CHAPTER III

METHOD OF THE STUDY

3.1. Research Approach

The purpose of the study is to examine the use of lexical cohesion in argumentative text genre which is made by hearing impaired children and the study focuses on the selection of vocabularies which holds together to build good written text that have semantic unity. In order to gain the purpose of the study, the qualitative approach is the most relevant method which is applied in this research. Punch (1998, p. 42) also stated that qualitative research approach intended to focus with issue in social life context appropriately and conducted it in natural observation to the real life situation.

Concerning to the approach which is applied, later on the process of analyzing the data will use descriptive method since almost all of the data input is in the form of words instead of numbers. However, there is numeric data form which is calculated to show the frequency of the lexical cohesion devices which occurred in the argumentative writing of hearing impaired students. The numeric data will be presented in the form of percentage. Additionally, Text analysis will be done to describe the lexical cohesive features that are mostly used in argumentative writing of hearing impaired students.

3.2. Participants

The participants of the research are 14 hearing impaired students of SMALB-B Karya Mulia Surabaya in grade XII. It consists of 6 female students

and 8 male students. The ages of those students are about 17-27 years old. The average range of hearing loss of the hearing impaired students in grade XII are about 90 dB-110 dB. The range of hearing loss which is had by those students are classified as profound (>90 dB) category. It has indication such as difficulty to perceive loud speech which was almost totally vanished. Thus, they normally used hearing aid device to catch speech (Hardman, Drew, Egan, 2002:422). The hearing impaired students must use the hearing aid device to help them in receiving sound or speech. Those students communicate both using sign language and oral language. Additionally, the writer chose XII grade because according to the curriculum they have already been taught to write, especially in writing about opinion or argumentative paragraph. The writer chose SMALB-B Karya Mulia as the place to do the observation because she has easiness to get an access for conducting research there from her partner.

3.3. Techniques of Data Collection

To collect the data, the writer did some steps in the process of collecting data. Firstly, the writer conducted the field observation to the class where the hearing impaired students learning. Afterwards, the writer asked permission to the teacher to use the hearing impaired students as the participant of this research. Then, by the help of the teacher, the students will produce argumentative writing in Indonesian. The writer firstly assumed that the hearing impaired students have already learned to write argumentative text as what stated on the curriculum programs.

In doing the research, the writer was helped by the Indonesian teacher who teaches hearing impaired students in grade XII. The writer collected the data four times. It is started from 29 April and ended on 20 May 2013. The interval of the meeting was done once a week. The writer gave the students four topics, those are: *Akibat Membuang Sampah Sembarangan, Dampak Facebook pada Siswa, Dampak Merokok bagi Kesehatan,* and *Dampak Makan Permen bagi Kesehatan Gigi.*

The writer provided pictures for each topic in order to help the students easier in writing the argumentative text. Therefore, by providing pictures, the students are expected to be able in developing their writing better. If the writer did not provide the pictures, the students have difficulties in brainstorming the idea. The pictures which were presented to the students contain pictures and the title of the topic. This is done to minimize the possibility of the student in doing re-writing. Those pictures was presented using power point program.

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 in delivering instruction by typing the sentences which were going to be talked to them. This is done due to inability of the writer to do sign language to communicate well with the hearing impaired students. The writer gave 30 minutes to the hearing impaired students to write each of argumentative paragraphs based on the topics given. The length of the paragraph is not determined by the writer since the hearing impaired students will have difficulties in counting the length of

words which are needed to be written. Complicated instruction or command in writing makes them reluctant to writing.

3.4. Technique of Data Analysis

The data which had been collected by the writer was analyzed in several steps. At first, the writer did the process of data identification. This is done to get the main data that could be used for further analysis. The process of identifying the main data would be based on three parameters which have been made.

The first parameter is about the form of the paragraph. Here the writer identify whether or not the argumentative paragraphs which were made by the hearing impaired students have already used the appropriate form of paragraph. The second parameter is about the types of paragraph which is made by the composed by the hearing impaired students, whether or not the hearing impaired students produced an argumentative paragraph. The third parameter is about the topic. Here the writer identify whether or not the hearing impaired students produced the argumentative paragraphs based on the topic given. For example, when the participant wrote the incorrect form of the paragraph but wrote the argumentative paragraph based on the topic, the writer took the data for further analysis. Based on those parameters, the writer finally decides to get further analysis on the writing which contains at minimum the second and the third parameters which have already been given above.

After gaining the main data for further analysis, the writer tried to identify the lexical cohesion which is used by hearing impaired students in their argumentative paragraph. There first thing to be identified is the kind of lexical

cohesion devices used by hearing impaired students in argumentative writing. Then, the second thing to be identified is the classification of the lexical cohesion devices which are mostly used in the writing. The last, the writer counted the frequency of lexical cohesion devices occurred in the students' argumentative writing.

Additionally, in analyzing the argumentative paragraph of hearing impaired students, the writer applied two concepts of lexical cohesion analysis by Yuwono which is summarized in Kushartanti et al. (2005), and Rani et al. (2006) to examine accurately the connectivity of vocabulary selection in hearing impaired student's argumentative writing.

CHAPTER IV
DISCUSSION