



APPENDIDICES



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
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Nomor : 4627/UN48.7.1/DT/2019

4 Desember 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SLB Negeri 1 Tabanan
 di Tabanan

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Wayan Agris Jodi Setiawan
NIM	: 1512021213
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: Strategies Teacher in Teaching Reading to Visually Impaired Students

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T., M.M.
 NIP. 197305292001121001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS



**PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLARAGA
SEKOLAH LUAR BIASANEGERI 1 TABANAN**

Jln. Pulau Batam No. 40 Tabanan, Telp. (0361) 815388

Email : slbtabanan@gmail.com



Nomor : 421.74/061.1/SLB 1 TBN
Lampiran : -
Hal : Surat Balasan Ijin Penelitian

Yang bertanda tangan dibawah ini Kepala SLB Negeri 1 Tabanan :

Nama : I Gede Sukaca, S.Pd
NIP : 19620216 198606 1 002
Pangkat/Gol : Pembina Tk I / IVb
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : I Wayan Agris Jodi Setiawan
NIM : 1512021213
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Asing
Fakultas : Bahasa dan Seni
Universitas : Universitas Pendidikan Ganesha

Memang benar yang bersangkutan telah melaksanakan observasi pada tanggal 17 Desember 2019 s.d 4 Maret 2020 dengan judul penelitian : Strategies in Teaching Reading to Visually Impaired Students di SLB Negeri 1 Tabanan.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tabanan, 6 Maret 2020
Kepala SLB Negeri 1 Tabanan

I Gede Sukaca, S.Pd

Pembina Tk I
NIP.19620216 198606 1 002

Appendix 2

Instruments

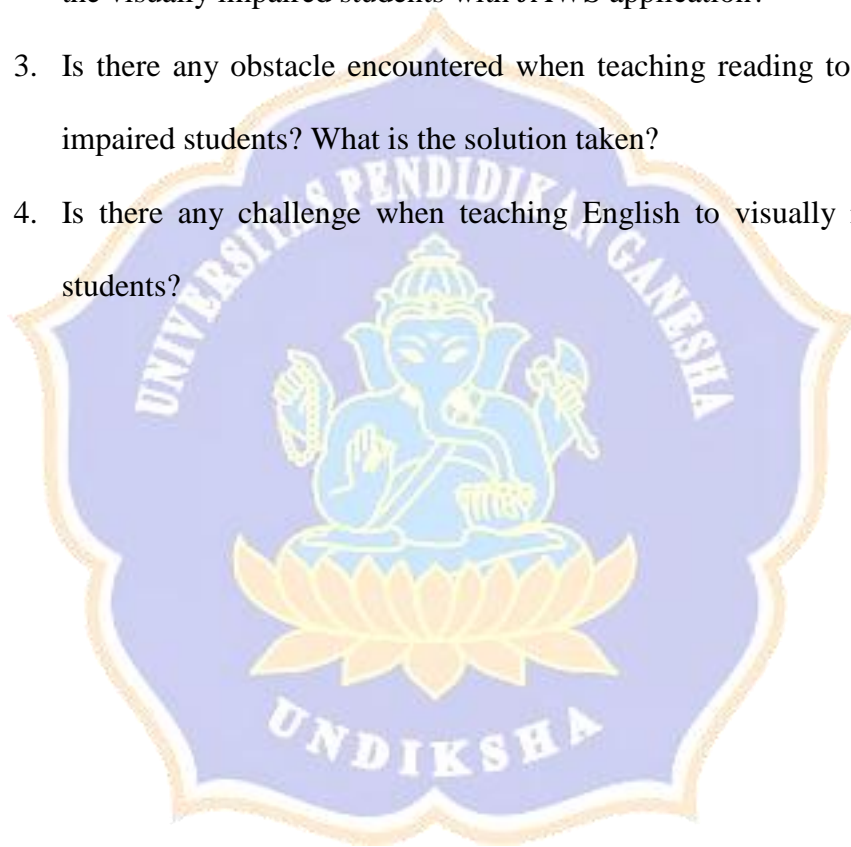
a. Observation Checklist

No	STRATEGY	MEETING 1	MEETING 2	MEETING 3
1	READING PAPER			
	a. Regular Print			
	b. Handheld Magnification			
	c. Enlarge Small Amount of Text			
	d. Large Print Copy			
	e. Video Magnification			
	f. Video Magnification With Computer			
	g. Paper Braille			
2	READING E-TEXT			
	a. Regular E-Text (No Enhancements)			
	b. Change Text Appearance			
	c. Magnify Text or Entire Screen			
	d. Tracking Support			
	e. Auditory Support			
	f. Refreshable Braille			
3	AUDITORY			
	a. Live Reader			
	b. CDS			

No	STRATEGY	MEETING 1	MEETING 2	MEETING 3
	c. Digital Audio Files			

b. Interview Guide.

1. How can the teacher know that there is a JAWS application for visually impaired students?
2. What are the advantages and disadvantage when the teachers taught the visually impaired students with JAWS application?
3. Is there any obstacle encountered when teaching reading to visually impaired students? What is the solution taken?
4. Is there any challenge when teaching English to visually impaired students?



Appendix 3

Instruments

a. Observation Checklist

No	STRATEGY	MEETING 1	MEETING 2	MEETING 3
1	READING PAPER			
	h. Regular Print			
	i. Handheld Magnification			
	j. Enlarge Small Amount of Text			
	k. Large Print Copy			
	l. Video Magnification			
	m. Video Magnification With Computer			
	n. Paper Braille	With Pen Reglet	With Pen Reglet	With Pen Reglet.
2	READING E-TEXT			
	g. Regular E-Text (No Enhancements)	JAWS Application	JAWS Application	JAWS Application.
	h. Change Text Appearance			
	i. Magnify Text or Entire Screen			
	j. Tracking Support		JAWS Application	
	k. Auditory Support	JAWS (only word level)	JAWS (sentences level)	JAWS (sentences level)
	l. Refreshable Braille			

No	STRATEGY	MEETING 1	MEETING 2	MEETING 3
3	AUDITORY			
	c. Live Reader		A story entitled “ My School”	Combined with Multiple choice quiz.
	d. CDS			
	e. Digital Audio Files		A story entitled “ My School”	



b. Interview Guide.

1. How can the teacher know that there is a JAWS application for visually impaired students?

JAWS is a software application that stands for Job Access With Speech. The application is indeed the default of computer software. The application is very helpful for teachers when teaching English because the pronunciation can be set to read the alphabets, read words, and read sentences. The JAWS application has been used long ago by teachers in SLB Negeri 1 Tabanan because it is very helpful in teaching students. It can be said that the application was suggested by the school for English teachers in SLB Negeri 1 Tabanan.

2. What are the advantages and disadvantage when the teachers taught the visually impaired students with JAWS application?

So the advantage from JAWS applications are it could be used to listen the correct pronunciation of English. Besides, the dialect in the pronunciation of the word can also be arranged like an Indonesian accent or using a foreign accent. And the pronunciation could be arranged as a word or a sentence. Therefore the tool is very helpful for visually impaired students when learning.

For the disadvantage of the JAWS application is the intonation spoken when reading sentences is very monotonic / flat. So students are sometimes do not know when listening to any story from JAWS application, because there is no notification when there are periods,

commas or questions. Because the JAWS application is a machine that is not 100% perfect, so teachers need to help students when there are readings that have different intonations, for example, such as asking questions.

3. Is there any obstacle encountered when teaching reading to visually impaired students? What is the solution taken?

The obstacle faced when teaching reading for visually impaired students is the problem in vocabulary. Visually impaired students have very little vocabulary so when they are learning the teacher has to be patient and need to be slow down the speed, so that the students could understand and remember the vocabularies in their learning. Another obstacle is the time, because this is visually impaired students teacher needs to teach it from the basics, such as writing, what are the letters, and how to read, so the time required is very long, for example normal students may understand the lesson when they are taught one until two times because they can clearly see their writing. But it is different from the visually impaired students, they need longer time than that.

4. Is there any challenge when teaching English to visually impaired students?

The challenge in teaching visually impaired students is that teachers must have patient when teaching their students, why so? It is because one topic cannot be completed in one meeting. One topic could take two to three meetings, so that students could really understand what

they are learning and because this is a visually impaired student who needs extra patient and extra slow in teaching. So, from that we need quite a long time when teaching visually impaired students.



Appendix 4

Documentation during the observations.

Figure 1. The students doing the learning with Paper Braille.

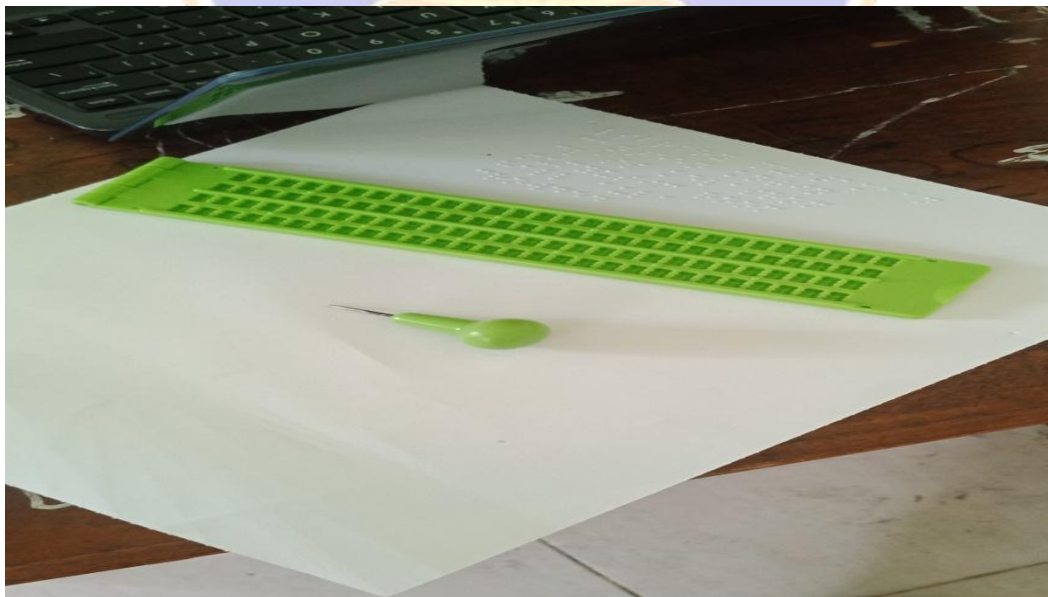


Figure 2. This is an aid helps the students written. This tool called Braille with Pen Reglet.

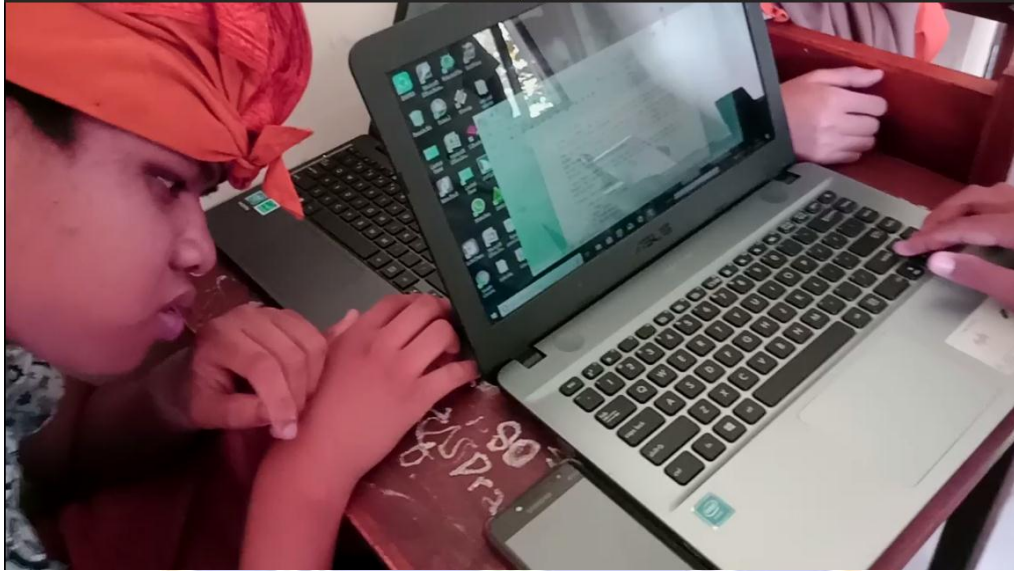


Figure 3. The students learn with JAWS Application and they listened to the sound from JAWS Application from their laptop.



Figure 4. The students discussion when used JAWS Application.