

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an overview of this study. It consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study and significance of the study

#### **1.1. Background of The Problems**

Education is the process of forming intellectual and emotional abilities of a person. Everyone is entitled to a proper education, regardless of status, race, ethnicity, religion, or certain groups. Through education, a person can improve and develop their own self so that their social status could be change too. Besides, education is not just about learning in the school and homeschooling but also education for special needs students. In the context of Indonesian education, every citizen has the same opportunity to obtain education (the 1945 Constitution article 5 in chapter IV, paragraph 1 and 2), as well as in Act of The Republic of Indonesia Number 20 year (2003) on National Education System, which reads “ (1) Every citizen has equal rights to receive a good quality education. (2) Citizens with physical, emotional, mental, intellectual, and/or social deficiencies shall have the right to receive special education”. From the above statement, we already know that everyone is allowed even required to learn or to study as high as they can in order to avoid from the stupidity. It means that students with special needs (visually impaired) are entitled to get an education and every human have

the same position in terms of getting a high education, either education for regular students or students with special needs (including visually impaired students). On the other hand, Mangal (2007) defined the term of special education may refer to a special type of education, specifically or specially designed for meeting the needs of exceptional or special students and it is different form the education for general population of the students.

The teacher is essentially one of the elements that becomes a source of strength in the learning process. Teachers are also role models who have a big influence on students, especially students with visual impairments. The teacher of students with visual impairments is the central figures on the educational term. That is how the teachers who have expertise in how visual impairment affect students' development and learning, as well as teaching strategies, materials, and tools that can help them learn about the lesson, perform everyday activities, and participate in the general curriculum and other activities in the school. According to Spungin and Ferrel (2000) as cited in Emily and Beamish (2012) stated that teachers of students with visual impairments are qualified specialist teachers who have skill and practical experience in the field of visual impairments. Thus, teachers of students with visual impairments, whose specialized skill and experience establish them as the individual best qualified to address the unique learning needs to visual impaired students. Likewise, Riley (2000) stated students who are blind or visually impaired must be provided appropriate instruction in a variety of subjects, including language arts, composition, sciences and

mathematics, in order to educate them in these subjects effectively, they must be taught the necessary skills to enable them to learn to read and to use other appropriate technology to obtain access to information.

Furthermore, Freeman et al (2007) mentioned that visual impairment refers to a functional limitation of eye(s) or visual system due to a disorder or disease that can result in a visual disability or a visual handicap. It means that visual impairment is a term that refers to a significant loss of vision. According to Hatlen (1996) and Siu (2014), stated that in order to learn new skills visual impairments need specialized services to which sighted peers typically learn incidentally. In the meantime, Spungin (2007) mentioned that students with visual impairments have the same curriculum needs as all students in the general population, but their visual impairments often impose restrictions on their ability to access curriculum when presented in the typical method of learning and teaching by the classroom teacher.

Language learning is also similarly important for visually impaired students. There is an experience from a blind student in Norway, as cited by Zheng (2014) that they felt difficult as a blind student in schools, they need provision and support given for them, this provision and support should be appropriate to facilitate their studies in schools, provision or support that were missing or require improvement and the informants' suggestion on future practice.

Following the above statement related to learning English for visually impaired students, teachers must have some teaching strategies to understand them

about the lesson. Teaching strategies are one of the important factors in education that relate to the teachers, learners, and teaching methods. Of course, students with visual impairment will have difficulties for learning especially when it deals with visual reading caused by their vision loss. They need to learn other skills that enable them to obtain information, such as helping students with visually impaired to understand the reading text.

Moreover, there was an experience from one of English teacher in Turkey as stated by Başaran (2012) regarding their strategy in teaching English to visually impaired students. The teacher mentioned that she tried to teach students how to make negative sentences and questions in simple present. Teacher explained structures orally and with Turkish language. After that, students were asked to make sample sentences but they did not come up with any sentences themselves. Then, the teacher made a sentence in Turkish and asked students to translate it into English. Students wrote down each sentence on their tablets. When they had difficulty in writing a word, the teacher spelled it and helped them write it correctly. In addition, there were also a common problem that the teachers encountered while teaching with visually impaired students, such as; not all the students participated in the activities voluntary and some of them were rather silent, were rather talkative, and did most of the talk.

In addition, there were experienced from three English teachers in Indonesia as stated by Susanto and Nanda (2018) regarding to their strategies in teaching English to visually impaired students. The students described that some of their teachers were

unknowledgeable to effectively teach them and they also thought that their teacher was lacking an interest to help them succeed because of the extra effort required to understand and provide for student's needs. Meanwhile, one of English teacher named EK mentioned that Braille takes a longer time to learn new words in the classroom. And, it creates an added step to the learning process that is not essential to learning the new words for the students. Students GV, JW and DS found that Braille in learning new words was inconvenient. They felt that it was also time consuming for them. We noticed that in the classroom, the students learnt and memorized the new words and they preferred to give up using of Braille texts completely unless the teacher used the texts.

Based on the problem stated above, this study aims at capturing the strategies and the implementation that used by English teacher in teaching English to visually impaired students at YAKETUNIS.

## **1.2. Identification of The Problems**

The researcher identifies the problems found related to teachers' strategies in teaching English to visually impaired students at YAKETUNIS. The problems can be seen from the teachers' strategies, the learner's enthusiasm, the material, the media, and the method. Learning English is an important thing because it has become as International Language. While nowadays, all people were almost learning English language as their second language. Regular students could learn language easily differently compared to sighted students that interact and learn use verbalism as

compensatory strategy of learning a foreign language. Visually impaired students would be difficult for learning especially trouble reading cause of their vision loss. Whereas learning English is an important thing because it has become as International Language. So everyone should to learn it. There are many blind students who need the help of a teacher to help them learn English well. Students with visually impaired may need to learn to use alternative means and strategies for performing various daily tasks at school and at home. This alternative is related to the teacher's strategies when they designed the material for visually impaired students. Therefore, the teacher of students with visual impairments is the central figures on the educational term. The teacher of students with visual impairments usually who are a special teacher that have already been experienced and trained as the individual best qualified to teach English and could fulfill all of their learning needs. As defined by Spungin (2007) the teacher of visually impaired is a special trained educator trained that have certified to provide direct instruction, accommodations, and modifications that provide access to the general curriculum for who are blind or visually impaired. They should have various teaching strategies to facilitate students' learning into school, classroom, and community and work environment. Teaching strategies designed by the teacher should be appropriate to achieve good learning outcomes and learning process can run smoothly.

Visually impaired students need an enthusiasm to learn English. Students' English learning enthusiasm is closely related to some personal factors which include motivation, attitude and self-esteem since students' learning enthusiasm is a kind of

complex psychological condition (Zheng, 2014). Teachers of visually impaired students can mobilize their students' motivation by using methodical organization English, effective interaction English and positive feedbacks that appropriate for them. Becoming as students who have disability will surely make them being passive in the classroom. Sometimes their disability make them tend to feel inferior.

The teaching materials may be a problem. Visually impaired students usually get support from a vision specialist such as the materials. According to Heward (2000) as cited by Cox and Dykes (2001), students with visual impairments placed in general education classes usually get support services from a vision specialist. A vision specialist include learning through other senses, instructional and curricular adaptations, and appropriate resources and materials.

Besides, making materials to visually impaired students, the way of teaching should need to be appropriate too. Teachers are required to prepare the method that will used to convey the material easier. There are varies of method that teachers should select some of them to practice in teaching practice.

In teaching strategy, teachers must think about the media that appropriate to support teaching-learning process. Even more students who will be taught not a regular students in general where reading is not the best media choice for them. All media in the form of visual can be innovated and replaced by an audio which listening activity.

### **1.3. Limitation of The Problem**

Based on the problem above, this research is mainly focuses on strategies that teachers employed in teaching English to visually impaired students. To conduct this research, the research focus on what kinds of teaching strategies employed by English teacher in Teaching English and how teacher implement those strategies. The researcher is very interested with the learning environment of visually impaired students and when the researcher did observations at the school there were still interest things that needed to be explored using this research.

### **1.4. Formulations of Research Problems**

Formulation of the problems of this study is:

1. How do the teacher perceive the teaching strategies that she used and implemented in teaching English for visually impaired learners at Yaketunis?

### **1.5. The Objectives of The Research**

Based on the research problems above, the objectives of the study are:

1. To find out how the teacher perceive the teaching strategies that she used and implemented in teaching English for visually impaired students at Yaketunis.

### **1.6. Significances of the Research**

The results of this research are to give contribution for other researchers, teachers of visually impaired students, learners of English Language Education,

English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers.

1. For other Researchers

This research is expected to inspire the other researchers to contribute in conducting a research on visually impaired students in learning English Language. It can be used as a reference for other researchers to conduct a research in English teaching-learning process and to analyze a problem that occurred in the field. This research will give information for the next researchers about strategies in English teaching by the Yaketunis.

2. For English Teachers of Visually Impaired Students

The teacher can use one of the strategies in English teaching that could be appropriate for students with visual impairments based on their characteristics. Teachers has to have a strategy to make students ready to learn English. By applying the correct strategies in English teaching can making it easier for them to learn English

3. For Learners of English Language Education

This research is expected to inspire learners of English Education Department to develop further research on students with visual impairment in Learning English Language.

4. For English Language Education Department, Faculty of Psychology and  
Socio-Cultural Sciences

This research is expected to be useful for English Education Department in  
order to develop English Language teaching to visually impaired students.