Hearing-impaired children often encounter literacy problems because they do not have strong basis of spoken language (Field 2004). Typically, in their writing, they use limited range of sentence structure and grammar system. Antia, Reed and Kreimeyer (2005) stated that children with hearing impairment undergo some deficiency in their writing because they are delayed in their language development compared to their hearing peers. Myklebust (1964) as quoted in Strong (1990) found that sentences written by deaf children and adolescents tend to be shorter and contain fewer conjoined and subordinated clauses.

This study aims at describing the cohesion and coherence (Halliday and Hasan 1976) in the descriptive and narrative writing produced by 26 hearing-impaired students of two special elementary schools in Surabaya with moderate hearing loss up to profound hearing loss. The data were taken while the students had Indonesian class. They were asked to produce 2 descriptive writing and 2 narrative writing based on the pictures given.

The result of the study showed that the grammatical cohesive devices were very rarely used in both kinds of writing, except reference. Substitution was not found in the writing at all. Ellipsis was found in descriptive writing, yet very rarely. Few conjunctions were used in the descriptive writing and many in the narrative writing. Regarding the use of lexical cohesive devices, repetition—including the repetition of names and noun—was used very frequently in both types of writing. On the contrary, common noun and collocation were not found at all in the writing. Synonymy and hyponymy were used in both types of writing, yet very rarely. Meanwhile, antonymy, meronymy and sequential sets were not found in the descriptive writing. However, they were found in the narrative writing.

In conclusion, the descriptive and narrative writing produced by the hearing-impaired students used very limited cohesive devices. However, the repetition of the key nouns that was used in a high frequency in both kinds of writing and the logical order of events found in the narrative writing revealed that the writing was coherent. The limited input received by the hearing-impaired children might contribute to the problems of cohesion and coherence in the writing and especially to the problems of building good sentences, well-connected sentences, and proper paragraph form.

More research is needed to support the finding of this research further and to provide more insights into the cohesion and coherence in the other types of writing by considering the level of hearing.
loss and or the student gender. Meanwhile, practically, the hearing-impaired children also have chance to express their idea through writing. As writing is a skill that needs training to develop, the teachers should give more opportunity for students to write by focusing first on building good sentences followed by building well-connected sentences and proper paragraph form.

REFERENCES


