CHAPTER II

LITERATURE REVIEW

This chapter aims to explain the existing theories proposed as a guideline in synthesizing the finding and discussion of this study. It includes theories regarding cohesion and coherence in written text, grammatical cohesion, literacy development of hearing impaired students, and argumentative text. The main theory used in this study is the cohesion theory from Halliday and Hasan (1976). In supporting the writer to analyze the data, the writer also use theory of Indonesian grammatical cohesion from Yuwono (2005) which are compiled in Kushartanti, Lauder&Yuwono(2005) and also grammatical cohesion theory from Lubis (1991). It also needs to be mentioned here review of related studies about hearing impaired student's writing that have been done in building theoretical understanding of the concept.

2.1. Theoritical Framework

2.1.1. Cohesion and Coherence in Written Text

Written text is a semantic unit in which each part is linked together by the cohesive ties. As Halliday and Hasan (1976, p.8) stated that a cohesive ties is a semantic relation between an element in text and some other elements that is crucial to the interpretation of the text itself. Thus we can state that the cohesion relationship among sentences in a text is able to ally the holistic understanding or semantic unity of the text. There are two elements which are semantically connected in text (Halliday and Hasan, 1976). The semantically connected

elements which lie within the text is called as endophoric, while other semantically connected elements which lie outside the text is called as exophoric.

Cohesion can be defined as the way grammatical features of a sentence can connect the sentence to the other sentences in a text (Hoey 1991:3). According to Halliday and Hassan (1976), cohesion depends upon lexical and grammatical relationship which allows sentence sequence to be understood as connected discourse rather than as autonomous sentence. To them, there are five major class of cohesion; reference, substitution, ellipsis, conjunction, and lexical reiteration and collocation. However, substitution and ellipsis are more frequently found in conversation rather than in written text. Then, the three remaining classes mostly happen in written text.

Theoretically, lexical cohesion is only constituted from the lexical reiteration and collocation. There are five types' lexical cohesion types; those are repetition, synonymy, hyponymy, metonymy, and antonym (Renkema, 1993). The grammatical cohesion is constituted from the substitution, ellipsis, reference, and also conjunction. However, the categories of reference and conjunction contain ties which are both grammatical and lexical (Halliday and Hassan, 1976).

Meanwhile, the quality or "success" of a text depends on great factors outside the text itself (Stephen, 1981). He mentioned that writing quality is in part defined as the "fit" of a particular texts to the subject that include some factors such as the writer's purpose and the people's knowledge of an interest in the subject. Robert de Beaugrande (2006) also stated that the good quality of text must fulfill seven

criteria, those are cohesion, coherence, intersexuality, acceptability, informativeness, situationality, and intentionality.

The coherence can be described as the relationship compactness between sentences in a discourse. Coherence can also be said as the harmonious interrelationships between elements in a sentence (Mulyana, 2005). It can be said that coherence is facts and ideas which are logically organized and structured in written text. The difference between cohesion and coherence lies in the capacity of the point where the discourse structure from which aspects they support the integrity of the discourse, when it comes within the written text, it is called as cohesion, whereas, if this aspect comes from outside, it is called as coherence (Tarigan, 2006). However, the writer did not include coherence as the part which is examined in this study.

2.1.2. Grammatical Cohesion

2.1.2.1. Grammatical Cohesion in English

This study investigated the grammatical cohesion in hearing impaired students argumentative paragraphs. Therefore it is important to apply the grammatical cohesion approach. In this study, the writer applied the grammatical cohesion theory of Halliday and Hasan (1976) which has also been reviewed by Renkema (1993). According to Halliday and Hasan (1976), grammatical cohesion refers to a combination of terms between sentences that form the grammatical aspect. To them, grammatical cohesion can be divided into four kinds they are reference, substitution, ellipsis, and conjunction.

Reference concerns on the relation between a discourse element and a preceding or following element (Renkema, 1993). According to Halliday and Hasan (1976), reference cohesion occurs when one item in a text points to another element for the text interpretation. For example:

' I hear Mr. Bob has come. *He* has changed a bit'.

The reference can be determined by what is imparted before or after the occurrence, for example the pronoun *"He"* in the sentence above refers to the subject '*Mr.Bob'*.

Halliday and Hasan (1976) stated that there are three types of reference; those are personal, demonstrative and comparative. Personal reference is a kind of reference in which means of function in the speech situation occurs through the category of people. The personal reference depends on the use of personal pronoun, such as *I, you, they, we, he, she, it, etc*. Then it also depends on the use of possessive adjective, such as *my, your, their* and also possessive pronouns, such as *mine* and *yours*. The demonstrative reference is a kind of reference used to identify or point to a thing. It depends on the use of determiners, such as *this, these, that,* and *those* and also the use of adjuncts, such as *here, now, then*. The last is the comparative reference; it is a kind of indirect reference by means of identity or similarity. It can be seen from the use of adjectives and its adverbial counterparts.

Halliday and Hasan (1976) defined substitution as the replacement of one item by another. According to Jan Renkema (1993), substitution is the replacement of a word (group) or sentence segment by a "dummy" word.

Substitution shows the relation in the wording instead of the meaning, therefore the different types of substitution are defined grammatically rather than semantically. Some types of substitutions are noun, verb, and clause (Renkema, 1993).

(a) I'm having chicken and rice

I'll have the *same*

The word '*same*' substitute 'chicken and rice', it is called as a nominal or noun substitution.

(b) He participated in the contest, but you *didn't*

The word '*didn't*' substitute the word 'participated', it is called as a verbal substitution.

(c) Is there going to be an earthquake?

It says *so*

The word '*so*' substitute the sentence 'there is going to be an earthquake', it is called as a clause substitution.

Ellipsis is the omission of a word or part or a sentence (Renkema, 1993). Ellipsis is also referred by Halliday (1976) as the substitution by zero. An elliptical item is one which, as it were, leaves specific structural slots to be filled from elsewhere. This is exactly the same as presupposition by substitution, whereas in ellipsis nothing is inserted into the slot. As the substitution, ellipsis also takes place in grammatical rather than semantic. There are three kinds of ellipsis; those are nominal, verbal, and causal ellipsis (Renkema, 1993).

(a) 'These biscuits are stale. Those are fresh.' *(Nominal Ellipsis)*

(b) 'He participated in the debate, but you didn't. *(verbal Ellipsis)*

(c) 'Who wants to go shopping? You? *(Causal Ellipsis)*

Conjunctive elements are not in themselves cohesive, but they do express certain meanings, which presuppose the presence of other component in discourse (Halliday& Hassan, 1976 p.226). Conjunction is the term used to describe the cohesive tie between clauses in the text. It helps to demonstrate a meaningful relationship between them. There are five types of conjunctions; those are additive, andorsative, causal, temporal, and constituative (Halliday & Hasan, 1976). However, Renkema (1993) divided kinds of conjunctions into addition, temporality, and causality.

2.1.2.2. Grammatical Cohesion in Indonesia

To add the concept of grammatical cohesion in Indonesian, the writer applied the grammatical cohesion principles by Yuwono (2005) which are compiled in book entitled Pesona Bahasa, *Langkah Awal Memahami Linguistik* edited by Kushartanti, Lauder&Yuwono(2005). Moreover, the writer combined the theory of grammatical cohesion in Indonesia with the theory from Lubis (1991). The reason that underlies the writer choose to use the theory of grammatical cohesion in Indonesia is to achieve the proper analysis of Indonesian argumentative paragraph which is produced by hearing impaired students in XII grade of SMALB-B Karya Mulia Surabaya. Besides, the writer assumed that the grammatical cohesion concepts by Yuwono (2005) which is compiled in Kushartanti, Lauder&Yuwono(2005) and Lubis (1991) support theory of Halliday and Hasan (1976) which have already explained above. According to Yuwono, et al (2005), grammatical cohesion devices are divided into four those are reference,

substitution, ellipsis, and conjunction. Meanwhile, Lubis (1991) explained some cohesion types that support the discourse; those are ellipsis and substitution.

As well as grammatical cohesion in English, Yuwono (2005) divided the Indonesian grammatical cohesion into reference, substitution, ellipsis, and conjunction. According to Yuwono (2005) References in Indonesian written text can be divided into three parts; those are personal references, demonstrative references, and comparative references.

i. **Personal References**

Personal reference is dependent on the use of personal pronounse, possessive adjectives, and possessive pronouns. It can be in single or plural form. The classification can be seen below:

Table 2.1 Classification of Indonesian Personal Reference

Form	Single	Plural
I	Saya, Aku, and name of person.	Kami, kita.
II	Anda, Kamu, Saudara, Bapak, Ibu, Kakak, Adik, etc.	Anda semua, Saudara-saudara, Bapak-bapak, Ibu-ibu, etc
III	Dia, Ia.	Mereka.

ii. **Demonstrative References**

Some demonstrative references in Indonesian are ini, itu, di sana, di sini. In example:

Mobilnya baru dan bagus

Itu dibelinya dengan uang sendiri

Batu kota yang indah

Di sana ada banyak tempat wisata.

iii. Comparative References

Some comparative reference in Indonesian written texts are sama, persis, serupa, lain, dan berbeda.

In example:

Gaun yang dikenakan Nia **persis** *dengan gaun artis baru tersebut.*

Berbeda *dengan kemarin, Ani terlihat sangat ceria.*

The second type of grammatical cohesion is the substitution. Yuwono (2005) defined substitution as the relations between word and word that replace the previous word. In Indonesian written text, Lubis (1991) divided the substitution into three parts those are nominal, verbal, and clause substitutions.

a. *Semua* **mobil** *ini bagus*

   Yang ini *paling baru (Nominal)*

b. *Seluruh siswa di sekolah* **belajar giat** *untuk UNAS, saya* **berusaha** *juga. (Verbal)*

c. **Kepala sekolah kita hari ini tidak masuk**

   Saya dengar **demikian** *(Clause)*

The third type of grammatical cohesion is ellipsis. As same as the substitutions, there are three kinds of ellipsis; those are nominal, verbal, and clause ellipsis (Lubis, 1991).

In example:

a. *Rayi dan Dona berangkat hari ini*

Mereka juga.(verbal)

b. *Mahasiswa Sastra Inggris mempelajari teori-teori linguistic*

   Semantik juga (nominal)

c. *Mereka belajar giat pada semester ini*

   Semester lalu juga. (clause)

The last type of grammatical cohesion is the conjunctions. In Indonesian written text, conjunction can be divided into coordinative conjunctions, subordinate conjunctions, correlative conjunction, conjunction between sentences, and conjunction between paragraphs (Lubis, 1991).

Table 2.2 Classification of Indonesian Conjunction

Coordinative Conjunctions	Subordinate Conjunctions	Correlative Conjunctions	Conjunction between Sentences	Conjunction between paragraphs.
Dan, atau, tetapi	*sewaktu, sementara, sambil, seraya, selagi, selama, sehingga, sampai.* Jika, kalau, jikalau, asal(kan), bila, manakala. Andaikan, seandainya, umpamanya, sekiranya, Jadi. Agar, untuk,supaya, agar supaya, biar. Biarpun, ,meski (pun), sekalipun, walau (pun), sunmgguhpun, kendati (pun), padahal. Sebab, karena, oleh	Baik..maupun.. Tidak hanya…., tetapi juga…. Bukan hanya…., melainkan juga Demikian.,...Seh ingga Sedemikian rupa sehingga…. Apa(kah)….atau …. Entah….entah…. Jangankan….., …pun….. Etc.	Biarpun demikian/ beigtu, Sekalipun demikian/ begitu Kemudian Sesudah itu Setelah itu Selanjutnya Sebaliknya Bahkan Oleh karena itu. Etc.	Adapun, akan hal, mengenai, dalam pada itu.

	karena, oleh sebab. Sehingga, sampai-sampai, bahwa, dengan, tanpa.			

Source: Lubis, A.H.S .(1991). *Analisis Wacana Pragmatik.Bandung*: Angkasa.

2.1.3. Literacy Development of Hearing Impaired Students

Hearing impaired children are children who have dysfunction in their sense of hearing, whereas deaf children are also individuals whose their sense of hearing is damaged, thus, however, they can still hear using hearing aid tool or nothing (Sadjaah, 2005). Because of the damage in their sense of hearing, hearing impaired children have some difficulties in acquiring language. As it is explained, a significant influence on children's language development is the language input and the interaction they receive from adults (Bruner, 1983; Vygotsky, 1986). As it is said that hearing impaired children have to face the language limitation because of the damage in their sensory input (Hoff, 2001). Hearing impaired children do not have the same exposure to the language as how normal children get; thus the access to the language is difficult to be gained easily.

The basic problem of deafness is not lack of hearing but lack of language (Meadow, 1968 in Mayberry, 2002). The problems they faced due to their impaired hearing cause them to have a small access to the language. They are not able to hear normally, so they do not acquire language as how normal children do. Hence, it is also stated that the major development which is hard to be faced by hearing impaired children is not simply learning to speak, but acquiring language

namely lexicon, morphology, syntax, and semantics of language (Mayberry, 2002).

Mastering literacy seems to be a challenge for hearing impaired students. It is said that hearing impaired children have some difficulties in developing their literacy skill, both reading and writing (Ricasa, 2010). Because they have limited access to language, they have some difficulties in learning to read and write, that is why mastering the literacy is a kind of challenge for deaf children. Writing skill belongs to the third phase which is crucial to be learned by deaf children (Meyer and Wells, 1995).

According to Meyer and Wells (1995), there are four phases in children's mastery of their culture's linguistic resources for communicating and thinking. The first phase is learning their first language which means they learn about the language of the community. The second is social to inner speech which means making sense of language as a tool for thinking and directing one's own behavior. The third phase is learning to use the written mode. Through the third phase of language development according to them, deaf children would do the transition from inner speech to written text. In this case, inner speech could be characterized as a mode of thinking and reasoning which "stands in an intermediate position between oral speech and writing". The last phase is learning a synoptic genre which means they are extending mastery of written language to include the more formal academic genres.

Children with more interaction and a better understanding of their language tend to transit into writing easier than others (Mayer, 2006). For hearing impaired

children, transiting to writing seems to be a challenge because they do not have more interaction of using language due to their impaired hearing. Almost all hearing impaired students interact with others using sign language. Thus, we can say that if a person is hearing impaired, he or she will have difficulties with his or her spoken language. Then it means that the person has a little understanding of their language, so they will have great obstacle with writing (Perry, 2010).

The language development comparison between normal and hearing impaired childrens can be seen from some research which had been done. Mayberry (2002) stated that during 15 months intensive speech instruction, a 30 month old hearing impaired child was only able to learn one word in a month while Ingram (1989) state that hearing children spontaneously learn about 60 – 120 words per month in the age between 30 and 45 month. It is said that comparing with normal children, a 4 year old hearing children has between two and three thousand words, in contrast, deaf children at the same age only has few words (Meadow,1968 in Mayberry,2002). Furthermore, a research which had been done to 150 hearing impaired children between the ages 4 and 20 showed severe delays in vocabulary comprehension. The finding showed little lexical development after 12-13 years (Moeller, Osberger, Eccaris, 1968 in Mayberry 2002). Thus, it can be inferred that the language development of hearing impaired children seems to be delayed.

However, Meyer and Wells (1996) investigated that actually, the cognitive processes of hearing impaired children indicate that their thinking and reasoning abilities are essentially equivalent to those of hearing children, even though their literacy development must be different. Sadjaah (2005) suggested that hearing

impaired children still have the potential abilities such as motors and verbal or non verbal intelligence which are prominent to develop and support their academic performance. Hearing impaired children are still able to be thought in improving their literacy development; however, the process must be different from normal children.

Although it has been said that the language development of hearing impaired students is parallel to normal hearing, they still make mistakes in writing even though they have progressed through school. Mayer (2006) stated that hearing impaired students still make some errors in various areas of writing. Mayberry (2002) stated that those areas which are affected by hearing impairment are grammar errors, syntax, and writing strategies. That is why; hearing impaired student typically has lack in developing their syntactical skills. Based on the areas of writing which has been explained above, it can be seen that hearing impaired student also make a mistakes in the use of cohesive markers. They usually use fewer cohesive markers or fewer different lexical devices to signal cohesion in their writing (Marschark and Spencer, 2003). Hearing impaired student's writing also tends to consistently show an introduction of ideas which has not fully established due to the lack of semantic and syntactic skills (Mayberry, 2002).

Compared with normal hearing, hearing impaired students are not able to produce complex sentence; they often make some errors of addition by adding some unnecessary words; they also often omitting necessary words in sentences; they also often do word order deviations or inappropriate word order in their writing (Paul, 1998).

Therefore, theoretically hearing impaired children have some difficulties in forming the language pattern correctly, however, they have the equivalent cognitive ability to do that. So they need to be educated better. As Chomsky (1989, in Sadjaah, 2005 p. 102) stated that hearing impaired children speech will be turned to agree with speech sounds pattern correctly and those will stimulate them to write the language originated from their pronouncing.

2.1.4. Argumentative Writing

Argumentative writing is one of the types of academic writing which is taught to students. Argumentative writing is one of written form which is commonly given as the type of assignments in school. Argumentative writing is considered as one of the most difficult academic writings that must be acquired by student (Tate et al, 1994). Thus, in writing the argumentative writing, hearing impaired student must have the ability to state the opinion clearly and defend their opinion by giving some reasons. As what Keraf (1993) stated that that there are three components of argumentative text must have those are opinion, reason, and evidence. The purpose of the argumentative writing is influence someone with our idea or certain point of view.

Hearings impaired students, as well as hearing students, have the same right to state their opinions about some problems through both oral and written expression. Through the argumentative writing, hearing impaired students are able to share their opinions. As it is said that the form of the argumentative writing is to show the ability of the student to state a point of view and defend it (Munsell and Clough, 1984:76). In general, the argumentative writing consists of

expressing an opinion or point of view and providing the justification for the issue. That is why, in presenting the argument, student needs to takes his or her position on the topic and presents it with his or her view in order to influence the reader (Seely, 1998).

2.2. Review of Related Studies

There are some studies which had been conducted in examining the occurrence of cohesive devices of hearing impaired student's writing. Solichin (2010) had conducted the study in investigating the occurrence of cohesive devices in Indonesian narrative composition of hearing impaired students in elementary level. He examined the lexical cohesion devices used by hearing impaired students in their narrative writing. The participants of the study conducted by Solichin (2010) are 25 students of SDLB-B Karya Mulia I and II Surabaya. This study showed that hearing impaired students use more repetition in their narrative writing. Hearing impaired children often use the identical repetition. From the Solichin's study (2010), it indicates that hearing impaired students tend to repeat a message several times. It is also assumed that hearing impaired students have very limited vocabularies; thus, they tend to repeat it in their writing.

Syukri (2009) on cohesion and coherence in the descriptive and narrative writing of hearing impaired students shows that descriptive and narrative writing produced by the hearing impaired students used limited cohesive devices. The participants of this study are 26 hearing impaired students of two special elementary schools in Surabaya with moderate hearing loss up to profound

hearing loss. They were asked to make 2 descriptive writing and narrative writing based on the picture. In both texts, grammatical cohesion is rarely used except reference. In addition, the use of lexical cohesive devices, repetition including the repetition of names and noun was used very frequently in both types of writing.

There is another study which had been conducted by Perry (2010) that analyzed about the hearing impaired person's writing. There were nine writing samples from nine hearing impaired people as the participants of this study. There are four hearing impaired students in junior high school, two hearing impaired students in senior high school, and three hearing impaired students in college who were used as the participant of this study. The participants were asked to make an essay but in different kinds and topics. Almost of all the participants were able to write about 2 – 3 pages of essay. The result of this study shows that hearing impaired person tend to do the repetition in writing an essay. They also have some punctuation errors in their writing. This study concludes that their ideas of writing have backed up even thought flawed in some areas.

None of the studies above deals with the argumentative paragraph made by hearing impaired students in senior high school, especially in Indonesian. The ability of the hearing impaired students in composing the Indonesian argumentative paragraphs is important to show their writing ability. Therefore, the research about grammatical cohesion in the Indonesian argumentative paragraph made by hearing impaired students in SMALB-B Karya Mulia Surabaya is essential to be conducted.