

The Effectiveness of Interactive Writing Instruction toward Hearing Impaired Students' Ability in Writing Skill at SMALB-B Kemala Bhayangkari 2 Gresik

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Abstract

The positive relationship between literacy on writing and phonological toward hearing impaired students in which the use of phonological information writing is important to produce a good composition in writing that indicated as a problem of hearing impaired student. Based on the previous studies, interactive writing instruction can be used for teaching learning writing especially for hearing impaired students. Further, the study suggests that it will be more effective if the researcher provides visual aids such as flash card an access for phonological information in a visual form. This study was designed to investigate the significant effect of interactive writing instruction toward hearing impaired students' ability in writing skill. The design of this study was pre experimental design in the form of one group pre-test and post-test design because only one subject was treated in this study. It means that, the study was done in one group only without other control group. The researcher chose students of first grade in SMALB-B Kemala Bhayangkari 2 Gresik. The data was collected by using test pre-test and post-test about announcement text. After getting the data, the researcher analyzed the data by using SPSS 16.00 and Wilcoxon Sign Rank test. The research finding showed that sign. (2-tailed) is .046. The sig. (2-tailed) was lower than 0.05 ($0.04 < 0.05$). H_0 can be rejected because p value was above 0.05 that was 0.046 at 5% level. There was enough evidence to conclude that the use of interactive instruction on writing skill toward 5 hearing impaired students were significantly different. Therefore, the researcher suggests to English teacher for implementing of interactive writing instruction as an alternative strategy in English teaching. The researcher hopes for the further researcher to apply interactive writing instruction in other skills, and levels.

Key words: Hearing Impaired Students, Writing skill, Interactive Writing Instruction.

1. Introduction

Many factors affect the performance of hearing impaired students in school subject and examinations one of them is the lack of well-developed literacy on writing. Furthermore, hearing impaired students should develop their literacy with phonology, morphology, syntax, and semantic of English (Craig, S., 2006). In fact, research indicates a positive relationship between literacy on writing and phonological awareness toward hearing impaired students (Sharon., A., C., 2006). The use of phonological information in writing is important to produce a good composition in writing. As identified by Vikiru. L (2007), composition writing indicated that hearing impaired students face problem in producing a good written language.

There are two main points in a good composition of writing. The first composition in writing is spelling, it refers to the formation of words with letters in correct order. In English, spelling draws on knowledge of many aspects of language, such as the knowledge of relationship among words, root words, and words together with the ability to represent in writing (Vikiru. L, 2007). Importantly, the hearing impaired students use visual cues when attempting to spell words. As highlighted by Harris, M., & Marschark, M. (2011) the hearing impaired students used visual coding skills or finger spelling because regarding Wolber, K.A. (2008) some words of spelling combinations read by hearing impaired students were similar to the hand shape of signs. In fact, the hearing impaired student fails to recognize the visual sign during the reception of spoken language and sign language. Additionally, hearing impaired students have always shown incorrect spelling. Consequently, the students cannot communicate effectively and sometimes may change the meaning of the text they have written.

The second composition in writing is vocabulary, as phonological processing is essential for decoding letter-sound and sound-letter correspondences (Vikiru. L, 2007). So, vocabulary mastery is essential for writing. In fact, hearing impaired



students have limited vocabulary to construct a text. As a result, the hearing impaired student exhibit slower rates of vocabulary with the same age of hearing students (Kleopatra., D, 2003). Furthermore, relevance and choice of vocabulary is equally critical, it is important to choose a word range of appropriate vocabulary that allow the student to imaginatively communicate the idea by using appropriate expression in order to write a good composition.

Overall, phonological information affects the ability to compose a good writing composition. Moreover, hearing impaired students use visual sign to understand the actual target of word in correct spelling. So, the students will produce quality written language.

For solving those obstacles, an interactive writing is a strategy which is enhancing the students' ability in writing especially for hearing impaired students. Based on Wolbers, K.A. (2008) interactive writing instruction significant gains have been achieved in both discourse level (i.e., coherence, organization, and text structure elements) and sentence or word level (i.e., length, sentence complexity, and sentence awareness) on writing skill. The use of interactive writing instruction with teacher modeling and problem solving discourse appears to support students' early of print concepts, phonological awareness, and alphabetical knowledge.

Many research have been conducted to use interactive writing instructions. First, Shelly R Shaver (2015) investigated the effect of interactive writing on a group at risk kindergarten students. The result revealed that the students' ability in letter mastery, word mastery, and phonetic knowledge grow by using interactive writing. Second, conducted by Wolbers, K.A. (2008) which looked at the effect of writing instruction that is both balanced and interactive (interactive writing) in regards to lower and higher order writing skills of hearing impaired students. The children were given pre and post-test assessment to measure their potential growth. The study found that the students made significant gains in regards to primary trails, contextual language, word identification, and revision. Third, Wall, H. (2008) incorporated interactive writing in the literacy instruction of third grade classroom. In addition, to make interactive writing part of whole group instruction, Wall used this strategy with group of EFL (English Foreign Language) and mainstreamed special education learners. Using interactive writing with these groups of learners allowed Wall to lead the writing instruction based on individual needs. The study reported that a progress in the students' level participation and application of concept during whole group interactive writing sessions. Fourth, Craig, S. (2006) compared "meta linguistic games-plus" to an adapted form of interactive writing, "interactive writing-plus." The "plus" part of each approach was supplemental sound-letter instruction. There were 87 participants who were randomly assigned to each group. Each group received 20 minutes of instruction four times a week for 16 weeks. The results indicated that students in the interactive writing plus group had higher results in comprehension, word reading development, and word identification. Even though a high number of students were involved in the study, a major limitation of the study was that it was conducted in a short time frame of only 16 weeks. Fifth, William, C (2011) used a modified approach of interactive writing with students who were hard of hearing or deaf. The data consisted of 45 writing lessons that were taped and transcribed from six students. The results indicated that students learned to be writers by changing their speech or sign to print while practicing writing conventions.

The researcher recognized that learning to write is a complex process and that teaching beginning writing is crucial. Williams concluded that interactive writing provides a powerful framework for students who are deaf or hard of hearing and that interactive writing may also be supportive for students without hearing loss. However, the result of this study is indicated that an interactive writing instruction has the potential to be an effective strategy for hearing impaired students. This study does not provide visual aids that make the access to phonological information and make the phonology of English visible. Regarding of the importance of relation phonological information in development of students writing skill, it is necessary to conduct further study examining the use of interactive writing instruction that supplemented by visual aid such as flash card that provide access to phonological information (Anwar & Arifani, 2016; Anwar, 2016 a; Anwar, 2016 b; Asmara, Anwar, & Muhammad, 2016).

The researcher will conduct this study in senior high school level because the facilities of the school can support the implementation of interactive writing instruction strategy. The research subject is SMALB-B Kemala Bhayangkari 2 Gresik among two schools in Gresik, which the students have problem on writing skill. Further, the researcher will take the first semester at first grade as the subject of this study and focus on composing a simple text. Since considering this case, the researcher is interested to carry out the experimental study under the title "The Effectiveness of Interactive Writing Instruction toward Hearing Impaired Student's Ability in Writing Skill at First Grade of SMALB-B Kemala Bhayangkari 2 Gresik".

2. Methods

The research design of this study uses pre experimental design in the form of one group pre-test and post-test design because this study does not provide control as extraneous variable, it means that the study will be done in one group only without other control group with the purpose is to examine the cause and the effect after the treatment. The subject of this study is the first grade of SMALB-B Kemala Bhayangkari 2 Gresik which consists of one class. In this study, there are two variables those are independent variable is the use of interactive writing instruction and the dependent variable is



writing skill. As identified by Norman. E. Wallen (2009) single subject design the data are collected and analyzed for only one subject at the time. Further, a single group is measured or observed not only after being exposed to a treatment but also before.

To facilitate the purpose in obtaining data, the researcher considers one group pre-test and post-test design as the best design because some advantages in using the design. As highlighted by Yogesh., KS. (2006) there are five advantages of the one group pre-test and post-test design. First, the design is a simple experimental design which more useful than others. Second, the planning and activation is easy and simple. Third, equalization of group or changing is not needed. Fourth, it is applicable in the classroom. Fifth, it works as a stimulus for better teaching. The design chart can be seen in the figure below:

Table 3.1 one group pretest-posttest design

Pretest	Independent	Posttest
Y_1	X	Y_2

Where:

X: Experimental treatment

Based on Donald Jack., R & Norma., E. (2009) there are three steps on one group pre-test and post-test design. First, the researcher held a pre-test to find out the students' writing skill on composing simple announcement text of first grade at SMALB-B Kemala Bhayangkari 2 Gresik. Second, is applying the treatment in writing skill by using interactive writing instruction. Third, administering a post-test with a purpose is to measure the students' writing ability in composing simple announcement text through interactive writing instruction.

Population and Sample

According to Paul, P., & Lee, C. (2010) a population consist of all the subjects in the study. So, from the statement above, the population of this study is all of the students of SMALB-B Kemala Bhayangkari 2 Gresik.

Meanwhile, the sample is the process of selecting a group of subjects for a study that represents the large group which were selected Paul, P., & Lee, C. (2010). So, the requirement of being the participant of this study are attending the first semester and considering in hearing impaired class. Indeed, the sample of this study consists of five students on hearing impaired class at first grade. There will be one female and four males.

Data Collection

Data Collection Technique

In order to get the data for the researcher, collecting data is very important. This study is taken the data from the test, there are pre-test and post-test. The first data is pre-test that is given for student in hearing impaired class at first grade of SMALB-B Kemala Bhayangkari 2 Gresik, it is to know the ability in composing simple sentence before the students get the treatments. After pre-test the researcher gives treatments for three times. Then, the researcher gives post -test to know the influence of interactive writing instruction toward student's ability in writing skill.

After that, the researcher collects the data from students pre-test and pos- test score. Then, the researcher begins to analyze the data of pre-test and post-test by using general linear model and the data of post-test by using Wilcoxon Rank test in SPSS 16.0 program.

Research Instrument

In this study, the researcher uses test in collecting the data. As identified by Yogesh., KS. (2006) test is a set of questions which used to measure the skill, knowledge, intelligence, and talent of individual of a group. Similar with Jack. R & Norma., E. (2009) statement that test is a device for sampling behavior of performance related the skills, competencies, attitudes, or other characteristics of people. So, for collecting the data the researcher use test because it is very useful to know the students achievement in understanding the material which given by the researcher.

There are two tests that are used by the researcher. Those are pretest and posttest. Pretest and posttest will be conducted to the hearing impaired students, it is to find out whether the hearing impaired students make progress in the writing ability or not. The researcher designed of pre-test different from post-test but the tests are still equal in the term of topic and item. The researcher designed writing test by herself from book sources of the school and the internet.

Pre-test and post-test, selection of tests adapted with the syllabus of SMALB-B at first grade with focus on writing skill which is composing a simple sentence of announcement text. The item of pre-test (see Appendix 1) and post-test (see Appendix 2) is two items. The test can be elaborated as follows:

a. Pre-test

Pretest is done by the hearing impaired students, it is conducted for knowing the previous ability in writing ability on composing simple announcement text. The researcher gives 50 minutes for finishing the test.

b. Post test

Posttest is also done by hearing impaired students. The procedure of the posttest has the same procedure with the pretest, but this post test was conducted after giving all treatment, it is to measure the result of the treatment, it is success or not. The items and topic of post-test are same with the item and topic given to the pretest.

The Validity of Test

Before conducting pre-test and post-test as instrument of this research, the researcher will test the validity of the item. Validity is a compatibility test with the main targets that need to be measured. There are three kinds of validity, those are content, construct and criterion related validity. Content validity is a kind of validity which depends on a careful analysis of the language being tested and the particular test. Construct validity depended in large part on the reliability of the test and criterion measure. While criterion related validity is to see how far the result on the test agree with the provided by some independent and highly dependable test.

In this study, content validity is used because the language domain the test intends to measure for this study especially on writing announcement text. Further, content validity is a logical process where connection between the test items the related tasks are established (C.R. Kotari, 2004). This kind of validity depends on careful analysis of the language being tested. The tests are constructed as to contain representative sample which represents materials in the syllabus especially in the subject.

The instrument called valid if it has validity. Here the researcher checks the instrument validity based on English Curriculum and syllabus. Based on Jack. R & Norma., E. (2009) content validity can be done by arranging the outline of the task requirement in taking the test which compares with items in the test or the content in the curriculum. Here the researcher helped by English teacher to check the instrument based on curriculum and syllabus. Here is the detail:

Table 3.2 Specification in Pre-test and Post-test achievement test on composing simple announcement text at first grade of SMALB- B Kemala Bhayangkari 2 Gresik

No	Basic Competence	Sub Basic Competence	Test	
			Pre-test	Post-test
1	Menggunakan makna yang terdapat dalam teks tulis fungsional (misalnya <i>undangan, pesan singkat, pengumuman, notices</i>) sederhana dan berterima.	Menggunakan makna yang terdapat dalam teks tulis fungsional (<i>pengumuman</i>) sederhana dan berterima.	Choose one topic: a. Meeting schedule at students association b. Joining extracurricular activities at school	Choose one topic: (free to consider the schedule, place & extracurricular activities) a. Meeting schedule at students association b. Joining extracurricular activities at school

A set of test of writing material which related with the syllabus and the curriculum that school used is constructed for this study to identify the students' ability in writing. While the goals are about what the significant effect of using interactive writing instruction toward hearing impaired students' ability in writing. The item of the test is taken from teachers hand book the title is Bahasa Inggris kelas X Tunarungu SMALB-B. The question has been created with several modifications and additional detail questions.

The Procedure of Collecting Data

To collect the data for this study the researcher conducted several steps. At the beginning, the researcher asks permission to the headmaster of SMALB-B Kemala Bhayangkari 2 Gresik to do the experiment that would take five weeks. After that, the researcher gives pre-test to explore the data of students writing ability in composing simple text on announcement text before teaching the students by using interactive writing instruction. Then, the researcher begins to teach writing toward the hearing impaired students it takes three meetings. The researcher considers the three meetings in teaching writing by using interactive writing instruction because the researcher has been checked on the syllabus of English at first grade of SMALB-B Kemala Bhayangkari 2 Gresik used. The last, the researcher gives post-test to find the result of the students' writing ability after being taught. During doing this study, the researcher has schedule to conduct the study as follow:

Table 3.3 the schedule of implementation

No	Meeting	Activity	Time
1	1 st	Giving Pre-test	70 minutes
2	2 nd	Giving first treatment	100 minutes
3	3 rd	Giving second treatment	100 minutes
4	4 th	Giving third treatment	100 minutes
5	5 th	Giving Post-test	70 minutes

In this study, the researcher conducts three meetings to apply interactive writing instruction toward hearing impaired student at first grade of SMALB-B Kemala Bhayangkari 2 Gresik. Indeed, based on the table 3.3 the researcher makes three lesson plans (see Appendix 12). Further, in this study the researcher gives pre-test and post-test before and after the treatment.

Data Analysis

Scoring Technique

This study use scoring technique based on the standard criteria of writing compositions. According to C.R. Kotari. (2004) the scoring guide used the method of analytical and was chosen because it was ideally suited to the classroom situation. Its certain features have been graded separately. In giving score toward students writing, the researcher used analytical scale which categorized by some points. The rubric was used to evaluate students' written works. In this study covers some aspect such as Organization (date and time, place, person and address), content, grammar, and spelling. The researcher uses analytical scoring rubric that has been created with several modifications and additional detail criteria.

The guide for scoring:

The total of the score for each aspect will accumulate from the percentage of each aspect. Then, times with the periodic of the score in each criteria.

Score : the percentage for each aspect X periodic score from each criteria
: (the weight of percentage) X (periodic score for each criteria)

Table 3.5 Scoring Criteria

Score	Criteria
86-100	Excellent
71-85	Very Good
56-70	Good
41-55	Fair
26-40	Poor

Analysis the data of test

After conducting pre-test and post-test the next step is analyzing the data. In conducting a research, it is a requirement to analyze the data in order to interpret the data obtained from the field. The data analysis is carrying out in order to answer the research problems with the data obtained through pre-test and post-test. The researcher analyzes the data by using Wilcoxon Sign Rank test because the Wilcoxon Sign Rank test calculates on the same subject which the treatments are

applied and the data is not normal. Further, the sample for this study is only five. Wilcoxon Sign Rank test is carried out to determine whether the mean of the differences between two paired samples differs from a target value. The researcher used SPSS version 16.0 to compute the statistic, it is conducted in order to find the effect of the treatment whether it is significant or not using interactive writing instruction. The main assumption for the Wilcoxon Sign Rank test is the difference scores are normally distributed or there is a sufficiently large sample size. Notice that we no longer have an assumption about the homogeneity of the variances, because we are comparing each score with its pair. This is benefit of the Wilcoxon Sign Rank test.

Normality Testing Using One-Sample Kolmogorov-Smirnov

Normality testing is needed to find out whether the data is in normal distribution or not. The normality of data is important because the data can be considered to represent the population when it is normal distribution. Therefore, the researcher intended to test the normality of the data by using SPSS 16.0 with One-Sample Kolmogorov-Smirnov method. The normality testing towards the pretest scores.

The hypotheses for testing normality are:

- a. H_0 : Data is in normal distribution
- b. H_a : Data is not in normal distribution

The hypotheses for normality testing say that the data is in normal distribution if H_0 is accepted and on the contrary, the data is not normal distribution if H_a is accepted. The H_a is accepted when the significance value is lower than 0.05 ($\alpha = 5\%$), while H_0 is accepted when the significance value is higher than 0.05 ($\alpha = 5\%$).

Hypothesis Testing Using Wilcoxon Sign Rank

The used of Wilcoxon Sign Rank is to find the significant difference on the students' score before (pre-test) and after (post-test) being taught by using interactive writing instruction. The steps of Wilcoxon Sign Rank calculation are:

The first step is stating the hypothesis and setting the alpha level at 0, 05 (two tailed test). In this research, the hypothesis used null hypothesis that said "There is no significant effect of using interactive writing instruction toward hearing impaired student's ability in writing skill at first grade of SMALB-B Kemala Bhayangkari 2 Gresik". The hypothesis can be formulated as follow:

Null hypothesis is $\mu_1 - \mu_2 = 0$ ($\mu_1 = \mu_2$) Alternative hypothesis is $\mu_1 - \mu_2 \neq 0$ ($\mu_1 \neq \mu_2$) Hypothesis testing in this research:

- H_0 : There is no significant effect of using interactive writing Instruction toward hearing impaired student's ability in writing skill at first grade of SMALB-B Kemala Bhayangkari 2 Gresik
- H_1 : There is a significant effect of using interactive writing instruction toward hearing impaired student's ability in writing skill at first grade of SMALB-B Kemala Bhayangkari 2 Gresik

The second step is finding the difference score for each matched pair, and then finds out the average of such differences, \bar{D} along with the sample variance of the difference score. If the values from the two matched samples are denoted as

X_i and Y_i and differences by D_i ($D_i = X_i - Y_i$), then the mean of the differences i.e.,

$$\bar{D} = \frac{\sum D_i}{n}$$

And the variance of the differences or

$$(\sigma_{D_i})^2 = \frac{\sum D_i^2 - (D)^2 \cdot n}{n - 1}$$

Assuming the said differences to be normally distributed and independent, we can apply the Wilcoxon Sign Rank for judging the significance of mean of differences and work out the test statistic t as under:

$$t = \frac{\bar{D} - 0}{\frac{\sigma_{D_i}}{\sqrt{n}}} \text{ with } (n - 1) \text{ degrees of freedom}$$

$$\sigma_{diff} / \sqrt{n}$$

Where:

D = Mean of differences

$\Sigma diff$ = Standard deviation of differences

n = Number of matched pairs

Clearly, the result of the test is subjected for the following statistical procedures. In calculating Wilcoxon Sign Rank test, the researcher uses SPSS 16.00 version. The steps in analyzing the data of pretest and posttest as follows: first, input the data of pre and posttest in SPSS program. Second, click Analyze > Non-Parametric Tests > 2 Related Samples on the top menu. Third, will be presented with the 2 Related Samples Test dialogue box. Fourth, transfer the variables into the 2 Related Samples Test box. Fifth, click the continue button, will be returned to the 2 Related Samples Test dialogue box. The last, click the OK button.

3. Findings

In this section, the researcher focused on the score of pre-test and post-test analysis. The researcher also focused on hypothesis testing analysis. The result of the students' score was analyzed by three people. First was the researcher herself, then the second was an English teacher of first grade in SMALB-B Kemala Bhayangkari 2 Gresik. The last was an English teacher who had been teaching for more than twenty years ago and had the capability to correct English writing.

The pre-test score was presented in the appendix. The researcher analyzed the normality by using SPSS 16.00 from the pre-test. The result showed the average score of pre-test score was 71.8000 while the average score of post-test was 78.4000.

An analysis of post-test score was done to the answer the research problem in this study. Then, by analyzing the post-test score the researcher know the significant difference related to the implementation of interactive writing instruction. Then, the researcher analyzed the hypothesis testing and the result showed that the value of Sig. (2 tailed) was 0.046 in critical value for 5% level, it means that the result showed that in case of this particular group of learners implementing an interactive writing instruction was able to help the hearing impaired students' ability in writing skill especially for announcement text.

4. Discussion

The study investigated the effect of interactive writing instruction in announcement text. The researcher would like to know the significant effect of interactive writing instruction to increase students' writing skill at first grade of SMALB-B Kemala Bhayangkari 2 Gresik. The researcher chose interactive writing instruction because it helped the student to produce a good written language which is considering the composition of writing. This goal of this strategy was to get the hearing impaired students thoughts on paper, discussing the topic and process of writing, dealing with the convention of print, working on grammar, spelling, punctuation, letter information, phonics, and voice.

In this study, the researcher used pre experimental design in the form of one group pre-test and post-test. The population of this study was first grade of SMALB-B Kemala Bhayangkari 2 Gresik in which consisted of 5 students and this study did not provide control group. Before giving the treatment, the researcher gave pre-test to find out the writing announcement skill. Then, the researcher gave the treatment of interactive writing instruction. After giving the treatment to the hearing impaired students for three meetings, the researcher did post-test to find out the influence of the treatment on the students writing skill after getting the treatment. After pre-test and post-test were given, the researcher analyzed the data by using Wilcoxon Sign Rank test with SPSS 16.00 program. The result showed that there was significant effect on the use of interactive writing instruction toward hearing impaired student' ability in writing skill at SMALB-B Kemala Bhayangkari 2 Gresik. The results displayed the probability value of both pre-test and post-test was 0.046 it was less than the level of significance 0.05 ($0.046 < 0.05$) it indicated that interactive writing instruction can influence students' writing skill.

According to Wolbers, K.A. (2008) stated that interactive writing is the strategy which is enhancing the student's ability in writing especially for hearing impaired students. Further, he also said that interactive writing instruction significant gains have been achieved in both discourse level such as coherence, organization, and text structure elements. Further, Craig, S. (2006) stated that when the teacher used interactive writing instruction with teacher modeling and problem solving discourse appears to support the students of print concept, phonological awareness, and alphabetic knowledge.

Some researcher proved that interactive writing significantly effects on the writing skill. First, Shelly. R. Shaver (2015) the result of the study revealed that students growth in letter knowledge, word knowledge, and phonetic knowledge by using interactive writing instruction. Second, Wolbers, K.A. (2008) the study found that the students made significant



gains regards to primary trails, contextual language, word identification, and revision. Third, Wall, H. (2008) the study reported that a progress in the students levels participation and application of concept during the whole group of interactive writing instruction sessions. Fourth, Craigh, S. (2006) the result indicated that students in the interactive writing instruction had higher result in comprehension, word reading development and word identification.

From those previous studies there is one from William, C (2011) the results indicated that students learned to be writers by changing their speech or sign to print while practicing writing conventions. The researcher recognized that learning to write is a complex process and that teaching beginning writing is crucial. William, C (2011) concluded that interactive writing provides a powerful framework for students who are deaf or hard of hearing further, interactive writing may also be supportive for students without hearing loss. Even though the result of this study was indicated that interactive writing instructions had the potential to be an effective strategy for hearing impaired students, this study does not provide visual aids that make the access to phonological information and make the phonology of English visible.

Regarding the importance of relation phonological information in the development of students writing skill so, it is necessary to conduct further study about the examining the use of interactive writing instruction that supplemented by visual aid such as flash card that provides access to phonological information. The researcher suggests for further researcher to do the experiment of Interactive Writing Instruction by using two groups so, there will be control group and experiment group. Further, they can use Interactive Writing Instruction as the strategy with focus on receptive skill such as reading. They also can try to develop on other English language aspect.

5. Conclusion

Based on the research findings, the researcher concluded as follows.

This study tried to investigate the effects of interactive writing instruction towards hearing impaired students' ability on writing skill. A one group pre-test and post-test design was used and the result showed that the students in an interactive writing instruction had positively ($p < 0.05$). In other words, in this particular context an interactive writing instruction proved to be more efficient, independent writing, and facilitative of learning.

The implementation of interactive writing instruction in teaching English writing could help the students in understanding how to compose a simple announcement text. This method also improved students' ability in the term of three points of interactive writing instruction print (grammar used), sound (utterance), and letter (the meaning of word). Further, interactive writing instruction also helped students' oral competence to support their written language proficiency by allowing students to express ideas orally. Additionally, interactive writing instruction provides opportunities to hear sounds in words and connect sound with the letters.

This finding research could also consider and clarify the previous study such as Shelly. R Shaver (2015) the result reveled that students growth in letter knowledge, word knowledge, and phonetic knowledge by using interactive writing instruction. Finally, this finding research could answer that there was significant effect of using interactive writing instruction toward hearing impaired students ability in writing skill.

6. Suggestion

Based on the finding and the conclusion of this study, there are some suggestions for the teacher, learner and further researcher who implement interactive writing instruction strategy? The suggestion is as follow:

Suggestions for English Teacher

The findings of this study can support English teacher in the senior high school for considering that interactive writing instruction can be used as an alternative strategy for developing students' writing skill. Besides, English teacher must create an enjoyable situation in teaching and learning English, so students will not bored and easy to understand the material especially for hearing impaired student.

Suggestions for Students

The students are expected to be more pay attention, active and confident during teaching learning process in the class. They should practice their writing skill by using interactive writing instruction. They can use three important point of interactive writing instruction those are grammar used), letter (utterance), and letter (the meaning of word) so, the students can cover those skills and motivated joining the writing class.

Suggestions for the Next Researchers

For the next researchers, they can use interactive writing instruction as the strategy but they focus on receptive skill listening and reading, while other productive skill likes speaking, because interactive writing instruction in speaking still questionable related with the students' spelling and students' understanding of phonology. Then, they can implement interactive writing instruction by using some other media except flash card which supports the students to understand the



material easily especially for hearing impaired students. Further, they can do the experiment of Interactive Writing Instruction by using two groups so, there will be control group and experiment group.

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