

Teaching Strategies for Visually Impaired English Language Learners

A Skripsi

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Approval Sheet

Teaching Strategies for Teaching Visually Impaired Students in English Language
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A handwritten signature in black ink, consisting of a large, stylized 'R' followed by a horizontal line and a small flourish.

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Statement of Authenticity

I am a student with the following identity:

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Certify that the *skripsi* entitled “Teaching Strategies for Visually Impaired Students in English Language Learning” is definitely my own work. I am completely responsible for the content of this paper. Others’ opinions or findings included in this *skripsi* are quoted in accordance with ethical standard.

Yogyakarta, June 18, 2020

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Motto

God will raise people who are faithful among you and people who are given
some level of knowledge. - *Q.S. Al-Mujadalah ayat four*

Acknowledgement

First of all, all praise is always delivered to Allah *Subhanahu Wata'ala* as the lord of the world who always blesses and guides me to be able to write this *skripsi* well. *Sholawat* and *Salam* are always given to the noble, Prophet of Islam, Muhammad *ShalallahuAlaihi Wassalam* who has guided his followers on how to face life based on Allah's command. This *skripsi* entitled "Teaching Strategies for Visually Impaired Students in English Language Learning" is submitted as the final requirement in accomplishing the undergraduate degree at English Language Education Department of Language Education Faculty at Universitas Muhammadiyah Yogyakarta.

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I dedicate this *skripsi* to my beloved parents, especially my mother and father who always love and support me everytime, so I can finish my study. Also, I would like to deliver my grateful feeling to my grandfather who has passed away when doing this *skripsi*, and I believe that right now, he has a peacefulness in heaven. My thankful feeling is expressed to my beloved brothers, Faldy and Yanu. I thank to your support motivationally, and *do'a*.

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Yogyakarta, June 18, 2020

Rezka Asprilyawan

Abstract

There are two main aims of this research. The first aim is to find out teacher strategies used by teacher to teach English for visually impaired students at SLBB Yogyakarta. The second aim is to find out the challenges faced by teacher in English language learning at SLBB Yogyakarta. The name of setting and participant will be pseudonym to keep the identity names of place and participant. This research was conducted at one of special need school or SLB *Sekolah Luar Biasa* in Yogyakarta involved one participant from English language teacher at SLBB Yogyakarta. The teacher had fifteen years' experience to teach the students with disabilities especially visual impairment. In English language classroom for visually-impaired students, the teacher taught two students. The students were totally blind or called as visually impaired students. This research used descriptive qualitative approach using interview and observation as the data collection techniques. The results showed that there were three strategies used by teacher to teach English for visually impaired students. Those strategies were oral work, individual work, and reviewing material. Meanwhile, there were four challenges faced by teacher to teach visually impaired students, and those were delivering material, teaching materials, technological support, and verbalism.

Keywords: Visually impaired students, teaching strategies, challenges of teaching

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