

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1. Conclusion

The level of hearing impaired student's writing skill is very low. It showed that the student hard to learn deeply in writing. Writing for hearing impaired students contains of simple sentence in short paragraph. Hearing impaired students have lack of vocabulary and difficult to write down and developed their ideas into written form since they use different structure in sign language which is mastering by them. It is difficult to them understanding complex paragraph.

Based on the result of student's need analysis questionnaire shown that the students have desire to learn English especially in writing to be able to write correctly and improve their writing skill. The students have lack of vocabulary and difficult to understand grammatical structure, also the students needed media to support teaching and learning in the class such as computer, textbook and pictures. Beside, they were not mastering complex paragraph such as procedure text and report text. It is different with fungsional text which they master. Meanwhile, from interview with the English teacher of SLB Kemala Bhayangkari 2 Gresik was only introduce simple paragraph for monologue text through media provided by the school such as whiteboard and for the material which she took form the internet because there is not textbook at 11<sup>th</sup> grade.

From those reason, the researcher combine picture and text in package of Hot Potatoes for two topics. The activities guided by Interactive Writing strategy which guided the students when compose paragraph. There were two experts who assess the material and media the English teacher and Computer teacher of SLB Kemala Bhayangkari 2 Gresik. The English teacher gives score 75 which is identified in very good category and Computer teacher gives score 75 which is identified as good. While, the result of students' response related to the product showed the total score was 70% means the students' agree with Hot Potatoes as media in teaching and learning, especially in writing.

## **5.2.Recommendation**

Further, the researcher provides some suggestions for the teacher and further researchers below:

1. For the English teacher: because the teacher only use whiteboard as the media in the teaching and learning process, it would be better if the teacher is more creative in creating media to teach English for hearing impaired students. It is possible to create appropriate material for writing to encourage students more learning writing.
2. Further researchers: the researchers who plan other similar study, it would be better to apply other media with other activities. They also can develop other English skills through Hot Potatoes or others which be taught to hearing impaired students.