

ABSTRACT

Deaf children is one of the children classification with special needs who has limited hearing that give the negative effect to their development, especially in speech and language ability. The limitation of these deaf children makes parents worried with their development in the future, especially regarding the child's independence. The worry of it also makes parents selective in determine the education for children with special needs. The aim of this study was to know how an interpersonal communication process between teacher and deaf students in improving the child's independence with special needs. This research used qualitative research methods to the presentation of descriptive analysis. The key informan in this research were 2 teachers and 2 deaf students at SLB Negeri Cicendo Bandung. Meanwhile for informan support are the parent of deaf students. Data collection techniques used were observation and indepth interviews. In reaching the validity of the data, researchers used triangulation metodh that compared observation result with indepth interview result. Based on the research result was found that not all aspects of independence are applied to the teaching and learning process at SLB Negeri Cicendo Bandung. In emotional independence. Only one aspect visible that is training deaf student to speak verbally. For behavioral independence, only one aspect visible that is increasing selfconfidence of deaf student by creating a competitive atmosphere in classroom. While in independence value, all aspect have not seen in the the teaching and learning process.

Keyword :interpersonal communication, deaf students, independence