

REVEALING MULTIMODAL RESOURCES IN TEACHING-LEARNING PROCESS FOR HEARING-IMPAIRED STUDENTS

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ABSTRACT

Students with a lack of hearing ability need special treatment for gaining communication skills. A number of schools for deaf children in Bandung tend to teach them primarily by using sign language. However, there will be a huge gap for these students to be able to interact in a society if they can only convey and interpret messages plainly through the sign language. Regarding this problem, there has been a new method called Maternal Reflective Method (also known as MRM) that encourages the hearing-impaired students to speak using their articulation organs (e.g. vocal folds, mouth, and the aspiration system) simultaneously with Indonesian sign language. The method also suggests that the teacher build connection with the students. Therefore, the predetermined close bond from such action may employ multimodal resources to take place. This study aims to discover how nonverbal communication, including touch, body movement, and paralinguistic are implemented in a teaching-learning discourse in the kindergarten classroom of Sekolah Luar Biasa Negeri Cicendo Bandung. The method used by the teacher in delivering the teaching material is the main focus on seeking the variation of pedagogical modes in terms of multimodal resources. The modes found during the class session are also scrutinized due to their communicative implication nature; in regard to Jakobson's framework on the language functions: referential, emotive, conative, phatic, metalingual, and poetic. The results indicate that most of the time the teacher uses multimodal resources for commanding, prohibiting, and inviting the students in relation to the conative function of language. Moreover, many poetic gestures are also found when the teacher wants to elaborate specific things for the students to have better comprehension. The metalingual function is hardly identified since the teacher does not put the main focus on defining things but rather referring them through sign language and other multimodal resources. Thus, the phatic and emotive function can also be found correspondingly in order to attract the students' attention.

Keywords: hearing-impaired, maternal reflective method, multimodal resources, language function

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