

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussion.

4.1. Findings

In this part, research data were collected from three different data sources. As stated earlier, this study aimed to identify EFL teacher perception on the kind of strategies has been using to teach visually impaired at YAKETUNIS and how do the English teacher implement the strategies in teaching English to visually impaired students at YAKETUNIS. Those data was categorized into certain themes and then coded to support finding and discussion of this study.

4.1.1 Interview

In this case study, the type of interview that used by the researcher was semi structure interview. The interview was done by using open-ended questions also known as shorter case study interview that involved one participant (Creswell, 2009). The interview involved one English teacher. This teacher has been teaching for five years for this subject, therefore the researcher was ensured to have found the resourceful participant to gather the data as comprehensive as possible thus the result of the case study would cover detailed information from interviews as the main data source. It was

also supported another two sources which are from document analysis and observations. Furthermore, the participant was interviewed face to face.

After the entire interview session has been completed, the researcher arranged the result of interviews to verbatim by listening to participant voice recording and then the researcher re-read the whole interview transcript to be analyzed further.

In this interview session, the researcher investigated respondents' point of view on the implementation of her teaching strategies in the class. From the interview it could be indicated that the teacher used three main strategies in teaching English which are; cooperative learning, interactive read aloud, and guided reading. Also, it could be indicated that those strategies were an effective strategies to teach English such as; those strategies could encourage students to be able to discuss with their friends, the teacher was able to know the abilities and needs of students including material, help teacher to introduce words, the pronunciation and writing to students, and helping students to feel Braille and how to pronounce it. There was also some emergent findings from the interview. The excerpt from interview transcript can be seen in table 4.1.

Table 4.1 Excerpt of Interview Transcript

Transcription 1

Respondent : Teacher

Time : 11.00-11.45 WIB

Date : Tuesday, 9th October 2018

Place : Islamic Prayer Room of Yaketunis

I: Interviewer, R: Respondent

Subject	Line	Transcription
I	1	For the second, there is cooperative learning...what is your opinion about CL strategy Miss?
R		Well, mbak, because here is the group yeah, mbak, while in the blind, there were only one class, there were four, even though ideally, the group is called a group of four. It is just like one class is one group, so they did not have a group but discussion together.
I		Was it effective in the classroom or not?
R		If the discussion, only discussion is effective, mbak, but it depends on the material, mbak, if the material feels more prominent to the individual, then the individual. For certain, yes, that is good, mbak, cooperative learning, because it will encourage for who do not nothing to be able to do eee...discussion, just that, there were also some students who were eee...because of slow or maybe it can be called as mental retardation, so sometimes invited them to talk, disconnect, that's it.
I		Why is it effective?
R		Uhm...yes, that was mbak, uh...encourage them for those who do not want to discuss and do not want to talk can be talk, that's it.
I		Have you ever used this CL strategy in your teaching? When do you usually use CL strategy?

- R Once, ee....when learning might be possible ee...just certain learning mbak that might be like that, discussion.
- I What activities do you usually apply through CL strategy?
- R For this collaboration, the activities such as have to browse the internet. Um...they were usually grouped because there were those who were might not be able to operate the gadget too much, then what else is...for example speaking pronunciation like yesterday, yes it was a collaboration anyway, “no, I am talking about this” huh, well it has become more interesting, there were that cannot be used at all.
- I During the course, did you usually tend to do in groups or individually?
- R Um...yeah back again mbak depends on the material, if need a gadget, so have to in a group like that.
- I How frequently did you use CL strategy in your teaching during the course?
- R Um...not too often mbak, not too often. Just certain lessons.
- I When you used this strategy, how did you train the students to be active in groups?
- R Um...to be active, I just asked to try to talk, try to discuss, just stimulate the students to be able to do mbak, if they do not want to they just quite, their friends active, so the others like that.
- I How do you know students' understanding through this CL strategy?
- R If I observed when they can explained to her/his friend, then her/his has understood. Then if like that such as, ouch... Her/his understood, okay, now explain to she/he change to other and other like that. Well, if she/he understood, means she/he understood, so if not, it means does not.
- I Did you felt difficult in using CL strategy? If so, what difficulties did you face of using CL strategy in the classroom?
- R No mbak, it is even helped. Yeah, because can train the students earlier mbak, yeah because eee...I have to explain to the students one by one or what if with eee...what was CL, what is it that students are required to be independent, especially when they were discussing, helping each other that will be helped me.

- I 2 Continue to the next strategy Miss, what is your opinion about interactive read aloud strategy?
- R Reading with aloud intonation mbak, yes.
- I Was it effective in the classroom or not? Why is it effective? Or why not?
- R Effective for certain students who wants to be active.
- I Have you ever used this interactive read aloud strategy in your teaching?
- R Ever, and yes often.
- I When do you usually use interactive read aloud strategy?
- R When getting a new vocabulary. Then when ee...when they have to face with the texts.
- I How frequent did you used interactive read aloud strategy in your teaching during the course?
- R Um...quite often mbak, every learning for example getting ee...must be confronted with a sentence, or faced with a word, especially new words, I told them to read.
- I Why those many times is considered ideal?
- R Um...that is sure to be able to introduce them to the words, then the pronunciation as well, writing, pronunciation as well.
- I What activities did you usually apply through interactive read aloud strategy?
- R What kinds of activities? Individual mbak, it means. Yes, individual. If the group for this is rather difficult. Um...what activities, well like yesterday mbak, tongue twisters, they wrote, searched, first, they searched by browsing on the internet, writing, then they got new vocabulary, or maybe got a new sentence, now they tried to read.
- I Why those activities were chosen? How effective were those activities?
- R Because it is interesting, it seems that the students are also eee...what is it, when taking lessons they enjoyed. It is quite effective mbak, at least ee...until now there have been a number of students who were still wow "she sells, she shells" like that so it was still up to now.
- I What did you feel about participating actively during the course?

- R Um...well, motivate again, keep motivating. Let's try again, try again, try again like that.
- I What roles did you play in interactive read aloud ?
- R Just guided.
- I Did you feel difficult in using interactive read aloud strategy? If so, what difficulties did you face of using interactive read aloud in the classroom?
- R No, it is quite helpful
- I 3 What did your opinion about guided reading strategy?
- R Um...is it reading that guided like that mbak? It means...she/he reads then I guide slowly like that.
- I Was it effective in the classroom or not? Why was it effective? Or why not?
- R Ouch...it is effective mbak, because of course they touch that Braille mbak, and the writing was touched then say verbally. Especially the writing touching with pronunciation and the meaning is most important.
- I Have you ever used this strategy in your teaching?
- R Um...when the students faced by texts, the one that it found in the text. They should be like that. Ever, mbak.
- I When did you usually use guided reading strategy?
- R When I taught them the material related to the text.
- I How frequent did you use guided reading strategy in your teaching during the course?
- R Um...almost every eee...has to analyze the text so I started with "try to read" especially she/he reads first after he/she read, then we analyzed the sentences.
- I Why those many times were considered ideal?
- R Yes, very helpful mbak, very helpful.
- I What kind of book did you usually give to your students? Was that a story book that you have provided or a guided book from the school
- R Eee...independent mbak, yes, exercise book.

- I What activities did you usually apply through guided reading strategy?
- R Ee...the first activity, I gave the text, well they have to write the text first, after they wrote the text, well sometimes it was almost 1 hour just to write because I had to dictate letter by letter mbak. Well after that “please read” therefore I gave the text that were not too long. If I have done it before, I made a book, but the problem is that the students are ee...only 4 students, where did we work with, I worked with the lecturer to make a book but it is only 4 or 5. When faced with students who have to be 6, there are students who cannot, after all, I do not want to do this how do I want to help everyone write this text, when there is an active class “Miss does not know, tomorrow everyone should have this text, okay when it was outside the school it was run, but it is not like that mbak, it was not run. In the end, we did not want to use learning hours but it should be. It has been an hour to write, after they have the text “please check, read carefully, maybe read, keep quite...the important thing is read” after that I read slowly then they followed. Well, it is just like that.
- I Why those activities were chosen? How effective were those activities?
- R Well, because to be able to help me at least introduce to students with various kinds of texts, by introducing students to various kinds of texts anyway, the vocabulary is also related to the text.
- I How effective were those activities?
- R Very effective, yes. Very effective.
- I How did you implement guiding reading strategy into learning activity?
- R Um...how to implement it...with the individual work.
- I How did you organize reading from one students to the next?
- R Organize...how do I managed? Um...usually from the sentences, this sentences might be for this students, the next one and they repeated it, followed me, if not. Please read it slowly, one by one.
- Did you felt difficult in using guided reading strategy?

For students who were what is it, blind students were not mbak, but for the double, it was very difficult.

If so, what difficulties did you face of using guided reading in the classroom?

Well, that was like that mbak, the ability of students is different.

How did you overcome those difficulties?

Ee...there have not had a solution yet mbak, there were no solution until now.

4.1.2 Document Analysis

The document that were used and analyzed in this research were document related to English class which were consisted of two: document 1 (pictures of the class activities) and document 2 (student's assignment). Picture of the class activities were gained from observation, while sample of student's assignment was obtained from the teacher.

Figure 4.1 showed the picture of the class activities while figure 4.2 displays sample of students assignments as part of the data analysis in this research. More complete documents used in this research could be seen in appendix.



Figure 4.1 Learning Situation in English Class at Yaketunis

TONGUE TWISTER

1. I saw Susie sitting in a shoe shine shop. Where she sits she shines, and where she shines she sits.
2. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
3. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
4. There was a fisherman named Fisher
who fished for some fish in a fissure.
Till a fish with a grin,
pulled the fisherman in.
Now they're fishing the fissure for Fisher.
5. I scream, you scream, we all scream for ice-cream!
6. Wayne went to Wales to watch walruses.
7. Ann and Andy's anniversary is in April.
8. How many cookies could a good cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
9. Mr. Tongue Twister tried to train his tongue to twist and turn, and twit an
twat, to learn the letter "T".

Figure 4.2 Sample of students assignments

The analysis of the documents showed that the strategies (cooperative learning, interactive read aloud, and guided reading) that teacher used in teaching English to visually impairment students were expected as three main strategies that could help teaching process in the classroom and it showed that the use of those strategies in teaching English was beneficial also challenging for the teacher.

4.1.3 Observation

The observation of the participants were done three times in each class 7A and 8, the observation sessions were done by recording the whole activities in English class. There were 4 students in grade 7A class while 6 students in grade 8 class. The students in grade 7A class were active students during the learning-teaching process while students in grade 8 looked more passive. Learning styles of blind students were different from normal students in general, for example from the form of sitting, blind students learn with a circular learning system such as the teacher sat among the students to easily interact with the students. Students were facilitated with learning tools such as reglet and sylus/pens as their writing tools, notebook, and guidebook. There was no blackboard in the class, because they usually write in their notebooks.

During the observations, the researcher made field of notes to support the analysis. The purpose of the observations was to capture the activities directly related to the use of teaching strategies in teaching English class. From the observations that have been conducted, the researcher has gained much information that could be

analyzed and become the confirmatory data source to support the triangulation within this research.

The Observation indicated and confirmed that the teacher employed 3 strategies which were cooperative learning, interactive read aloud, and guided reading were beneficial for the teacher in certain situations. Those strategies used by the teacher were an effective strategy in teaching English to visually impairment students. Every strategy used by the teacher was an important meaning in teaching English. The teacher used those three strategies with the purpose, for example, by using a cooperative learning strategy; the teacher hoped that students could actively talk and interact with their friends, by using interactive read aloud; the teacher wanted to help students read the text, and by using a guided reading; the teacher wanted to check the students' understanding of the reading of the text they have read.

Table 4.2 Excerpt of Observational Note

Meeting	Date	Topic	Class	Mode	Time	Time Description	Class Activity	Note
1/VII A Class	09/15/2018	Nominal Number	Face to Face		29.05	00.07 01.13 01.20	<ul style="list-style-type: none"> - The teacher started the class with continue the previous lesson. - The teacher asked students to write the number on their book. - The teacher spelled each nominal number slowly. 	<ul style="list-style-type: none"> - Students with visual impairment used reglet and stylus/pens in their writing. - Almost all of students participate actively in

01.30	<ul style="list-style-type: none"> - She helped the students in writing number 	learning nominal
01.55	<ul style="list-style-type: none"> - Students write nominal numbers into their book. 	

4.1.4. Coding

Coding is the process of inputting evidence into categorization based on the identified theme and giving certain code on the evidence. In this research, the researcher created coding system for evidence coming from all data sources.

Table 4.3 displays the coding system for all data from interview, document analysis, and observation.

Table 4.3 Coding Systems

Data Source	Coding Sample	Meaning
Interview	I/1/TPR/1	‘I’ (for Interview) means the data is gathered from Interview. ‘I’ for respondent 1. ‘TPR’ is the theme, which is abbreviation from Total Physical Response. ‘1’ means it is from interview transcript line 1.
Observation	O/IRA/1	‘O’ (for Observation) means the data is gathered from observation notes. ‘IRA’ and TE’ is the theme, which is abbreviation from Interactive Read Aloud

Document Analysis	DCA/1	and Teaching English through Interactive Read Aloud. '1' means it is from observation note on meeting 1. 'DCA' for (Document Classroom Assignment) means the data is gathered from Document Classroom Assignments. '1' for Document number 1. '
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4.1.5. Thematizing

In this phase, the researcher classified research data into several categorizations. The categorizations have revealed and confirmed the prefigured themes, which consisted more specific subthemes. Thematizing is presented in table 4.4.

Table 4.4 Thematizing

Construct	Themes	Theme Code	Sub-Themes	Sub-Themes Code
Pre-Figured Themes	Visually Impaired Students	VIS	Totally Blind Low Vision	TB LV
Strategies of Teaching English to Visually Impaired Students	Strategies of Teaching English to Visually Impaired Students	STEVIS	Cooperative Learning Interactive Read Aloud Guided Reading	CL IRA GR

Emergent Finding	EF	Student-Centered Learning	SCL
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The researcher also found emergent finding in this research. The emergent finding was about *student-centered learning* strategy that teacher used in learning process.

4.2. Discussions

This research is aimed to investigate and describe the teachers' perception on the use of the strategies in teaching English to visually impaired students at YAKETUNIS. There are two sections of analysis in this discussion. The first is the analysis related to the teaching strategies as perceived by the English teacher in English class at Yaketunis. The second is the description of the implementation of such strategies in English class to visually impaired students at Yaketunis.

4.2.1. Pre-Figured Themes

4.2.1.1. Visually Impaired Students

Visual impairment is a condition where a person's vision is not the same as regular as vision in regular person in general. Although they have limited vision, but they have the same opportunity in learning English. This statement is supported by Spungin and Ferrel (2000) as cited in Emily and Beamish (2012) confirmed that teachers of students with visual impairments are qualified specialist teachers who have skill and practical experience in the field of visual impairments.

Moreover, based on data from interview (I/1/TVI/1) showed that types of visually impaired students in English class at Yaketunis are mixed, they were blindness and low vision. This statement related with the theory from Carney et al (2003) that there are two main categories for visually impaired students in the process of learning which are included blindness and low vision.

“Ee... Mixing, Mbak, so there were totally blind and there were only low vision. But most of them were total, especially for 8th grade students were mostly total” (I/1/TVI/1)

The data form researcher's observational note (O/TVI/3 and O/TVI/4), also confirmed the data above

Table 4.5 Excerpt of Observation Note (O/TVI/3)

Meeting	Date	Topic	Class Mode	Time	Time Description	Class Activity	Note
2/VII A Class	09/21/2018	Introducing Yourself	Face to Face	01.09.54	36.56 38.00-38.48 41.36	- The teacher asked low vision female student named Filsah about her hobby - The teacher asked one by one about students hobby - The teacher asked low vision students named Ikhsan who was beside her about his hobby	- The majority of students in this class were low vision, so they did not felt difficulty in learning this topic.

Table 4.6 Excerpt of Observation Note (O/TVI/4)

Meeting	Date	Topic	Class Mode	Time	Time Description	Class Activity	Note
2/VIII Class	09/25/2018	Tongue Twister	Face to Face	01.09.14	11.04	- Blinded female students helped her friends in correcting the pronunciation	- There were two blind students looked help each other when operated their gadget.
					11.10	- The teacher helped correct students pronunciation	
					11. 53	- All of students looked focus in listening the words that on their gadget	- The majority of students in this class were blinded students, therefore they were more passive than class 7.
					12. 05	- Blinded male student which is sit in front of the teacher looked excited in practice tongue twister	
					17.16	- Blinded male student asked teacher for help in improving his pronunciation	
					18.42	- The teacher reprimanded one of blinded female student who did not want to speak	

The data from document analysis below also supported the data from interview.

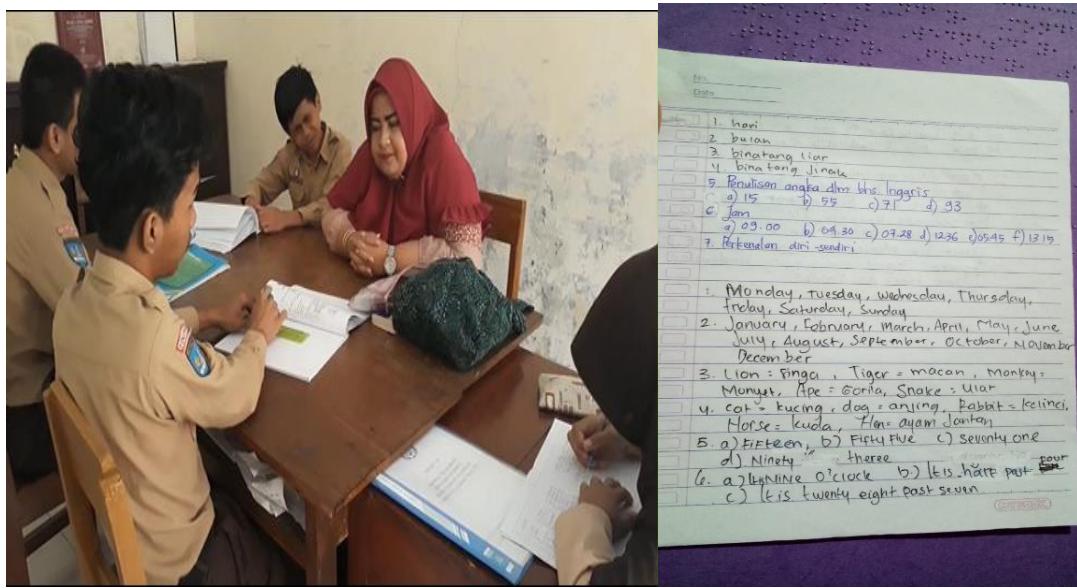


Figure 4.3 Learning Situation in Class 7 at Yaketunis



Figure 4.4 Learning Situation in Class 8 at Yaketunis

The Picture above showed that the students in the class were blindness and low vision. In (figure 4.3) could be seen there was a student's write used pens as her writing

tools as done by regular students. It could be seen from the writing beside it. While in (figure 4.4) most of students were total blindness, they would touch their Braille and they used reglet and sylus/pens as their writing tools. Besides the picture of the learning situation there was one of the students writing using reglet and sylus/pens.

Those evidence above showed that majority of students were total blind students. The evidence could be seen from the interaction of teachers and students during learning activities.

4.2.2.2. Strategies of Teaching English to Visually Impaired Students

There are some considerations in teaching English for visually impaired students in the following discussion, the researcher describes the form of strategies of teaching English used by English teacher for visually impaired students. There are constraints and challenges that teacher should accepted sincerely.

Based on the result of the classroom interviews and observations, the types of strategies in teaching English shows more of cooperative learning, interactive read aloud, and guided reading.

A. Cooperative Learning

Cooperative learning is a learning model using a grouping system/small team to work on things together by helping each other. The teacher confirmed that she divided students into group to make them independently in learning. This statement is supported by Johnson, Johnson, & Holubec (1998) as cited in Ning (2010) that

cooperative learning is a part of strategies in which students work together in a small groups to maximize their own and each other learning. The teacher confirmed that cooperative learning for visually impaired students had different implementation in their learning process, which occurred in the form of discussion and teacher's explanation. Based on the interview (I/1/CL/5, I/1/CL/6), the use of cooperative learning strategy for certain material such as discussion, was an effective strategy. In this context, the teacher did not divide them as in regular class because of the limited number of students. It also gave the teacher some challenges in grouping the students because there were only 4 until 6 students in the class. So, they did not have a group but discuss together. The teacher thought that by employing cooperative learning it would encourage the students who did nothing to be able to do something which was discussing about some topics. The students could talk and interact with other through this strategy.

“Well, Mbak, because here is the group yeah, Mbak, while in the blind, there were only one class, there were four, even though ideally, the group is called a group of four. It is just like one class in one group, so they did not have a group but discussion together”. (I/1/CL/5)

“If the discussion, only discussion is effective, Mbak, but it depends on the material, mbak, if the material felt more suitable to the individual, then individually. For certain, yes, that is good, Mbak, cooperative learning, because it would encourage for who do not nothing to be able to do eee...discussion, just that, there were also some students who were eee...because of slow or maybe it could be called as mental retardation, so sometimes invited them to speak, disconnect, that’s it”.(I/1/CL/6)

Furthermore, data from interview (I/1/CL/9) and observation notes showed how the teacher implemented this strategy into an activity. The teacher used cooperative learning strategy such as; when learning tongue twister. In this lesson the students were to browse the internet and to pronounce words. The teacher asked students to learn cooperatively which was working together in a small groups with helping each other in browsing the internet. It was suitable with mentioned by Slavin (2011) cooperative learning refers to instructional methods in which teachers manage students into small groups, which they can work together to help one another learn academic content. Actually, there were words in tongue twister that students could not pronounce it, so their friends would help her/his how to pronounce words. Here was what the teacher called as working together in a small group. The role of teacher in that situation were helping students when they needed and correct the wrong one.

“For this collaboration, the activities such as have to browse the internet. Um...they were usually grouped because there were those who were might not be able to operate the gadget too much, then what else is...for example speaking pronunciation like yesterday, yes it was a collaboration anyway, “no, I am talking about this” huh, well it has become more interesting, there were that cannot be used at all”. (I/1/CL/9)

On the other hand, from interview (I/1/CL/14) the teacher confirmed that there was no the difficulties of using this strategy in the class because this strategy was very helpful teacher during learning process, which she did not have to explain the material one by one to students that would be take a lot of time. The students would be independent when were engaged in discussion with each other.

“No, Mbak, it is even helped. Yeah, because can train the students earlier Mbak, yeah because eee...I have to explain to the students one by one or what if with eee...what was CL, what is it that students are required to be independent, especially when they were discussing, helping each other that would be helped me”. (I/1/CL/14)

This finding is also supported by data from observation notes:

Table 4.7 Excerpt of Observation Note (O/CL/4)

Meeting	Date	Topic	Class Mode	Time	Time Description	Class Activity	Note
2/VIII Class	09/25/2018	Tongue Twister	Face to Face	01.09.14	01.02 01.11 04.45 07.00 08.02 08.35 11.04	<ul style="list-style-type: none"> - The teacher asked student to open their note book - The teacher asked students to take their phone - The teacher asked students to look for tongue twister on the internet - The students looked for example of tongue twister on their phone - The teacher asked students one by one - The teacher asked students to practice on their own - Blinded female students helped her friends in correcting the pronunciation 	<ul style="list-style-type: none"> - The students use gadget as theirs tool to learn tongue twister. - There were two blind students looked help each other when operated their gadget.

The data from document analysis below also supported the data from interview and observation.

TONGUE TWISTER	
1.	I saw Susie sitting in a shoe shine shop. Where she sits she shines, and where she shines she sits.
2.	The thirty-three thieves thought that they thrilled the throne throughout Thursday.
3.	I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
4.	There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher.
5.	I scream, you scream, we all scream for ice-cream!
6.	Wayne went to Wales to watch walruses.
7.	Ann and Andy's anniversary is in April.
8.	How many cookies could a good cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
9.	Mr. Tongue Twister tried to train his tongue to twist and turn, and twit <u>an</u> twat, to learn the letter "T".

Figure 4.5 Sample of student's assignments

The task/worksheet above was given by the teacher as students' assignment. As teacher's explanation in the interview, the teacher asked students to browse the kinds of tongue twister in the internet. In browsing the internet, there were some students who were difficulty in doing it, therefore the teacher asked students to help each other in using gadget.

The evidences above, which were gained from interview, observation and documentation, the researcher believed that employing cooperative learning strategy during the discussion in English class was helpful for the teacher to encourage students to discuss together about some topics especially for those who did not want to speak, could be speak. It was suitable with mentioned by Khoirunnisa et al (2017) regarding to cooperative learning model in their research that during reading comprehension activities with CIRC method, students work together to compete between group A and group B. Each group will get pieces of the paragraph that should be arranged. Then students work together to read a separate paragraph, communicate its contents, and discuss in the group. Besides, Jones (1997) mentioned in Drakeford (2012) that the effects of cooperative learning strategies on raising student's self-esteem as well as their engagement in classroom activities. It could be concluded that cooperative learning strategy was an effective strategy to make students involved in classroom activities and it has been shown to be beneficial for students with visual impairment.

B. Interactive Read Aloud

Interactive read aloud is a strategy that include reading aloud with the use of expression, different voice for different characters, gestures, and the active participation of the listeners through predicting, discussing, and checking for understanding Barrentine (1996) in Conroy (2005). This strategy was also implemented by research participant in her English class according to several proofs.

Table 4.8 Excerpt of Observation Note (O/IRA/2)

Meeting	Date	Topic	Class Mode	Time	Time Description	Class Activity	Note
1/VIII Class	09/15/2018	Irregular Verb	Face to Face	41.24	02.05	- The students read together while touch their Braille carefully	- The teacher reviews the lesson before starting a new topic.
					03.15	- The teacher corrected students pronunciation	-Not all students actively speak, only a few of them.
					03.50	- The teacher guided students	
					09.05	- The teacher reprimanded students who does not want to read	- Sometimes, the teacher admonished students who do not want to actively participate in reading.
					12.00	- The teacher asked students to read aloud on their own	
					12.15	- The students read the book with read aloud	- There is one students who seems she have a better understanding so that she helps her friends who is sitting in front of her.

Observation note above indicated that the teacher used interactive read aloud strategy in English class to learn irregular verb. In this lesson, she asked students to open their book and read about what they have written from the previous meeting. The students touched their Braille and read the sentences in it carefully. The purpose of teacher in applying this strategy were to check and correct student's pronunciation, and

to demonstrate whether what they have written different with what they would speak.

This statement is in line with findings/statement from Hedrick & Pearish (2003) as cited in Fisher (2004) in which teacher shows model of reading and demonstrates the ways in which the language of the book is different from spoken language through a read aloud approach.

Furthermore, from the interview (I/1/IRA/26) it showed that interactive read aloud strategy in the English class was effective for certain students who wanted to be active. Besides, the data (I/1/IRA/28, I/1/IRA/29, and I/1/IRA/30) also showed how effective this interactive read aloud strategy to help students in learning.

“**Effective** for certain students **who wants to be active**”. (I/1/IRA/26)

“When **getting a new vocabulary**. Then when ee...when **they have to face with the texts**”. (I/1/IRA/28)

“Um...often Mbak, every learning for example getting ee...**must be confronted with a sentence, or faced with a word, especially new words**, I told them to read”.(I/1/IRA/29)

“Um...that is sure **to be able to introduce them to the words**, then the pronunciation as well, writing, pronunciation as well”. (I/1/IRA/30)

In the dialog above showed that interactive read aloud were an effective for many reasons such; the students have got new vocabularies, learned new words, faced with the texts, and faced with a new words. Besides through interactive read aloud strategy, the teacher could pronounce students with the words and how to pronounce it. It was suitable with mentioned by Santoro et al (2008) as cited in Mitchell (2015)

that students have opportunities to learn new words and gain vocabulary independently through read aloud activity.

Moreover data interview from interactive read aloud (I/1/IRA/31, and I/1/IRA/32) also showed how the teacher implemented this strategy into an activity.

“What kinds of activities? Individual Mbak, it means. Yes, individual. If the group for this is rather difficult. Um...what activities, well like yesterday mbak, tongue twisters, they wrote, searched, first, they searched by browsing on the internet, writing, then they got new vocabulary, or maybe got a new sentence, now they tried to read”.(I/1/IRA/31)

“Because it is interesting, it seems that the students are also eee...what is it, when taking lessons they enjoyed. It is quite effective Mbak, at least ee...until now there have been a number of students who were still wow “she sells, she shells” like that so it was still up to now”.(I/1/IRA/32)

From the dialog above, the researcher could analyze that the teaching situation above used interactive read aloud strategy. The teacher applied an activity through interactive read aloud strategy when learning tongue twister. She asked students to use their cellphone to search kinds of tongue twisters in the internet. Then, she asked students to write the sentences in their notebooks. Some sentences that students had from the internet were the new sentence or new vocabulary for them. Therefore, the teacher asked students to read aloud in order she could check students pronunciation and students understanding. Besides, the teacher was surprised when she wanted to continue with the new topic but there were students still mentioned the kinds of tongue

twister. It means that the material could be easily remembered by students using this strategy.

The data from document analysis below also supported the data from interview and observation.



Figure 4.6 Learning situation using Interactive Read Aloud in learning “Tongue Twister”

The picture above showed how the teacher implemented “Tongue Twister” through interactive read aloud strategy. As teacher’s explanation in interview that she asked students to read the words contained in the tongue twister by read aloud. Then, the teacher paid attention to each students who were read and corrected their pronunciation. In picture above, the teacher was corrected the pronunciation by one of blinded female students.

From the evidences above, which were gained from interview, observation and documentation, the teacher used this interactive read aloud strategy because she wanted the students understand the reading text and she wanted to guide students to more focus on the text. This strategy also used by the teacher to see students' understanding with the text they read while reading orally. It is supported with the statement by Hedrick & Pearish (2003) as cited in Fisher (2004) that the teacher wants to demonstrate that language of the book that is different from spoken language.

C. Guided Reading

Fountas & Pinnell, (1996) as cited by Conroy, (2005), define guided reading as a reading activity in a small group that offer teachers the opportunity to give reading instruction in individual coaching. Evidence from the following observation note illustrates flexibilities provided in English class.

Table 4.9 Excerpt of Observvton Note (O/GR/3)

Meeting	Date	Topic	Class	Time	Time Description	Class Activity	Note
2/VII A Class	09/21/2018	Introducing Yourself	Face to Face	01.09.54	50.32 50.39 50.45	<ul style="list-style-type: none"> - The teacher gave the opportunity to students to read on their own - The teacher asked students to read aloud together - The students practiced on their 	- The teacher guided students reading in individual coaching, and sometimes she corrected the reading directly

		own with read their book.	- The majority of students in this class were low vision, so they did not feel difficulty in learning
51.56		- The teacher corrected the reading of students one by one in turns to check their understandings about the text and pronunciation	
55.15		- The teacher pay attention to every students since they read	
01.02.48		- The teacher check out student's writing and correct if something goes wrong.	

Observation note above indicated that the teacher used guided reading activity in English class to learn introducing self. In this lesson, she asked students to make the sentence about how to introduce themselves to other friends. During reading session, she guided students to spell out each word related to the topic. After that, she reread the sentence that was written by students while the students followed her. The next she asked students one by one to answer her questions. Besides, she gave the opportunity to the student to read on their own, so she could check their reading and writing. When students did reading aloud together, the teacher came to students one by one checking their reading. The purpose of teacher in applying this strategy were to check students understanding about the text they have read and check their pronunciation.

Moreover, data from the interview (I/1/GR/42) confirmed that the implementation of guided reading was an effective strategy in teaching English to visually impaired students. The teacher could help students touch the braille, then the students said verbally while the teacher checked their pronunciation.

“Ouch...it is effective Mbak, because of course they touch that Braille Mbak, and then pronounced verbally. Especially the writing touching with pronunciation and the meaning is most important”. (I/1/GR/42)

Furthermore, data from interview (I/1/GR/43, I/1/GR/44, and I/1/GR/45) showed that the teacher used guided reading in her teaching when the students faced by the texts.

“Um...when the students faced by texts, the one that it found in the text. They should be like that. Ever, mbak”. (I/1/GR/43)

“When I taught them the material related to the text”. (I/1/GR/44)

“Um...almost every eee...has to analyze the text so I started with “try to read” especially she/he reads first after he/she read, then we analyzed the sentences”. (I/1/GR/45)

In addition, data from interview (I/1/GR/48, I/1/GR/52) also showed how the teacher implemented this strategy into an activity.

“Ee...the first activity, I gave the text, well they have to write the text first, after they wrote the text, well sometimes it was almost 1 hour just to write because I had to dictate letter by letter mbak. Well after that “please read” therefore I gave the text that were not too long...It has been an hour to write, after they have the text “please check, read carefully, maybe read,

keep quite...the important thing is read” after that I read slowly then they followed. Well, it is just like that”.

“Organize...how do I managed? Um...usually from the sentences, this sentences might be for this students, the next one and they repeated it, followed me, if not. Please read it slowly, one by one”. (I/1/GR/52)

From the dialog above, the researcher came to the analysis that the implementation of guided reading strategy was very useful to teach English to visually impaired students. For the first section, the teacher gave students the text. She dictated the sentences one by one to students. This activity usually took one hour, because of that the teacher continued the lesson with the same topic for the next meeting. After the writing session, the teacher asked the students to read (not read aloud) while checking their writing carefully. For guided reading technique, the teacher read the text slowly then students listened and repeated after her. Sometimes, she managed this guided reading strategy with asked students one by one to read the text. She just guided students and checked their reading and their pronunciation.

On the other hand, from interview (I/1/GR/53, I/1/GR/54 and, I/1/GR/55) it indicated that there were the challenges that the teacher found during the implementation of guided reading in English class.

“For students who were what is it, **blind students were not Mbak, but for the double, it was very difficult”.** (I/1/GR/53)

“Well, that was like that Mbak, **the ability of students were different”.** (I/1/GR/54)

“Ee...there have not had a solution yet Mbak, there were no solution until now”. (I/1/GR/55)

The dialog above confirmed that the teacher was having difficulty when implementing it for double blind students because of the ability of students was different and the teacher have not had a solution until now.

The data from document analysis below also supported the data from interview.



Figure 4.7 Learning situation using Guided Reading Strategy in learning
“Introducing Yourself”

The picture above showed how the teacher implemented “Introducing Yourself” into guided reading activity. In the picture, the teacher asked students one by one to read their writing. She asked students to take turns to read and she paid

attention to students reading. On the sidelines of the student's reading, the teacher corrected the reading when something went wrong.

The evidences above, which were gained from interview, observation and documentation concluded that sometimes the teacher felt difficulty when the implementation of guided reading strategies was applied for double blind students. In (I/1/GR/55) interview, the teacher confirmed that there were no solution for the difficulty of guided reading strategy. For this difficulty the researcher gave the suggestion that the teacher may, for example, provide introductory activities (such as discussions of photographs, video clips, or maps) to enhance the students' background knowledge before they read and as they guide the group through the text. Alternatively, teachers may decide to read the text aloud to the students if they think that more teacher support is required to make the text accessible to the group.

In addition, the participant believed that guided strategy strategies was very helpful for students to understand the lesson even though there were difficulties with the teacher in applying it.

4.2.2. Emergent Finding

Based on the findings this study also revealed an emergent finding (theme) which are about the use of student-centered learning strategy in teaching English to visually impaired students.

4.2.2.1. Student-Centered Learning

From interview (I/1/SCL/15) the teacher confirmed that learning centers defined as learning centered on students and centered on student's need. This definition is different from Tomkins (1998) as cited by Conroy (2005) in which, learning centers, defined as area of the classroom in where students can work cooperatively with other students that allow them to obtain additional experience in using new skills and expands skills to match their individual needs. It can be concluded that this strategy refer to the classroom area as the main place as space for student not learning centered on students.

"The learning centers strategy means **learning centered on students**, right, Mbak? It means that suits the needs of the students, but if so, **what I knew like that was centered on the needs of the students**". (I/1/SCL/15)

The interview above showed that the teacher did not know yet the meaning of learning centers strategy. The data from interview (I/1/SCL/17, I/1/SCL/18) confirmed that students-centered learning was an effective in the classroom. This strategy could help the teacher to consider the needs of the students. It was in line with Jones' (2007) statement that a student-centered learning classroom is a place where teachers consider the needs of the students, both as a group or as individuals, and encourage them to participate in learning process at all times.

"Effective in the classroom, yes. Um...because for what, **for us to know what it is...the abilities of the students need for what... material that they need**". (I/1/SCL/17)

Besides, the data interview from student-centered learning (I/1/SCL/19, I/1/SCL/20, and I/1/SCL/21) also showed how the teacher implemented this strategy into an activity.

“Discussion, yes, most of the activities were discussion”. (I/1SCL/19)

“Well Mbak, for example **the question and answer**, so, well, if want to ask is like this. Later, the practice eee...that used student-centered learning earlier. Okay. This is with this one, but like that Mbak if not I ask her/his and her/his answers my question, if not she/her replace to ask me, I answer her/him”. (I/1/SCL/20)

“Um...maybe **applied it if I immediately gave it**, because student-centered learning was centered on students, it means eee...like that, **after I explained, then I left it to the students** “what do you want to do right now?” like that”. (I/1/SCL/21)

In the interview above, it can be concluded that the implementation of this strategy was done by question and answer in discussion session. The teacher used this strategy to facilitate active learning because this strategy centered on students. It was suitable with what stated by MacHemer and Crawford (2017) as cited in Attard et al (2010) that students-centered learning is not a passive strategy that does not only support or enhance learning but through this strategy will also help students to learn independently. The teacher only explained the material, then the teacher asked students to discuss with their friends. Through this strategy, the teacher wanted to see the student’s response in understanding the material. From the discussion, the teacher hoped that there would be various questions from them that will be discussed.

This finding is also supported by data from observation notes:

Table 4.10 Excerpt of Observation Note (O/SCL/5)

Meeting	Date	Topic	Class Mode	Time	Time Description	Class Activity	Note
3/VII A Class	09/29/2018	Time	Face to Face	01.06.45	05.49 08.16 08.18 08.20 09.24 09.40	<ul style="list-style-type: none"> - The teacher started by explaining the material - The teacher asked students to write on their note book - The teacher spells out the sentence - The students wrote on their notebook - The teacher asked to one of students about time and then the other students help to answer the question. - Two of low vision male students that in front of the teacher ask about the use of “AM & PM” in time. 	<ul style="list-style-type: none"> - All of the students engage in this activity. - All of the students look active while learning that topic - Both of the teacher and students make the good interaction during learning process.

The observation note above indicated that the teacher used student-centered learning strategy in English class to learn about time. In this lesson, the teacher implemented student-centered learning strategy with questions and answers session. The teacher explained the material with the topic entitled time. Sometimes, the teacher did not only explain the material throughout the lesson but also invited students to

actively participate in it using the question and answer session. Occasionally, students asked questions related to the topic being discussed, this activity triggers interaction between teacher and the whole class. This above process is in line with Jones' (2007) statement that in a student-centered class, the teacher makes interaction with the whole class, with asking questions or brainstorming ideas.

The data from document analysis below also supported the data from interview.



Figure 4.8 Learning Situation using Student-Centered Learning strategy in learning “Time”

The picture above showed how the teacher taught the topic of “Time” through student-centered learning strategy. The picture above showed the interaction between the teacher and students in doing question and answer session.

The evidence above, which were gained from interview, observation, and documentation showed that, the teacher used the student-centered learning strategy because she wanted the students to be able to actively talk and interact with each other, share their ideas with others, and could use English in a meaningful way. Similarly, Başaran (2012) mentioned that because there were several students with multiple impairments and those made teachers felt difficult. Therefore, he overcame this problem by forming small homogenous groups by assigning students with similar characteristics to the same class through which teachers should adopt a more student-centered approach and comply with principles of learner autonomy.

Therefore, students-centered learning strategy was an effective strategy in teaching English to visually impaired students regardless of the difficulty of the teacher felt difficult in using the strategy because her students have multiple impairments.