

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

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.

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”*.

1.2 Statement of the Problem

Based on the background of the study, the problem statement in this paper addressed. What is the significant effect of using interactive writing instruction toward hearing impaired students’ ability in writing skill at first grade of SMALB-B Kemala Bhayangkari 2 Gresik?

1.3 Purpose of the Study

The purpose of this study is identifying the 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.

1.4 The Significance of the Study

This study is hoped to give a contribution toward two significances, those are theoretical and practical, it will describe below:

1.4.1 Theoretical

This study gives contribution theory and strategy about the writing process of hearing impaired students in senior high school through the use of interactive writing instruction at first grade in SMALB-B Kemala Bhayangkari 2 Gresik.

1.4.2 Practical

The result of this study is expected, it gives some impacts:

a. Teacher

By knowing the effect of interactive writing on students' writing skill, the teacher considers uses interactive writing instruction in teaching writing, it can make an interesting learning process and teaching learning process can successfully.

b. Students

For students, it is hoped that this study can help them in learning English especially in writing by using their idea to write as a habit with the other and they are able to solve their own problem or daily issue trough writing.

c. Researcher

For the researcher, this study can be useful to know the significant effect of interactive writing in students' writing and new experience by the researcher itself.

1.5 Scope and Limitation of the Study

To limit the study into a broader discussion, the researcher scopes the study to students at first grade of SMALB-B Kemala Bhayangkari 2 Gresik about “The effectiveness of interactive writing toward students’ ability in writing skill”. The limitation of this study is only focused on students in composing simple text by using visual flash card on announcement text.

1.6 Hypotheses

In order to answer the research questions, the following hypothesis is proposed. The null hypotheses (H_0) and the alternative one (H_1). If the null is rejected, the alternative one will be accepted.

H_1 = There is the significant effect of using interactive writing instruction toward hearing impaired students ability in writing skill at SMALB-B Kemala Bayankari 2 Gresik.

1.7 Definition of Key Terms

To make clear about this research, the researcher intended to define the key terms as follows:

1.7.1 Hearing Impaired Students

Students who have different assess to sound, then, assess to speak language would also be affected.

1.7.2 Writing Skill

The ability to construct the hearing impaired students' idea in a simple text.

1.7.3 Interactive Writing Instruction

Interactive writing strategy is a strategy to help hearing impaired students to construct a simple text.