

ABSTRACT

Challenges of Teaching English to Visually Impaired Students (VIS) in Indonesian School for Special needs based Teacher's Experience: A Narrative Inquiry Study in SLBN A Pajajaran.

This study is intended to investigate the challenge and the portrait of teaching English to visually impaired students in Indonesia based on teachers' perspective, and their experience. This study is essential to know the challenges This study is conducted to portrait the language education that happens to visually impaired students in Indonesia.

This study uses qualitative method, especially narrative inquiry design that involves a practitioner who was experienced in teaching English for visually impaired students to get in touch in blind education world. In this study, the selected participant is a special education teacher who must be teaching English, the participant is also selected from her place of teaching, because the facility factor will also be very influential. In the data collection process, the researcher conducts face-to-face interviews with the intended participant and also asks for photos of activities carried out by the participants with their students.

This study shows a result that there are several problems made by an English teacher who teaches a school for children with special needs. First challenge is the pessimistic nature of the students themselves. Second challenge is there are inappropriate regulations for special education teachers where they have to teach lessons that they have not previously learned. Third challenge is English teachers for blind children need to transfer visual material to audio only. Fourth challenge is the lack of English teaching method for visually impaired student source.

In conclusion, the finding shows that there are many things should be evaluated in term of teaching English to visually impaired students for now. Nevertheless, teaching English to a visually impaired student always has a chance of being better than before.