

Interpersonal Communication Pattern of Deaf Students and Teacher in Cicendo Disabled School, Bandung City

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Abstract-The deaf children in communicating with normal people tend to use their oral skills by speech reading and spoken language of normal person. They should adjust their hearing impairment communication with normal people, while normal people who communicate with them should be slow and have clear pronunciation in conveying their message in order to reduce the communication constraints. In addition, there is a caution in understanding their body language because their hearings impaired are in sensitive level. When normal people seem not to like to talk with them, they will think that normal people are harassing children with their hearing impairment. This research is aimed to know and analyze deaf children's attitude by communicating to their teachers, enthusiasm of deaf children in interacting with teachers, and how deaf children understand what their teachers delivered. The method in this research is qualitative approach with constructivist paradigm and phenomenology as the main approach. The results of this study gives a lot of positive interpersonal communication influence to the students, they become more daring to appear in public, unlike other deaf children who do not conduct interpersonal communication maximally.

Keywords: communication; student; disabled

I. INTRODUCTION

People are social living who cannot live alone and need each other to survive. People also need communication to interact with another to socialize and fulfill their needs. People have to communicate, man communicates with himself and others. Communication is the essential thing in this life. People communicate to convey information and messages in the form of thoughts, feelings, and ideas in order to exchange information, increase knowledge and also experience. We can understand each other in the meaning to convey the message as to form the identity of human self. In essence humans need communication to convey information and add relationships to interconnect with one another during his lifetime.

Communication can be explained as the process of delivering message from a communicator to the communicant with a specific purpose. Communication is conducted using the role of language skills to develop itself, the language form can be verbal and non-verbal. Verbal language is a common language we use in everyday as simple as talking and writing, while nonverbal language is such as

sign language, facial expression and gestures. There are four communication functions: social communication, expressive communication, ritual communication, and instrumental communication. Communication is not always running well without any disturbance, not all humans are born normally and perfectly. Some were born with limitations that influence the process of adult growth in order to communicate and socialize with other humans. Children who were born with these imperfections can be called children with special needs, one of the imperfections is the child with hearing impairment.

Physically, deaf children look similar to other normal children who can hear and communicate fluently, but actually they look different when being invited to interact with normal people. Because they cannot hear sounds, it affects how they communicate. They cannot pronounce or speak clearly. Some deaf children even cannot speak at all. Because of their lackness at sound stimuli, they cannot speak and understand the articulation of a sound.

There is a unique communication pattern experienced by deaf children and (Sekolah Luar Biasa) SLB teachers. Communication pattern is a process of delivering messages from communicators which can be received effectively and efficiently by the communicant by giving feedback and the effect of the message and reduce noise that exist in the classroom. However, deaf children also experienced difficulties when conducting interpersonal communication process in delivering messages to deaf children.

When communicating with teachers they mostly use non-verbal communication, which is the ability of sign language and oral. However, deaf children still find many obstacles in interacting because deaf children have limitations in understanding oral language

which is conveyed by the teacher. SLB teachers need to understand sign language and oral language which is used by deaf children to reduce the constraints in their communication process. Sign language is the basic language that the deaf children use to communicate as a vehicle for the expression of their souls.

The communication patterns of deaf children in communicating with teachers tend to use their signaling abilities. If teachers don't have an understanding of communication signaling, then the process of communication will not work properly. Teachers should be able to adjust their communication with the deaf children so they can understand the clear pronunciation to convey the message each other. Communication pattern of deaf children and teachers at SLB Cicendo in the learning process at the classroom is an interesting phenomenon where the communicators experience obstacles of physical barriers to the communicants.

Communication is the essential need of human life. Understanding communication in general can be seen from two aspects: etymologies and terminologies. Etymologically, communication comes from Latin communication, and this word is derived from word communal. The meaning of communal here is the same, in the sense of the word about then a thing. Thus, communication takes place if between the people involved there will be a common meaning about a thing communicated.

Science is a study of communication, analyzing and researching the activities of human communication broad scope of his and many dimensions. The students often classify communication aspects into types that differ from each other contexts.

Deaf children in communicating with normal people tend to use their oral skills by reading speech and spoken language of the normal person. As a normal person who does not have physical shortcomings like a deaf child cannot communicate arbitrarily and must adjust their communication with deaf children. Normal people who communicate with children with hearing impairment should be speak slowly and have clearly pronunciation to convey their message in order to reduce the constraints of communication that will be done. So anyway normal people still have to master the basic sign language for the sustainability and success of communication that will be submitted to children with hearing impairment. In addition to the use of language that be used in normal person communication should also be carefully in body language, because children with hearing impairment have a slightly sensitive emotional level with normal children usually, if at the time of communicating normal people look like not want to talk to them then they will think the normal person is harassing deaf children. Children ways with hearing impairment use to communicate with normal people include:

- i. Read the speech or motion of the mouth from normal person.
- ii. Speaking according to their abilities.
- iii. Spell difficult words and name yourself with the alphabet finger.
- iv. Demonstrate what it is meant by using pantomime.
- v. Describe what it is seen and referred to listening to the sound according to the hearing ability it has using simple sign language.
- vi. Using Short Message Service (SMS) facility on mobile phone.

Deaf children are usually happy if treated like friends with normal people older, age, and smaller. In communication with an elderly normal person is actually the same, but there is

a psychological influence on the ongoing communication. The nature of a deaf child who likes to behave like a friend is what makes them feel genuine respect for normal older people when dealing with his teacher, married person, and person who has worked. So an older normal person needs to have a way of communicating to a deaf child as follows:

- i. Treat them like as friends and other normal person.
- ii. Show the attitude that does not exclude them and receive them properly.
- iii. Have enthusiasm when interacting with them.
- iv. Never assume they cannot afford and have anything even trivialize it.
- v. Trying in any way to understand what they are saying.
- vi. Do not fight them with violence if they are not in a good feeling condition, older normal people should be more patient with them, because the emotional level between normal children and children with hearing impairment is also different.

Usually children with hearing impaired who have many friends at their home surroundings are dominated by other normal children, they prefer to linger in school with friends who are deaf children, this is because they have lack of confidence mingling with normal children. They are more comfortable and able to exchange ideas with their deaf friends rather than return home quickly. But not all deaf children have the same case, there are also deaf children who are like other normal kids and have many friends, hanging out with other normal children. Usually this deaf child in communicating with normal peers by teaching his normal language friends gestures that he usually uses. This is done to keep their self-esteem and confidence. Different emotional levels and the unstable with normal children is usually a constraint in friendship between

children with hearing with other normal children of the same age, usually the role of parents is also needed to control in guiding and supporting it.

The term of symbolic interaction was first introduced by Herbert Blumer in the sphere of sociology, but in fact this idea has been discovered by George Herbert Mead that was modified by Blumer for a particular purpose. The symbolic interaction approach described by Blumer refers to three main premises [4]:

- i. People will act on something based on the meanings that exist in something for them.
- ii. The meaning derived from the results of social interaction undertaken by others.
- iii. The meaning is enhanced when the process of ongoing social interaction.

Symbolic interaction is one of the branches of sociological theory that understands the self and the outside world, symbolic interaction is a way of thinking about individuals and communities that interact with each other. This interaction of individuals involves an exchange of symbols in the form of message exchange to achieve a meaningful process. According to Mulyana in the process of interaction using symbols which include meaning and value, the symbols are in the form of signs, cues, and words [7]

The symbolic interaction perspective falls under the umbrella of a larger perspective, the phenomenological perspective. Bogdan and Taylor suggest that two main approaches in the phenomenological tradition are symbolic interactions and ethnomethodology. According to Meltzer symbolic interactions are considered relatively homogeneous and consist of several different school, namely the school of Chicago, school of Iowa, Dramaturgy approach, and ethnomethodology [5]. Qualitative research using a very famous symbolic interaction

perspective was carried out by Max Weber and developed by Emile Durkheim and Karl Marx [5]. Weber defines social action as all human behavior when and as long as the individual gives a subjective meaning to the behavior, it can be opened and hidden, even positive intervention in interpreting a situation. According to Weber all human actions are basically meaningful, requiring interpretation, thought, and deliberate. Therefore, between humans must direct each other's communication and their actions, the behavior which is seen in human beings is only a part of their overall behavior, partly hidden behavior such as emotions, ideas, motives, feelings, determination, and so on.

II. METHODOLOGY

Phenomenology is one of the influences of philosophy through several characters, namely, Edmund Husserl, Alfred Schutzs, and Peter Berger. Phenomenology is an approach that describing phenomenon is not a stand-alone reality, a phenomenon that appears to be an object full of transcendental meaning. Phenomenology does not seek to find right and wrong opinions, but to reduce human consciousness in understanding the phenomena that appear before him [4].

Phenomenology explains the general meaning of a number of individuals to the various life experiences of individuals related to concepts and phenomena, this experience can be phenomena, such as loneliness, insomnia, anger, grief, and other experiences. The main purpose of this phenomenology is to reduce individual experience to a phenomenon into a description of the essence or the universal essence [3]. In Creswell's book mentioned there are two types of phenomenology namely, hermeneutic phenomenology and empirical, transcendental, or psychological phenomenology.

For man there are many ways of interpreting the experience available to each individual through interaction with others, the meaning of that experience that shapes reality or reality. As a result it is a "social form". The aim of all the various phenomenological understandings is essentially the same, namely to understand the subject from the subject's own point of view [1].

This research was conducted using qualitative research method. Qualitative research is a study to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and individual human thoughts and groups. Qualitative research resulted in the discovery of problems faced by society with field-oriented data [1]. According to the qualitative method is to understand the phenomenon that is happening naturally in the circumstances that are happening scientifically. Creswell defines qualitative research as an approach that begins with assumptions, interpretive / theoretical lenses, and studies of research issues that examine how individuals and groups interpret social or humanitarian issues [3].

The goal of all phenomenology is essentially the same, ie to understand the subject from the subject's own point of view [1]. Researchers chose the phenomenological approach to dig deeply, understand the meaning and get the essence of this phenomenon as well as the experience of deaf children from the research of interpersonal communication as a means of self-expression of deaf students. This study also requires the interaction between researchers with informants to convey and understand the intent of the researcher to get the meaning of the event on the phenomenon under study from the life experience of the informant. To know the meaning of interpersonal communication pattern from deaf students required the theory of symbolic interaction, because in the theory of symbolic interaction [among deaf students with the people around

him. A meaning is formed from the existence of an interaction. Therefore, in this study the author uses the theory of symbolic interaction as an indicator in the meaning of pantomime for deaf student.

The paradigm which is used in this research is constructivism paradigm. Constructivism is a continuation of the interpretive, constructivism of interpreting and constructing the reality of the actors and the implications of such constructs for their lives with others. Constructivism says humans do not find or gain knowledge but compose or shape it. Concepts, models, and schemes are created to explain experience and modify constructs based on new experiences. The constructivist perspective assumes that human knowledge is constructed from the cognitive process of its interaction with the world of material objects, the reality which depends on the construction of the mind [2]. According to argued to understand a meaning, interpretation needs to be done. The process of the formation of meaning and how it is contained in the language and actions of social actors needs to be explained and explained by the researcher, the attempt to construct the interpretation is the attempt to read about the meaning, find the construction of the meaning of the actors examined.

The constructivist paradigm was chosen by the researcher because in this research the researcher tried to get the fact from the result of the interaction made between the researcher with the studied, the deaf student at Cincendo Disabled School. Researchers tried to understand the environment of deaf students studied in and vice versa. Researchers used deep communication and interaction processes to be mutually understood and understood. Researchers used constructivism paradigm to find out how the role of pantomime as a mean of self-expression of deaf students to explore and construct the social reality that exists in their lives.

Data analysis is the process of searching and compiling data obtained from interviews, field notes, and other reference materials systematically in order to easily understand the information by others. Data analysis is done by organizing data, spelling it into units, arranging into patterns, choosing which ones are important, and making conclusions that can be told to others. Data analysis in qualitative research was conducted from before entering the field, while in the field, and after completing in the field. In fact, qualitative data analysis takes place during the data collection process rather than after completion of data collection [Sug]. This study uses data analysis techniques according to the activity in qualitative data analysis done interactively and lasted continuously until thoroughly, so the data is saturated. The activities in this data analyzing are: data reduction, data display, and conclusion drawing / verification.

III. RESULT AND DISCUSSION

Deaf children have a way to express themselves. They look for media to be one of their self-expression, one of them through interpersonal communication. Expression of self-expression directly through interpersonal communication lies in the psychological changes of the character traits, the expression of self-expression when the child is deaf communicating interpersonal and in everyday life is different. Through interpersonal communication they can express themselves as angry, sad, happy, disgusted, smile in accordance with the role of the character he plays. Expression in interpersonal communication is the power of expressing messages through movement and sign language and appreciation of expression communicated to the audience of the role that is being done.

In addition through skill, the common interpersonal communication used is nonverbal because it becomes a relief from the

communication done. Nonverbal language is one of the substitutes of verbal sentences such as speech that is less clear in the communication process. The meaning of verbal communication for the deaf is a sentence or utterance spoken from oral, or the so-called mimic of mouth. Nonverbal communication is referred to language sign or symbol. Such as hand gestures, body, and facial expressions as well as eye contact contained in their communication process.

They can express themselves through interpersonal communication they can express feelings when communicating interpersonally. When the initial phase they feel shame and doubt since seen a lot of people, but after that, they were too accustomed to performing in public viewed by many people and eventually they were delighted when interpersonal communication.

Expression is the basic element of theater, the most obvious, and the most impressive action. The most infectious language in viewing more or less intense emotions depicted by acting, finds him drawn by the power of imitation quality to share and feel himself emotion with all the signs will be shown to him

Through interpersonal communication they can maximize their self-expression apart from their daily lives they cannot maximally channel their expressions, they can vent the emotion of this self-expression maximally in interpersonal communication by through roles while performing interpersonal communication. Facial expression, when conducting interpersonal communication is very important because through expressing messages in the storyline of interpersonal communication can be delivered to the audience so that the audience understands the message.

According to William I. Gorden cited there are four communication functions namely social communication, expressive communication, ritual communication, and instrumental communication. Based on this communication function one of them is expressive communication. Communication in this function is conducted to convey feelings of affection, sadness, fear, longing, anger, happy, sympathy, hate, and others by using the touch of nonverbal communication, but can use verbal communication too. As seen at the time of research observation, Bryan plays the character of someone who is in love. Expressions and feelings of affection delivered through nonverbal movements. Seen from a timid expression when he saw the woman he liked, and then added with the pounding chest movement when he saw the woman. In the end a happy expression is implied through a smile when close to the woman he likes.

These deaf students have their own interests in conducting interpersonal communication during school time. Usually indeed this desire appears in itself because of the influence of factors from within themselves on their own willingness to perform interpersonal communication and external factors as well as role models

In addition to the wishes and initial intentions of the deaf students, the factors of within the interpersonal communication group itself can have an effect in making the deaf students interested in following an extracurricular activity. The interest factor from self and other factors such as the invitation from the teacher in following influence their interpersonal communication.

IV. DISCUSSIONS

Interpersonal communication is a thing to develop the student although in a state of imperfect and have limitations. Interpersonal communication has its own meaning and meaning for deaf students. Interpersonal communication conveys a message from the storyline using expressions, body movements without using sound.

They see important interpersonal communication in their life with their own goals and should not give up because they must be able to perform interpersonal communication. Interpersonal communication is an important thing in self-development.

The inhibiting factors in interpersonal communication of teachers with deaf students in improving the attitude of independence is because they generally lack the understanding of spoken or written language, so it often causes children deaf to interpret something is negative or wrong and this is often a pressure for emotions. The pressure on his emotions can hamper his personal development by displaying self-closing, acting aggressively, or otherwise revealing the balance and doubt of the emotions of a deaf child always on one side because of his language poverty and on the other because of the outside influences it receives. If deaf children are rebuked by strangers will appear restless and restless. It also affects the interpersonal communication of teachers and students with the deaf.

Interpersonal communication can be done in class group activities that show funny things. Also from the themes played in the interpersonal communication group is a funny story line and make a laugh like a TNI theme that is very popular with the students of this deaf student. Not only are these deaf children who laugh with cuteness interpersonal communication, people who see it too can

laugh because of the action of deaf children so that they can become an entertainment.

Based on observations and interviews, the authors looked at a process of information and the message conveyed based on their personal understanding. That way will be easy to give the opponent emphasize the meaning of a particular object. For deaf persons communication not only serves as a tool in the communication process but can provide space in conveying the feelings and meaning behind the purpose of the message. How the message is done through self-concept that makes itself as the formation of self from a meaning. How messages are packaged using verbal and non-verbal language for deaf people by using the mind as a process of thinking to the message delivered.

V. CONCLUSIONS

The communication which is used by the teacher interpersonally in the interaction for deaf students uses nonverbal interpersonal communication and also more directing toward the skill influencing the students so that the students are expected to be more independent.

Nonverbal language is one of the substitutes of verbal sentences such as speech that is less clear in the communication process. The meaning of verbal communication for the deaf is a sentence or utterance spoken from oral, or the so-called mimic of mouth. While non-verbal communication that they use is referred to as sign language or symbol. Such as hand gestures, body, and facial expressions as well as eye contact contained in their communication process.

The inhibiting factor in teachers' interpersonal communication with deaf students in improving their independence attitudes is that they generally lack the understanding of spoken or written language,

which often causes the child to be deaf to interpret something negatively or wrongly and this often becomes a stress on his emotions. Pressure on the emotions can hinder personal development by displaying an attitude close up, act aggressively, or otherwise reveal anxiety and hesitations turbulent emotions deaf children on the one hand because of the lackness of language and on the other hand because of external influences it's received. If deaf children are reprimanded by someone who is not familiar, they will look restless and restless. It also affects the interpersonal communication of teachers and students with the deaf

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