

## **Chapter One**

### **Introduction**

On this chapter, the researcher will focus on some information that explain in this chapter which involves : background of the study, statement of the problem, delimitation of the problem, research question, objectives of the problem and significances.

#### **Background of the Study**

Teaching strategy is the plan or idea that teachers use in the classroom to manage the class. According to (Sabri, 2007, p.11), “the strategy is intended as a teacher's effort in creating an environment system that enables the teaching process so that the learning objectives that have been formulated can be achieved and succeeded”. The teacher as a facilitator in the class should have the strategy to manage the class so the student will understand what they learned. According to Harmer (2007) different students react differently to different excitement and every student has a different kind of mental abilities. That way, the teacher should apply the strategy to engage all of the students.

Every teacher has a style of teaching English. The teacher will give their best to manage the class. However, for visually impaired learners they need more effort from the teacher to learn English. According to Davis (2003), visual impairment is the individuals who have a low vision. They need more effort to learn English because they have a different style of learning with other students. Basaran (2012) stated that the visually impaired learners have different social character and different learning style.

The visually impaired learners need stimulus to make them understand and enjoy the class. Basically, visually impaired students pose difficulties in learning English since human perception serves as the main stimulus for learning a language (Agesa, 2014; Arslantaş, 2017). The teacher will be the key factor in the success of the class. Giving the material or task for the student that can improve their English ability. The teacher as a role model for the student that always gives the best lesson and strategy in learning English. An effective strategy is required to help the teacher and student to understand and manage the class. The teacher who teaches visually impaired students have to possess the best control environment and know more about student characteristics.

Every teacher has their own strategy in teaching English for the success of teaching English in the classroom. According to (Short & Echevaria, 2008, p.124 ) “the strategies in teaching English to language learners in any circumstances can be explained into these strategies: vocabulary and language development, guided interaction, metacognition, and authentic assessment, Meaning –based context and universal themes, and using Media”. The teacher should know what the student needs in advance and then make the plan to overcome that problem in teaching English.

There are some challenges that teacher faced when teaching speaking for visually impaired learners. One of the challenges is student need more effort to learn English. This challenge happened because the students have different style of learning with normal students. Then, the visually impaired learners need more stimulus to make them understand and enjoy the class.

This research discusses about teachers strategy in teaching English for visually impaired learners and also identifies teacher's challenges in implementing the strategy. Language learning is also important for visually impaired learners to communicate with each other. Visually-impaired learners have different learning styles or the way they understand the lesson and communicate with the teacher. There are some problems found based on researcher's observation at the time the teacher managed class with normal student. Commonly, the teacher implements strategy based on student's need. However, it will be hard to implement some strategies for visually impaired learners since they are very different with normal student in learning in the classroom. In this research, the researcher wanted to know how the teacher implements a strategy so that visually impaired learners understand the lesson.

### **Statement of the Problem**

The teacher should have the best strategies for teaching English to visually impaired learners. They need more effort from the teacher to understand what they learn. Every teacher has a different plan to manage their class. Teaching visually impaired learners is different from the normal student because visually impaired learners need more attention from the teacher in the classroom.

Time is one of the problems that teacher faced in teaching English. It is because the students need more time to learn English so that they understand English well. Therefore, the teacher should manage the time to make sure that the student will get what they want in the teaching and learning process. It can be said

that the students need extra time to learn English, however they cannot do that due to limited time in the classroom.

The students also face difficulties to improve their skill in speaking. For instance, the students do not know the text, so they cannot understand the language. In some conditions, it may be more suitable for visual impairment learners to listen rather than read or to speak rather than write. Suggest attention to detail, with the correct use of grammar and syntax.

In addition, the teacher found challenges in teaching English. Since, the student has different learning style and the ability to understand the lesson so the teachers should give their solution. The teacher has to know what the student needs in the classroom and also the character of each student. Visually-impaired learners are the student that needs more attention and also cares from the teacher to learn English.

### **Delimitation of the Problem**

There are some problems that usually happened in teaching visually impaired learners. On the other hand, this research focused on how teachers implement their strategy in the classroom. This research investigated the teacher's implementation of their strategy like task or activity in the classroom to manage the class. The implementation of strategy is very important for the teachers because they can know whether the strategy succeed or not in the classroom. Before the teachers implement their strategy, they have to know what student need in the classroom and know the characteristic of each student.

Based on the reason above, this research focused on teacher's challenges in teaching English for the teacher. Particularly, this research explained and knew more about teacher's challenges when they have to teach visually impaired learners. Teaching English for visually impaired learners is not easy because the teachers have to know more about student's need and want. Besides, the teachers have to overcome the problems appear.

### **Research Question**

1. What are the challenges that the teacher faced in teaching speaking for visually impaired learners?
2. What are the strategies that teachers use in teaching speaking for visually impaired learners ?

### **Objectives of the Research**

This research aims to investigate about teacher's challenges when they teach speaking skill for visually impaired learners, and also explore the problem or challenges that teachers had. Then this research will explore the teacher strategies in teaching speaking for visually impaired learners.

### **Significance of the Research**

The result if of this research are expected to be beneficial for pre-service teacher, institution, teacher and other researcher.

### ***Pre-Service Teacher***

The teacher who wants to teach visually impaired learners. They will know more about the effective strategy used in the classroom, so it is easier them to teach the student. Besides, the teacher they knew that challenges in teaching, so they can get the solution to overcome that problem. After recognizing the challenges the pre-service teacher got more information how to face the challenges. This is very helpful because the pre-service for visually impaired learners need more knowledge or experience on how to treat visually impaired learners.

### **Institution**

This research is expected to be useful for institution especially the school. The school will know more how teachers get the challenges in the classroom when they teach visually impaired learners and how the teacher give the solution or the strategy of each problem. After school knows about that, the school will give the best respect for the teacher. This research not only gives the benefit for pre-service teacher and school but give the benefit for each people because they will know how hard the teacher gives the best in teaching visually impaired learners and know-how teacher get the challenges when they in the classroom.

### **Teacher**

This research provides the benefit to teacher who teach English for visually impaired learners because the teacher gets more information the strategy

in teaching speaking for visually impaired learners. The teacher gets the different way or strategy to manage the class. The findings of this study can be used to encourage teachers to be conscious of the challenges that they face along with the strategies to overcome the problems

### **Other Researchers**

The result of this research are expected to be useful for other researcher that want to research about teacher teaching strategy in teaching speaking for visually impaired learners. The other researchers will get the information to do their research if they want to research visually impaired learners and know more about the strategies and challenges that teacher faced in teaching speaking skill for visually impaired learners.





