

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

### ABSTRACT

The study about lexical cohesion in argumentative paragraph of hearing impaired students aims to examine what types of lexical cohesion devices are used and which type of lexical cohesion device is mostly used in the argumentative paragraph. The writer applies concepts of lexical cohesion frameworks from Yuwono in Kushartanti, Lauder & Yuwono (2005) and Rani, Arifin & Martutik (2006) to analyze the data appropriately. In order to gain the appropriate conclusion, qualitative methodology is applied to analyze the findings comprehensively. The participants of the study are 14 students from SMALB-B Karya Mulia Surabaya at Grade XII. The findings show that in argumentative paragraphs of hearing impaired students, reiteration (97.73%) is becoming the mostly used lexical cohesion device. Then, it is followed by collocation about 2.27%. Specifically in reiteration, identical repetition is the highest subtype which occurred in argumentative paragraph and it occurred about 89.57%. Afterwards it is followed by repetition in other form 3.85%, antonymy 2.27%, synonymy 1.81%, and hyponymy 0.23%. Generally, based on this study, identical repetition is mostly used by the hearing impaired students in maintaining the continuity of the argumentative paragraph. This phenomenon happened due to the lack of vocabulary which is caused by the hearing impairment. Therefore, the process of composing argumentative paragraph in hearing impaired students is still needed to be enhanced by the teacher.

**Keywords:** *argumentative paragraph, hearing impaired student, lexical cohesion.*

# **CHAPTER I**

# **INTRODUCTION**