Abstract

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Students with hearing impairment undergo some deficiency in their writing because they are delayed in their language development compared to the normal ones (Antia, Reed & Kreimeyer: 2005). Regarding the phenomenon, this study is aimed to identify the delay by investigating their capability in using grammatical cohesion devices in their narrative writing. This qualitative study is done by collecting the data as the students were asked to write narrative composition. By considering the grammatical cohesion devices proposed by Halliday & Hasan (1976), the data were analyzed to identify the devices used in the compositions and the device that is the most frequently used. This study brought up the finding that the students used grammatical cohesion in their narrative writing although not all. The devices used are: personal pronouns, demonstrative pronouns, nominal substitutions, verbal substitutions, clausal substitutions, nominal ellipsis, verbal ellipsis, clausal ellipsis, coordinative conjunctions, subordinative conjunctions, and inter-sentences conjunctions. Whereas comparative pronouns and correlative conjunctions are not found used in the compositions. Among the grammatical cohesion devices used, the most frequently used is coordinative conjunction “dan”.

Key words: hearing impaired students, narrative writing, and grammatical cohesion