

TABLE OF CONTENTS

Inside Cover Page	i
Inside Title Page	ii
Declaration Page	iii
Dedication Page	iv
Thesis Advisors' Approval Page	v
Thesis Examiners' Approval Page	vi
Acknowledgements	vii
Epigraph	ix
Table of Contents	x
List of Tables	xiii
List of Pictures	xiv
Abstract	xv
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	8
1.3 Objective of the Study	8
1.4 Significance of the Study	9
1.5 Scope and Limitation	9
1.6 Definition of Key Terms	10
CHAPTER II LITERATURE REVIEW	12
2.1 Theoretical Framework	12
2.2 Cohesion	12
2.3 Lexical Cohesion	14
2.3.1 Reiteration	14
2.3.1.1 Repetition	14
2.3.1.2 Synonymy	15

2.3.1.3 Hyponymy	15
2.3.1.4 Antonymy	16
2.3.1.5 Polysemy	16
2.3.1.6 Metonymy	17
2.3.2 Collocation	17
2.4 Language Development of Hearing Impaired Students	17
2.5 Argumentative Writing	19
2.6 Review of Related Studies	21
CHAPTER 3 METHOD OF THE STUDY	25
3.1 Research Approach	25
3.2 Participant	26
3.3 Technique of Data Collection	27
3.4 Technique of Data Analysis	28
CHAPTER 4 DISCUSSION	30
4.1 Argumentative Writing of Hearing Impaired Students	31
4.2 The Use of Lexical Cohesion Devices by Hearing Impaired Students	34
4.2.1 Reiteration	34
4.2.1.1 Repetition	35
4.2.1.2 Synonymy	35
4.2.1.3 Hyponymy	36
4.2.1.4 Antonymy	37
4.2.1.5 Polysemy	38
4.2.1.6 Metonymy	39
4.2.2 Collocation	39
4.3 Data Interpretation	40
4.3.1 Lexical Cohesion in Argumentative Writing of Hearing Impaired Students	43

CHAPTER 5 CONCLUSION	49
REFERENCES	53
APPENDICES	56

LIST OF TABLES

Table 1	Classification of Hearing Loss	2
Table 2	Total number of Each Types of Lexical Cohesion Devices	40
Table 3	Total number of each types of lexical cohesive devices from all compositions	41
Table 4	Total number of lexical cohesive devices from all Compositions	41
Table 5	Lexical Cohesive Devices Classification	56

LIST OF PICTURE

Picture 1	82
Picture 2	83
Picture 3	84
Picture 4	85