

**A FUNCTIONAL AND COGNITIVE PERSPECTIVE OF
MEANING MAKING IN THE WRITTEN NARRATIVES OF
DEAF AND HEARING STUDENTS: A COMPARATIVE STUDY**

A DISSERTATION

In partial fulfilment of the requirements for the
Doctorate Degree in Linguistics



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**PROGRAM STUDI LINGUISTIK
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2022**

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A Functional and Cognitive Perspective of Meaning Making in the Written Narratives of Deaf and Hearing Students: A Comparative Study

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Dr. UPI Bandung, 2022

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Doktor Pendidikan (Dr.) pada Program Studi Linguistik Sekolah Pasca Sarjana

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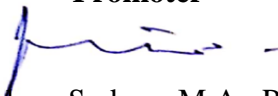
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**A FUNCTIONAL AND COGNITIVE PERSPECTIVE OF MEANING
MAKING IN THE WRITTEN NARRATIVES OF DEAF AND HEARING
STUDENTS: A COMPARATIVE STUDY**


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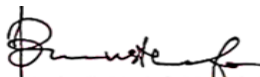
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STATEMENT LETTER OF ACADEMIC INTEGRITY

I hereby declare that this dissertation entitled “A Functional and Cognitive Perspective of Meaning Making in the Written Narratives of Deaf and Hearing Students: A Comparative Study” is my own work. There is no part in it that is plagiarism from other people's work and I do not copy or quote in a way that is not in accordance with the scientific ethics that apply to the scientific community. For this statement, I am ready to accept the risk/sanction if there is scientific ethics violation later or if there is a claim from other parties against this work.

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FOREWORD

Bismillah. All praise and gratitude are to Allah SWT who has made this dissertation possible to be completed. This dissertation was written as one of the requirements for obtaining a doctorate in linguistics at the Linguistics Study Program, Post Graduate School, Universitas Pendidikan Indonesia. This dissertation entitled “A Functional and Cognitive Perspective of Meaning Making in the Written Narratives of Deaf and Hearing Students: A Comparative Study” is an empirical study that has revealed the linguistic characteristics of deaf and hearing senior high school students in their written narratives based on the functional and cognitive linguistic perspective. The further purpose of this research is to explain the linguistic barriers of deaf students in relation to the linguistic characteristics of their hearing counterparts. Finally, the results of this dissertation are expected to provide input on the practice of Indonesian language teaching and learning for deaf students. Theoretically, this dissertation is expected to deepen the author’s and other linguists’ knowledge about the language of deaf students based on the functional and cognitive linguistic view.

Despite the best efforts that have been devoted to complete this dissertation, it may still have limitations. Therefore, input from various parties is needed so that the drawbacks can be improved by future related linguistic studies. Last but not least, may Allah SWT always illuminate the author with His incomparable knowledge via this small fraction of knowledge that the author has explored through this dissertation.

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ACKNOWLEDGEMENT

Alhamdulillah. All praise and gratitude go to Allah SWT who has made this dissertation entitled "A Functional and Cognitive Perspective of Meaning Making in the Written Narratives of Deaf and Hearing Students: A Comparative Study" completed. Shalawah and salam are addressed to the Prophet Muhammad SAW along with his family and followers. This dissertation is dedicated to my parents, sisters, as well as my brother. Thank you very much for your patience awaiting me who never returned home for three years because of completing this study. Further, this dissertation cannot be completed without the very contributive supports of many parties. On account of this, I would like to specially express my deepest gratitude to:

1. Mr. Dadang Sudana, M.A., Ph.D. as the promoter who has patiently guided and enlightened me a lot even since the beginning of the research proposal;
2. Mr. Iwa Lukmana, M.A., Ph.D. as the co-promoter who has provided improvements for this dissertation even on the weekends;
3. Mr. Wawan Gunawan, M.Ed., Ph.D. as the head of the Linguistics Department, who has encouraged me to complete this dissertation on time;
4. the dissertation examiners, namely Prof. Bachrudin Musthafa, M.A., Ph.D. and Prof. T. Silvana Sinar, M.A., Ph.D. who have provided their very insightful input for the sake of this dissertation;
5. the reviewers who have provided beneficial feedback for the improvement of this dissertation;
6. senior high school principals, teachers, and recruited student participants at SLBN Cicendo, at SLB N 31 PKLK Negeri Pangkalpinang, and at SMAN 1 Pangkalpinang, who have given their time during the data elicitation.
7. my fourteen supporting classmates, namely Marlia, Lilis, Prapti, Sri, Ninah, Lusiana, Dini, Agus, Asteria, Aisah, Deni, Mobit, Hamdan, and Gilang;
8. Mrs. Seni as the administrative staff who has been always very helpful;
9. as well as other parties who have provided their support to completing this dissertation.

ABSTRACT

The present SFL and cognitive linguistic study has revealed the meaning making in the written narratives constructed by deaf and hearing senior high school students. Its final goal is to provide the insight into the linguistic challenges of the deaf group in reference to the hearing peers. To achieve the purpose of the study, eleven real-life narratives elicited from eleven deaf senior high school students and thirteen elicited from thirteen hearing counterparts were analysed in terms of their macro and micro levels. In terms of the macro-level, the investigated aspect was the generic structure of narratives. In terms of micro-level, the analyses were on the transitivity system, the metaphor within the transitivity system, and the mental state terms within the transitivity system. Based on the cognitive and functional perspective, it was found that there was a delay of the deaf group in making functional meaning. The delay is seen from the gaps in terms of narrative generic structure, process type distribution, participant and circumstance types, metaphors, and in terms of positive mental state terms. In particular, the barriers of deaf students occur in the meaning making that involves advanced cognitive abilities, namely making abstract meaning, making evaluative meaning, and making analogous meaning. The current study interprets that the written challenges of the deaf group is linked to the limited input of contextual linguistic resources in the cognition, as the result of their delayed access to the verbal language even the sign language especially during the critical periods. All deaf participants in the current study have experienced profound deafness since their birth or infancy and have been raised in hearing families. Further, the current study expects that the results contribute to providing insightful input for educational purposes. The pedagogical practices of Bahasa Indonesia for deaf senior high school students should give more emphasis on the meaning making that involves advanced cognitive skills like constructing abstract meaning, evaluative meaning, and analogical meaning. This can be applied within the transitivity framework under the genre-based instruction.

Keywords: functional, cognitive, meaning-making, narratives, deaf, and hearing

ABSTRAK

Penelitian SFL dan linguistik kognitif ini telah mengungkapkan pembuatan makna pada teks naratif siswa tunarungu dan siswa dengar SMA. Tujuan akhir penelitian ini adalah untuk memaparkan tantangan kebahasaan siswa tunarungu dalam kaitannya dengan siswa dengar. Untuk mencapai tujuan tersebut, sebelas teks naratif dari sebelas siswa tunarungu dan tiga belas data dari siswa dengar dianalisis dalam hal tingkat makro dan mikro teks mereka. Dalam hal level makro, aspek yang dikaji adalah struktur generik naratif. Pada tataran mikro, analisis difokuskan pada sistem transitivitas, metafor dalam sistem transitivitas, serta *mental state terms* dalam sistem transitivitas. Berdasarkan perspektif fungsional dan kognitif, ditemukan adanya hambatan kelompok tunarungu dalam membuat makna secara fungsional. Hambatan tersebut terlihat dari adanya kesenjangan dalam hal struktur generik naratif, distribusi jenis proses, jenis partisipan dan jenis sirkumstansi metafor, serta dalam hal *positive mental state terms*. Secara khusus, hambatan pada siswa tunarungu terjadi pada pembuatan makna yang melibatkan kemampuan kognitif tingkat lanjut, yaitu pembuatan makna abstrak, pembuatan makna evaluatif, serta pembuatan makna analogi. Penelitian ini menafsirkan bahwa tantangan tertulis kelompok tunarungu adalah karena keterbatasan input linguistik yang kontekstual dalam kognisi sebagai akibat dari keterlambatan akses terhadap bahasa verbal bahkan bahasa isyarat terutama selama *critical period*. Kelompok tunarungu dalam penelitian ini telah mengalami ketunarunguan tingkat berat sejak lahir atau balita dan dibesarkan dalam keluarga dengar. Lebih lanjut, hasil penelitian ini diharapkan dapat memberikan masukan bagi dunia pendidikan bahasa. Pedagogi Bahasa Indonesia bagi siswa tunarungu SMA disarankan untuk lebih menekankan pada pembuatan makna yang melibatkan kemampuan kognitif tingkat lanjut seperti mengkonstruksikan makna abstrak, makna evaluatif, dan makna analogi. Hal ini dapat diterapkan dalam kerangka sistem transitivitas di bawah pembelajaran berbasis *genre*.

Kata kunci: fungsional, kognitif, pembuatan makna, naratif, tunarungu dan dengar

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LIST OF ABBREVIATION

Abs	Abstract
AFE	Age in the First Elicitation
BEH PRO	Behavioural Process
CIR/Cir	Circumstance
Cod	Coda
Com	Complication
Con	Conjunction
D	Deaf
EXI PRO	Existential Process
Eva	Evaluation
FD	First Diagnosis
H	Hearing
ID	Intellectual Disability
LD	Level of Deafness
LOC	Location
MAT PRO	Material Process
MEN PRO	Mental Process
MS	Meta-story
MSC	Mental State Categories
MSL	Mental State Location
MST	Mental State Term
Ori	Orientation
REL PRO	Relational Process
Res	Resolution
Reori	Reorientation
SE	Sequence of Events
SI	Student Initials
VER PRO	Verbal Process

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