

## CHAPTER I

### INTRODUCTION

#### 1. Introduction

##### 1.1. Background of the Study

Hearing is one of the most important senses which are needed by the human that can help them in the process of communication. By having hearing ability, a human is able to recognize the sensation of sound surroundings. The process of acquiring sound will help the human in acquiring the language that is later on used as the tool of communication. When someone has hearing impairment it means that they have difficulties in acquiring language for communication purpose (Hoff, 2001). Hearing impairment is also recognized as hearing disorder which mostly caused by damage (possibly in one side or both side) in the outer ear, middle ear, inner ear, auditory nerve, or brain. Particularly, the location is called *the central auditory nervous system* (Silverman, 1995, p. 17).

The impact which appears due to the dysfunction of hearing organs is becoming the serious obstacles to someone's language development, which is firmly connected with cognitive ability. Cognitive development is built by sensory inputs around their environment (Ling, 1976 in Sadjah, 2005, p. 1). Piaget (1969, in Sadjah, 2005, p. 5) considered the cognitive development plays a role in language competence; hence there is firmly mutual relationship between language and thinking process. Some factors, for instance thinking process, remembering,

motivation, interest, learning, and attitude of people with hearing impairment is identified to have low achievement.

Lewton and Mackey (1996, in Sadjah, 2005, p. 5) stated that low Cognitive development in people with hearing impairment occurred due to the deficiency of information input. Additionally, the lack of information input is not always suffered by congenital deaf but it might possibly be experienced by hard hearing people. Hard hearing is often indicated by the appearance of voices which is oddly abnormal in pitch, intensity, and quality. Moreover, people with hard hearing often have unusual rhythms and commonly produce many articulation errors (Van Riper, 1963, p.34).

The limitation of people with hearing impairment in speaking clearly as hearing peer force them to use sign language as the tool of communication. Meanwhile, the education system which is employed for hearing impaired students is using three kinds of communication system: oral communication, writing and signing.

Of course, hearing impaired students learn to communicate primarily through the use of sign language. However, hearing impaired students are still needed to learn writing as a communication tool in their life. According to Gunning (2008), "Writing evolves from pre speech gestures children make and from the language they hear and later use, as well as from developing realization that the spoken word is not the only way to represent reality."(p. 465). Thus, it would make sense that children who have incomplete access to a language would therefore have problems in the development of written language. Children who

are deaf or hard of hearing have different access to sound, which depends on many different factors. If the access to sound was in some way impaired, then access to spoken language would also be affected to some degree. If access to spoken language have never accurately heard, hearing impaired students will be difficult to think words in their head and get written form of the spoken language. Therefore, hearing impaired students find writing as one of the most challenging skill to learn.

Hearing impairment affects a person's writing in various areas, such as grammar errors, syntax, writing strategies and lexical. Lexical deficiency in hearing impaired children becomes one of the main problems in producing text.

History has shown that students who are deaf or hard of hearing have difficulty with written language and develop writing skills at a slower pace than their hearing peers. Anita, Kreimeyer, & Reed (2005) reported that students who are deaf or hard of hearing achieved low-average range when tested on contextual conventions, contextual language, and story construction. As quoted in Strong (1990), sentences which are written by deaf children and adolescents tend to be shorter.

There are a lot of studies which have been done to examine the lexical development from hearing impaired students' writing. In addition, those studies are also objected to examine the use of cohesive devices both grammatical and lexical cohesion in writing of hearing impaired children. A study by Arianti (2007) about the effect of using photograph to escalate the skill of fifth grades hearing impaired students in writing sentences found out that the skill of hearing

impaired students in writing sentences can be enhanced if they were supported by visual media.

Additionally, a study by Terlektsi (2009) about imaginative writing on deaf and hearing impaired students shows that in making imaginative writing, students were able to develop idea imaginatively. Nevertheless, dominant mistakes in grammar and sentence structure were mostly occurred in their writing.

Furthermore, study by Solichin (2010) on Narrative Writing of Hearing Impaired Students shows the dominant use of reiteration, especially identical repetition for about three-a quarter part of the entire lexical cohesion which available on the writing. The identical repetition which is dominantly occurred indicates that the students prefer to repeat a message several times. Then, it is becoming evidence that hearing impaired students is having low words choice.

Moreover, a study by 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. 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.

Based on former research which had been done, the writer would like to examine the argumentative paragraph which is made by hearing impaired students in Indonesia. Based on the curriculum which is given to hearing impaired students in Indonesia, writing argumentative paragraph is being chosen by the writer since

it was taught for grade XII. Therefore, by doing this study, the writer would like to see the lexical cohesion which is used in Indonesian argumentative paragraph of hearing impaired students in Grade XII at SMALB-B Karya Mulia Surabaya.

Argumentative texts are intended to argue and convince the audience in terms of communicative functions. The term “argumentation” is used to define the justification from an opinion or thesis through the reasoning (or argument), with the aim of changing the views of other person or merely communicating our own ideas (Keraf, 2000, p. 136).

Hence, the researcher wants to investigate the use of lexical cohesion type mostly occurs in hearing impaired writing in order to inform what types of lexical cohesion are used by hearing impaired students. If the previous research used the narrative text to identify the lexical cohesion which is used by the hearing impaired students, here the researcher proposes to find out what and which lexical cohesion which is used in the argumentative text. In addition, this research is under the umbrella research being conducted by Syukri in 2013 (on going research) on the development of writing skill in teenagers with hearing impaired.

## **1.2. Research Problems**

It has already stated in the background that hearing impaired children have limited auditory input that results in the lack of vocabulary. In addition to that, the speech delay in hearing impaired students also influences the way of pronouncing words correctly and it is affected their writing forms. Thus, it is necessary for the writer to focus only in investigating the lexical cohesion between vocabularies in

their writing and their ability in arranging ideas into a good form of argumentative text. Composing argumentative text will need various vocabularies to be bound altogether with cohesion relation called lexical cohesion. The purposes of this linking vocabulary are to create semantic unity.

The writer conducted research about lexical cohesion in the Indonesian argumentative paragraph of hearing impaired students in SMALB-B Karya Mulia Surabaya to answer these following questions:

1. What are types of lexical cohesion devices used by hearing impaired students of SMALB- B Karya Mulia Surabaya in composing argumentative text?
2. Which types of lexical cohesion devices are mostly used in their argumentative writings?

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

The objective of the study is to figure out what types of lexical cohesion are used in the argumentative paragraph which is made by the hearing impaired students in XII grades of SMALB-B Karya Mulia Surabaya. Moreover, this study is essential to find out which types of lexical cohesion which are commonly used by the hearing impaired student in their argumentative paragraphs. By finding out the types of lexical cohesion which mostly used, the writer could find out the factor that can be used to improve the writing of hearing impaired students.



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

The study of lexical cohesion in argumentative paragraph of hearing impaired students that involve the students of SMALB-B Karya Mulia Surabaya is done to see the understanding of semantic unity of hearing impaired students through the application of lexical cohesive. The writer hopes that the findings of this study can give a considerable contribution for the researcher to conduct further studies related to the application of cohesion framework in discourse analysis, especially the discourse study of hearing impaired person. In addition, this study will give contribution for further research in psycholinguistic, particularly in the process of literacy development in person with disability, especially in hearing impairment.

Practically, this study is also expected to support teacher to improve the literacy development of hearing impaired children in SMALB-B Karya Mulia Surabaya. From the text which is produced by the hearing impaired students, we can examine the cohesion inside the text which reflects the readability of the text. If the readability of the text is low, the teacher can develop certain method that can be applied to make the students write easily.

#### **1.5. Definition of Key Terms**

- Hearing Impairment : the auditory deterioration that turns the audio organs weak in responds or even absent of perceiving sound stimulus. (Sadjaah, 2005).

- Cohesion : a semantic concept which is realized through the lexicogrammatical system that includes both grammar and vocabulary and refers to relations of meanings that exist within the text. (Halliday and Hasan, 1976, p. 2).
- Lexical Cohesion : a linguistic device which helps to create unity of text and discourse. In contrast to grammatical cohesion, lexical cohesion is the cohesive effect achieved by the selection of vocabulary. Lexical cohesion is divided into four types. Those are *same word*, *synonym or near synonym*, *a superordinate*, and *general word*. (Halliday and Hasan, 1994, p. 27).
- Argumentative text : texts which are intended to argue and convince the audience in terms of communicative functions. The text is also used to define the justification from an opinion through the reasoning. (Keraf, 2000, p. 136).



## **CHAPTER II**

# **LITERATURE REVIEW**