

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

2.1.1 The Notion of Writing

Learning a language can take place for different reason such as studying to communicate, work in another country, or traveling. As identified by Craigh, S. (2003) learning a language implies different aspects, for example learning the pronunciation, building up vocabulary, learning words context from written and spoken materials, being familiar with the grammar, and constructing sentences, phrases, paragraph, and essays. The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intensions, feeling and information in a written form (Pamela, J. S. 2011) it same with David., G, & Tray., M. (2011) statement that learning a language involves the development of speaking, reading, listening and writing skills, but in this study will focus on writing skill.

Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than the other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically, the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 2008).

Writing is skill that needs to be developed and guided at home, school and has to take into account the students' needs and level, and also the new methodologies, strategies, and technology. Elizabeth, Giddens. (2009) claims that writing is the challenge of students in order to discover what they want to express or say and the process which they have to develop and define an idea. Students write based on their own experiences or ideas that can more effective when they have to write following a specific objective Bouzid, Y., Khenissi, M. A., Essalmi, F., & Jemni, M. (2016) it seems like writing is one of part the basic skill in language which has important role for the students.

Can be concluded that writing skill is one of the activity to share the idea into written language that helps students to express the idea about certain issue or topic in the learning environment.

2.2 Types of Teaching Writing

The researcher describes five major categories of teaching writing which adapted from H. Douglas Brown (2000). The five major categories will become consideration of the teacher and researcher in the process of writing at class. First, imitate or writing down. In this major is suitable for the beginning level of learning to write which is the students write English letter, words, and possibly sentences in order to learn the conventions of the orthographic code. So, the form of dictation falls into this category, although dictations can serve to teach and test higher-order processing as well.

Second, intensive or controlled. In this major typically appears in controlled and written grammar exercises. A common form of controlled writing

is to present a paragraph to students. Another form of controlled writing is a dicto-comp. Here, a paragraph is read at normal speed, usually two or three times. Then, the teacher asks students to rewrite the paragraph to the best of their recollection of the reading. In one of several variations of the dicto-comp technique, which is the teacher will put the key words from the paragraph after the students read the passage.

Third, self-writing. In this major, there is a significant proportion of classroom writing that will be devoted to self-writing. There are two activities of this major those are note taking and diary of journal.

Fourth, display writing. In this major, the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound English Second Language (ESL) students, one of the academic skills that they need to master is the whole array of display writing techniques.

Fifth, real writing. While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum and between the two extremes lay some combination of display and real writing.

In short, some types of classroom writing performance above that help teacher to enhance the students' writing ability by considering the types that suitable for the students need. Further, Javed, M. (2013) stated that writing success is used multifarious purposes at school level by providing assistance to the students inside and outside the classroom, awarding a grade, selection of

students for the appropriate course, and evaluation of programs. In this study, the researcher takes the first type of teaching writing which is coming from H. Douglas Brown (2000).

2.3 Hearing Impaired Student

2.3.1 The Notion of Hearing Impaired Students

There are some definitions of hearing impaired students. In this study, the researcher describes three definitions from some experts. First, Ruth., E (2009) stated that hearing impaired students as someone who has loss the ability to hear, it same with the William, C (2004) stated that students who are deaf or hard of hearing have differing assess to sound then, access to spoken language also be affected to some degree. If access to spoken language was delay then development of written language also be impacted.

Second, hearing impairment is a broad term that used to describe the loss of hearing in one or both ears. As highlighted by Jeannette, S. (2001) hearing impairment refers to complete or partial loss of the ability to hear from one or both ears. In this term also divide four level of hearing impaired students. First, mild deafness has some difficulties following speech and mainly in noisy situation. Second, moderate deafness has difficulty following speech without a hearing aid. Third, severe deafness which uses a hearing aid and relies heavily on lip reading and also may use sign language. Fourth, profoundly deaf which usually born deaf or become deaf early on in life.

Third, Jeanate. S (2009) pointed that deafness is an invisible disability, but many teachers forget about this term and treat the students as not having a

disability. As a result, the student does not have optimal learning opportunities.

As reviewed by the researcher above, the definition of hearing impaired student is a person who has loss the ability to hear but, many students who are deaf or hard of hearing learn to read and write in ways that are similar to students who have typical hearing, it is similar to with the idea of Ruth, E (2009). In fact, language is primarily learned through hearing them. At the same time, the hearing students learn to write from the content that they can already speak. Deaf students do not have this advantage and sometimes for deaf student lead to linguistic problem.

2.3.2 Suggestion in Instructional Strategies for Hearing Impaired Students

The average of hearing impaired student show a gap in some linguistic problem such as vocabulary growth, complex sentence comprehension construction a text, and in concept formation. Further, Paul and Lee (2010) stated that many teachers of hearing impaired student prefer to adopt limited strategies especially on teaching writing on a sentence level and lack of interest in writing class activities. Therefore, to solve those problems as identified by Ruth., E (2009) suggest three main points in instructional strategies for hearing impaired students.

First, instructional strategy for hearing impaired students will focus on general courtesy there are five points that should considerate the teacher before learning process. First, sequence a topic which is the new material is related to the previous material. Second, the use of visual aids is most helpful for student in receiving information. Third, use written announcements such as assignments, due

dates, exam dates, changes in the class schedule, and special event dates. Fourth, provide an outline in each lesson and activity. The last, write all homework assignments, class instructions, and procedural on the whiteboard.

Second, instructional strategy for hearing impaired students will focus on general strategies the teacher gets feedback from hearing impaired students at every opportunity as an indicator of the student's level of understanding. Further, based on Shelly R. Shaver (2013) stated that development of students' communication skills for sharing and responding to others idea is an effective way to know the student's level of understanding.

Third, instructional strategy for hearing impaired students will focus on group interaction and discussion, in this point the teacher should aware of six points. First, a circle is the best seating arrangement for a hearing impaired student. Seat the student with his/her "better" ear towards the class. Second, be quite clear in each topic is being discussed. Third, expect and encourage the student to participate in class by answering questions, giving reports, and volunteering for other verbal activities. Fourth, clearly identify who is speaking or asking a question. Fifth, in group or team settings the teacher should develop procedures. Hence, the student who is hearing impaired can express his/her communication needs to others. Sixth, show special awareness, call the person who has a hearing impairment by name to initiate communication.

Further, according to Jennifer. J (2009) during teaching writing English, the teacher should provide a plan to help the hearing impaired students with language difficulties especially in phrasing written material. the material of writing such as using short sentences, use common words where possible, present

information sequentially, when phrasing questions should write statements first putting the question at the end, avoid words with double meanings, and try not to use double negative.

In short, teaching writing for hearing impaired students should provide with all the students need especially for communication because the level of students understanding is based on the way the teacher deliver the material. Even though, the students cannot hear but the student still can see so, providing the visual tool is also appropriate to enhance the students understanding especially in writing by considering some points related the strategies above.

2.4 Writing among Hearing Impaired Students

2.4.1 The Role of Phonology in Writing Composition

Educating students who are deaf is really not any different than educating typically developing students. As identified by Lisa. M (2008) many people do not realize that teachers of students hearing impaired students are required to meet the same state standards and requirements are teacher who work with typically developing students. When children are unable to hear the language being spoken, they are also unable to learn that is the rules until special instruction are provided. This may be cause of difficulty in composition writing.

Writing is an advanced language skill that requires the students to communicate ideas effectively and has wide ranging implications for the way we think and learn, it is an expressive language skill that requires a high degree of organization (Vikiru.L, 2007) in writing there is a good composition that influenced by the use of phonological information in students writing. As

identified by Adams, M.J., & Bruck, M. (2000) stated that many studies indicating a positive relationship between phonological and literacy especially on writing skill. According to Mungai, et al (2006) composition is a continuous piece of writing following a logical sequence and made up of different points that are organized together in a certain order.

In order to be successful in produce a good composition in writing. The researcher provides some roles of phonology based on some experts. First, is coming out from Kathryn, Button. (2006) stated that English phonology available to hearing impaired students and allow them to develop writing skill in similar ways to their hearing peers, but often at a delayed rate. Second, according to Sharon, A. Craigh. (2006) students' developmental spellings not only provide a change on their emerging understanding of the phonological and alphabetic systems of written language but also predict their future competence in writing. Moreover, for hearing impaired students learn to use phonological information to encode and decode print consistently demonstrates the greatest gains in writing especially in spelling.

In short, phonological information is very useful in production a good composition in writing especially on vocabulary building and spelling. Williams, C., & Hufnagel, K. (2005) stated that students' knowledge about phonological that will invent on students spellings and contact with conventional print facilities of vocabulary building as phonological processing which cover the quality of written language. Moreover, according to Vikiru.L (2007 the use of appropriate expressions and spelling words correctly is imperative in order to write a good composition.

2.4.2 Difficulty of Hearing Impaired Students in Writing

The development of language is depending on the literacy from each individual. Further, for students with more interaction and better understanding of the language is easy to transition into writing than other. As highlighted by Kleoprata,D (2015) the understanding of language sets is large precedent for the development of writing, because the ability to produce a good writing is critical for an individual as academic, occupational success and participation to the society Wolbers.K.A. (2008). Further, learning to write is hard for all students especially for hearing impaired students whose writing skill have been shown to be particularly low (Williams, C., & Hufnagel, K. 2005). Based on Shelly R.Shaver (2013) hearing impaired students develop parallel toward normally hearing students that differ and make errors in various aspects of writing. For example lack in the development of the syntactical skills, more specifically the hearing impaired student typically used fewer cohesive markers of fewer different lexical devices to signal cohesion. As a result, the hearing impaired student's writing intends to show the failure to develop the idea. As identified by Elizabeth (2009) writing is not a skill that just develops in the primary school years but rather in beginning stages of life. Further, she also pointed that hearing impaired student have different access to sound that can be affected in the development of written language. So, there will be some common errors that teacher faced in writing from hearing impaired student to correct it.

Hearing impaired students have a difficulty not only in the comprehension on writing but also the production of the writing itself is weak. So, hearing impaired students still show the same writing errors in their writing production. In

this case, the researcher provides three main problem that students face in writing by some experts.

First, based on William, C., & Lundstrom, R. (2007) pointed that hearing impaired students tend to not have a broad vocabulary or to use extensive word variety, and hearing impaired students are not able to produce complex sentences or have ample sentence length for example make errors of addition by adding unnecessary words, omission by omitting necessary words, substitutions, and word order deviations.

Second, According to Kleopatra.D (2015), there are five types of errors both macro and micro levels of hearing impaired students in writing. First, phonological (grapho-phonemic mappings), grammatical (inflectional suffixes), orthographic (word stems), stress assignment (diatric), and punctuation. Numerous morpho-syntactic errors are concerning the use of function words and subject-verb agreement. She also said that the number of semantic errors was relatively small such as inappropriate the use of nouns and verbs in the sentence. Those common errors are same with Craigh. S (2006) which argued that hearing impaired students has difficulty in developing their proficiency on writing skill with the phonology, morphology, syntax, and semantic of English.

Third, from Trezek and Wang (2006) stated that the understanding of hearing impaired students to the spoken words can be segmented into sounds and represented by letters of the alphabet is critical to student's movement from emergent to early conventional literacy. In fact, student's knowledge of the internal sound structure of sound is related to the hearing impaired student's ability to grasp the alphabetic principle. Furthermore, Elizabeth.G (2009) pointed

that hearing impaired students have low-average score range on contextual conventions, contextual language, and story construction.

Overall, it can be summarized that hearing impaired students struggle with the mechanical and organizational skill of writing. All of these discoveries and statements made about hearing impaired students must be taken with caution because not every source of information is entirely accurate for every situation. Because there is wide range of variables that affect something as broad as writing and the hearing impaired students cannot always be taken all into consideration. However, it is safe to assume that hearing impaired students lead to differences both writing development and writing itself.

2.4.3 Evaluating Student Writing

The evaluation of writing especially in the process-oriented classroom is a crucial issue. There are some experts provide some categories to give a judge toward students' writing. In this study, the researcher takes one from Douglas Brown (2000) that shows six general categories that are often the basis for the evaluation of student writing.

a. Content

- Thesis statement
- Related ideas
- Development of ideas through personal experience, illustration, facts, opinion
- Use description, cause/effect, comparison/contrast
- Consistent focus

b. Organization

- Effectiveness of introduction
- Logical sequence of ideas
- Conclusion
- Appropriate length

c. Discourse

- Topic sentences
- Transition
- Discourse markers
- Cohesion
- Rhetorical conventions
- Reference
- Fluency
- Economy
- Variation

In the evaluation of students' writing especially for hearing impaired students. The teacher can give comments both specific and summative, regarding the student's work. By avoiding a single overall score, the teacher can help students to focus on aspects of writing to which they need to give special attention. If the teacher needs to assign a single "grade" of score to each paper, then consider weighting the first few categories more heavily. So, the teacher can thereby emphasize the content-based in the writing evaluation. Such a weighting scale might look like this:

- a. Content 0-24

b. Organization	0-20
c. Discourse	0-20
d. Syntax	0-12
e. Vocabulary	0-12
f. Mechanics	<u>0-12</u>
	100

The key of scale is to successful evaluation is to get the students to understand the grades, scores, and other comments are varied forms of feedback from which the students can get the benefit. Further, the final evaluation of one composition simply creates input to the learner for the next composition.

2.5 Interactive Writing Instruction

2.5.1 Definition of Interactive Writing Instruction

The interactive writing was developed in 1991 by researchers at Ohio State University and teachers from Columbus, Ohio. Who were participating in the Literacy Collaborative. This collaborative was interested in designing initial literacy instruction for Title 1, kindergarten, and first grade classes (Jennifer, J 2009). According to McCarrier (2000), interactive writing compared to the language experience approach, shared writing, and independent writing. Interactive writing combines all of those approaches and further extends the shared writing and language experience approach to include the sharing of the pen with students. The last stage of interactive writing is emphasizing on independent writing, it has similar with William, O.K., & Anne, S. (2016) statement that

interactive writing is not designed to stand alone, but rather should be an integral part of any writing program.

According to Hannah M. Dostal (2016), though interactive writing can take several different forms, it is a socially mediated approach to instruction that involves guided, interactive writing experiences in which students develop as writers by engaging in writing. Further, McCarrier (2000) added that these core ideas have combined practices aimed at apprenticing students as writers by giving students more active role in the writing process. Additionally, based on Roth, K., and K. Guinee. (2011) interactive writing also combined Self Regulated Strategy and Cognitive Strategy Instruction in writing. Those two approaches designed explicitly to the strategies and processes of writing skill.

Interactive writing can be incorporated at every step of the writing process, from generating ideas and brainstorming, outlining, drafting, revising, editing and publishing (William, C 2011). Interactive writing is currently used as a component of many popular frameworks for literacy instruction such as, interactive writing is a vital component of a balanced literacy framework that is as a guided portion of a writing lesson built around a gradual release of responsibility for writing Roth, K., and K. Guinee. (2011).

According to Cole, J & Deger, B (2014) there are five main points the meaning of interactive writing. First, is negotiating the composition of text. Second, is collaborating in the construction of the text. Third, is using the conventions of print. Fourth, is reading and rereading texts. Fifth, is searching, checking, and confirming while reading and writing.

Indeed, interactive writing instruction is one of strategy on writing skill for hearing impaired student to engage the students' conceptual understanding and have been identified as model or effective practice in deaf education that provide all the students instruction during writing process in English class.

2.5.2 The Used of Interactive Writing Instruction

Interactive writing can be viewed as transitional tool that strives to move the hearing impaired students toward individual writing. Further, interactive writing instruction is designed to the students in the construction of text through interactive instruction (Jennifer.J 2009). While, McCarrier, (2000) added that through modeling of skills and strategies, students may begin to transfer these strategies and skills learned in interactive writing into their independent text construction. Paul, P.V., & Quigley, S.P. (2010) stated that once students begin to understand that writing is oral language written down and how and why people write, they may begin to write purposeful texts on the hearing impaired students understanding and the process of writing strategies to do so. In this study, the researcher provides three different steps of interactive writing instruction.

First, Based on McCarrier (2000) there are eight steps in the interactive writing process:

1. Provide a base of active learning experience
2. Talk to establish purpose
3. Compose the text
4. Construct the text
5. Reread, revise, and proofread the text

6. Revisit the text to support word solving
7. Summarize the learning
8. Extend the learning

These steps usually occur in a recursive manner, rather than a lockstep format. Depending on the particular needs of the students, interactive writing will appear differently in diverse settings.

Second, is coming out from William, O.K., & Anne, S. (2016) first, the teacher and children discussing the ideas for a group composition to respond to a storybook they have read. Second, both teacher and students collaboratively plan the text that will be written. Then, the teacher begins to write the oral text on large writing tablet. The teacher makes the writing process explicit by thinking aloud. Third, the teacher mirrors the processes that writers carry out when working alone, making overt the decisions writers make when they compose by explicit modeling of the inner dialogue of an experienced writer exposes young children to the kinds of thinking necessary for their own writing development. Fourth, the teacher guides the lesson by incorporates an innovative technique specific to interactive writing. Fifth, as the group encodes the message they have planned, the teacher discusses concepts about print and conventions of written language appropriate to the text. The teacher discusses grammar (e.g., "We have to use *was* because it happened yesterday"), and teaches specific letter-sound correspondences and orthographic patterns used to spell the words they are writing, also overtly demonstrates the use of particular spelling strategies that will prove useful in figuring out the spelling of the words she and her students are writing. The instruction is explicit and specific to the text they are c-eating. Then,

scaffolds the children's ability to use these concepts and cognitive tools as they share the pen and participate in the writing event. At the end of the lesson, the teacher summarizes the key concepts that were explicitly taught and talks with the students about the ways they can use independently what was demonstrated during the group lesson. This summary discussion is a critical component of the lesson, because a primary purpose of interactive writing is to teach the concepts and cognitive tools required for competent writing and support students' appropriation of those tools.

Third, based on Cole, J.. & Deger, B (2014) During the interactive writing process, students and the teacher talk about what they are going to write. The teacher serves as the facilitator of the discussion—guiding, modeling, adding, summarizing, confirming, combining, and synthesizing the children's ideas. As the actual writing begins, many opportunities for specific teaching are available. The goal is to get the children's thoughts on paper, discussing the topic and the process of writing, dealing with the conventions of print, and working on grammar, spelling, punctuation, letter formation, phonics, and voice. As children become more proficient writers, lessons can focus on style and write for different purposes. The finished writing is displayed in a way that allows for continued use as a text for shared reading or independent reading. The work is not as neat as teacher writing or commercial posters, but children are more likely to use it as a source of information because of the ownership that comes with their involvement in the writing process. The goal of interactive writing is that the skills learned will transfer to students' independent writing and support the development of reading skills as well.

From those steps, the researcher has to adapt and modified that should be suitable for the student in a real class of writing because as identified by Shelly R.Shaver, (2013) during the interactive writing process, students and the teacher talk about what they are going to write. The teachers serve as the facilitator of the guiding, modeling, adding, summarizing, confirming, combining, and synthesizing the children's ideas (JenniferJ 2009).

In this case, the researcher has been modified from those steps of interactive writing instruction which appropriate with the hearing impaired students in writing process. **First**, to activate the students experience about what the students knew, the theme is announcement text the teacher will begin by giving kinds of extracurricular pictures then, ask about the people do in that pictures. **Second**, the teacher drill the students related the pictures. **Third**, the teacher shows extracurricular pictures which involved a text. Then, begin to read together after that, the teacher asks about the idea of the text then, explain it. **Fourth**, the teacher writes the text orally in whiteboard, here the teacher will explain explicitly about print (grammar used), sound (utterance) and letter (the meaning of word). **Fifth**, after the student understood about the text, the teacher asks the students to compose a simple announcement text by giving some instructions. **Sixth**, after composing a text, the teacher asks the students to reread the text. **Seventh**, the teacher gives a correction to support word solving. **The last**, the teacher summarizes the key concept that explicitly taught.

2.5.2.1 The Procedure of Interactive Writing Instruction toward Hearing Impaired Students

The researcher has been found some models of interactive writing procedure based on some expert. First, according to William, C (2011), there are seven steps. Begin with the teacher and children discussing their ideas for a group composition. Then, they collaboratively plan the text that will be written. After that, the teacher begins to write the oral text on the large writing tablet. She also mirrors the processes that writers carry out when working alone. As the teacher guides the lesson, she incorporates an innovative technique specific to interactive writing. As the group encodes the message they have planned, the teacher discusses concepts about print and conventions of written language appropriate to the text. At the end of the lesson, the teacher summarizes the key concepts that were explicitly taught and talks with the students about the ways they can use independently what was demonstrated during the group lesson. From those step the researcher omits some steps that should be suitable with the students need on SMALB-B Bhayangkari 2 Gresik such as make a group to compose a text because in that school there will be only five students so, the researcher decide to ask the students to compose the text individually because as highlighted by Jenifer (2000) stated that interactive writing help the students into their independent text construction. To complete the step that researcher omits so, the researcher provides one step to clear the step which appropriates with the students need.

The second procedure from McCarrier (2000) in interactive writing there will be eight steps. First, provide a base of active learning experience. Second, talk to establish purpose. Third, compose the text. Fourth, construct the text. Fifth,

reread, revise, and proofread the text. Sixth, revisit the text to support word solving. Seven, summarize the learning. Eight, extend the learning.

From those two models of procedure of interactive writing instruction the researcher has been modified which suitable with the students need on SMALB-B Bhayangkari 2 Gresik. In the pre teaching, as usual the teacher greets the student and checks the attendance then, explains the purpose of learning. In whilst teaching, the teacher asks the students related to the topic to activate the students' background knowledge. The teacher will begin by giving a large picture "Scout" and then ask about that picture. (What is this? What the students do in that picture? How to join it?) All those questions will answer by using flash card. Then, the teacher explains about the generic structure of announcement text by giving a simple announcement text. Then, begin to read together repeatedly. Second, the teacher asks the student about the idea of the sentences then, explains it. Third, the teacher writes the simple sentences orally in the whiteboard. Here the teacher begins to share the pen ask the students to write the uncompleted word, for example, "S" this alphabetic it should be in complete letter. Fourth, the teacher explains explicitly about print (grammar used), sound (utterance), and letter (the meaning of word) during writes on the whiteboard. Fifth, afer the students write then, the teacher asks to reread the simple sentences that they have been done. Sixth, the teacher asks the student to compose a simple text. Seven, the teacher gives a correction and directly the student revise the text. Eight, the teacher summarizes the learning process in writing by sharing with the student. In the post teaching, the teacher and students make a review about that topic next, explain topic for next meeting the last is greeting.

2.5.3 The Benefit of Using Interactive Writing Instruction

Interactive writing instruction has effectively promoted reading, writing and language development in studies that included as little as 10 minutes per day as well as those that included interactive writing as a large part of a comprehensive literacy framework. Further. Based on Jenifer.J (2009) interactive writing instruction the teacher serves as the facilitator of the guiding, modeling, adding, summarizing, confirming, combining, and synthesizing the students' idea. Moreover, Hannah M. Dostal (2016) pointed that interactive writing influences student achievement in three main ways. First, it builds on student' existing oral competence to support their written language proficiency by allowing students to express ideas orally and then work together represent these expressions in writing. Second, as students engage in planning and negotiating how to represent ideas in writing, the teacher can insert information about conventions of print, spelling syntax and genre structure in the context of the message that matter to students. This generates both declarative and procedural knowledge for constructing and revising written language that follows gene-and audience specific convention.

According to Elizabeth.G (2009) there are four values of interactive writing instruction first, demonstrates concepts about print, early strategies and how words work. Second, provides opportunities to hear sounds in words and connect sound with letters. Third, help children understand the decoding and encoding process in reading and writing. Fourth, increase spelling knowledge.

Interactive writing provides writing instruction at the point of student need in the context of authentic writing activity, rather than as isolated skill lessons that fail to transfer to independent writing (Shelly R.Shaver, 2013). Interactive writing

has been proven to be a powerful support for language and literacy development across context within a range of instructional frameworks it is emphasis on translating oral into written expression, however it can present a challenge for hearing impaired students (Jennifer.J 2009). Moreover, Cole, J & Deger, B (2014) pointed that as the actual writing begins, many opportunities for specific teaching are available. The goal is to get the hearing impaired students thoughts on paper, discussing the topic and process of writing, dealing with the convention of print, and working on grammar, spelling, punctuation, letter formation, phonics, and voice.

Indeed, there is no one right way to do interactive writing. Interactive writing involves teacher choices based on observation of student needs and uses the grade level curriculum and district and state standards. Teachers can begin with basic procedures and use interactive writing for more advanced purposes as they become more familiar with the procedures.

2.6 Previous Study

In this study, there were some previous studies. The first study was conducted by William, C. (2011) the title of his study is **Adapted Interactive Writing Instruction with Kindergarten Children Who are Deaf or Hard of Hearing**. The goal of this study is to describe an adopted form of interactive writing and examines the effectiveness as an approach to beginning writing instruction for young children who are deaf or hard of hearing. Systematic videotape analysis was used to document the content of 45 adapted interactive writing lessons across an academic year. The present investigation took place in

the kindergarten class of a private school for the deaf just outside a large Midwestern city. The six children (two boys, for girl) who participated in the study lived within 45 minutes of the school. A descriptive case study design was used, and qualitative data were collected and analyzed. Descriptive case studies allow for holistic description and in-depth analysis of the dimension and dynamic. Data were collected twice from mid September through mid May. To analyze the data, a systematic directed content analysis of each transcription and the interview was conducted. The finding of this study suggests that interactive writing has the potential to support early writing development in young deaf and hard of hearing children if supplemented by techniques that make the phonology of English visible.

Second study conducted by Jennifer.J (2009) the title of her study is **Beyond Sharing the Pen: Dialogue in the Content of Interactive Writing**. The purpose of this design study was to examine how two teachers revise their instructional method in response to student outcomes and how students learn strategies of writing through classroom discourse in the context of interactive writing. The study was designed to explore the role of teacher and student in socially situated writing environments and reveal how conversation affects students learning and instructional decision making. Two first grade classrooms served as the bounded units of analysis for this case study with an emphasis on formative experiment. Data collected included classroom observations and transcripts, transcripts of afterschool planning and reflecting meetings, transcripts of teacher and student interviews, teacher reflection logs, written artifacts, and student assessments. Data analysis was based on Wells" (1999) progressive discourse analysis. Progressive

discourse refers to the process of building knowledge through conversation. Dialogue is a tool used to gain new knowledge and modify existing knowledge. The findings from this study suggest that it is important to understand the prior beliefs of teachers, their knowledge of the reciprocal relationship between reading and writing, and their preferred avenues of reflection when attempting to implement an interactive writing intervention.

Third study conducted by Elizabeth, Ann G (2009). The title of this study is **Teaching Written Language to Students who are Deaf or Hard of Hearing**. The goal of this study is to examine the implementation of Interactive Writing. There were three students in the classroom, all writing at approximately kindergarten level. Lesson plans were written for six days, which spanned fourteen teaching period over six weeks. Before writing and implementing the lessons a one and a half hour tutorial was given to the classroom teacher to teach and demonstrate how to use interactive writing. To assess the student's current level in their writing abilities, each of the three students was evaluated based on a writing continuum. The implementation of Interactive Writing consisted of eleven, twenty-minute lessons but in that short span of writing instruction there was progress noted for each student. Class themes and units of study were discussed ahead of the implementation of lessons to ensure the lessons were relative and correlated with the curriculum. Analyzing teacher comments and writing samples from the students throughout the writing program. The result of this study proved that there was a significant effect of the used interactive writing instruction toward hearing impaired students.

Those are some previous studies which focus on the used of interactive writing instruction toward hearing impaired students. From those studies, it can be concluded that this study and previous study have some similarities and differences. The similarities are: (1) the third previous study and this study have same purpose, the purpose is to examine the used of interactive writing instruction toward hearing impaired students. (2) The focus of the previous study is the used of interactive writing instruction toward writing skill only. The differences between previous study and this study are: (1) the subject of second previous study is the content of teacher's instruction effect toward writing process of hearing impaired students whiles this study focus on the progress hearing impaired students toward writing ability. (2) The first and the second study is using case study as methodology, while in this study use quantitative method. So, in this study the researcher is examining the effectiveness of interactive writing instruction toward hearing impaired students' ability in writing skill at first grade. In collecting data, the students is given pre and post test. This study is quasi experiment which the researcher wants to examine the significant effect of the used interactive writing instruction at first grade of SMALB-B Kemala Bhayangkari 2 Gresik in the academic year 2017/2018.