

CHAPTER I

INTRODUCTION

I. 1. Background of the study

Language development in humans is accommodated by hearing and sight ability of any surrounding objects. Through hearing, humans recognize any objects because the sound inputs they receive lead to language recognizing. Meanwhile, sight helps humans to identify and understand objects visually. This process begins in their early development stages. They produce language through the speech derived from what they hear and see. If there is any child passes silently through his or her early years that ideally suit for his or her language development, s/he thereby is handicapped in developing normal speech, education and important social and emotional qualities.

Hearing process is defined as detecting and perceiving sounds by using ears. In the process of hearing, humans need objects to hear and the tools to help them hearing the sounds. The ear as the tool of hearing has three parts: outer ear, middle ear and inner ear. Each part has its own function. The function of those organs helps humans to receive and recognize sounds. If there is distortion in one of those hearing organs, the hearing process may suffer from dysfunction or loss. This condition is called hearing impairment or hearing disorder. Sastrawinata (1977) defined hearing loss as hearing instrument-damage which vibration of the air cannot be forwarded and changed to the impression of hearing the sound and response. People suffering from this condition are called “hearing impaired.”

Hearing impairment cases are frequently found in children. Many experts classify children with hearing loss based on the severity, contributing factors or the time it happened. The classification of hearing impairment that is more beneficial to education depends on the degree of hearing loss on the basis of audiometric data (Sastrawinata, 1977). The amount of hearing loss shown on the pure tone audiogram is used to classify the amount of hearing impairment (Roeser, 2000). The degree of hearing loss may vary because there is no universal format of the degree from pure tone test. The diversity may occur in any audiology clinic presenting the degree of hearing loss. However, the classification formats are less different. According to Roeser (2000), since the effects of hearing loss vary according to age, separate systems are used for children and adults. Northern and Downs (1991) as cited in Roeser (2000) provided a common classification system for use with children as shown in the table 1 below.

Table 1: Classification of Hearing Loss

Loss of Hearing	Description
0-15 dB	Within normal limits
15- 25 dB	Slight
25- 30 dB	Mild
30-50 dB	Moderate
50-70 dB	Severe
>70 dB	Profound

According to Antia, Reed and Kreimeyer (2005), although a majority of deaf or hard of hearing students attends public school, their profile of demographic characteristics is different from students who attend special school. They tend to have severe hearing loss, are more likely to use oral language as their primary mode of communication, and are less likely to belong to ethnic minority groups or to have additional disabilities than students in special schools (Kluwin & Stinson, 1993; Schildroth & Hotto, 1996 as cited in Antia, 2005). Hearing impaired students' language input tends to be slightly disturbed because of their hearing loss. The disturbance of language input in hearing impaired students affects their language output and results in poor vocabularies. Antia, Reed and Kreimeyer (2005) said that although students with mild and moderate degrees of hearing loss are likely to have better English literacy than deaf students because of increased access to oral language, they may not necessarily achieve at the same level as their hearing peers.

Childhood hearing loss is common and may seriously hinder normal development (Sataloff, 1993). Hearing loss greatly hinders the development of language thus indirectly also inhibit the development of intelligence, emotion, personality and other psychological aspects (Sastrawinata, 1977). The ability in performing language is determined by sound inputs because the utterances they catch by hearing become an important material in producing richness vocabularies. It is the reason why hearing impaired students may need special treatment to get better and easier understanding of language acquisition both in receiving and producing language. Hearing impaired students who have >50 dB

should take education in special school with emphasis on language learning, speech and lip reading (Sastrawinata, 1977).

Normally, language learning starts from three years old and the development increases as a child grows during his or her education years. This stage is considered the perfect completion of language learning that is followed by writing skill (Chauchard, 1983). The writing of deaf individuals has been compared to that of normally hearing controls in numerous studies. It has consistently revealed the differences in the performance indicative of deaf subjects' English language deficiencies (Strong, 1990). Some of hearing impaired students—mostly in mild and moderate degrees of hearing loss—takes education in public school. Their competence compared to hearing peers still shows a different competence level. Mayberry (2005) said that in comparison with normal hearing children, the spoken and written language developments of children with hearing impairment might be similar but often delayed.

There is a significant correlation between the hearing and writing process in the process of argumentative writing for hearing impaired students. As one of communication media, written text can be used by hearing impaired children to deliver their message (Antia, Reed, & Kreimeyer, 2005). To be noted, humans will always argue since they often disagree about many things around them simply due to disagreement, different preference, likes and dislikes, different basic understanding, background, etc. Humans sometimes persuade others with their point of view. Closely related to argument (and in practice often indistinguishable from it) is “persuasion”, or the attempt to get others to act in a

way that will advance a cause or position (Muller & Wiener, 2004). We often want others to be convinced with our point of view or persuade them to accept required course of action or behavior. This persuasion process can be performed by using written text as an argumentative writing.

The formal, traditional meaning of argument is the process of establishing persuasion through the presentation of appropriate evidence, the certainty or likelihood of a particular point or position (called as “claim”) (Mayberry, 2005). Effective arguments provide clear thinking and reasonable evidence based on solid facts. Every writer should strive to be argumentative coherence between different kinds of facts in order to put forward the idea to make it sound logical and critical (Keraf, 2003). According to Mayberry (2005), humans make arguments in order to advance a reasonable position instead of tricking a reader into serving our self-interest. When we disagree about basic statement, beliefs and value, it means we start to argue and those disagreements must be provided with reasonable judgment.

The argument in argumentative writing must be related to the logic, evidence and facts that give cohesion of the two in order to get the whole interpretation and prevent misleading conception. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another (Halliday & Hasan, 1976). It concerns to the relations of meaning within the text. According to Halliday and Hasan (1976), cohesion is expressed partly through grammar and partly through vocabulary. It can be referred to grammatical cohesion and lexical cohesion. Grammatical cohesion deals with the combination

of word or phrase that constructs grammatical features within the text, while lexical cohesion is concerned with the combination of word or phrase between sentences within the text that creates lexical element. Halliday and Hasan (1976) distinguished lexical cohesion into reiteration and collocation. Reiteration consist of repetition, synonymy or near synonymy, superordinate, and general world. Meanwhile, Djajasudarma (2009) classified lexical cohesion devices into synonymy, hyponymy, antonymy, polysemy and metonymy. On the other side, Yuwono as cited in Kushartanti et al. (2005) divided lexical cohesion into reiteration (consisting of repetition, synonymy, antonymy, metonymy and hyponymy) and collocation.

This study discusses lexical cohesion deals with reiteration and collocation. Reiteration is divided into repetition, synonymy, hyponymy, antonymy, polysemy and metonymy. The previous study about cohesion and coherence produced by hearing impaired students was conducted by Syukri (2009) under the title *Cohesion and Coherence in the Descriptive and Narrative Writing of Hearing Impaired Students*, which concerned with hearing impaired students of special school in fifth and sixth grade. Another study was conducted by Solichin (2010) under the title *Lexical Cohesion in the Narrative Writing of Hearing Impaired Students*. It concerns with the same participants as the previous study, yet the theory he used in his study was only lexical cohesion theory proposed by Halliday and Hasan, Yuwono and Rani et al. Additionally, there is also a journal written by Antia, Reed and Kreimeyer (2005) under the title "Written Language of Deaf and Hard-of-Hearing Students in Local Public

Schools” used as one of the related studies. Their participants were elementary until senior high school students.

This study tries to fill in the research gap on cohesive devices in writing produced by hearing impaired students. Since writing skill may be considered one of the important factors of linguistic competence, thus this study discusses the writing skill by students with hearing impairment. The previous studies about writing process mostly deal with narratives, thus the writer tries to analyze other aspect: argumentative writing. In order to continue the previous studies mentioned above, the writer observed hearing impaired students of the 2nd grade at SMPLB Siswa Budhi located at Jalan Ahmad Yani 222 A, Surabaya. The observation in collecting the data was conducted on May, 24th until 26th 2012. The writer chose SMPLB (*Sekolah Menengah Pertama Luar Biasa*/Junior High School for Students with Special Needs) Siswa Budhi because this school does not only accept students with hearing impairment but also students with different special needs, such as mental retardation and down syndrome. The school categorizes each students based on their impairment or special needs. The students with hearing impairment are grouped in class consisting of five students. These factors make them interact not only with the similar hearing impaired peers but also with other students with special needs. They argue quite frequently in their daily school life, particularly in the process of learning. This shows that despite their impairment, the hearing impaired students can interact with each other (the other hearing impaired ones and the other ones with other special needs). It is one of the

reasons why the writer wants to observe and examine the lexical cohesion devices of their argumentative writing patterns.

Since it deals with written composition, cohesive devices must be applied in order to get meaningful composition. Thus, this study concerns with the lexical cohesive devices in argumentative writing of hearing impaired students. Considering that this study does not address the causes of their hearing loss and that they do not either affect the background of the observed participants, the classifications are not discussed in details but only cover the ones in accordance with educational purposes.

I.2. Statements of the Problem

Based on the background of the study, the research problems are stated as follows:

1. What are the kinds of lexical cohesion devices used by hearing impaired students of the 2nd grade students at SMPLB Siswa Budhi Surabaya in their argumentative writing?
2. Which lexical cohesion devices mostly appear in the hearing impaired students' argumentative writing?

I.3. Objectives of the Study

This study tries to describe the kinds of lexical cohesive devices used by hearing impaired students of SMPLB Siswa Budhi Surabaya in 2nd grade class of

the academic year 2011/2012 in their argumentative writing as well as identifies the lexical cohesion devices mostly used by them.

I.4. Significance of the Study

This study is expected to give useful contribution to psycholinguistics and discourse studies, especially the ones concerned with lexical cohesion devices of hearing impaired students in their argumentative writing. Additionally, this study is conducted to provide a clear picture of the hearing impaired students of the 2nd grade's competence in their argumentative writing. The data is also expected to provide contribution for readers who attempt to discuss lexical cohesion devices of hearing impaired students in argumentative writing. Finally, the findings of this study are expected to give some benefits for teachers of students with hearing impairment regarding the lexical cohesive devices in hearing impaired students' argumentative writing.

I.5. Scope and Limitation

The writer believes that argumentative writing provides sufficient data to get the insight of hearing impaired students' competence in producing cohesive devices. The data of this study consists of the vocabularies in the their writing compositions produced by the observed hearing impaired students in their argumentative writing and will be limited only on the aspect of lexical cohesive devices. The lexical cohesive devices in this study comprise of reiteration and collocation.

I.6. Definition of Key Terms

There are several important key terms in this study, which are:

1. *Hearing impairment* : if there are one or more damaged hearing instrument that does not work, then the vibration of the air cannot be forwarded and changed to the impression of hearing the sound and response, this condition is called hearing loss (Sastrawinata, 1977).
2. *Cohesion* : the relationship between the form of sentences that build integrity of discourse (Sumadi, 1998).
3. *Lexical cohesion* : the semantic unity that realized from diction choice that have meaningful links to the prior thing (Nunan, 1993).
4. *Argumentative writing* : rhetoric written form that seeks to influence the attitudes and opinions of others so that they trust, and ultimately act according to what is desired by the author (Keraf, 2003).
5. *Reiteration* : reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; and a number of things in between – the use of a

synonym, near – synonym, or

superordinate (Halliday & Hasan, 1976).

6. *Collocation*

: the relationship of word meaning which is at the same field (Sumadi, 1998).