is considered easier and has uniqueness like a regional language. (Indonesian Sign Language Center (Pusbisindo), 2023). The benefits of learning Indonesian sign language or Bisindo are that it can develop the intelligence of the left and right brain in a balanced way, can be more expressive, communicate with the Deaf community and so on.

Barriers in interpersonal communication faced by deaf parents and hearing children are how to teach both languages, both verbally or orally and sign language. However, according to Shancari (2023), lack of communication should not be a reason why deaf parents cannot have access or information about their children.

And appreciate that hearing children or Children of Deaf Adults or CODA have different ways of communicating from deaf parents, the deaf community and the hearing or non-deaf community in the sense that they are bimodal, bicultural and bilingual children.

For example, comparing fricative production in 5- to 11-year-old children with CI and children with NH allows us to provide a picture of fricative production in French-speaking children at a later stage in phonological development, and to question the role played by perceptual abilities in phonological development. (Bénédicte Grandon, Anne Vilain, 2020).

Deaf Friends, whose numbers are quite large, still have to face stigma from the wider community, and at the same time also experience difficulties in daily life due to the lack of supporting facilities, means, and infrastructure. The purpose of the intervention is to create a society that is more inclusive of Deaf Friends, minimize the stigma against Deaf Friends by Hearing Friends which tends to be negative, and open up accessibility to communication with Deaf Friends through Indonesian Sign Language (BISINDO). (Grace Sutrisnadipraja, et al. 2019). To produce effective final results using the Systematic Literature Review method requires very high skills in identifying and analyzing sources to obtain accurate and relevant information according to the research topic. This also takes a long time and requires critical thinking in analyzing a study. The limitations of research using the Systematic Literature Review method are the limitations of information obtained from the literature because researchers

do not obtain accurate data that is in accordance with the research theme.

## Conclusion

From the results of the literature search using the Scopus and Science Direct websites which produced 127 Scopus indexed articles used for primary data and continued by using secondary data from books, journals, websites and articles that are in accordance with the topics used in the research.

It can be concluded that the biggest problem faced by deaf parents with hearing children, known as Children of Deaf Adults or CODA, is in interpersonal communication. These children grow up in a unique environment where they are constantly faced with two different communities culturally, linguistically and socially, namely the deaf community and the non-deaf community. Despite having functioning hearing, they experience ambiguity because they are “culturally deaf”. Other findings also show that lack of communication should not be a reason why Deaf parents cannot have access or information about their children. And appreciate that hearing children or Children of Deaf Adults or CODA have different ways of communicating with Deaf parents, the Deaf community and the hearing or non-Deaf community in the sense that they are bimodal, bicultural and bilingual children.

For effective final results using the Systematic Literature Review method requires very high skills to identify, synthesize and analyze sources to obtain accurate and relevant information according to the research topic. This also takes a

long time and requires critical thinking in analyzing the research conducted. The limitations of research using the Systematic Literature Review method are the limitations of information obtained from the literature because researchers do not get accurate data that is in accordance with the research theme.

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