

CHAPTER 1

INTRODUCTION

This chapter represents the following subheadings: (1) background, (2) the problem of the study, (3) the objective of the study, (4) the significance of the study.

1.1 Background of the Research

Education is an important part of life that helps to enrich knowledge and broaden perspectives in many ways. Education is the process of forming intellectual and emotional abilities of a person. Through education, a person can improve and develop their own self. According to Johan and Harlan (2014), education is a learning process of teaching to gain knowledge, to understand the higher of specific objects, and to improve knowledge, so that they can know what is right and what is wrong. Additionally, Naziev (2017) stated that education is the process of living through learning based on experience and getting better. Pointedly, education is the element that has important role. In Indonesia, learning English 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. It is learned by normal students and also students with special needs (visually impaired).

Teaching means helping and sharing knowledge to others and an also provide information to do something. According to Brown (2007), teaching as showing or helping someone to learn how to do something, give instruction, guide in study something, give knowledge, cause to know or understand. Teaching can also be interpreted by facilitating the students to be able to learn the material. According to

Brown (2000), teaching is guiding and facilitating for learning, setting conditions for learning. Teaching also provides some information from the subject to the students in the classroom (as cited in Marzulina, 2018, p. 65).

Teaching English as a foreign language to students is a challenging task for teachers. Wigati (2016) stated that teaching English is different than teaching other subjects because teaching English has some challenges, there are many elements in English such as vocabulary, pronunciation, grammar, intonation and etc. According to Derakhshan and Shirmohammadli (2015), teaching English has been an important issue in every country where English is not their first language. Shortly, teaching English as a foreign language is different with the teaching other subjects and has some challenges because it is not their first language.

In teaching English to visually impaired students, teacher is essentially one of the elements that becomes a source of strength in the learning process. The teacher of students with visual impairments is the central figures on the educational term. Emily and Beamish (2012) stated that teachers of students with visual impairments are qualified specialist teachers who have skill and practical experience in the field of visual impairments. Thus, teachers of students with visual impairments, whose specialized skill and experience establish them as the individual best qualified to address the unique learning needs to visual impaired students. Additionally, Likewise, Riley (2000) stated that students who are blind or visually impaired must be provided appropriate instruction in a variety of subjects, including language arts, composition, sciences and mathematics. In order to educate them in these subjects effectively, they

must be taught the necessary skills to enable them to learn to read and to use other appropriate technology to obtain access to information.

In relation to this, a preliminary study was conducted at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang through an informal interview with one of the English teacher at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang that taught visually impaired students. Visually impaired students are known as the students who are 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. It differs to children with normal condition of eyes learn English by what they see around them, such as colors, shapes, facial expressions, book illustrations, images, animals, and transportations (personal communication, October 23th, 2020). Consequently, the result of the preliminary study about the teaching and learning English at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang to visually impaired students becomes the main concern of this research.

In addition, there have been numerous previous studies which show that teacher's problems in teaching English to visually impaired students. According to El-hossary (2018) indicated 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. Additionally, Arslantas (2017) disclose that over decades, visually impaired students has a stigma that they were not provided effectively. Arslantas want to breaks the belief that visually impaired students were disadvantages in language learning. Moreover, Arslantas found that the stigma was quite wrong. After experimenting visually impaired students to learn English, Arslantas found that neurotically, visually impaired students have a strong memory which contributes to their foreign language education. Therefore, visually impaired studies of foreign language education of persons have gained pace and thus progress is made on evolving understanding, and emerging technology.

As the result, this phenomenon encourages the researcher to conduct a similar research about teacher's problems in teaching English to visually impaired students at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang. This research aims to find out what are the teacher's problems in teaching English to visually impaired students at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra)

Palembang. Therefore, a research will be conducted with entitle “An Analysis of Teacher’s Problems in Teaching English to Visually Impaired Students at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang.

1.2 Problems of the Study

Based on the background above, the research problem is formulated as the following question:

1. What were the teacher’s problems in teaching English to Visually Impaired Students faced by the English teacher’s at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang?

1.3 Objectives of the Study

In accordance of this study above, the objective of this study is as following:

1. To find out the teacher’s problems in teaching English to Visually Impaired Students faced by the English teacher’s at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang.

1.4 Significance of the Study

The results of this study are expected to give beneficial contribution for some ideas. This research gives an explanation of the teacher’s problems in teaching English to visually impaired students. After knowing everything, this will encourage the teachers to be more spirit in teaching English to visually impaired students, the teacher

must find good strategies to solve all aspects of the problem their visually impaired students in learning English process.

The second, the visually impaired students will know the problems in learning English, and the visually impaired students are motivated to learn English. Then, they can try to solve the problems. Not only change their bad habits, mindset and their perception about learning English language but also the students will study hard and be more diligent. After that, they will be more interested to study English.

Third is for myself, this research will give many advantages and information about what are the teacher's problems in teaching English to visually impaired students. The result of this research will help me to know problems in teaching English to visually impaired students. In the next time, my visually impaired students will be more interested to study English.

The last, this research expected to give a contribution for others researcher to get knowledge about teacher's problems in teaching English to visually impaired students, and to expand information to help others researcher as the guidance in developing their research in the same field.