

CHAPTER I

INTRODUCTION

1.1 Background of the study

Not all children were born normally. One of them is children who were born with hearing-impaired. The terms “hard of hearing”, “deaf”, and “hearing-impaired” cover a wide range of conditions which affect a child’s listening ability, their educational, and social development. Actually, hearing-impaired children look like normal children; the problem is just on their sense of hearing. Since it makes them get difficulties to receive message using their ears and cause the limitation on language acquisition.

The language acquisition of children runs step by step, not all in one process, particularly on children with hearing-impaired. Hearing-impaired condition is considered as a language delay since the development of language in the hearing-impaired children was simply slower to develop their language. They would have a progress in their language development, although albeit at a slower pace, and catch up to peers which indicate that there was a developmental growth spurt (Cohen, 2001).

Furthermore, Myklebust (1960) as cited in Bernstein (1985) pointed out that children acquired the language through some experiences with the environment and can be viewed in terms of levels or hierarchies. These hierarchies follow the order of sensation, perception, imagery, symbolization and

conceptualization. When the lowest level, sensation, is impaired, as with hearing-impaired children, all higher levels are altered. Therefore, because the deaf are highly dependent on vision as their primary sense of sensation, they are intellectually more concrete than the hearing population. Nevertheless in the later stages of development, this concrete operational stage and the formal operations stage tend to be delayed.

Beside only able to understand the concrete object, the hearing-impaired children are also able to learn about the world around them in number of ways, such as lipreading, gestures, pictures and writing. Lipreading and gestures are some ways to communicate with other people verbally because those are the combinations of speech and signing. Whereas writing is the way for them to express their idea which is stored in their mind because they see the concrete object visualized but it can not be represented through lip reading and gestures.

As one of communication media, written text can be used by hearing-impaired children to deliver their message. In written text, they were able to tell experience, feeling, thought, and their imagination. It easily makes hearing-impaired children to represent what they want to say.

Written text aims to convey the information from the writer to the reader. The form of writing which produced is a text consists of sequence sentences in a paragraph. In layman's terms cited in Renkema (1993) a discourse, and especially a text, is a sequence of connected sentences or utterances (the form) by which a sender communicates a message to a receiver (the function). In order to qualify the text, in his study in 1993, Renkema presents seven criteria for textuality, those

are cohesion, coherence, intentionality, acceptability, informativeness, situationality, intertextuality. In order to make the text unify, the most important thing are the use of cohesion and coherence. Cohesion can be defined as the connection which results when the interpretation of a textual element is dependent on another element in the text (Renkema, 1993). Cohesion, on the other hand, is a potential for relating one element in the text to another, wherever they are and without any implication that everything in the text has some part in it (Halliday&Hasan (1976) as cited in Renkema (1993)). According to Halliday and Hasan (1976), cohesion is expressed partly through the grammar and partly through the vocabulary. Thus, we can refer to grammatical cohesion and lexical cohesion. Grammatical cohesion consists of four types. Those are substitution, ellipsis, reference, and conjunction. In this research, the writer would like to discuss the grammatical cohesion, cohesion that is realized through the grammar composed by junior high school hearing-impaired students at the second grades.

Since the category of grammatical cohesion may vary across languages, the written text used in this study is Indonesian text, thus, the writer used Indonesian category of grammatical cohesion proposed by Alwi, et. al (2003). The writer decides to use Alwi, et. al (2003) since this book is the standard form of Indonesian that is used in formal discourse. Hence, this book deeply explains and has information of Indonesian sentence structure.

Furthermore, the writer takes the related theory which is proposed by Halliday and Hasan as cited in Renkema (1993) in order to explore the grammatical cohesion made by the participants. Halliday and Hasan take the view

that the primary determinant of a text depends on cohesive relationship. In addition, a discourse not just combination words into grammatical sequences to form sentences, it must then to combine sentences into grammatical sentence. According to Widdowsan (1973) sentences combined to form texts and the relation between sentences are aspect of grammatical cohesion; utterance combine to form discourse and the relation between them are aspects of discourse coherence. Therefore, cohesion is only a guide to coherence and coherence is something created by the readers in the act of reading the text. Coherence is the feeling that a text hangs together, that it makes sense, and it is not just a jumble of sentences (McCharty, 1991).

In this study, the writer analyzes the grammatical cohesion used by hearing-impaired students at the second grades of SMP-LB Karya Mulia in their Indonesian descriptive compositions since for them; writing is the second way, after they acquire the sign language. After they have already mastering on sign language and able to communicate with others, they can represent their thought to writing. Furthermore grammatical cohesion is used in this research since grammatical cohesion is easier to use on their writing. Nevertheless, the process of translating their thought to writing does not run smoothly, regarding they have limited vocabulary. To make them easier to understand in writing composition, the writer used sequences picture as the media to attract the participants, so the participants write based on the sequence picture's story. Moreover, Gleason (1993) pointed out that pictures, literary forms, or genres, and informal plans or outlines help the hearing-impaired children try to write, meet the cognitive

demands of organizing their thought over extended stretches of writing. In other word, in this research, the writer also analyzes what grammatical cohesion is mostly occurring in their Indonesian descriptive compositions.

Meanwhile, composition is an element of writing which account the description of a certain object or something specifically based on the writer's imagination. According to Keraf (2003), composition can be divided into five types: descriptive, narrative, argumentative, persuasive, and expositive. Descriptive can be defined as a composition which focused on describing a noun in a concrete view points. The word descriptive itself comes from the Latin word '*describere*'. It means of write about, explain something, or express something. On this study, the participants were asked to describe the sequences pictures into descriptive composition.

1.2 Statement of the problem

Based on the previous explanation about the writer interest in conducting this study, the writer states the following questions:

1. What kinds of grammatical cohesion devices are used by hearing-impaired students at the second grades of SMP-LB Karya Mulia, Surabaya, in writing descriptive composition?
2. Which grammatical cohesion devices mostly occur in their Indonesian descriptive composition?

1.3 Objectives of the study

Related to the problems, the objectives of the study are to find out the grammatical cohesion devices used by hearing-impaired students at the second grades of SMP-LB Karya Mulia Surabaya in making descriptive composition, and the grammatical cohesion that mostly occurs in their Indonesian descriptive compositions.

1.4 Significance of the study

It is expected that the result of this study will be useful for students of Linguistic and Psycholinguistics, since this study has been proposed on the boundaries of these fields. In Linguistic, it may increase students' knowledge about grammatical cohesion devices in descriptive composition on children development. It also provides reference for Psycholinguistics students who study on the relationship of the process in acquiring grammatical cohesion devices on hearing-impaired children. Last, the writer hopes this study can give contribution to education institution especially for those who concern with the development of hearing-impaired children. Beside that, the writer hopes that this study can guide the parents who have children with disability in the sense of hearing.

1.5 Definition of key terms

- a. Cohesion : Part of the system of a language, which express the continuity that exist between one part of the text and another (Halliday and Hasan, 1976).
- b. Grammatical cohesion : Cohesive effect achieved by using reference, substitution, ellipsis, and conjunction (Halliday and Hasan, 1976).
- c. Descriptive composition : One of the writing compositions which account how the writer write a story to attract the reader based on his or her imagination about certain objects (Keraf, 1982).
- d. Hearing-impaired : A term used to describe individuals who have hearing loss, have vision as their primary input, and cannot understand speech through the air (Hardman, 2002).