

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides background of research, statement and limitation of research, research question, purpose of research, and significance of the research. In the last part of this chapter, it includes outline of this research.

### **Background of the Research**

English is a spoken language in multiple different countries of the world. As a global language, English has many speakers and comes as a mother tongue of several countries (Crystal, 2003). In Indonesia, English is taught as foreign language. Besides, the English language has many important roles in Indonesia in different contexts such as schools, markets, tourism, and others. Crystal (2003) stated “A language can be made as language of a country used as a medium of communication in media, law courts, and educational system” (p. 4). Regarding the statement mentioned, a lot of Indonesian people will learn English and improve their language skills to communicate with people from other countries. Hence, English is taught to the students from multiple different levels towards Elementary school, Junior High School, Senior High School, Universities, and even special need students.

Teaching English language for the visually impaired students is extremely difficult for the teachers who do not understand the strategy teaching of the students in delivering materials. Teacher also needs persistence, enthusiasm, and seriousness. Teaching English language for visual impairments also provides

accessible educational material and needs the technological support for these students who are taught English (Efstathiou & Polichronopoulou, 2015). The common concern which should be considered by the teachers in teaching visually impaired students is the diversity of individual experience, techniques and challenges of teaching, and learning strategy. Diaz and Hoag (2016) said that the students with visually-impaired may feel safe and welcome at their schools owing to the fact that they can share experience the difficulties to interact with other students and experience being mocked or ridiculed. Based on the observation, the researcher used several strategies to deal with those problems. The strategies included individual work, oral work, and previewing material. The results showed that the teacher needed effective instruction to give materials by the technological support in teaching Visually-impaired students. The kind of technological supports included laptop, computer gadgets, audio aids, internet, even and JAWS (Job Access with speech). In addition, the teacher did not use the technological support to teach Visually-impaired students since the teacher knew the needs of the students who needed daily activities in which they had to understand their circumstance. Technological support may implicate slowdown in learning process and learning outcome not to be maximum. Regarding the phenomena mentioned above, there were challenges in teaching English for visual-impairment students. The teachers need some methods, tips, and strategies to deliver the material which can be effective teaching in classroom activity.

Special needs students in Yogyakarta become increasingly diverse. One of the primary problems faced by the educators in Yogyakarta is the need of effective instruction for all students with special needs including those who

struggle in English language learning. In Educational contexts, there are four elements of English language learning which are commonly taught to the students such as listening, reading, speaking, and writing. Besides, the teachers need their own strategies to teach those skills to the special needs' students. Teaching strategies for students who have special needs require the teachers to establish several different ways to teach. Teaching students with learning disabilities in classroom is a challenging task for teachers (Demirdag, 2014). The strategies and methods to teach Visually-impaired students also have different ways, and special need students should have special way in English language learning. Araluce as cited in Coşkun (2013) argued "Aural sensitivity and memory become more advantageous position and condition for visual impairment students to require methodological and pedagogical in learning English" (p. 289).

Visually-impaired (VI) students is one of the students' character in learning disabilities trying to learn with their superiority. Demirdag (2014) stated that the students with learning disabilities have low basic skill which can engage their learning in reading, and writing or math. Visually impaired students learn English slower than normal students, so Visually-impaired students need to find out different ways to learn English. They will study and read with Braille texts as it is more effective for them and more manageable for the teachers (Kocyigit & Artar., 2015). Moreover, they need tools or helpers to recognize objects. The devices used to help Visually-impaired students to read and study are the stilus and riglet, and the technological device is talking tactile. The talking tactile is used to develop the speed of learning towards Visually-impaired students through combination of sensitive touch and audio-sounds (Coşkun, A., 2013).

In addition, impaired people are known to have the difficulty to see the objects clearly. From the statement mentioned, visually impaired students have not maximized function of their eyes in their learning. That way, it is difficult for visually impaired students to do visual activity so that they need the other senses to support their deficiency such as hearing, movement, or tactile. Visually impaired students are physically impaired students in vision, and it might influence to their way of learning (Kustanti, 2019). Dunn (1963) as cited in Shane (1982) stated that the types of visual impairment are divided into two characteristics of vision, visual acuity and field of vision (p.189). According to Arter et al. (1999), the type of visually impaired is based on the definition from World Health Organization (WHO). Visual acuity is a measurement tool to describe the sharpness of human vision and the vision ability to perceive small details. For more detailed information, the acuity score ranges are from:

6/6 to 6/18 may described as having normal vision;

< 6/18 to > 3/60 may be described as having low vision;

< 3/60 may be descirbed as totally blind.

The researcher had found through premilinary observation in special need school at SLBB of Yogyakarta that the teacher needs more effective teaching to detract language verbalism of teacher. Language verbalism is the children's words which should be avoid in the use of pronunciation or language context among the speakers. The teacher gives materials in real life related to the use of the vocabulary. For example, the teacher invites the students to the kitchen to

memorize the words in speaking aloud to spell each word. Following this, the teacher applies several things such as spoon, fork, knife, and plate. Also, the teacher asks the students to spell each word which has been learnt so that they know the English words as well as they can spell the correct English words. Aside from the challenges faced by the teacher, the majority of people who are blind often use the words which have a visual meaning such as “I have seen”, “Show me”, and “word/world”. Following this, those words may face difficulties in defining such word or structures (Rosel, Caballer, Jara, & Oliver., 2005).

Teaching materials and technological support becomes need of students’ visual impairments specialized for the students and helps to access them in English language learning. Kouroupetroglou as cited Efstathiou (2015) argued that computer technology is essential for the access of students’ visual impairments to get variety of educational materials within and outside the classroom (p. 68).

Visually impaired students attends a special need school for their education. A special school is a school designed for special need students to provide and support their needs of special education (Adi, Unsiyah, & Fadhilah, 2017). In Indonesia, a special school is called as SLB *Sekolah luar biasa*. There were different disabilities in every class such as visual impairment class (*tuna netra*), mental retardation (*tuna grahita*), disability class (*tuna daksa*), autism class (*autis*), and hearing impairment class (*tuna rungu*). Hence, SLB is a place for students with any disability where most of them will develop their skill or ability and passion and improve their knowledge in any subjects.

Based on the researcher’s observation, the students in this special need school especially visually impaired students are divided into two kinds, totally

blind and low vision. Besides, the students who are totally blind have a worse sight than those with low vision. Students who are totally blind also need to use braille to help them read whereas the students with low vision need clearly written words with full capital letters to read. In this research, the researcher will focus on investigating the teacher's teaching with totally blind students who have difficulties in English language learning. As the problem, the teacher needs to make the teaching material and technological support which come as one of difficulties to teach visually impaired students. Moreover, Visually-impaired students of *SLBB Yogyakarta* who are totally blind assumed that learning English comes as their new knowledge to enhance their listening skill. As the obligation for teacher to make different materials for those students, the teacher should know the characteristics of every students. In the observation, the teacher felt bored when teaching in classroom, and she felt that teaching Visually-impaired students was not effective because they cannot develop their needs such as daily life activity for them. Then, the teacher felt challenged to deliver the materials. Penda, Ndhlovu, and Kasonde (2015) reported that the teachers used traditional methods where they found difficulties to teach visually-impaired learners.

### **Statement of the Problem**

Visually-impaired students have different types of difficulties in seeing. Most of them have different criteria of vision either totally blind or low vision. Totally blind students cannot see at all where they need different materials in English Foreign Language (EFL) learning whereas low vision has a small degree vision. As the reason, it makes them learn as normal students do but with different characteristics in learning. In this case, teacher has two students who have

different background knowledge in English classroom. Student A is a normal person but he or she has a tragedy which makes him distract his vision. Following this, A student becomes low vision until he loses their vision called as totally blind. Moreover, student B is totally blind since a baby. The teacher has to look for the students' background to create what they need and what they get for learning English. Hence, they need more effective instruction to struggle in learning English better for their skills.

In addition, the teacher gives exposure of the teaching for visually-impaired students at special need school especially twelve grade class. The most common issues of teaching English to visually impaired students are influenced by several supporting factors. As the factors, the teacher has less experience to make different EFL (English as a Foreign Language) materials to teach Visually-impaired students towards the students' needs like through Braille format material and technological material and knowing the techniques which will be used for students. The first factor needed by the teacher more is to use English material by using talking tactile. As the problem, the teacher faces the difficulty to use the technological support in teaching English, and delivery the material becomes one of teacher's challenges to teach visually impaired students.

### **Delimitation of the Problem**

Yogyakarta schools especially school for special education or SLB *Sekolah Luar Biasa* need to research their teachers' strategies and challenges faced to enhance the students' ability in English language learning. The teachers of special need school teach the students with different types of disabilities. When teaching Visually-impaired students, the teachers make their own material

depending on the characteristics of the students. In special need school especially in VI class, the teachers have to teach one class in senior high school class. This research focuses on investigating the teaching strategies for teaching students' visual impairment and challenges of teaching English to the students with visual impairment in SLBB of Yogyakarta at senior high school level which includes two students in English language learning.

In addition, the teacher should find and use various meaningful strategies to teach English in order to face the challenges for teaching Visually-impaired students in English language learning. The research will use the interview method to ask the teacher who teaches English and has experience on it in order to find out the data of the challenges for teaching English language in Visually-impaired students. The researcher chooses one teacher who has experience in senior high school. As the reason, the teacher is experienced to teach Visually-impaired students. Also, the teacher can deliver material towards EFL material, understands the characteristics of students and has techniques which can be used in teaching VI class. In addition, the researcher observes the class to obtain more information about the teaching strategies which are really crucial in visual impairment classes.

### **Research Question**

This research is intended to answer the following questions:

1. What are the teacher's strategies to teach English for visually impaired students?
2. What are the challenges faced by teacher in teaching visual impairment students?



### **The Purpose of the Research**

Based on the research questions, the objectives of the research are:

1. to identify the strategies employed to teach visually impaired students at SLB.
2. to know the challenges faced by teachers in teaching visually impaired students at SLB related to the study.

### **The Significances of the Research**

This research is aimed to give positive advantages for some parties such as teachers, pre-service teachers, and other researchers.

**For the teachers.** This research can help the teachers to know the appropriate strategies to teach English for visually-impaired students in the classroom activity. From this research, the teacher can get new experience when teaching Visually-impaired students by making materials in assistive device and Braille word. Additionally, this research can be useful for the teachers as a reflection to their teaching. After reading this study, the teacher is able to know the good strategies to teach VI student at SLBB of Bantul in delivering materials.

**For pre-service teachers.** The existence of this research can be used as additional information for pre-service teachers when teaching English for visually-impaired students. Besides, this research can help the pre-service teachers to choose the teaching strategies for teaching special need students.

**For other researchers.** By conducting this research, other researchers can know strategies used and challenges faced by other researchers to teach English for visually-impaired students in the classroom activity. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further

research. Following this, it can also help other researchers to choose the best resources about teaching strategies used to teach English to special need students. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards teaching strategies and challenges for teaching visually impaired students in English language learning in-depth related to the same area of this research.

### **Outline of the Research**

This research consists of five chapters which explain an overview of each research chapter. The first part of this research is introduction. In the introduction, it consists of background of the research, statement and limitation of the research, research question as formulation in this research, purpose of the research, the advantages of the research, and outline of the research.

The second chapter includes literature review. This chapter presents the literature review on the teachers' strategies in teaching visual impairment students. The theories used in this research are the strategies of teaching English language education for visually-impaired students. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers English language learning, teaching strategies, visually impaired students, teaching strategies, the challenges of teaching, review of related studies. At the end of chapter two, it includes the conceptual framework.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. The third chapter focuses on the research methodology in collecting data which includes design of the study, setting of the study, participants of the

study, instrument of the study, techniques of the data collection and also the analysis data.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. The fourth chapter of this study presents the findings of the study to identify the strategies and the challenges faced by teachers in teaching visual impairment students. Possible causes related to teacher's strategies and the challenges are discussed widely.

Chapter five includes the conclusion and recommendation. The first part is the conclusion of the research which has been inferred by the researcher based on the finding and discussion. The second part is recommendation or suggestion of the research while the researcher gives recommendation or suggestion for some parties related to this research who will gain the benefits from this research.