

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to present the conclusion of research findings in relation to the same discussion in previous chapter. Besides, this chapter also provides suggestions for the teachers, students, and the next researchers which are expected bring some benefits.

#### 5.1 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 revealed 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.

## **5.2 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:

### **5.2.1 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.

### **5.2.2 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.

### **5.2.3 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.