

CHAPTER I

INTRODUCTION

1.1 Background of the study

Education is an important part of the human being aspects of life. Education is basic rights for all individuals, even for all situations and conditions of an individual, because education is the foundation for lifelong learning. By acquiring knowledge, individuals are expected to be able to develop their potential so that they can compete with the community. Therefore education is a mandatory requirement for all individuals, including for Children with Special Needs. So far, special needs children attend education that is in accordance with their abnormalities. Indirectly this has discriminated children with special impairments, consequently inhibiting the process of getting to know each other, between the regular children and children with special needs. The impact is children with special needs become excluded in interacting with the community. The right to get equal education for all children in Indonesia is the main reason of emerging the concept of inclusive education. Fulfillment of the rights of every child to obtain education is also stated in the 1945 Constitution of the Republic of Indonesia Pasal 31 ayat (1). It says that every citizen has the right to education, ayat (2) that every citizen is obliged to attend basic education and the government is obligatory

pay for it (*Undang-undang Dasar*, 1945). Relating to efforts to fulfill the right to education without discrimination, inclusive education emerged in Indonesia. Children with special needs were created by God on earth, there is no such thing as a failed product. Disability or cognitive and physical deficiencies will not be able to prevent a person from achieving peak performance. Indeed they also harbor enormous self-potential. However, treating children with special needs in obtaining education is still marginalized. For example, many people who have different abilities physically must be removed from the world of education and employment Asyhabuddin (2008). The same thing was also shown by Maftuhin & Fuad (2018), that children with special needs get different treatment in terms of educational services, because they are seen to have obstacles in several dimensions of life, so in education services must be separated from "normal" children "So that the learning process is not interrupted. One type of children with special needs is visually impaired students.

Visually impaired people are known difficult to see objects clearly. To teach visually impaired students, especially English, it needs expertise, enthusiasm, and seriousness from teachers. Visually impaired students have difficulty to maximize the function of their eyes or even barely can use their eyes at all. Visual impairment is the condition of the eyes, in which the visual acuity is 20/200 or less in the better eye with the best correction and the field vision is so narrow that its widest diameter subtends an angular distance no greater than 20 degrees (Koeswiryo, Asori, & Setyaningsih, 2012). Although they are difficult to do visual activity, they are able to do activities using other senses. To support their

lack in visual activity, they need their other senses such as hearing, movement, or tactile.

In teaching visual impaired the teacher need some of the strategies for handling learners with visual impairment in the classroom (Sarahmboshi, 2018). The strategies are the first is using large writing on the chalk board or visual aids. The use of colored chalks is recommended. Let the children come close to the board or teaching aids so that they can see more easily. The second is read aloud what is written on the chalkboard. The third is learners may have difficulties seeing the lines on writing papers. They can be given papers with thicker lines drawn on it. Next the fourth is some learners will benefit from using magnifying aids. The fifth is children with poor visual need to learn through touch as well as through hearing. They should be given a chance to handle objects. And the sixth is use verbal praise or touch to give the children encouragement. The last is use the name of the pupil's or students during class discussions so that the individual knows who is talking. Basically, visually impaired students pose difficulties in learning foreign language since human vision serves as a major stimulus for learning a language Agesa (2014). Without vision, the students rely on the remaining senses of hearing and motor-kinesthetic feedback in learning.

In Indonesia, English learning is intended to be one of the compulsory subjects from junior high school, heading to senior high school and lastly be up to the universities. In learning English, there are four main skills, namely speaking, writing, listening and reading. In this sense, the writers principally discussed reading skill since it can essentially cover the three other skills due to its continual existence when students are learning writing, speaking, and listening. English is

not only taught for the majority of normal students, but also for students with any physical disorder (Kartikasari & Lestiono, 2017).

According to Kartikasari & Lestiono (2017) visually-impaired students commonly have faced difficulties in learning English especially in reading. More assistance from teacher and environment are needed by students with special needs to improve their English skills, especially reading skill. Visually-impaired students learn reading skill in a different way from the usual of students, such as they use Braille book because their inabilities to accommodate some visual teaching media. English teachers are required to know how to use the appropriate strategies in teaching reading to visually impaired students. So, they are required to be creative and to have a good preparation in teaching reading to visually-impaired students in the classroom.

In teaching and learning the language, at least there are two basic barriers found in the classroom Susanto & Nanda (2018). The first is when the teaching materials are sight based lessons. The lessons consist of materials with visual format such as pictures. Then, the classroom may face difficulties to avoid pedagogical methods with sight based on visual perception. The second is when the teachers are not aware of the specific needs of the students and the general implications of their visual impairments. They are not aware of how to behave towards the students. Also, they are not aware what the cognitive implications of the visual impairments for the students are. This may implicates slowing down the learning process in the classroom and the learning outcome is not maximum.

In the early observation the researcher had conducted observations at SLB Negeri 2 Buleleng and SLB Negeri 1 Tabanan. From the observations researchers

had seen some students with special needs such as hearing impaired, visually impaired, mental retardation, mental impairment, *tunalaras*, and *tunaganda*. Not all groups could be found in one SLB school and from the two places that had been observed, researchers are interested in investigating visually impaired students. Visually impaired students were found in SLB Negeri 1 Tabanan. Then the researcher conducted further observation and interview in that school. It was found that visually impaired students learned to read and be taught using special strategies by the teacher. Therefore, researchers are interested in knowing what the special strategies are used.

Base on the phenomena above, the researcher is interested in conducting this study about strategies in teaching reading to visually impaired students.

1.2 Identification of the problem

According to the background above, there are many strategies that can be used in teaching reading at the junior high school. However in teaching visually impaired students, there are also several techniques that can be used in teaching reading.

1.3 Limitation of problem study

In this study was focused on the strategies in teaching reading to visually impaired students in SLB Negeri 1 Tabanan in academic year 2019/2020.

1.4 Research Problem

Based on the background of study above, the researcher has formulated the question as follows:

1. What are the strategies that can be used in teaching reading to visually impaired students?
2. What are the challenges in teaching reading to visually impaired students?

1.5 Purpose of the Study

The aim of this study is formulated as follow:

1. To describe the strategies that are used in teaching reading to visually impaired students at SLB Negeri 1 Tabanan in academic year 2019/2020.
2. To describe the challenges in teaching reading to visually impaired students?

1.6 Significances of the Study

There were two significances which were expected in this study, namely theoretical and practical significance.

1. Theoretical Significance

This study could help and also positive contribution to the teaching reading especially as the reference for other research. Moreover, the result of this study can be used as references in identifying the strategies in teaching reading to visually impaired students

2. Practically Significance

a. Teacher who teach impaired students

This study could be beneficial for the teachers who teach visually impaired students because the teacher can get the experience and the teacher can know how the way to teach the students with special need especially visually impaired students, besides that, the teacher can learn to control emotion when teach students with special needed. In other reason the teacher is also expected to learn to reduce students' emotions and egos that are not normal and also the teacher can give the spirit and motivation to the students so students are more enthusiastic in living a life that is not socially, politically, or economically dependent on others.

b. Institution/Government

This research can be used by headmaster of the school principals who organize segregation school as a material consideration in determining policies to prepare assistance programs for visually impaired children. This research can be used by the government, especially the Head of the Department of Education as one of the inputs and considerations in developing and making policies related to the implementation of inclusive education and special education.

c. To other researcher

This study could be beneficial for the other who wants to learn more about teaching strategies, especially in teaching reading. The study about an analysis of the strategies in teaching English reading to

visually impaired students will provide beneficial for who wants to learn more about strategies in teaching reading.

