

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Nowadays, writing skill is needed in everyday life, so that writing skill is taught in school as one of the most important materials. Children are taught to share their ideas through written expression so that they are expected to be able to tell what they think effectively and communicatively. Writing ability can be said as the continuing process of reading development. It was comprehended as complex skill. Writing skill is a complex activity which includes the integration movement of arms, hands, fingers, and eyes (Markam, 1989, in Sobariah, 2012). Indeed, writing is also an activity of expressing thoughts and ideas in order to be understood by others.

Hearing impaired students are viewed as having difficulty in developing their phonological awareness due to their impaired hearing. Due to the impaired access to sound that affects their spoken language, hearing impaired students cannot successfully map sounds to the written forms (Ricasa, 2010). Therefore, their literacy development has become a challenging problem for many educators.

However, if we compare normal children and hearing impaired children, we can conclude that their spoken and written language development are not too different, but it seems that hearing impaired children creates a significant delay in their language development (Mayberry, 2002, pp75-76).

The significant delay in their language development causes them suffer the lack of vocabularies. The lack of vocabulary which is affected by the deficiency of hearing organ will influence their social interaction especially in their communication patterns. Moreover, given the highly delayed in language development, especially the lack of vocabularies, their acquisition of syntax and grammatical morphology is also delayed. In a study of 150 hearing impaired students between the ages 4 – 20, it is found that only few of them achieved the grammatical comprehension scores higher than would be expected for normally hearing 5-7 years old (Moeller et al, 1986 in Mayberry, 2002).

There are so many researches which had been done to see the development of discourse in writing of hearing impaired children and to examine mistakes which are made by hearing impaired children in writing. There has been some research which had been done to see both grammatical and lexical cohesion in writing of hearing impaired children. A research conducted by Meadow (1987) concluded that sentences which are made by hearing impaired children were shorter and simpler than normal children. In general, their writing seems similar to the writing of children who are younger than them.

Another research from Sobariah (2012: 17) showed that the sentence structure made by hearing impaired children was difficult to be understood. They often forget to use proposition, conjunction, referential, and the placement of word. A research which had been done by Solichin (2010) stated

that in narrative writing, hearing impaired student use more the reiteration and also repetition. Furthermore, from a study which had been done by Alarcon and Morales (2011), it is stated that in their argumentative essay, hearing students use more adversative conjunctions that help them in establishing the counterclaims. They also able to use concessive like “yet or however” to show the stronger claims.

However, most of those researches had been done through the hearing impaired students’ narrative writing. Only study conducted by Alarcon and Morales (2011) had concerned on the argumentative writing, however, for hearing students. Therefore, the writer intended to see the grammatical cohesion devices; those are substitution, ellipsis, referential, and conjunction (Halliday and Hassan, 1976), which are used in argumentative writing of hearing impaired students in Surabaya. Argumentative writing is chosen because the writer wants to see how hearing impaired students stated their opinion through sentences. Thus, it can be seen whether the hearing impaired students are able to establish their opinions using the grammatical cohesion devices or not.

As we know, argumentative text is a kind of text which is used by people to state their opinion by support their ideas with some facts or reasons (Keraf,2008). As we know that as a part of society, student must be able to state their opinion about the issues that happen around them. Hearing impaired children, as well as normal children, have the same right in stating their

opinion through both oral and written expression. Through the argumentative text, they would be able to share their feelings and state their opinion.

Hearing impaired children usually go to the special school for the deaf. There are so many special schools in Surabaya. One of them is the SMALB – B Karya Mulia Surabaya which is located in Jl. A. Yani 608 Surabaya. This school offers special education for hearing impaired children from kindergarten to senior high level. The main communication system which is used in this special school is sign language. Therefore, the writer intended to find out whether the hearing impaired students of senior high school in SMALB-B Karya Mulia Surabaya face the same problems in using the grammatical cohesion types through their argumentative paragraph. In addition, this research was done under the umbrella research conducted by Syukri (2013) on the development of writing skill in teenagers with hearing impairment.

## **1.2. Research Problems**

Based on the background of the study, the writer conducted the study with the aim to answer these following questions:

1. What are the types of grammatical cohesion devices used by hearing impaired students at the SMALB-B Karya Mulia Surabaya in their argumentative writing?
2. Which types of grammatical cohesion devices are mostly used in their argumentative writing?

### **1.3. Objective of the Study**

The objective of the study is to figure out what types of grammatical cohesions are used in hearing impaired student's argumentative writings at the XII grade of SMALB-B Karya Mulia Surabaya. Moreover, this study is also done to see what types of the grammatical cohesion devices which are mostly used in their argumentative writing.

### **1.4. Significance of the Study**

In general, by finding the types of grammatical cohesion devices used by hearing impaired students in SMALB-B Karya Mulia Surabaya and which types are mostly used by them, the writer hopes that the finding of this study will give contribution for further research of psycholinguists about the process of literacy development in disabled person, especially those with hearing impairment. The writer also hopes that the result of this study would give the contribution for other researchers who are also interested in studying about discourse, especially in written discourse of student with hearing impaired. Additionally, this study is also expected to support teacher or those who are interested in improving the literacy development of hearing impaired children in SMALB-B Karya Mulia Surabaya.

### 1.5. Definition of Key Terms

- ❖ Cohesion : A semantic concept which refers to the relations of meaning that exists within the text. (Halliday and Hasan, 1976)
- ❖ Grammatical Cohesion Devices : The combination of terms sentences from the grammatical aspect. Grammatical cohesion devices can be divided into reference, substitution, ellipsis, and conjunction (Halliday and Hassan, 1976)
- ❖ Hearing Impairment : The auditory deterioration that turns the audio organs weak in respond or even absent of perceiving sound stimulus. (Sadjah, 2005).
- ❖ Argumentative Paragraph : Kind of writing which is intended to influence and convince the audience in terms of communicative functions. (Keraf,2000, p.136)