

**TEACHING ENGLISH TO VISUALLY-IMPAIRED LANGUAGE LEARNERS IN
AN ISLAMIC SENIOR HIGH SCHOOL IN YOGYAKARTA**

**A Thesis
Presented to the Department of English Language Education
as a Partial Fulfillment of Requirements to Obtain the *Sarjana*
*Pendidikan***

Degree in English Language Education



By:

Nida Fauziah

20322114

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY OF
PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES ISLAMIC UNIVERSITY OF
INDONESIA**

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APPROVAL SHEET

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YOGYAKARTA**

By:

Nida Fauziah

20322114



Yogyakarta, January 6, 2025

Approved on

By

Supervisor:

Banatul Murtafi'ah, S.Pd., M.Pd.
NIP. 193220102

RATIFICATION SHEET

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By
Nida Fauziah

20322114

Boards of Examination

Chairperson : Banatul Murtafi'ah, S.Pd., M.Pd.

First Examiner : Puji Rahayu, MLST, Ph.D.

Second Examiner : Rizki Farani S.Pd., M.Pd.

Defended before the Board of Examiners on

Department of English Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

الجامعة الإسلامية
الاستد بالاندية

Head of Department,



Puji Rahayu
Puji Rahayu, S.Pd., MLST., Ph. D.
NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of other people's work, except those cited in the questions and references, as a scientific paper should.

Yogyakarta *January* ,06, 2025



Nida Fauziah

20322114

MOTTO

Nothing is impossible to achieve. Nothing is impossible to accomplish.
For “Allah is free to carry out His will, He has made for every thing according to its measure.” QS At-Thalaq: 3

DEDICATION

I dedicate my thesis to:

1. My beloved mother, who always strives to provide the best education for her children.
2. My guardian parents who are always sincere and at the forefront of my every step.
3. My brother, who always encourages me to move forward.
4. My partner who always patiently accompanies me in every process of ups and downs, rainstorms, until the rainbow rises.
5. My best friend who always supports and entertains me in every moment.

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There are no sweeter words in a thesis work than the gratitude on this sheet that I dedicate to

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I do not forget to say my thanks to everyone who came into my life who always entertained me

when the many twists and turns that occurred in my life.

As this research is far from perfect, I welcome any suggestions and input for improvement. I sincerely hope that this research will be useful for readers. Amiin, Ya Rabbal a'lamin.

Yogyakarta, 1 January 2025

A handwritten signature in black ink, appearing to read 'Nida Fauziah', with a long horizontal flourish extending to the right.

Nida Fauziah

20322114

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ABSTRACT

This study aims to describe the instructional strategies employed by English teachers in teaching English to visually impaired students at an Islamic Senior High School in Yogyakarta. Despite the studies about effective teaching methods for visually impaired learners, there remains a gap in the specific strategies implemented in inclusive educational settings, especially Islamic schools. This qualitative research involved two English teachers as participants, selected through purposive sampling, to provide in-depth insights into their teaching practices. The data were collected through in-depth interviews and classroom observations, followed by analysis using Miles and Huberman's interactive analysis model, which includes data reduction, data display, and conclusion drawing. The major findings revealed that the teachers utilized various strategies, including affective scaffolding, questioning, compensating, eliciting from visual residue, and differentiated instruction, to address the unique challenges faced by visually impaired students. The study concludes that employing a range of instructional strategies is essential for enhancing the learning experience of visually impaired students, thereby emphasizing the importance of tailored teaching approaches in inclusive classrooms.

Keywords: *instructional strategies, visually impaired students, English teaching, inclusive education*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching English as a Foreign Language (EFL) traditionally emphasizes the development of four core skills: listening, speaking, reading, and writing, as noted by Brown (2007). These skills are typically supported by visual aids such as textbooks, whiteboards, and multimedia resources to enhance comprehension and engagement. However, according to Kızılaslan (2020), teaching English to visually impaired students (VIS) requires significant adaptations to address their sensory limitations. Unlike sighted learners, VIS rely heavily on auditory and tactile inputs, necessitating pedagogical strategies that prioritize accessible materials, assistive technologies, and multisensory engagement.

The shift from conventional EFL methods to inclusive practices for VIS aligns with UNESCO's (2017) framework for inclusive education, which advocates for equitable access to learning opportunities for all students, regardless of physical or cognitive differences. For VIS, this involves replacing visual stimuli with tools such as Braille, screen readers (e.g., JAWS or NVDA), and audio-based materials to facilitate language acquisition, as highlighted by Susanto and Nanda (2018). Teachers must also address challenges such as limited access to adapted curricula, slower information processing due to reliance on non-visual senses, and the need for individualized instruction, as claimed by Lintang Sari and Emaliana (2020). By integrating these adjustments, educators can bridge the gap between traditional EFL methodologies and the unique needs of VIS.

In one school, there will be a lot of students with various backgrounds and abilities. One of those varied things is students with learning disabilities. As a matter of fact, it is not easy for teachers to teach them. They are the ones who need extra help from the teachers. To be precise, students with learning disabilities have faced some problems in learning English, either in reading, writing, spelling or in organizing information (Rafi, 2016). One of the learning disabilities that can be found among students is visual impairment. As the name suggests, the

students who belong to this group have low vision or are blind. Due to their poor eyesight, they depend on other senses, such as their touch and hearing, to learn. As a result, their performance and class participation are not the same as normal students; they may take a longer time to understand the material.

Dealing with the fact above, the role of the teacher is double because the teachers have to put extra effort, starting from teaching preparation or teaching plan and when carrying the process of teaching and learning in the classroom. One of them is the teachers who teach English as a foreign language where English is not the mother tongue used in everyday life. Consequently, teachers must master the English content material and learning strategies as well as appropriate learning media selection so that the students will easily understand the material provided. If there is no good preparedness, the visually impaired students may struggle to participate in the class.

The most common tools used in teaching visually impaired students are Braille and large print materials. However, nowadays it is less effective because teachers lack of time to convert printed materials into Braille and more frequently dictate the text for the students (Koeswiryono et al., 2014). In the meantime, the use of assistive technology is more effective for teaching visually impaired learners. As technology gets better, many inventions and innovative tools are available to help with education. in accordance with this notion. It is also found that most teachers use a CD player and computers when teaching visually impaired students (Efstathiou &Stavroula, 2015). Compared to Braille and large print materials, the use of technology like computers and other similar equipment is considered more helpful because the students can operate the technology to support their learning process by hearing the explanations and instructions from them.

According to Lintangari and Emaliana (2021), a teacher's responsibility to provide inclusive education services for the blind. The EFL instructor plays a crucial role in ensuring that visually impaired students receive the necessary access and accommodations in her class, recognizing that this commitment may require additional time and effort to effectively implement inclusive teaching strategies that cater to their unique learning needs. The instructor must come up with some teaching tactics for blind pupils. According to a study by Nasution

(2020), some of the most successful teaching strategies are guided reading, cooperative learning, and interactive read-aloud. In addition, Setiawan, Andyani, and Suprianti (2020) found that the following strategies can be used to teach students: reading paper strategies (using paper Braille and a pen reglet), reading e-text strategies (using JAWS to read regular e-text), tracking support using JAWS, auditory support (using JAWS to read words and sentences at a level), auditory strategies (using a live reader to read a story and a live reader to answer multiple-choice questions), and digital audio.

It is difficult to teach those with impairments like the blind, thus teachers must receive training. According to Basaran's (2012) research in Turkey, improving learning outcomes for kids with special needs can be achieved through teacher training. According to Coskun's (2013) research, one advantage of research training is that it can help teachers become more professional.

There is now a wide range of studies on the methods used by teachers to teach blind kids second languages in the classroom. According to (Habibi & Jamila, 2014). identified many effective teaching tactics, including context-specific meaning, media usage, and explicit instruction. According to further research by (Kartikasari and Lestiono, 2020), which was done at SMA-LB Negeri Pembina Lawang, blind EFL learners learn to read in six sections. The techniques included summarizing the text, figuring out the primary concept, looking for particular information, comprehending comprehension, using audio and electronic books, and evaluating the work's overall content. Additional research by Nasution (2018) at Yaketunis Junior High School indicated that recommended tactics included guided reading, interactive reading, and routine cooperative learning. According to additional research findings by Susanto and Nanda (2018), adopting screen reader technology, such as NVDA and JAWS, can optimize learning processes. In addition, the usage of audio instruments and role-playing tactics are advised. This study was carried out in a Bandar Lampung blind student school.

There is still a big knowledge gap when it comes to designing and executing successful English teaching techniques for students with visual impairments, even with all the breakthroughs in teaching methodologies. Though broad techniques may be recognizable to certain instructors, opinions on the best methods are divided. Moreover, there is a lack of

exploration or utilization of information and communication technology's (ICT) full potential to assist visually impaired pupils in learning English. In order to assist English language learning for students with visual impairments, this research tries to reveal the teaching strategies and technological tools used by English teachers. It also focuses on understanding existing practices and the rationale behind the selection of particular technologies.

Thus, academics must determine the best methods for teaching English to language learners who are blind or visually impaired . According to an earlier study, there has been a lot of research on teaching tactics for second languages to visually impaired students in educational settings. However, little research has been done on inclusive schools, particularly Islamic schools where special needs students and regular normal students study English in the same class. The majority of prior research has concentrated on special education schools or schools that are solely dedicated to serving students with special needs. Thus, this study's goal is to outline the instructional strategies that English instructors choose to employ with visually impaired pupils at the aforementioned kind of institution. This study intends to address the present difficulties experienced by many instructors in selecting acceptable teaching techniques and media by identifying and recommending successful technique. This research will be an invaluable resource for educators, offering them useful perspectives derived from real information gathered by specialized instructors assisting visually impaired pupils at Islamic Senior High School.

1.2 Problem Formulation

Based on the explanation above, the research question is formulated as follows: What instructional strategies are used by English teachers to teach English to visually impaired students at an Islamic Senior High school in Yogyakarta?

1.3 The Objective of the Study

Based on the formulation of the problem above, the researcher affirms that the study aims to describe the instructional strategies used by English teachers in teaching English to visually impaired students at an Islamic Senior High School

1.4 The Significance of the Study

This research is expected to provide new insights for teachers and future researchers, both conceptually and practically. The finding of this study is expected to benefit teachers by providing new knowledge about the instructional strategies to teach students with learning disabilities, especially Visually impaired English students. For practical purposes, this study should inform teachers regarding the examples of specific use of instructional strategies used in teaching English to visually impaired students.

CHAPTER II

LITERATURE REVIEW

2.1 Visually-impaired Foreign Language Learners

The term "visually-impaired learners" describes pupils who are blind or have inadequate vision. They have trouble reading words, photos, and gestures because they have vision problems. Manastas (2014) defines visual impairment as a condition in which one's vision is either abnormal or compromised. According to Manastas, a number of conditions, including disease, trauma, and injuries involving the visual system, can cause interference with the brain's visual system. Moreover, Kızılaslan (2020) offers the legal and educational definitions of vision impairment. Visual acuity and the visual field are ideas that are connected to the legal definition. The capacity to detect features and concepts from things at a distance is known as visual acuity, whereas visual field without turning one's head and moving eyes.

Koeswiryono et al. (2020), claimed that “visually impaired students are those who require special treatment in obtaining education”. Additionally, according to Kızılaslan (2020), visually-impaired learners cannot read normal writings and require writings with large font sizes and some tools, they complete their knowledge acquired by means of touch and hearing senses.

Blind students tend to take a longer time to learn and may need help to develop new skills, understand complex information and interact with others. It is safe to say that they need more support from their surroundings, whether it is mental support or visual aid support. To deal with this issue, language teachers who have been specially trained are considered an effective agent because they have sufficient knowledge of teaching practices and understand the students with learning disabilities along with their potential. In learning English, blind students need more in-depth support from teachers and the learning environment. This is because learning a second language is not easy, especially for students with special needs.

In addition, students who struggle with second acquisition due to visual impairment show particular characteristics that interfere with their learning process. Zhang (2017) divided the following characteristics of these students, including having poor visual perception, dependency

on other senses, trouble with spatial orientation, trouble with visual memory, requirement for specialized training, and increased demand for accommodations. It means that visual-impaired language learners depend on their other senses such as their sense of hearing and touching. Aside from using their hearing and touch, they also need many tools from their teacher to support their learning process. By using supportive devices, visually impaired students can fasten their understanding of learning materials.

2.2 Previous Related Studies

The researcher examined various previous related studies to conduct a review of the literature related to the topic to draw comparisons. It is found that most teachers had less knowledge of instructional materials, and besides having difficulty in creating the basic materials, most of them also use a CD player and computers when teaching visually impaired students (Efstathiou & Polichronopoulou, 2015). In recent years, there has been much research related to English language teaching strategies for blind students. The strategies that can be used by teachers in the learning process are very diverse. Research by Habibi and Jamila (2014) used a case study approach to studying teachers' strategies for teaching English to blind students. The results of this research are divided into three sub-chapters, namely, second language teaching strategies for blind students, how to implement teaching strategies, and teacher obstacles during the teaching process. This research went through three stages, namely demographic questionnaires, observations, and interviews with English teachers. Another research study by Nasution (2019) used a qualitative case study approach that employed three kinds of data collection: observation, interviews, and documentation. The research results show that the strategies which can be implemented are cooperative learning, interactive read-aloud, and guided reading which can be implemented regularly (Susanto & Nanda, 2018) stated that screen reader technology can be used as a second language learning strategy for blind students. NVDA and JAWS are technologies that can help the learning process. Apart from that, applying role-play techniques and using instruments or audio media can also help maximize English learning strategies. Other research was also conducted by (Kartikasari & Lestiono, 2017) which focused on reading skills for visually impaired students, the research employed a descriptive qualitative

method. The results of this research found six strategies for teaching reading to blind students, namely analyzing the essence of the text, identifying the main idea, searching for specific information, understanding vocabulary, using e-books, and using audio media.

Students who have visual impairment generally have trouble learning foreign languages since learning a language is mostly stimulated by vision (Agesa, 2014; Arslantaş, 2017). According to Aebersold and Fields cited in Koeswiryono et al. (2020), reading comprehension activity becomes a problem for visual-impaired students. Due to their condition, students who are visually impaired face particular difficulties when learning a new language (Zhang, 2017). These difficulties may include challenges with information access and processing, spatial orientation, and engaging in specific school activities. Moreover, grammar and syntactic difficulties may also be a problem for visually impaired students, which might affect their language understanding. As a result, these students may benefit from instructional techniques that emphasize providing explicit training for these abilities (Kapperman et al., 2017).

In writing skills, the visually impaired students also find difficulty. That problem is similar to the problem found in students with normal sight, i.e. lack of vocabulary, organizing the idea, and grammatical problems (Febtiningsih et al., 2021). This phenomenon gives more challenges for the teachers to teach them. In a particular school, English teachers frequently apply the dictation method in teaching writing because it is considered the easiest way (Febtiningsih et al., 2021). All they often do is just copy what the teacher said on the reglet (assistive aid to write).

In speaking skills, visually impaired students have to work harder due to their poor sight. The problem may stem from a lack of vocabulary. They acquire new vocabulary slower because the English teacher reads the vocabulary louder and then they write it down by using Braille. After that, the teacher utters the new vocabulary together with them (Hikmah, 2021).

Regarding listening skills, visually impaired students have problems similar to normal students. As stated, they can hear the listening audio because they have good hearing organs. However, when it comes to listening to English audio, they face several problems such as having less concentration because they may not fully understand what they are hearing besides having

limited vocabularies (Wulandari & Ayuanita, 2019). As a result, listening as a receptive skill becomes a hard thing to do for them. Students with visual issues find difficulty in learning vocabulary, the micro skill of English as the basics to master the macro skills since they cannot see well, they cannot read the vocabulary in their book or on the whiteboard (Prakosha et al., 2018). Dealing with this issue, it is hard or may take longer for them to gain more vocabulary to improve their English reading, writing, speaking, and listening.

All in all, visually impaired students often face problems in learning English. They have to do extra work to improve their English. In accordance with this fact, they need a supportive environment. Teachers, the ones who are responsible for classroom activity, have to help them so that they can be good at English. There are some strategies used by English teachers in teaching English skills to visually impaired students. To teach reading, there were six strategies used by English teachers in teaching reading to visually impaired students, namely: (1) identifying the purpose of a text, (2) skimming the text for main ideas, (3) scanning the text for specific information, (4) analyzing the vocabulary, (5) the use of media suchlike e-text strategy and (6) auditory strategy (Kartika & Lestiono, 2017). Moreover, a study about strategies to teach speaking, a productive skill, has also been conducted. In a particular school, the English teacher implemented storytelling, role play, and story complement (Ningsih, 2019). The students, including those with visual impairments, showed their enthusiasm to speak English because of these strategies. Particularly, storytelling was the most favored activity as it allowed students to be more expressive and imaginative in delivering the story. Meanwhile, to teach the other productive skill, writing, some teachers apply a cooperative learning strategy (Arasyid et al., 2018). The teachers group the students, including those with visual impairments, so they can collaborate and share ideas to construct their writing.

To teach listening skills, teachers can integrate the use of technology into the class. Sophisticated media such as YouTube, podcasts, and music applications can be very helpful and engaging for all students, including those with visual impairments because using these tools is fun (Fitria, 2021). The role of technology is so important in teaching these students. Several

studies have proven the advantageous technology for visually impaired students. The other research revealed that visually impaired students have unique ways of learning foreign languages supported by assistive technology, namely a variety of resources with screen readers technology such as Non-Visual Desktop Access (NVDA) and Job Access with Speech (JAWS) (Susanto & Nanda, 2018). Moreover, they also could learn the language by role-play pedagogy and musical instruments as well. In the same year, another study proved that teachers further agreed that they have some assistive devices but the majority of devices are not provided to ease the teaching of the visually impaired pupil, teachers also need in-service training in the use of Braille and large print material so that children with visual impairment can be effectively included in the ordinary school (Sikanku, 2018).

From these previous studies on the teaching of listening skills, it can be argued that teaching language to visually impaired students needs some tools, especially technology tools to support the students' learning process. Braille and a large material are effective tools for teaching the students. Assistive devices also can be used for teaching them because they use technology that will be easy to apply in teaching. To accommodate the students who need learning support, all of them should be trialled so that the students can get various learning experiences from them. In addition, there are six strategies used by English teachers in teaching reading to visually impaired students (Kartikasari & Lestiono, 2017). The first strategy is identifying the purpose of a text, which helps students understand the type of text, the reading objective, and the overall idea. The second strategy involves skimming for main ideas, where students quickly scan pages to find the main idea, supporting ideas, and the message of the text. The third strategy is scanning for specific information, directing students to search for uncommon vocabulary or specific details. The fourth strategy focuses on analyzing vocabulary, examining prefixes, suffixes, grammatical context, and semantic context. The fifth strategy employs electronic texts with auditory support, allowing a computer to read the text aloud. Finally, the auditory strategy provides books in digital audio formats, read by human or computer voices, which can be played on computers or digital audio players. These strategies collectively enhance the reading experience for visually impaired students.

Thus, in terms of teaching reading skills, teachers must be able to apply a variety of learning strategies to make students get involved in the learning process with different learning tools that are believed to be able to make the students understand various materials. It is known that not all materials can fit into one learning strategy. Therefore, it is necessary to use various learning strategies, especially for visually impaired students. Besides that, according to Carney et al. (2003), students with visual impairments also need a variety of specialized materials and equipment in order to function effectively in the school environment. They are braille, large print, low vision aids, and audio cassettes to help students learn punctuation, grammar, and spelling.

Meanwhile, To teach productive speaking and writing as productive language skills to visually impaired students, English teachers can use cooperative learning. It is a classroom activity that requires the students to accomplish the task together (J et al., 2021). In its implementation, teachers have to group the students so that they can share and they can easier to understand the material. Think Pair Share strategy has been proven as an effective method to teach speaking for visually impaired students. At first, mostly they do not have sufficient vocabulary; however, after being taught this strategy, the students' speaking performance is satisfying. They have more vocabulary and know what they will talk about after having a discussion and sharing session in the class (J et al., 2021). Furthermore, other research also proved that the think-pair-share strategy successfully improved visually impaired students' writing skills due to their involvement in the three stages, allowing them to write more easily with the help of assistive tools (Syafii, 2018).

2.3 Conceptual Framework

The presence of visually impaired students in mainstream schools has become a regular phenomenon, with many countries recognizing the importance of providing equal educational opportunities for all students. However, teaching English to visually impaired students presents unique challenges due to their sensory impairment. This theoretical framework section aims to provide an explanation of a relevant theoretical basis to the pedagogical approaches and strategies that can be used to teach English to visually impaired students in an inclusive senior high school.

Vygotsky's (1978) provides a critical framework for understanding how scaffolding—structured support from teachers—enables learners to achieve higher cognitive and linguistic competencies. According to Vygotsky, the concept of the Zone of Proximal Development (ZPD) highlights the gap between a learner's independent problem-solving abilities and their potential when guided by a knowledgeable instructor . Scaffolding strategies, such as modeling, questioning, and feedback, help learners progressively master skills within their ZPD (Vygotsky, 1978) .

Villalba's (2022) categorization of teaching strategies for visually impaired students (VIS) aligns with Vygotsky's principles. For instance:

1. Affective scaffolding: According to Villalba (2022), emotional support, such as encouragement and motivation, fosters confidence in VIS, enabling them to engage actively despite challenges. This mirrors Vygotsky's emphasis on the role of social interaction in learning .
2. Questioning: Strategic questioning helps teachers assess VIS' understanding and prompts critical thinking, a method that reflects Vygotsky's advocacy for guided dialogue (Vygotsky, 1978; Villalba, 2022).
3. Compensating: The use of assistive technologies (e.g., screen readers) compensates for sensory limitations, acting as “cultural tools” that mediate learning, as described in Sociocultural Theory (Vygotsky, 1978; Susanto & Nanda, 2018) .
4. Modelling: According to Villalba (2022), modelling involves demonstrating tasks explicitly to guide VIS in understanding language structures, pronunciation, and task execution. This strategy mirrors Vygotsky's (1978) concept of imitative learning, where learners internalize skills through observation and replication . In practice, modelling could include:
 - Verbal demonstrations: Teachers articulate sentence structures or phonetic nuances repeatedly to reinforce auditory memory .
 - Tactile examples: Using Braille or 3D models to explain spatial concepts (e.g., prepositions like on, under) (Kizilaslan, 2020) .
5. Eliciting from Visual Residue: This strategy leverages VIS' residual visual memory (e.g., from early childhood sight) or conceptual knowledge of visual elements to aid comprehension. Villalba (2022) suggests that teachers might ask students to describe objects they once saw or use metaphors tied to light/darkness to explain abstract vocabulary. This approach aligns with schema theory, which posits that learners build new knowledge by connecting it to existing

mental frameworks (Bartlett, 1932) . For VIS with partial sight, eliciting visual residue can:

- Enhance contextual understanding: Linking new vocabulary to prior visual experiences (e.g., “The sun is bright” → associating “bright” with warmth or light) .
- Support memory retention: Activating residual visual schemas strengthens neural connections to linguistic concepts (Susanto & Nanda, 2018) .

By integrating Vygotsky’s framework, Villalba’s strategies emphasize the importance of tailored, interactive support to address the cognitive and emotional needs of VIS.

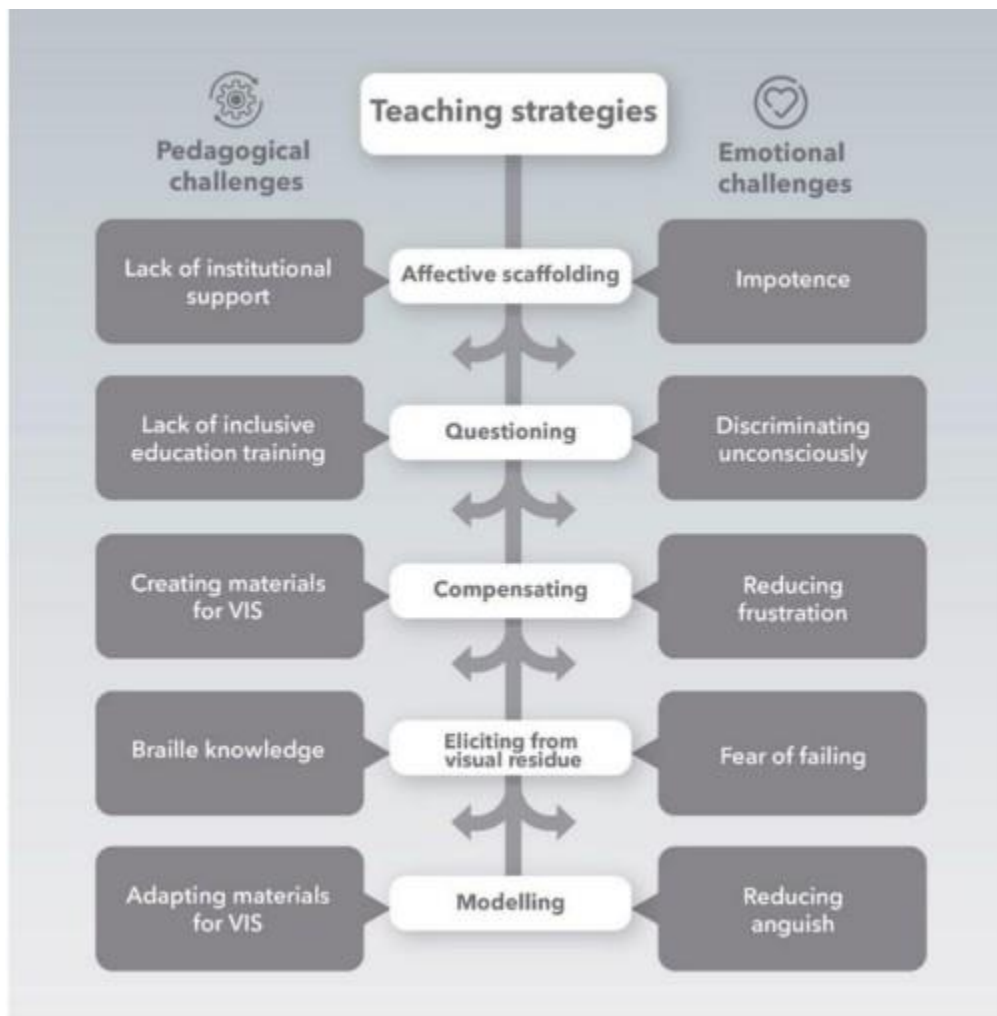


Figure 2.1 Teaching strategies interrelated to pedagogical and emotional challenges

CHAPTER III

RESEARCH METHOD

3.1. Research Design and Method

This study uses a qualitative research approach employing descriptive analysis to find out the teachers' strategies used in teaching English to visually impaired students at an Islamic Senior High School in Yogyakarta and the challenges faced by the teachers. Creswell (2016) defines qualitative research as a research method that focuses on exploring and understanding the meaning that is ascribed to problems related to human or social aspects by a group of people and several individuals. Furthermore, Arikunto (2016) suggests that research with the descriptive method examines problems specifically and in detail, where the problems under study are different from others. Sugiyono (2019), argues that descriptive research describes a situation, event, situation, and object. The object in question can be a person or a variable that can be described with words and numbers. The use of qualitative descriptive methods describes the results of research based on data, facts, and information relevant to the problem being studied and researched.

This research was conducted using a qualitative approach because the results of the data analyzed were in the form of descriptive phenomena such as words, phrases, and utterances. This was obtained through the results of the interview. Thus, the researcher thought that this method would be suitable concerning the nature of the data and the objective of the research.

3.2 Setting and Participant

This research was conducted in one of Yogyakarta's Islamic Senior High Schools. In this research, the researcher chooses the participants by purposive sampling, which is taking subjects or samples based on a particular purpose related to understanding the research problems well (Rukajat, 2018). It means that the researcher must consider the proficiency and the relevant

teaching experience of the participants to get in-depth information or data. The participants were English teachers who teach visually impaired students at Islamic Senior High School in Yogyakarta. Additionally, Islamic Senior High School in Yogyakarta was the setting of this research because this school is one of the Islamic Senior High Schools in Yogyakarta which provides opportunities for visually impaired students to get education. As a result, the researcher believes that the school should have implemented particular strategies for teaching English to visually impaired students.

3.3 Data Collection Technique and Instrument

Data collection techniques become one of the crucial parts of this research. In qualitative research, the meaning of a phenomenon can be well understood if interaction with the subject is carried out through in-depth interview techniques and direct observation (Rukajat, 2018). In collecting data, the Researcher used the stages of interviews, observation and document analysis.

1. Interview

The researcher uses an interview instrument to validate the data. The researcher gathered the primary data using in-depth interviews with teachers. The interview is a face-to-face conversation between the interviewer and the informant (Yusuf, 2013). The researcher uses in-depth interviews by preparing questions about teaching English to visually impaired students. The interview results were recorded using a *smartphone*. The interview questions would be adapted from Villalba (2022). The following are some of the questions that were asked during the interview and were used to analyze the data:

Table 3.1 Interview Questions for Teacher

Theme	Sub Theme	List Questions
Pedagogical Challenges	Lack of Institutional Support	How is Institutional support

		for VIS?
	Lack of Inclusive Education Training.	Does the school provide inclusive education training for teachers in teaching Visually Impaired Students? if so, how is the training implemented? if not how do you overcome this?
	Creating Material for the Visually Impaired Students	What strategies do you use to create learning materials and redesign lesson plans to suit the needs of students with visual impairments?
	Braille knowledge	what are your main challenges when trying to understand and use braille in your classroom?
	Adapting Material for VIS	How do you adapt material for VIS?
Emotional Challenges	Impotence	How do you feel about emotional challenges such as impotence and anguish while teaching visually impaired students?
	Discriminating Unconsciously	How do you overcome the unconscious discrimination against visually impaired students?
	Reducing Frustration	What frustrates you about being an inclusive teacher and how do you reduce these feelings?
	Fear of Failing	How do you overcome the fear of failure?
	Reducing Anguish	How do you reduce emotional challenges and

Teaching Strategies	Affective Scaffolding	increase the self-confidence of blind students in your classroom?
		How do you implement affective scaffolding for visually impaired students in your classroom? and what are the benefits?
	Questioning	How do you use questioning strategies in teaching Visually impaired students? and what is the main purpose?
	Compensating	How do you implement compensating strategies in your classroom for visually impaired students?
	Eliciting from Visual Residue	How do you use eliciting strategies in teaching visually impaired students?
	Modelling	How do you implement Modelling strategies in your Classroom for visually impaired students?

Before doing this research study, the researcher asked permission from the concerned authorities of the university, and more specifically from the teachers who were selected as the participants. They agreed to provide and allow the information gathered to develop this study.

2. Observation

The observations were carried out for 2 times. Hence, using observation has the purpose of supporting the data from the interviews with the teachers. The following table is the observation sheet.

Table 3.2 Observation Schedule

Dimension	Aspect	Indicator	YES or NO	Remark
Pedagogical Challenges	Lack of institutional support	Availability of facilities to support VIS in learning		
	Lack of inclusive education training	Application of techniques in learning using technology and application tools (assistive technology)		
	Creating materials for VIS	Create learning activities that suit VIS needs		
	Braille Knowledge	Teacher's understanding of delivering material in Braille		
	Adapting material for VIS	Teacher's ability to adapt materials for VIS		
Emotional Challenges	Impotence	Teachers' emotional expressions when facing technical and pedagogical problems during classroom learning		
	Discriminating Unconsciously	- Teachers' language choices and actions that discriminate against VIS unconsciously. - Students' responses to teachers' unconscious discriminatory actions.		

Example :
Students become depressed and feel inferior due to unintentional discrimination, whether in the form of behavior or words from teachers.

Reducing Frustration - Teachers' facial expressions and body language when frustrated, such as shaking their heads, sighing, or showing an angry expression.

- Student responses to teacher's frustrating behavior.

Fear of Failing - Teachers' facial expressions, body language, and tone of voice when they are afraid of failure, such as when they show signs of anxiety or fear. (look for signs of anxiety, such as when the teacher constantly checks students' results or shows uncertainty about teaching methods.)

Interactions with Students:

Observe how teachers interact with students who are blind when they are afraid of failure, such as when they give instructions in a higher pitch or show

		uncertainty about teaching methods. (note students' reactions to the teacher's anxious behavior).
	Reducing Anguish	Observing teacher stress levels and how teachers respond to problems Example : There is an emotional outburst from the teacher, either through increased intonation of voice, changes in attitude that tend to be aggressive and destructive or changes in facial expressions.
Teaching Strategies	Affective Scaffolding	The use of positive language and encouraging feedback Example : Teachers use expressions such as "excellent!" or "I believe you can do it!" to motivate students.
	Questioning	giving questions by the teacher to measure the level of student understanding
	Compensating	observing how teachers integrate assistive technology and adapt materials
	Eliciting from Visual Residue	Utilization of students' visual memory with adjustments based on students' visual memory,

both students who are blind from birth and those who are blind after having visual memory skills.

Modelling Examples are given by teachers which are demonstrated directly in carrying out certain tasks or activities

Data Analysis Technique

Data analysis technique is the process of processing data into useful and easy-to-understand information. Data analysis in qualitative research uses an interactive analysis model, the researcher classifies the data and then describes it in detail according to type and function (Rukajat, 2018). According to Miles and Huberman (1994), data analysis can be defined as consisting of three streams of activity, namely data reduction, data presentation, and conclusion drawing/verification. In this study, researchers used the theory of Miles and Huberman in analyzing the data, so three steps must be taken, namely:

1. Data Reduction

Data reduction is the first step taken in analyzing the data in this study. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data in field notes or written transcripts. In this study, the data is in the form of teachers' interviews and observations regarding the appropriate strategies and teachers' challenges in teaching visually impaired students.

2. Data Display

The second step is data display. Generally, a view is an organized and compressed collection of information that allows drawing conclusions and actions. In this step, the researcher shows or displays data, not only in general but specifically and clearly. Researchers show the appropriate strategies and teachers' challenges in teaching English to visually-impaired students in the specialist teachers who teach visually-impaired students at Islamic senior high school in Yogyakarta.

3. Conclusions or Verification

After completing data reduction and data display, the last step is to analyze the data in this study, namely drawing conclusions. Final conclusions may not appear until data collection is complete, depending on the size of the corpus of field notes; coding storage and retrieval methods from funding agencies, but they are often planned from the start even when a researcher claims to have run inductively. In this step, the researcher concludes the research results based on the research problem and the theory used.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1.FINDINGS

This study aims to describe the instructional strategies employed by two English teachers in teaching English to visually impaired students at an Islamic Senior High School in Yogyakarta. Through interviews and observations, the study has revealed various approaches implemented by the teachers to address the learning needs of visually impaired students. The findings are expected to provide valuable insights into effective teaching practices and the challenges faced within the context of inclusive education. Consequently, the results of this study are not only beneficial for the development of teaching methods but also enhance the understanding of the importance of appropriate support for students with special needs in the English language learning process. As illustrated in Table 4.1, five strategies are manifested by Teacher 1 used 5 strategies namely Affective Scaffolding, Questioning, Compensating, Eliciting from Visual Residue and differentiated instructions and Teacher 2 used 4 strategies that is Affective Scaffolding, Questioning, Compensating, and Modelling, based on research by Villalba (2022). These strategies include affective scaffolding, questioning, compensating, modelling, and eliciting from visual residue. Additionally, one emergent finding is the strategy of differentiated instruction, which, while distinct from previous studies, has been revealed in this research.

Table 4.1. Strategies for Teaching English to Visually-impaired students

Strategies	Teacher 1	Teacher 2
1. Affective Scaffolding	Assisting the Students, Complimenting the Students	Giving Motivation
2. Questioning	Checking Understanding, Inquiry Questions	Checking Understanding

3. Compensating	The Use of the Technology	The Use of Technology
4. Eliciting from Visual Residue	Exploring Memory	-
5. Modelling	-	Demonstrate the Material
6. Differentiated Instructions (Emergent finding)	Different Expectations from the Teacher	-

4.1.1. Affective scaffolding

Affective scaffolding is a learning strategy that aims to provide emotional and affective support to students Villalba (2022). In this context, affective scaffolding includes the use of positive language, encouraging feedback, and emotional support to help students overcome challenges and build the students' self-confidence. Based on the interview and the class observation results, Teacher 1, in this study, used complimenting while Teacher 2 used giving motivation and encouraging feedback to the students. The result of the interview and the observation can be seen in the transcript below.

Excerpt :

"The feelings of visually impaired students are very sensitive. That's why it's really important to emphasize what was said earlier. When we give them compliments, it enhances their self-confidence even more. They seem very happy when they receive praise; it brings them a lot of joy." (Teacher 1).

"I always motivate them (Visually Impaired Students) with greater opportunities. For example, a visually impaired student wants to attend college. If they want to attend college, it means they have the ability to do so, not the other way around. In fact, visually impaired students have a greater opportunity to attend college because every campus has a quota for students with disabilities." (Teacher 2)

Okay, good job (Class Observation - Teacher 2)

4.1.2. Questioning

Questioning is a learning strategy that involves asking students questions to promote critical thinking and understanding of the material. Nasution (2019) supports these findings by pointing out that effectively posed questions can increase student engagement and their understanding of the material. In the context of students who are blind, questioning can be used to ensure that students understand the instructions and materials provided. Based on the interview and the class observation results, Teacher 1 in this study used questions to promote critical thinking. Meanwhile, in the class observation, Teacher 2 used checking understanding in visually impaired students. The interview results can be seen in the transcript below.

Excerpt :

“Now, our material is about fairytales. Then I provide the text 'Thumbelina.' The beautiful fairy.' That means Visually Impaired students understand, right? The question is asking for a 'who,' and the answer is also a noun, showing the subject. That means that a Visually Impaired Student's understanding matches well; the question and the answer are appropriate.” (Teacher 1).

Teacher: "**What is the correct answer?** Yes, it is a Fax URL. This differs from the header. The fax URL typically includes the name of the company followed by other company details. Additionally, it contains personal information. **Who does this personal information refer to?** It refers to the applicant. That's correct, it's the applicant. The personal information comes from the end user. Furthermore, there is also the recipient's information. **What does the recipient's information entail? Who does the recipient's information refer to?.**" (Class Observation - Teacher 2).re's a question: number 1. 'Who heard “a kind woman”?' and the answer is 'A b

4.1.3. Compensating

Compensating is a learning strategy that involves using alternative tools or methods to address the needs of students who are blind. Susanto & Nanda (2018) support these findings by showing that technology can optimize the learning process for visually impaired students. These can include adaptation of learning materials, use of accessible technology, and implementation of different teaching strategies to ensure that students can learn effectively despite the limitations they face. Compensating also includes adapting materials to better suit the needs of students who are blind, such as using audio recordings or tactile diagrams. Based on the interview and the class observation results Teacher 1 and Teacher 2 in this study used assistive technology to help visually-impaired students in learning activities in the class. The result of the interview and the observation can be seen in the transcript below.

Excerpt:

"They are using the NVDA application, a screen reader, which is very helpful. You know, when they receive materials in English, it turns out that there might also be translations available. I didn't expect that they would be able to respond with coherent and correct sentences in English." (Teacher 1).

A and B (Teacher call VIS), I have sent you the file, the pdf file of this hand and please open the screen readers application. (Class observation-Teachers 2).

4.1.4. Eliciting from Visual Residue

Eliciting from visual residue is a learning strategy that involves tapping into the visual memory of students who are blind. Hesti et al. (2017) support these findings by showing that linking new information with existing knowledge can facilitate learning for

visually impaired students. In this context, teachers can ask students to use their memories of what something looked like before they lost their vision. Based on the interview result teacher 1 used exploring memory. The result of the interview can be seen in the transcript below.

Excerpt :

"Yesterday, it was still about narrative texts, and it turns out they have a sharp memory. Since they also studied English in Junior High school, they can remember it. When I asked them, 'What narrative text do you remember the most that you've encountered?' they could mention it and even provide detailed information, like the characters involved. They also know where the complications are in the narrative and what the moral value is." (Teacher 1)

"Then we also covered descriptive texts about favourite athletes. That part was a bit challenging yesterday and almost didn't go well, but some students knew who their favourite soccer player was. They could tell me the player's name, describe their physical appearance, and even share their achievements. But perhaps not all of them knew those details." (Teacher 1).

4.1.5. Modelling

Modelling is a learning strategy that involves teachers providing direct examples of how to perform a particular task or activity. Kartikasari & Lestiono (2017) Support the importance of explicit instruction in teaching language skills. In the context of students who are blind, modelling can be used to provide examples of pronunciation, intonation, or specific learning techniques. Based on the class observation result from teacher 2 this study used demonstrating tasks to provide clear examples for students. The result of the observation can be seen in the transcript below.

Excerpt:

"Okay, so now your task is to decide or determine which part is the header, the opening paragraph, and so on. The person responsible for this should please mark in the text what each section is—the header, the beginning and ending of the opening paragraph, and what the content is. The position of the opening paragraph is the same as the one for the closing paragraph.

Please indicate the positions clearly. Just make sure to use the correct marking for the opening and closing sections, and specify where each is found. Then, underline the key information—highlight what is important. For example, underline where the position is noted. Thank you. Please get to work." (Class Observation - Teacher 2)

4.1.6 Emergent Findings

Differentiated Instruction

Differentiated instruction is a philosophy of learning based on the idea that the best learning process will occur when teachers are able to customize learning activities based on each student's learning readiness, interests, and learning profile (Tomlinson 2005). Differentiating instruction aims to support individual growth and success by meeting students where they are and facilitating learning. Based on the interview result teacher 1 used different expectations for Visually Impaired Students. The result of the interview can be seen in the transcript below.

Excerpt :

"In the inclusive classroom, I lowered the standards a bit. The important thing is that they can understand the text, meaning they can receive the message and

communicate effectively. Sometimes, text isn't just about reading material; it can also be in the form of conversations, meaningful expressions, or ways to give opinions and introduce oneself. So my target for them is just that for now—no need to focus on too many details. The goal is to make it applicable so that they can use these skills in their daily lives." (Teacher 1).

4.2. DISCUSSION

The findings show that both teachers used affective scaffolding to teach English to VIS. The reason Affective scaffolding is crucial for building self-confidence and motivation among visually impaired students. The positive reinforcement observed in the study aligns with Villalba (2022), who also emphasizes the importance of emotional support in the learning process.

In addition, the questioning strategy is also supported by previous research, indicating that engaging students through targeted questions enhances their understanding and critical thinking skills (Nasution, 2019). This approach is particularly effective for visually impaired learners, who may rely more heavily on auditory information because their ability to see is limited or absent, which makes it challenging for them to access visual cues that sighted individuals typically use for learning. This reliance on auditory input is crucial for their educational experience, as they must depend on their hearing to gather information, understand instructions, and engage with learning materials. One reason for this reliance is that auditory processing can be a more accessible means of receiving information for visually impaired students. According to Zhang (2017), students with visual impairments often develop heightened auditory skills to compensate for their lack of visual input. This adaptation allows them to process spoken language and auditory materials more effectively, making auditory information a primary source of learning.

Furthermore, the use of compensating strategies, including assistive technology, is consistent with findings from Susanto and Nanda (2018), who advocate for the integration of screen reader technology to optimize learning processes for visually impaired students. The teachers' experiences in this study demonstrate the positive impact of such technologies on students' ability to engage with the curriculum. Other research has highlighted the effectiveness of technologies like JAWS (Job Access with Speech) and NVDA (Non-Visual Desktop Access) in teaching visually impaired students. For instance, Kızılaslan (2020) emphasizes that these screen reader technologies provide essential support for visually impaired learners, enabling them to access digital content and participate more fully in classroom activities. Similarly, Charpentier and Oviedo (2022) found that the implementation of audio resources and screen readers significantly improved listening comprehension and vocabulary acquisition among visually impaired students.

In addition, eliciting from visual residue is a unique strategy that highlights the potential of leveraging students' prior visual experiences. This approach aligns with the findings of Hesti et al. (2017), which suggest that connecting new information to existing knowledge can facilitate learning for visually impaired students. In this research, the teachers used visual residue by asking low-vision students to explore memory when they were able to see in the past.

Moreover, modelling as a teaching strategy is supported by research that emphasizes the importance of explicit instruction in teaching language skills (Kartikasari & Lestiono, 2017). By providing clear examples, teachers can help visually impaired students understand complex concepts more effectively. In this study, the teachers demonstrated the material and tasks to provide clear examples for students.

Then, last but not least, the emergent finding of differentiated instruction underscores the necessity of tailoring teaching methods to meet the diverse needs of students in an inclusive classroom. This approach is consistent with the principles of inclusive education, which advocate for individualized support to facilitate learning for all students (Koeswiryono et al., 2020).

BAB V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

This study identified several instructional strategies for teaching English to visually impaired students (VIS) in an Islamic senior high school, ordered by their dominance based on implementation frequency and impact:

1. Affective Scaffolding

The most dominant strategy, employed consistently by both teachers, involved providing emotional support through verbal encouragement (e.g., “Good job!”) and personalized feedback. This approach significantly enhanced VIS’ self-efficacy and reduced anxiety, aligning with Villalba’s (2022) emphasis on emotional scaffolding in inclusive education.

2. Questioning

Teachers frequently used open-ended inquiries (e.g., “What is the main idea of this text?”) and comprehension checks to stimulate critical thinking and ensure VIS understood complex concepts. This strategy mirrors Nasution’s (2019) findings on the role of questioning in reinforcing auditory learning for VIS.

3. Compensating with Assistive Technology

Both teachers relied on tools like JAWS screen readers, NVDA and Braille materials to compensate for VIS’ sensory limitations. These technologies enabled equitable access to content, supporting UNESCO’s (2017) inclusive education framework.

4. Eliciting from Visual Residue

One teacher leveraged VIS’ residual visual memory (e.g., recalling pre-blindness experiences) to contextualize lessons, such as describing athletes’ appearances. This strategy, though less frequent, helped bridge gaps in abstract understanding (Hesti et al., 2017).

5. Modelling

One teacher demonstrated tasks verbally (e.g., “Underline the header like this”) to clarify expectations. While less common, this method provided clear examples for VIS to follow, consistent with Kartikasari and Lestiono’s (2017) emphasis on explicit instruction.

6. Emergent Finding: Differentiated Instruction

A novel strategy observed in this study involved tailoring lessons to individual learning paces and residual visual capacities. For example, teachers adjusted expectations for VIS in mixed-ability classrooms, focusing on functional communication over grammatical precision. This aligns with Tomlinson’s (2005) theory of differentiated instruction as a response to diverse learner needs.

5.2. Suggestion

The study was conducted in a single Islamic Senior High School in Yogyakarta, which may limit the generalizability of the findings. Additionally, the sample size was small, focusing on only two teachers, which may not fully represent the diverse strategies used by all educators in similar contexts. Furthermore, it would be beneficial to gather perspectives from the students themselves to assess the effectiveness of the strategy employed. Understanding students’ experiences and perceptions can provide valuable insights into how well these strategies meet their learning needs and can inform future teaching practices.

In further research, researchers are advised to consider the emotional and pedagogical aspects of teaching English to students with visual impairments. Understanding the emotional challenges faced by students can provide deeper insights into how teaching strategies can be optimized to improve effectiveness. By integrating an approach that considers the emotional needs of students, researchers can explore how emotional support can contribute to the success of the teaching strategies used, thus creating a more inclusive and supportive learning environment for students with special needs.

The implication of this research is that by addressing both emotional and pedagogical aspects in teaching English to visually impaired students, educators can enhance the effectiveness of their teaching strategies, ultimately leading to improved academic outcomes and a more positive learning experience for these students. This approach not only fosters a supportive environment but also empowers visually impaired learners to engage more fully in their education, thereby promoting inclusivity in the classroom.

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