

CHAPTER III

METHOD OF THE STUDY

3.1. Research Approach

In order to achieve the aims of this study that is to describe the grammatical cohesion devices used by hearing impaired student in their argumentative writing, the writer used the qualitative methodology as the proper approach. The qualitative research methodology intended to focus on issue in the social live context appropriately and conducted in natural observation to the real life situation (Punch, 1998 p.42). It is also stated that one of the characteristics of qualitative methodology is to achieve understanding about the current phenomena (Silalahi, 2003). The phenomenon which is discussed in this research is about the literacy development of hearing impaired students, especially about their ability to produce the grammatical cohesion devices in their argumentative paragraphs. thus, the writer assumed that this methodology is suitable to conduct this study.

In addition, since this study used a qualitative approach, the analysis of this study would be delivered using the descriptive method. Descriptive is one of the characteristics of qualitative approach. The descriptive method is used since the data is almost in the form of words instead of numbers (Silalahi, 2003). Thus, this study is held to describe the data of phenomena that can be captured by showing evidence and giving some analysis about the phenomenon. There would be several number of data

that would be collected to explain the frequently occurrence of the grammatical cohesion devices in argumentative writing of hearing impaired children.

3.2. Participants

The participants of this research are hearing impaired students of SMALB-B Karya Mulia Surabaya in the grade XII. There are 15 hearing impaired students at grade XII; however, there is one student who never comes to school, so the participant of this research are 14 hearing impaired students. The ages of those students are about 17 – 27 years old. The hearing impaired students of SMALB-B Karya Mulia Surabaya have the hearing loss between 90 – 110 dB. Thus, the majority of students in SMALB-B Karya Mulia in XII grade are profound (>91dB) hearing loss category. Regarding that, they have difficulties in perceiving loud speech which is almost totally vanished. The writer chooses SMALB-B Karya Mulia Surabaya as the place to do the observation because the writer has an access for conducting research there easily. The writer has chosen the XII grade because according to the curriculum, they have been thought to write, especially in writing about opinion or argumentation paragraph.

3.3. Technique of Data Collection

In collecting the data, the writer did several steps to accomplish the study. At the beginning, the writer conducted the field observation of the classes while hearing impaired students learning in class. After that, the writer asked the permission from the teacher to do the experiment along with the

hearing impaired students in class to write argumentative composition in Indonesian. The writer assumed that they have been thought to write, especially about the argumentation based on the curriculum.

In doing the research, the writer was being helped by Indonesian teacher who teaches hearing impaired students in the grade XII. The writer collected the data four times. In collecting the data, the writer gave the topic to the hearing impaired students, in this case of argumentative topics. The writer gave some issues for the students. The topics which are proposed by the writer are “Dampak membuang sampah sembarangan” “Dampak Facebook bagi siswa sekolah.”, “Dampak Merokok bagi Kesehatan”, and “Dampak Permen dan Coklat Bagi Kesehatan Gigi”. Hence, the students were asked to write their opinions about the topics given.

The topics given were supported by some pictures which were displayed using power point as the media. The writer used the power point to display the pictures that support the topic. The power point consists of pictures and the title of the topic. In the beginning, the writer was helped by the teacher in delivering the direction for the hearing impaired students. However to help the writer in communicating with students, the writer also often used the power point as the media by typing the sentences which were going to be talked to them because the writer could not able to do sign language to communicate with the hearing impaired students. The writer was given 45 minutes each day by the teacher. The writer used 15 minutes to explore the hearing impaired students’ opinion by doing conversation with

them. After that, the writer gave 30 minutes to the hearing impaired students to write each of argumentative paragraphs based on the topic.

3.4. Technique of Data Analysis

After collecting the data, the writer analyzed the data by several steps. Firstly, the writer identified the data which had been collected based on the parameters which have been made by the writer. Identifying the data has a purpose to get the main data which would be analyzed.

In choosing the data, the writer did the identification based on three things. The first is that whether the writings which were made by hearing impaired students have already used a proper pattern of paragraph or not. The second is that whether the hearing impaired students wrote an argumentative paragraph or not. The third is that whether they wrote an argumentative based on the topic given or not. Finally, the writer chose the writing which had for minimum two of the parameters given above.

After getting the main data, the writer tried to identify the grammatical cohesion used by hearing impaired students in their argumentative writing. In identifying the data, the writer identified the kinds of grammatical cohesion devices used by hearing impaired students and also analyzed the accuracy of the grammatical cohesion devices used in their argumentative writing. The writer assumed that it is also important to see the accuracy of the use of the cohesion devices in their writings in order to see whether the text is cohesive or not.

Afterward, the writer classified the data of grammatical cohesion devices which have been collected based on the types of grammatical cohesions; substitution, ellipsis, reference, and conjunction. After that, the writer calculated the frequency of the grammatical cohesion devices in student's writing in order to present the total number of the data into the percentage.

Finally, the writer analyzed the grammatical cohesion data by identifying the existence of reference, substitution, ellipsis, and conjunction in student's writing in order to see what types of grammatical cohesion devices used by student and also which types of grammatical cohesion devices which are mostly used by hearing impaired student in XII grade of SMALB-B Karya Mulia Surabaya.