

ABSTRACT

Agrinda, Prisma *Lexical Cohesion in the Argumentative Writing of Hearing Impaired Students*. A thesis submitted as partial fulfillment of the requirements for the Sarjana Degree of English Department, Faculty of Humanities Airlangga University, 2012.

The hearing impaired students tend to have difficulties in performing written composition. This study purposed to analyze lexical cohesion in the argumentative writing of hearing impaired students. The aims of the study are to explore the types of lexical cohesion devices mostly used in the argumentative writing. The writer uses the theory of lexical cohesion frameworks from Halliday and Hasan (1976), Yuwono in Kushartanti et al. (2005) and Djajasudarma (2009) to analyze the data. The method of this study is qualitative descriptive since it is attempted to analyze lexical cohesion of hearing impaired students in their argumentative writing. The participants of the study are 5 students from SMPLB Siswa Budhi in second grade, academic year 2011/2012. The findings show that in the argumentative of hearing impaired students reiteration about 80.9% is mostly used then followed by collocation about 19.1%. Specifically in reiteration, repetition are mostly emerges about 47.1%, antonymy 11.2%, hyponymy 6.7%, synonymy 5.6%, polysemy 4.5%. Additionally, the writer also finds some mistakes in argumentative writing of hearing impaired students especially in language usage. Finally, it can be concluded that the argumentative writing of hearing impaired students still showed the correlation meaning.

Keywords: *lexical cohesion, argumentative writing, hearing impaired student.*