

Winda Perwita, *Grammatical Cohesion in the Indonesian Argumentative Paragraph of Hearing Impaired Students at Grade XII of SMALB – B Karya Mulya Surabaya*. A thesis submitted as partial fulfillment of the requirements for the Sarjana Degree of the English Department, Faculty of Humanities, Airlangga University, 2013.

ABSTRACT

This study attempts to analyze the grammatical cohesion devices which are used in argumentative paragraphs of hearing impaired students and show which types of grammatical cohesion devices which are mostly used in the hearing impaired students' argumentative paragraphs. The writer uses the cohesion theory from Halliday and Hasan (1976). In order to arrive at the appropriate conclusion, the writer also uses the theory of Indonesian grammatical cohesion by Yuwono (2005) which is compiled in Kushartanti, Lauder, & Yuwono (2005). In achieving the aims of this study, qualitative methodology is applied. The participants of this study are 14 hearing impaired students from SMALB-B Karya Mulya in XII grade. The findings show that there are three types of grammatical cohesion devices found in the hearing impaired student's writings, those are reference, ellipsis, and conjunction. In the argumentative paragraphs which had been made by hearing impaired students, reference which is about 52.11% is mostly used, and then it is followed by the use of conjunction which is 45.60%. Specifically in the use of reference, personal reference places the highest percentage which is 51.34%. Next sequentially subordinate conjunction 28.74%, coordinative conjunction 16.86%, nominal ellipsis 1.53%, verbal ellipsis 0.77%, and demonstrative reference 0.77%. It is concluded that references are mostly occurred because the hearing impaired students were asked to state their opinions about the topic given. Thus, they tend to use personal reference in both singular and plural form. Besides, references, especially personal reference, are the easiest type of grammatical cohesion devices that can be learned by them compared to substitution and ellipsis.

Keywords: *Argumentative Paragraph, Cohesion, Grammatical Cohesion Devices, Hearing Impaired Students,*