

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become the most important language for international communication. In some countries, people speak English as their mother tongue, while others use it as a foreign language. It is used in many fields of activity, such as business and banking, industry and commerce, transportation, tourism, sports, international diplomacy, advertising, pop music, and so on (Fauziati, 2002). It is also used in formal or non-formal conversations.

Indonesia is one of those countries in which English was a foreign language. Therefore, in Indonesia, English is taught from kindergarten to college because it is very important in everyday life. Understanding English is not as simple as understanding Indonesian because Indonesian is the first language that has been taught since childhood. Students may have difficulties with sounds and words.

One of the most obvious aspects of humanistic education is the way in which different pupils are treated. They are regarded as students with disabilities. Disability is connected to people who have mental, physical, and intellectual challenges. English should be taught not only to physically normal students but also those with physical disabilities (Rizka, Rosmania, Dhafid, 2019).

According to Constitution UU No 20, 2003, students with disabilities should receive as good an education as normal. It means that they also have the right to get an education, including learning English as a foreign language. However, teaching English to pupils with disabilities is not easy. They face more complex barriers in language learning than ordinary students.

Disabilities students are the children who cannot get the information well, so they need particular treatment from the people who are aware of their needs and abilities. It is expected that they will get a better result of learning by the special treatment and education based on their needs. Kauffman & Hallahan (2009) state that “special education means specially designed instruction that meets unusual needs of an exceptional student, and which might require special materials, teaching techniques, or equipment and/or facilities”.

In general, it may be said that teaching pupils with disabilities are more difficult than teaching ordinary pupils because by nature they cannot employ the physique of ordinary people in general. Every student has different needs which need to be taken care of. Newman (2004) emphasizes that “students with special needs and disabilities often need more help, stimulation, and encouragement to develop skills than other students”.

Teachers have a very important role in special schools since students are special due to learning disabilities and adaptive behavior. These children need extra attention and individualized approach, motivation, support, and feedback to encourage them to learn and improve their confidence in what they have

achieved. Motivation is the modal of the first requirement in learning. In special schools, all of the teaching material should be recreated and suitable for the student's condition and ability. It is why the teaching process in normal school is different at Sekolah Luar Biasa (SLB), which is a special school for students with disabilities.

One of the factors involved in teaching and learning activities is teaching strategy. Teacher's teaching strategies will advance the success of learning, especially if remembering disabilities students should get more special treatment from the teachers. In the learning process, to achieve the learning objectives, it is necessary to formulate a strategy for achieving the goal optimally. Therefore, the learning strategy must be completely mastered by a teacher in dealing with students, especially disabled students, so that students more understand the material presented by the teacher easily.

As an English teacher, it is important to explore how the process of teaching English to visually impaired students is. It is interesting to study because the process of teaching must be different from normal students. To teach visually impaired students, especially English, needs persistence, enthusiasm, and seriousness from the teachers. Visually impaired students have difficulties maximizing the function of their eyes or even barely can use their eyes at all. They feel difficult to do a visual activity, but they can do activities using other senses. To support their lack of visual activity, they need their other senses such as hearing, movement, or tactile.

Without vision, the students rely on the remaining senses of hearing and motor-kinesthetic feedback in learning. Visually impaired students find it hard to read the text in a textbook written with ordinary letters. They can rely on their hearing ability to acquire information. They only can read text that is written in braille form.

From the previous study from Arifah Hilyati (2011), Arifah used choose curriculum and evaluation to be the part of the research and the focus of subject is students with autism. This research shows about how the teacher developed the syllabus for the students with autism. This research also explained how the teacher evaluates the students. For all kind of tests such as speaking, listening, writing the teacher arranged the similar test for the students with autism with normal students. But in this research, the researcher did not explain the strategy used by the teacher to teach students with autism, what kind of material given to the students with autism, and media used to help the teacher deliver the English material to students with autism. So that is why the researcher must be has a new research to complete about teaching and learning vocabulary especially in SLB.

Based on the consideration above, the researcher wants to research how the English teaching process in the disabled school or SLB Negeri 1 Kota Blitar. The teacher of SLB Negeri 1 Kota Blitar was chosen as the subject of the study based on the recommendation from the headmaster of the school. SLB Negeri 1 Kota Blitar is a school that once sent one of its teachers to Australia to increase the knowledge about educating children with special

needs. This school is also one of the schools (SLB) with quite complete facilities in Blitar City.

The researcher chose visually-impairment over disabilities because the researcher wants to know-how the teaching process in teaching them with their limitations is insightful. So the researcher wants to conduct a research entitled:

“Teaching English to Visually-Impaired Students at SLB Negeri 1 Kota Blitar”.

B. Formulation of Research Question

Based on the background of the study above, the research problems in this research are:

1. What is the strategy used by the teacher to teach English to visually-impaired students in SLB Negeri 1 Kota Blitar?
2. What is the teaching material used by the teacher to teach English to visually-impaired students in SLB Negeri 1 Kota Blitar?
3. What is the teaching media used by the teacher to teach English to visually-impaired students in SLB Negeri 1 Kota Blitar?
4. How does the teacher evaluate to measure the students' English mastery in SLB Negeri 1 Kota Blitar?

C. Objective of the Study

Based on the research problem, the objectives of the study are:

1. To describe the strategy used by the teacher to teach English to visually-impaired students in SLB Negeri 1 Kota Blitar.
2. To describe the teaching material used by the teacher to teach English to visually-impaired students in SLB Negeri 1 Kota Blitar.
3. To describe the teaching media used by the teacher to teach English to visually-impaired students in SLB Negeri 1 Kota Blitar.
4. To describe how the teacher conducts evaluation to measure visually-impaired students' English mastery in SLB Negeri 1 Kota Blitar.

D. Limitation of the Study

This study is conducted to find out the English teaching for visually impaired students. Moreover, this study focuses on the strategy, teaching material, teaching media, and evaluation used by the teacher in teaching English at SLB Negeri 1 Kota Blitar.

E. Significance of the Study

This study is expected to provide both theoretical and practical benefits. Theoretically, this study can be used to enrich the example of activity in reaching English learning, especially for visually impaired students. Hopefully, this study would be helpful and have a contribution for further researchers in the field of teaching English to visually impaired students. Practically, this study will give a general description of the condition of teaching English to

visually impaired students. It will be useful for the teacher who is interested in teaching English to visually impaired students.

F. Definition of Key Term

1. Teaching English

Teaching English refers to giving the information and knowledge about English to the students that require strategy to deliver the material, media to make the students understand about the material, and the teacher has to evaluate the students to know the students understanding about English material.

2. Visually-Impaired

Visually-impaired refers to the people that get difficult to see objects. To teach visually-impaired students, especially English, needs persistence, enthusiasm, and seriousness from teachers. Visually impaired students have difficulty maximizing the function of their eyes or even barely can use their eyes at all. Although it is difficult to do a visual activity, they can do activities using other senses.