

CHAPTER I

This chapter show the whole research. Specifically this chapter explain background, research question, research purpose, research significances, framework and previous studies.

A. Background

This study is intended to investigate the challenge of teaching English to visually impaired students based on teacher's experience. This study is essential, remembering 1 persen of Indonesian civilians is blind or 3,5 million in number based on the interview from Merdeka.com with the head director of Cicendo eyes hospital Dr. Hikmat Wangsaatmadja. So, With these large numbers, we should pay more attention to people with disabilities, especially Visually Impaired Students to achieve better equality in the world of education in Indonesia, especially in English education.

According to the data of the World Health Organization (WHO, 2014), 285 millions of people are recorded to be VIS worldwide; 39 million are blind, and 246 million have low vision. But in terms of ability, visually impaired students are very able to follow lessons like how normal people are in general. Because, Visually Impaired Student neurotically only have sight limitation but their nerves make other senses more developed in cognitive functions such as memory and language (Sibley et al., 2019). However, In Indonesia they have not been well facilitated in terms of knowledge due to the lack of professional teachers in the field of language learning for disability. Because, in Indonesia special education does not have majors that oversee the specialization of a subject such as English. concentrations in Special education are still focused on handling children with special needs.

Limited observation to 3 schools for disabled student in Bandung shows that the teacher for disabled student had limited knowledge about English teaching for the visually impaired. It happens because the teacher had limited time to improve their knowledge and lack focus because they are required to teach several subject in

school, not only English. whereas, according to Marianna (2017) the students with special needs need more attention to make them more that will make them able to adapt and familiarize themselves after previously confining themselves (Chrysostomou & Symeonidou, 2017)

There is several research regarding teaching English to a VIS. First, research by El-hossary (2018) indicates that in Egypt, VIS were trained using a new method of planning EFL. The way was based on mezzo-models training that tested the student pronunciation ability by Kaplan and Baldauf (1997). The findings designate apparent pronunciation errors which illustrate the need for allocating extra time for listening and speaking activities and practice inside and outside the classroom. Second, the research by Basaran (2012) reveals that VIS has special needs. Futhermore, the curriculum is still not able to fulfill their special needs. Therefore, the government, in this case, is Turkey government should make a new policy for making a special curriculum for visual impaired student but the support of their family and environment will decrease the lack of curriculum effect to the students. However, this study is different from previous research. While previous research focus on the curriculum and the new method, this research centres on the teacher's perspective, implementation, and the students' responses to the teacher teaching implementation.

B. Research Questions

There are several research questions regarding the problems mention in the background

1. What are the challenges of teaching English to the visually impaired students based on the teacher's experience?

C. Research Purposes

Regarding the research problem above, this study aims to

1. To find out the challenge of teaching English to visually impaired student based on teacher's experience.

D. Significances of Research

This study expected to know the challenges of teaching VIS that the teachers faced in case the teachers not focused on one subject only and has no English Teaching competence or basic in English Education.

This study also expected to the government regulation of teaching, to see the better between using an EFL teachers with Special Education competence or Special Education teacher who educated by the literacy of how to teach English and its method. Because, in the National Education System Law No. 20 of 2003 and the Law on Teachers and Lecturers No. 14 of 2005, Government Regulation Number 74 of 2008, there are no special rules for special education teachers that govern special education teachers who teach specific subjects such as English education.

E. Research Framework

The Indonesian constitution mandates education for all citizen including the education for disable people such as VIS like written in PERMENDIKBUD 2009 no.70 verse 3 that every student who has physical, emotional, mental, and disabilities socially or have the right potential intelligence and/ or special talents take an inclusive education in certain education units accordingly with their needs and abilities. Therefore, as run in its national education system, we could find special education intended for children with special needs. In the system, the special education is available for the levels of primary and secondary education. The system has the pattern of management of Sekolah Luar Biasa (SLB) schools for special education. So the special education school for visually

impaired labelled with “A” alphabet. Categorizing the patterns of management into the types of disabilities in Indonesia may result in discriminatory treatment for the students if the special curriculum is not well prepared and the teachers are not well trained to follow the future trends in inclusive education (Florian, 2008). Besides, in the special system within all types of the patterns of management, the curriculum should not only lag behind the inclusive behaviours, conditions and processes comparing with the exclusive counterparts (Nugent, 2018).

The general paradigm think that visual impairment implies only total blindness. However, visual impairment is a cover term used for labeling a variety of vision loss grades (Bailey & Lueck, 1990). The eye has different parts working together to enable people to see if one of the parts does not work well visual impairment chances. Basically, visually impaired students stance difficulties in learning foreign language since human vision serves as a major stimulus for learning a language (Arslantas, 2017). Without vision, the students trust on the remaining senses of hearing and motor-kinaesthetic response in learning.

Teaching VIS in term of language education, there are two basic limitation found in the classroom. The first is when the teaching materials are view based lessons. The lessons involve of materials with visual format such as pictures. Then, the classroom may face an obstacle to avoid pedagogical methods with sight based on visual perception. (Agesa, 2014). Therefore, the teacher should know the best treatment for Visual Impaired Student and how to teach English appropriately to them. The teacher also should have a basic in mastering English teaching material not only the way teacher treat the students, since the teacher just knowing the way of teaching but does not master the material, the teacher just doing nothing. Otherwise, if the teacher just knowing the material of teaching but does not master the way or how to treat the student, the teacher just break the student.

The researcher adopted a social constructivist framework. The framework approaches disability as a social relations construction that marginalizing those with bodies reflected differently from the perfect human being or called by an urban minorities. They are discriminated by The social model differentiates between the physical barriers of damage and the social development of disability. However, exclusion often arises from invisibility, not infrequently many often abandon and leave children with disabilities. Disability as Minority It has been said that conditions at the edge of a society reveal more about the state and progress of a society than conditions at the middle. People with disabilities, as a radically marginalized sector of society, reflect the unadorned aims of education and society in general. (Chimedza, 2017). As a matter of physical barrier, the impairment involves a diminution of sight, hearing, mobility, and so on. While in social construction, labelling disability could define as a social process that turns damage into a negative by creating barriers to access.(DePoy & Gilson, 2011).

The impairment is not only seen as the objective and physical aspect like what social constructivist thought. But, it is contextual and related to access to civilization (Thompson, 1997). Therefore, in the study, visual impairment is not a disabling physical limitation in itself, but a restriction placed on individuals by societal rules that define what a norm should be (Casper & Talley, 2005).

To teach visual impairment students, teachers can use the TPR method, mezzo-models, or use a braille flashcard. That can be done if the teaching staff and facilities in the school are adequate (Tihomir, 1986). In indonesia case, the facilities for language leaning like English braille book is still very lacking.

Good teaching practice and adequate facilities are a crucial influence on student learning - a wanted outcome and primary goal of higher educational institutions. It is essential to remember that good teaching practice also subscribes to Bigg's (2003) principle of 'constructive alignment' which requires that all components of the curriculum are aligning for maximum impact on student learning.

F. Previous study

There are several study that had been conducted that related to this inclusive learning topic.

The first is the research by El-hossary (2018) indicates that in Egypt, visually impaired students were trained using a new method of planning EFL. The research has 8 research question to find out from the lesson plan until the students perspective of the teacher that teach them. The researcher in this research use a need analysis method in the first stage of the research, then make an observation and interview directly to the student in Al-Nour School in Egypt, after collecting the data, the researcher make a model of analysis. The way was based on mezzo-models training by Kaplan and Baldauf (1997). The findings designate apparent pronunciation errors which illustrate the need for allocating extra time for listening and speaking activities and practice inside and outside the classroom. The researcher also find the new way of teaching model for elementary visually impaired student called 'Hossary's 2016 LEPVI' that is suitable for the mezzo-models in language education planning, and special for visually impaired student (El-hossary, 2018).

The second research is the research by Basaran (2012) reveals that visual impaired student has special needs, and the curriculum is still not able to fulfill their special needs. Therefore, the government, in this case, is Turkey government should make a new policy for making a special curriculum for visual impaired student but the support of their family and environment will decrease the lack of curriculum effect to the students. The research find that in turkey, the facility and the curriculum is still not suitable and comfort for the visually impaired student (Başaran, n.d.). That is can be concluded from the finding of the teaching implementation in class observation by the researcher.

The third research is the research by Arslantaş (2017) disclose that over decades, visually impaired students has a stigma that they were not provided effectively. Arslantaş want to breaks the belief that visually impaired students were disadvantages in language learning. Moreover, Arslantaş found that the stigma was quite wrong. After experimenting visually impaired students to learn English, Arslantaş found that neurotically, visually impaired students have a strong memory which contributes to their foreign language education. Therefore, VI studies of foreign language education of persons have gained pace and thus progress is made on evolving understanding, and emerging technology (Arslantaş, 2017).

The fourth research is the research conducted by Kocyigit & Artar (2015) entitled “a challenge: teaching English to visually impaired students” shows that there are some different types of visually impaired student. It means, the teachers should threat them different for every students. Moreover, that thing become a big challenge for the teacher in teaching process, because the teacher should know the ability of each student in his class. This research also shows that there are some inclusion factor that affect visually impaired student’s learning process, such as family, administrator, curriculum planner, and classmate (Kocyigit & Artar, 2015). Those factor seems to be crucial to a holistic policy for visually impaired learners.

The fifth research is the research by Susanto & Nanda (2018) reveals that technology is the crucial tool for English teaching and learning process, especially for visually impaired students. In lampung, the school which they observed is already uses variety of resources with the screen reader technology such as Non Visual Desktop Access (NVDA) and Job Access with Speech (JAWS) for English teaching (Susanto & Nanda, 2018). Moreover, this research suggest that visually impaired students will also have special learning strategies enabled by the enabling technologies in foreign language. Such capabilities will be understood to offer the experiences of students seeking special education with

disabilities. In addition , the study could provide additional facets to research on the importance of special education learning strategies.

