

**Puspita, Anita Eka.** *Lexical Cohesion Devices in Narrative Speech Produced by Mentally Retarded Students of Junior High School with Mild Category.* A theses submitted as partial fulfillment of the requirements for the Sarjana degree of English Department Faculty of Humanities Universitas Airlangga 2013.

### **Abstract**

Students with mental retardation are identified to have a delay period during their skill and cognitive development, such as language because of the dysfunctional brain. They have lower intelligence than non-retarded students. This study is aimed to disclose the use of lexical cohesion devices in narrative speech produced by mild mentally retarded junior high students in Galuh Handayani Inclusive School. As a qualitative study, this study was conducted by recording and asking the mentally retarded students to tell stories from books which are shown to stimulate their narrative speech. Using the lexical cohesion devices story by Halliday and Hasan, this study will reveal what type of lexical cohesion devices that are mostly used by mild mentally retarded students. The findings show that in narrative speech of mild mentally retarded junior high students, reiteration is mostly used about 90.7% then it is followed by collocation about 9.3%. In addition, repetition is the type of reiteration that is mostly used about 79%. Sequentially, synonymy 5.7%, antonymy 4.9%, hyponymy and metonymy 0.6% found. The use of repetition is dominating because repetition is the simplest type to be produced related to the participants' characteristics which are; they have short-term memory, lack in their language development, and produce pointing words or simple sentence.

**Key words:** *mental retardation, lexical cohesion devices, narrative speech*