

MULTIMODAL RESOURCES IN TEACHING-LEARNING PROCESS FOR DEAF STUDENTS

FATHIMAH SALMA ZAHIRAH, DIDI SUKYADI

Universitas Pendidikan Indonesia

fs.zahirah90@gmail.com

Abstract Bahasa Inggris

Deaf students need special treatment for gaining communication skills. Regarding this problem, there has been a new method called Maternal Reflective Method (also known as MRM) that encourages the deaf students to speak using their articulation organs simultaneously with the Indonesian Sign Language. This study aims to discover how nonverbal communication, including touch, body movement, and paralanguage are implemented in a teaching-learning discourse in the kindergarten classroom for the deaf children. The method used by the teacher in delivering the teaching material is the main focus to see the variation of pedagogic multimodal resources. The modes found 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.

Keywords: deaf; maternal reflective method; multimodal resources; language function.

Abstrak

Siswa Tuli membutuhkan penanganan khusus dalam mendapatkan kemampuan komunikasi. Berdasarkan hal tersebut, terdapat satu metode bernama Metode Maternal Reflektif (dikenal sebagai MMR) yang mendorong siswa Tuli untuk berbicara menggunakan organ artikulasi bersamaan dengan bahasa isyarat. Penelitian ini bertujuan untuk menelaah bagaimana komunikasi non-verbal, termasuk sentuhan, pergerakan tubuh, dan aspek paralingua diimplementasikan dalam wacana belajar-mengajar di kelas taman kanak-kanak untuk siswa tuli. Metode yang digunakan oleh guru dalam menyampaikan bahan ajar merupakan kunci dalam pencarian variasi sumber daya multimodal pedagogis. Moda-moda yang ditemukan juga diklasifikasikan berdasarkan ciri komunikatifnya; menggunakan teori Jakobson dalam fungsi bahasa: referensial, emotif, konatif, fatis, metalingual, dan puitis. Hasil penelitian mengindikasikan bahwa guru seringkali menggunakan sumber daya multimodal untuk memerintah, melarang, dan mengajak siswa sesuai dengan fungsi konatif bahasa.

Kata kunci: tuli; metode maternal reflektif; sumber daya multimodal; fungsi bahasa.

A. Introduction

In general, most children acquire language quickly without much effort (O'Grady & Cho, 2016; Rowland, 2014). Children hear their parents or people around them speaking as they do naturally. In this case, the parents or caregivers provide exposures of the language which help the children to acquire the language. Through this way, they are able to produce and distinguish dozens of speech sound and learn thousand words (O'Grady, 2005). In addition, this condition makes them learn their first language really fast. Some of them produce the speech before they are able to crawl or before one year old. It seems that the children language acquisition is simple and straightforward.

In fact, every child acquires language differently (Rowland, 2014, p. 203). It means there will be individual variations or differences when

acquiring language. For example, some children can acquire a language extremely fast while the others are much slower. Consequently, some children may combine words in the correct grammar and the others may make lot of errors when producing sentences. Furthermore, others may struggle to generate a single word due to some exceptional circumstances like cognitive impairment (see Bavin, 2009; Lust, 2006; Rowland, 2014). It is clear here that there will be some factors influencing child language acquisition such as environmental and cognitive factors.

Regarding the individual variation in the language development, Rowland (2014) describes that there are three distinct types. First, there are children who master their language, following a typical timetable of children language development since they do not have any sort of impairment; but some of them will be slower than others called difference in rate or follow a distinct development route or pathway called difference in style. Second, there are children who have environmental problems like severe social deprivation and/or physical barriers like deafness. Third, there are children whose difficulties are caused by cognitive impairments such as specific language impairment.

This study focuses on the students with the second variation in the language development; especially those who have physical barrier called deafness or hearing-impairment. Jakobson (1971, p. 285) argues that in a child's language development, speech proves to be "interiorized psychologically before it is interiorized physically". It means for the child to have clear understanding of this world, he needs some stimuli (e.g. oral language) to describe things around him. This ontological view of the world may lead into an egocentric talk where the child constructs a relation of one thing to another without an actual addressee. It gives an implication that somehow the child cultivates his idea first before delivering it to a hearer. However, when it comes to a deaf child, the speech will be obstructed because he is not able to get any verbal stimuli automatically even though his articulatory organs can function well (Chaer, 2015).

Although one may know the shape of an apple, one would prefer to make a gesture or draw the symbol instead of trying to pronounce it when

talking about 'apple'. Therefore, the supposed metalingual function of language tends to be more poetic for this special child. The teacher may find some challenges teaching the deaf child because she needs to interpret it first in order to give a proper feedback. Jakobson did not deny that sign-referent relationship of language could be adapted to the analysis of non-linguistic systems of interpretation (Bradford, 1994, p. 76). Kress (2003, p. 35) supported this notion by stating that "language alone cannot give us access to the meaning of the multimodality constituted message". However, there will still be a limitation in transmitting messages through several modes other than verbal. This project is a small-scale study that focuses on the vital role of multimodal resources in presenting language functions based on Jakobson's framework within the teaching-learning process for deaf kindergarten students at *Sekolah Luar Biasa Negeri Bandung*.

The deaf kindergarten students are not the same as the normal students. The linguistic exposure did not interact well with them in the early year. Therefore, they are totally clueless about words. It is challenging for the teacher to add more vocabularies using merely sign language. Nevertheless, language as a cultural part of a class discussion can be understood well through something that is closely related to the students; like what happened to them lately. Mercer (2004, p. 140) argues that things which are said may invoke knowledge from the joint past experience of those interacting (e.g. their recall of previous activities they have pursued together), or from a new topic shared to the speakers (as they are also hearers). Hence, the teacher needs to be creative in building a topic that can give a practical impact for the students in their daily communication. It is also imperative that the teacher evaluate the discussion at the end of the class session.

Teaching mother tongue to deaf students differs from other language acquisition programs in three significant ways as proposed by Evans (2004, p. 18): (1) language modality (signed vs. spoken/written); (2) the absence of a written form of the first language; and (3) the inconsistent exposure to the first language. Ting (2014, p. 85) states the recent implementations of language teaching methods have emphasized student-centered

instruction as an effective way of learning. This is because students are able to take charge of their own learning and can actively participate. Moreover, teaching children also requires positive emotional bonding to encourage the students to socialize with each other. Durlak, et al. (2011, p. 405) view that emotion in a teaching-learning process can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success. Therefore, it is better for the teacher to pay attention on what the children need in order to fully achieve the learning goals. This socio-emotional matter may integrate better message delivery; the teacher should be wiser in choosing sign language or oral language (or both) to convey the teaching materials.

In regard to the social skill development, Rudelic (2012, p. 8) states that "the teacher might need to work on greetings with the student which includes appropriately approaching the person, saying "Hello", waiting for a response, providing an additional comment such as "How are you?", waiting again for a response, and then know when to end the interaction". This kind of training will be useful for the students in accessing a peer communication. In addition, if the students provide the correct response, the teacher needs to praise the students or provide them with a preferred reinforce so they know their response was appropriate or correct (Rudelic, 2012, p. 6).

B. Theoretical Frameworks

1. Multimodal Resources

Kress (2003, p. 36) views multimodal resources as signs which are both motivated and conventional. Thus, the various modes conducted by the teacher during the teaching-learning process may relate to each other in conveying a particular message that is constituted based on the learning and social contexts. For instance, the teacher intends to make a concrete visualization of things being discussed by drawing them on a whiteboard as similar as possible. Thus, in sociocultural terms, the board is being used as a cultural tool for this purpose and its use highlights the multimodal quality of the educational dialogue (Mercer, 2004, p. 154). This kind of

demonstration may frame the classroom session which later affects the students' attention (Bezemer, 2008, p. 168). It means, the shift of mode can enhance the students' response as well as their understandings. Quoting Jewitt (2008, p. 247) that "no one mode stands alone in the process of meaning making; rather, each plays a discrete role in the whole", hence the previous opinions are in line with Evans's (2004, p. 20):

"The teachers were supporting a bilingual approach to educating deaf students through the consistent use of sign language as the language of instruction, by providing conceptually accurate translations between the two languages, and by presenting language in a multimodal way –through signs, words, print, and pictures– in order to make it meaningful."

Regarding the teaching-learning process of deaf students, Evans (2004) also states that the sign language (can also be seen as one of the multimodal resources) functions the same as oral language in a sense that it can allow people to request, command, argue, and persuade, as well as to express feelings, tell jokes, and create poetry. However, even though the signs can carry those functions, they can also be interpreted differently based on a certain context. Kress (2003, p. 36) supports the previous statement by pointing out that the signs always change. Moreover, Sukyadi, et al. (2016, p. 71) also elaborate that the varied multimodal resources such as verbal, written and simple pictures, and actional mode (including body movement, vector, gesture, and posture) can work together harmoniously so the teaching materials can be more comprehensible. This means, multimodal understandings of literacy require a thorough elaboration of the full multimodal ensemble used in any communicative event, which in this case is the teaching-learning one, especially that of the deaf students.

2. Maternal Reflective Method

Maternal Reflective Method (hereafter MRM) is a method used by a mother when talking to a baby who is new to language. The mother often talks to the baby even though she knows the baby cannot talk like her. However, she keeps on repeating words, for example, "*Ini mama* (This is mother)". Then, the baby will slowly imitate the mother until it says the mix of a bilabial consonant [m] and open vowel [a], "Ma.. ma.." As time

goes by, the child will be able to talk normally. That is also how MRM is implemented in teaching deaf students. MRM treats language for deaf students the same as the normal ones in terms of expressive and receptive. It also stimulates the students' awareness on acquiring language by reflecting on their experiences.

As stated by Linawati (2012, p. 5), the purposes of MRM are as follows:

1. Enable deaf students to talk orally.
2. Encourage deaf students to actively convey ideas, thoughts, and feelings.
3. Empower deaf students to read by themselves.
4. Get deaf students to talk to their normal peers.

Based on those MRM purposes, being engaged in a conversation is salient for the language development of the deaf students taught with this method. The crucial matter is the teacher needs to understand what the students want to say; no matter how tricky it may seem, the teacher must be able to crack it so the students can feel accepted socially. The teacher can ask the students over and over again if she does not understand the code at the first attempt. However, if a student mispronounces a phoneme or a word, the teacher has to be aware of it and gives immediate feedback by giving the correct pronunciation of that phoneme or sentence. It is imperative that the teacher actively ask and invite the students in order to engage in a conversation spontaneously. This effort, in turn, will later affect the students' ability to produce a conversation independently, whether orally or with the assistance of sign language. Through the persistent use of MRM, the deaf students can optimize their communication by practicing articulating words.

According to Linawati (2012, p. 5), there are six stages of teaching deaf kindergarten students:

1. Pre-language stage is assisted by heart-to-heart conversation. During this stage, the teacher should be able to make a face-to-face contact with the students individually by gazing and touching their chests and showing things that will be the topic of the conversation.

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2. Connecting heart-to-heart conversation stage by approaching the students one by one, gazing at their eyes, and pronouncing the topic words slowly. The teacher also needs to support this stage with another mode such as pointing to the discussed objects or making a certain movement to denote the things.
3. Visualization stage is realized by the students via vocalizing the given words or describing them through the sign language. Hence, they will be able to reflect the material given by the teacher and connect it with the learning experience.
4. Reflective stage can be implemented through asking the students for relating the given topic to the other aspects surrounding them. By doing so, the students will express their thoughts by using the modes acquired along the learning session. In other words, the teacher provokes the students to think and deliver their understandings.
5. Transition awareness stage can be seen when the teacher asks the students whether they still remember the previous topic. This way the students' memories of the recent study will come out.
6. Consecutive heart-to-heart information delivery stage is presented when the students make a recontextualization of a given topic by using oral and sign language modes. Often times, the students need to follow the collective ways of conveyance as exemplified by the teacher so they agree that certain modes also contain particular meanings.

The aforementioned teaching-learning stages are only based on the heart-to-heart and *ideovisual* communication. The former communication requires the teacher to build a kinship through affection delivered by touch, attention, intimate space, and face-to-face modes. On the one hand, the latter communication requires the teacher to encourage the students to articulate the words learned and/or things shown as well as demonstrate the sign language for those items. The linguistic communication, in which grammar needs to be taken into account, is not introduced in the kindergarten level because the children still need to collect the words (Saputri, 2013, p. 1). However, all of the stages stated by Linawati (2012,

p. 5) may include three phase techniques of teaching: beginning, while, and post (Sukyadi, et al., 2016, p. 70).

3. Language Function

Roman Jakobson broadened the language function concept from Karl Buehler's organon model (expressive, representation, and conative functions) by generating six utterance factors affecting language function: (1) context, (2) addresser, (3) addressee, (4) contact, (5) code, and (6) message. The addresser sends the message to the addressee; in order for it to be well received it must contain a context. The message sent in the form of a code (a particular sign for describing a certain meaning) whether it is partially or fully recognized both by the addresser and the addressee will be able to be decoded by those two parties within their psychological awareness. Thus, the communicative purpose of language can still be implemented. Based on those six target factors, Jakobson (1971, p. 286) also classified the language function into six categories: (1) referential, (2) emotive, (3) conative, (4) phatic, (5) metalingual, and (6) poetic. The referential function is related to the message sent from a certain context. The emotive function describes the feeling of the addresser when conveying a message. The conative function is developed in order to attract the addressee's reaction (e.g. commanding, prohibiting, and inviting). The phatic function has the purpose to maintain the communication between the addresser and the addressee. The metalingual function is employed to explain things related to the language itself (e.g. definition and meaning explanation). Then, the poetic function shapes the aesthetic aspect of language by creating rhetoric sentences such as quotes. The summary of Jakobson's factors of communication and functions of language can be seen as follows (based on Waugh, 1985, p. 143-144).

Table 1
Jakobson's Factors of Communication and Functions of Language

No.	Target Factor	Source Factor	Function
1	Context	Message	Referential
2	Addresser	Message	Emotive
3	Addressee	Message	Conative
4	Contact	Message	Phatic

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5	Code	Message	Metalingual
6	Message	Message	Poetic

With regards to the above description, this study aims to describe the MRM-based multimodal resources in teaching and learning activities by a kindergarten teacher at *Sekolah Luar Biasa Negeri Bandung*. More specifically, the research questions addressed in this study are as follows:

1. What types of MRM multimodal resources are used by the teacher in the teaching-learning process?
2. In which phases of teaching and learning are the MRM stages implemented?
3. What factors cause the language function carried by the MRM multimodal resources to occur?

C. Method

The study employed qualitative approach to gain insight into the relation between the multimodal resources conducted by a teacher in the MRM teaching-learning process for the deaf children and the language functions proposed by Jakobson. The study considered the MRM multimodal resources conducted by the teacher as the central phenomenon which requires exploration and understanding (Creswell, 2012). In terms of design, the study used a descriptive case study. As described by Yin (2003), a descriptive case study has a purpose to present a deep and detailed picture of a particular phenomenon, namely MRM multimodal resources and its relation to Jakobson's language functions. The study employed an observation on the kindergarten teaching-learning process at *Sekolah Luar Biasa Negeri Bandung* on Tuesday, 14 November 2017, which focuses on the MRM style conducted by the teacher. The pedagogical discourse was recorded with the researcher's camera phone. The data for this research are mostly excerpts of video fragments taken during the classroom observation. The video was cut down into excerpts to be analyzed based on Jakobson's language functions and MRM-based

multimodal resources found in order to see whether there is any relationship between them.

D. Findings and Discussion

In an attempt to discover the relation between the MRM-based multimodal resources and the language functions found in the teaching-learning process for the deaf kindergarten students, the collected videos are classified into six sessions according to the pedagogic stages conducted in the class: (1) greeting, (2) class conditioning, (3) praying, (4) checking attendance, (5) asking about students' recent activities and (6) evaluation. Regarding the teaching phases classified by Sukyadi, et al. (2016, p. 70), the first four stages (greeting, class conditioning, praying, and checking attendance) belong to the beginning phase, the fifth stage belongs to the while phase, and the sixth stage belongs to the post phase.

1. Greeting Session

In the greeting session, the teacher uses eight multimodal resources namely verbal mode, intimate space, personal space, expression, vector, posture, and gesture. However, there are only five functions found in the greeting sessions (conative, referential, phatic, emotive, and poetic). The data show that the teacher tends to use verbal modes for directing the deaf students to imitate her in articulating greetings. Moreover, the greeting session supports Rudelic's (2012, p. 8) study in which the students are being encouraged to communicate and give models to their peers. Regarding the language function, the conative function occurred in this session has the higher frequency in use; followed by referential, phatic, emotive, and poetic.

The data imply that each language function may occur with other function(s) and various modes also take place in transmitting the messages delivered which correspond to the language functions. For example, when the teacher wants to attract the students' attention, she will tell them to look at her by using verbal, vector, and personal space modes. This action carries the pre-language and connecting heart-to-heart conversation stage (Linawati, 2012, p. 5). The excerpt can be seen on Table 2.

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Table 2
Greeting Session Excerpt 1

Transcription	Modes	Function	Target Factor
Teacher (T): <i>Lihat, lihat Ibu</i> (Look, look at me) [teacher's name] (pointing at herself)	Verbal, personal space, vector, posture, expression	Conative, referential	Addressee, context

Based on the data, the conative and referential functions are implemented through various multimodal resources (verbal, personal space, vector, posture, and expression). Although these two functions tend to occur correspondingly in most of the excerpts, there is a time when the conative and referential functions are followed by the phatic function. For example, the teacher wants to make sure that the student still focuses on the instruction given and at the same time she encourages him to imitate his classmate (as shown on Table 3). This action also entails the visualization stage in MRM (Linawati, 2012, p. 5), in which the students are expected to vocalize the given words.

Table 3
Greeting Session Excerpt 2

Transcription	Modes	Function	Target Factor
T: (touching one of the student's neck from the back and pointing at the class president's mouth)	Touch, vector, posture, personal space	Conative, referential, phatic	Addressee, context, contact

The data also indicate that the function, even though not always, can occur without being integrated with another function. For example, when the teacher checks the students' attention without giving any command, this act only carries the phatic function (as shown on Table 4). This action also highlights the transition awareness (Linawati, 2012, p. 6) when the teacher makes sure that the students understand the pedagogic materials.

Table 4
Greeting Session Excerpt 3

Transcription	Modes	Function	Target Factor
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T: (making a gesture, walking through the other students) <i>Ya</i> (Yes).	Verbal, gesture, personal space	Phatic	Contact
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2. Class Conditioning Session

The class conditioning session contains five language functions (conative, referential, phatic, emotive and poetic). There are eight modes found during this session (from the most frequent to the least frequent): expression, personal space, verbal, gesture, touch, vector, posture, and public space. Although not always, the conative and referential functions tend to occur together when the teacher asks the students to do something like putting their shoes on the cabinet; by pointing the place and stating it verbally as she sits on her chair (as shown on Table 5). Thus, this session can also be seen as reflective stage when the teacher asks the students to give response based on other aspects surround them (Linawati, 2012, p. 6).

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Table 5
Class Conditioning Session Excerpt 1

Transcription	Modes	Function	Target Factor
T: (making a gesture) <i>Taro</i> (Put it).	Vector, verbal, personal space	Conative, referential	Addressee, context

However, if the command is triggered by the teacher's emotion, the function will likely to be conative and emotive. The poetic function occurs when a certain feeling cannot be conveyed through expression only. Thus, this function tends to incorporate gesture and facial expression. For example, when the teacher appreciates the students' effort to put the shoes in the cabinet, she will say "*Terima kasih* (Thank you)" and transmit it through sign language while smiling to the students (as shown on Table 6). Thus, this action carries the transition awareness stage (Linawati, 2012, p. 6).

Table 6
Class Conditioning Session Excerpt 2

Transcription	Modes	Function	Target Factor
T: <i>Terima kasih</i> (Thank you).	Verbal, gesture, expression, personal space	Referential, poetic, emotive	Context, message, addresser

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Regarding the multimodal resources, the shift of space from personal to public space occurs when the teacher needs to look out on what happened in the other room. In this case, the teacher immediately moves from her chair (personal space) to the other room (public space) in order to check why the class president shouted (as shown on Table 7). Somehow, the shift of space indicates the frame of the session. This finding is in line with (Bezemer, 2008) study that a certain mode can shape the frame of the teaching-learning session. Moreover, the students seem to be aware that when the teacher is away from them, the class discussion has not been started. This action also highlights the transition awareness stage (Linawati, 2012, p. 6).

Table 7
Class Conditioning Session Excerpt 3

Transcription	Modes	Function	Target Factor
Class President: <i>Aaaa!</i> (screaming) T: (walking to the other room)	Vector, public space	Referential	Context

In order to grab the students' attention, the teacher needs to elaborate conative and phatic functions altogether through verbal, gesture, expression and personal space modes. She puts her hands up in the air and saying "*Libaat* (Look)" enthusiastically. Once the students focus on the given instruction, they will follow the teacher's lead. Since this teaching-learning process uses MRM, the teacher encourages the students to pronounce the words given and check them one by one as they greet each other. This actional mode confirms the heart-to-heart conversation stage as stated by Linawati (2012, p. 5). Sometimes, she needs to ask the students to be quiet and slowly pronounce the correct words. The teacher will point

her lips as to indicate what should be pronounced. Since the sign language is a dominant language for the students, the teacher will also transfer the message through the gesture mode. However, the students still need to be able to articulate the utterance. Moreover, even though the teacher does not make any sound while moving her lips, most of the students tend to understand what she says by looking at her lips. It means, the children are accustomed to interpret the lips movement as they have seen it a lot since the first semester.

3. Praying Session

In the praying session, the conative, referential, phatic, emotive and poetic functions still occur. During this session, the mode is dominated by personal space instead of expression, gesture and verbal modes to carry the message content. However, it does not mean that this session lacks of pedagogic material, but rather this session (like other sessions) interchanges the modes especially when there are disruptions during praying (e.g. the non-Muslim student follows the Muslims praying mode, the students sit badly and inappropriately, and the students get distracted by the other's act). The teacher will ask the students whether such action is appropriate if any of the disruptions happened during praying (as shown on Table 8). Based on Linawati's (2012, p. 6) study, it is clear that this action supports the transition awareness stage because the teacher wants to confirm if the nonstandard behavior can be accepted socially.

Table 8
Praying Session Excerpt 1

Transcription	Modes	Function	Target Factor
T: <i>Sopan tidak?</i> (Is it good?) (pointing at the student's sitting style)	Verbal, gesture, expression, personal space, vector	Conative, referential, phatic, emotive	Addressee, context, contact, addresser

Thus, the way she confirms the students' opinion will invoke conative, referential, phatic and emotive functions. Mostly, the teacher will also use vector so as to highlight what is being clarified. The students then will give her feedbacks on what is good. After all of the students agree on the terms,

they will behave according to the collective norms until the end of the praying session.

4. Roll Call Session

The fourth session is the roll call. This session consists of five functions: conative, referential, phatic, emotive and poetic. The major modes used in this session are: verbal, personal space, gesture, touch, and expression. Consequently, vector, intimate space, posture and silence are considered as the minor modes. At the beginning of the session, the teacher asks who is absent by saying “*Manaa* (Where)?” and making a gesture (as shown on Table 9). This action conveys the reflective stage since the teacher encourages the students to give their opinions toward the given topic (Linawati, 2012, p. 6).

Table 9
Roll Call Session Excerpt 1

Transcription	Modes	Function	Target Factor
T: <i>Manaa?</i> (Where?)	Verbal, expression, personal space, gesture	Conative, poetic	Addressee, message

In some way, this word-based message is contextual if the students have not been introduced to how to give the response. In fact, one of the students raised her hand when the teacher asked this question. She made a three-finger sign (the same amount for the students who did not attend the class that day). The teacher nods for confirming the student’s response. After that, she asks the names of those three students by saying “*Siapa* (Who)?” as she raises the three-finger sign. Although the act can be seen as a poetic function, but this message tends to have conative and referential functions based on its context. However, since no student answers the question, the teacher changes the plot. She begins to roll call the students one by one, until they are aware that three of them are not present that day. It is quite surprising that the students give response even though the teacher stays silent; they notice that in the roll call all of the

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names should be mentioned (as shown on Table 10). This action also highlights the transition awareness stage (Linawati, 2012, p, 6).

Table 10
Roll Call Session Excerpt 2

Transcription	Modes	Function	Target Factor
T: (silent) S: <i>Nih...</i> (Here)	Silent, personal space	Phatic	Contact

Sometimes the teacher needs to repeat the question over and over again until the students answer it correctly. During the roll call, there is one student who happened to be absent for quite a long time (approximately three weeks) but she is present. She seems to be confused and does not know how to pronounce her name. Therefore, in this session, the teacher cooperates intimate space and touch modes to teach the student how to articulate meaningful sounds. The action is a kind of heart-to-heart communication so the conative and phatic functions also occur while the teacher guides the student (as presented on Table 11).

Table 11
Roll Call Session Excerpt 3

Transcription	Modes	Function	Target Factor
T: (touching S's mouth) [student's name]	Verbal, touch, intimate space	Conative, phatic	Addressee, contact

In some cases, the teacher will check the students' mental understanding of their surroundings by referring to a thing which belongs to someone. For instance, the teacher asks "*Ibu X ada* (Is Mrs. X here)?" while gazing at Mrs. X's bag and making gesture. The students say yes, but the teacher asks them again "*Libat... sekarang ibu X ada* (Look... Is Mrs. X here now)?" and she adds more gesture for the word '*sekarang* (now)'. Although the mental meaning-making of language is quite hard for the deaf students, the teacher manages to get a proper feedback by adding more gesture to the contextual situation. This session confirms the reflective as well as *ideovisual* stage in which the teacher asks the students

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to relate the given topic to the other aspects around them (Linawati, 2012; Saputri, 2013). Consequently, it can be implied that in acquiring new words, the mental meaning-making is not suggested because the children themselves still have limited word stocks in their “word-bank(s)”. Therefore, for the rest of the session later on, the teacher will only rely on the ontological view of the language (e.g. the teacher will only give a topic related to things that can be seen by the students).

5. Asking-students'-activities Session

In the asking-students'-activities session, the conative function is the most frequent aside from the phatic, referential, poetic and emotive functions. The modes are dominated by expression, verbal, personal space and gesture. Consequently, the touch, vector, posture, intimate space and movement modes are less frequent than the formers. The session begins by asking the students whether they have had breakfast. In this session, interestingly, one verbal mode can have different function toward its use. For example, when the teacher says “*Sudah* (Already)” it can mean a statement (conative and poetic functions) but it can also mean a confirmation (conative and phatic functions) if she repeats it again to each student (as displayed on Table 12). The first excerpt entails the transition awareness stage while the second highlights the reflective stage. It confirms the notion that signs always change, especially their meanings (Kress, 2003, p. 36).

Table 12
Asking-students'-activities Session Excerpt 1 & 2

Transcription	Modes	Function	Target Factor
T: <i>Sudah...</i> (Already)	Verbal, gesture, personal space, expression	Conative, poetic	Addressee, message
T: <i>Sudah</i> (Already)?	Verbal, gesture, personal space, expression	Conative, phatic	Addressee, contact

In regard to the teaching-learning process, the teacher still checks the students' ability to produce sounds through touch, intimate space and warm expression. The session continues by encouraging the students to

give new information for the whole class. One of the students grabs her bag and makes gesture via sign language and verbal language saying “*Saya lagi...* (I am)” The teacher then interprets the student just bought a new bag and the student answers it by nodding. Occasionally, the gesture made (both by the teacher and the students) are not necessarily available in the Indonesian sign language structure, but rather it just carries simple meaning (e.g. yes or no). During this session, the teacher also introduces ways for referring ‘*tas* (bag)’. She makes a kind of gestural movement with her hands to imitate someone who carries a shoulder bag (since the student brought this type of bags). After that, the students are asked to recap the teacher’s statement by standing in front of their friends and deliver the message through sign language and pronunciation by saying “*X pakai tas baru* (X wears a new bag).”

6. Evaluation Session

Table 13
Evaluation Session Excerpt 1

Transcription	Modes	Function	Target Factor
T: <i>Naon ieu teh, hayang</i> (What is it, you want it)?	Verbal, personal space, expression, gesture	Metalingual	Code

The last session is the evaluation process that contains conative, referential, phatic, emotive, poetic and metalingual functions. The modes are mainly dominated by verbal, personal space, expression and vector. The dominant ones make the rest of the modes auxiliary (touch, gesture, movement, intimate space and posture). In this session, the teacher draws a girl wearing a shoulder bag on a whiteboard. Through transforming the bag to hand drawing, it enables the students to generate the features of the mentioned bag. Fundamentally, the deaf children are more sensitive to visual and motion modes (and any other modes that do not require hearing ability), hence they can have better understanding by describing things through pictures. After the drawing is finished, the teacher asks the students to pronounce ‘*tas* (bag)’ as she points to the picture on the whiteboard. The students know what it is but to some extent they hesitate

to produce the word orally. Thus, checking the students' pronunciation ability is expectedly the teacher's main focus on the MRM framework (Linawati, 2012, p. 5). Consequently, the teacher needs to make sure the students produce vibration when they articulate the words.

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In this session, it is found out that the metalingual function occurs when the teacher interprets the students' gesture and she confirms it through the hear-to-heart communication stage (as shown on Table 13). However, the metalingual aspect is only applicable when the teacher wants to confirm the students' statement not when she teaches them. It can be said that the metalingual function of sign language only exists for the teacher herself; not to be elaborated by the students because rather than delivering the material by metalingual function, the teacher tends to employ referential one for making it easy for the students to understand.

The excerpts from the video taken during the kindergarten teaching-learning session, at *Sekolah Luar Biasa Negeri Bandung*, show that the teacher employs a lot of conative function in conveying the messages (as stated on Table 14). It indicates the authority of the teacher in framing a situation where the students can actively participate in the classroom (Mercer, 2004, p. 154). Besides, the phatic and referential functions also support the teacher in delivering the pedagogic materials for the students to acquire better understanding of the new words given in the teaching-learning session. In other words, since both functions focus on the context and contact as the target factors, they help the teacher build the proximity through the heart-to-heart communication (Jakobson, 1971; Linawati, 2012). However, the teacher does not seem to elaborate metalingual function on teaching the deaf students. This abnormality occurs not because the sign language cannot convey the metalingual function but it will not be fair –to some extent– for the students to be given an elaboration that they will not fully understand; since the kindergarten deaf students still have limited vocabularies due to the restricted oral exposure (Chaer, 2015).

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Table 14
Total Frequency of Language Functions

Function	Target Factor	Frequency
Conative	Addressee	188
Phatic	Contact	85
Referential	Context	84
Poetic	Message	34
Emotive	Addresser	29
Metalingual	Code	8

In relation to the multimodal resources, MRM tends to invoke verbal mode more often than gesture mode (as shown on Table 15) because the aim of the method, as proposed by Linawati (2012, p. 5) is to enable the deaf students to have a proper conversation with normal people. The interconnected modes implemented by the teacher, the expression and personal space modes, during the classroom session help her to build a close kinship with the deaf students. Thus, it proves the notion of no one mode can stand alone to convey messages (Bradford, 1994; Jewitt, 2008; Kress, 2003).

Table 15
Total Frequency of Modes

Mode	Frequency
Verbal	220
Expression	210
Personal Space	202
Gesture	173
Touch	72
Vector	67
Intimate Space	41
Posture	28
Body Movement	8
Public Space	2
Silence	1

Moreover, although the touch mode seems to be less dominant from the mentioned modes, it plays an important role in gaining the students' attention and checking their pronunciation ability. This statement is in line with the stage of teaching deaf kindergarten students stated by Linawati (2012, p. 6) that connecting heart-to-heart conversation is built through

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approaching the students one by one, gazing at their eyes, and pronouncing the topic words slowly.

E. Conclusion

In conclusion, there is a relationship between the modes in terms of MRM teaching-learning stages for the deaf kindergarten students and Jakobson's language functions framework. The multimodal resources conducted by the teacher in the study can carry all of the language functions (conative, referential, phatic, poetic, emotive, and metalingual); not to mention they also work harmoniously (Sukyadi, et al., 2016, p. 71). The main target factors for those multimodal resources to occur in the MRM teaching-learning process are mainly addressee (the students), context (teaching-learning), and contact (heart-to-heart conversation).

Thus, it is clear that MRM focuses on the students as the center of the education discourse where the emotional bonding also plays an important role to make them more engaged (Ting, 2014, p. 85). Furthermore, it can be inferred that repetition becomes important in teaching the deaf kindergarten students since the transition awareness stage seems to be more dominant than the other teaching-learning stages proposed by Linawati (2012, p. 5). However, the deaf students can still get the messages from the teacher because studies examining the linguistic features and neurological processing of sign language show that sign language functions in the same ways as spoken language. Thus, the findings of this study also confirm Evans's (2004, p. 18) research that the multimodal resources implemented in the teaching-learning process for the deaf students can allow them to interpret as well as to make a request, command, argue, and persuade, even to express feelings and tell jokes.

The next researcher can analyze another teaching method for deaf students by using different semiotic framework on a different level of education. Moreover, the researcher can also conduct a quantitative study by aiming at the occurrence of a certain language aspect through comparing two teaching methods.

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Fathimah Salma Zahirah, Didi Sukyadi

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