

ABSTRACT

Solichin, Agus *Lexical Cohesion in the Narrative Writing of Hearing Impaired Students*. A thesis submitted as partial fulfillment of the requirements for the Sarjana Degree of the English Department, Faculty of Humanities, Airlangga University, 2010

This study attempts to analyze lexical cohesion in the narrative writing of hearing impaired students. The aims of the study are to disclose what types and which types of lexical cohesion devices mostly are used in the narrative writing. The writer uses both summaries of lexical cohesion frameworks from Yuwono in Kushartanti et al (2004) and Rani's et al (2006) to analyze the data critically. In order to arrive at the appropriate conclusion, qualitative methodology is applied to analyze the findings comprehensively. The participants of the study are 25 students from SDLB-B Karya Mulia I and II Surabaya in 5th and 6th grade. The findings show that in the narrative of hearing impaired students reiteration about 94,85% is mostly used then followed by collocation about 5,15%. Specifically in reiteration, identical repetition are majority about 84,55%, then sequentially antonym 3,43%, repetition in other form 3.26%, hyponymy 1,37%, synonymy 1,20%, metonymy 0,94%, and repetition by substitution 0.09%. Additionally, the writer also finds some errors in language usage and comprehension of hearing impaired students in producing narrative writing, especially the matters which deal with *EYD (Ejaan Bahasa Indonesia yang Disempurnakan)*. Generally, in this study the narrative writing of hearing impaired students still could be perceived its meaning and intention.

Keywords: *lexical cohesion, narrative writing, hearing impaired student.*