

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Students' interest in learning English writing is strongly influenced by their foundational writing abilities. Students who still struggle with forming letters correctly, maintaining appropriate spacing, and following writing patterns often perceive writing tasks as difficult and unengaging. As a result, these varied levels of basic writing skills become a primary factor in determining how interested they are in learning to write in English.

Motivation and the way the material is delivered play a crucial role in increasing students' interest. Writing tasks that are simplified and tailored to their abilities, along with the use of engaging learning media such as flashcards and videos, help students feel more enthusiastic and less burdened during the learning process. Furthermore, the teacher's patience and individual support are essential in sustaining students' enthusiasm and motivation to learn.

The writing instruction strategies implemented by teachers at SKH Harapan Bunda are carefully adapted to the characteristics of students with intellectual disabilities. The use of tracing and copying activities proves to be an effective approach in developing fine motor skills and basic letter recognition. This step-by-step method allows students to concentrate on manageable tasks, making the writing process more accessible and better aligned with their cognitive abilities.

Repetition and individualized instruction are consistently applied to help students gradually improve their writing skills. Close supervision

and regular evaluations enable teachers to monitor student progress and determine appropriate next steps. This makes the learning process more structured and responsive to the specific needs of each student.

The enhancement of writing interest among students with intellectual impairments relies heavily on the synergy between students' abilities, teacher strategies, and appropriate learning media. By continuously developing adaptive and motivating methods and offering patient and consistent guidance, it is expected that students will become more confident and significantly improve their writing abilities.

5.2 Suggestions

Based on the findings and discussion regarding students' interest in learning and the teaching strategies of English writing for students with intellectual disabilities at SKH Harapan Bunda, the following recommendations are proposed:

1) Development of Interactive Learning Media

Teachers are encouraged to continuously develop and utilize engaging and interactive learning media, such as educational videos, colorful flashcards, and educational games. These tools can help students understand writing concepts in a more enjoyable and accessible way.

2) Individualized and Gradual Learning Approaches

It is essential for teachers to implement teaching strategies tailored to each student's individual ability. Writing tasks should be broken down into smaller, manageable steps to prevent students from feeling overwhelmed and to allow them to learn at their own pace.

3) Training and Workshops for Teachers

Schools should regularly organize specialized training and workshops

for teachers working in inclusive classrooms or special education settings. These programs will help educators enhance their teaching strategies and gain a deeper understanding of the characteristics and needs of students with intellectual disabilities.

4) Collaboration with Parents

Teachers and schools should strengthen communication and collaboration with parents to provide consistent learning support at home. Involving parents in the learning process can reinforce what students learn in class and offer additional practice outside of school.

5) Regular Evaluation and Monitoring

Teachers are advised to conduct regular evaluations and monitor students' progress using clear and measurable rubrics. This will allow for accurate tracking of writing development and the timely implementation of appropriate interventions based on individual student needs.