

CHAPTER 2

LITERATURE REVIEW

This chapter describes about: (1) The concept of visually impaired, (2) teaching students with visually impaired, (3) teaching English to visually impaired students, (4) problems in teaching English to visually impaired students, (5) previous related studies.

2.1 The Concept of Visually Impaired

Visually impaired is a disorder characterized by poor visual function that cannot be repaired by refractive correction (glasses or contact lenses), medical procedures, or surgery (Naipal and Rampersad, 2018). The nature and degree of visual impairment may vary significantly, so each student may require individual adaptations to instructional practices and materials in order to learn effectively. According to Fuhr and Norden (2002), visual impairment refers to the function of the eye and can be measured with tests such as visual acuity, visual field, color vision, and contrast sensitivity. In addition, visually impaired manifest itself in a variety of ways, including photophobia, diplopia, contrast sensitivity or impaired visual acuity, loss of vision, visual perception issues, visual distortion, or some combination of the aforementioned (Freeman et al., 2007).

Not all visual impairments are the same. The word visual impairment also may be used to describe as the consequence of an eye condition and disorder. There are two main categories for visually impaired students in the process of learning according to Carney et al (2003) included blindness and low vision.

- a) **Legal Blindness** : this category is where a visual acuity ranges of 20/200 in the better eye after correction, no usable vision or field of vision reduced to an angle of 20 degrees. Visual acuity of 20/200 means that the person can see at 20 feet what is normally seen at 200 feet. A reduced field of vision means that the person has tunnel vision with limited peripheral vision.
- b) **Blindness** : this category showed where the individual being totally without sight to unreliable vision and primary reliance on other senses. An individual with this category usually uses Braille as a reading and writing medium.
- c) **Low vision** : this category showed where low vision is reduced central acuity of 20/70 or less in better eye after correction.

As the result, visual impairment is a condition where a person's vision is not the same as regular as vision in regular person in general. The visually impaired should be educated in the same general way as the sighted following the same general principles, but teachers must have some teaching strategies for them. Students with low vision or those who are legally blind may need help in using residual vision more efficiently and in working with special aids and materials.

2.2 Teaching Students with Visually Impaired

In teaching visually impaired students, teachers are also the key factor. They ultimately should comprehend that children with vision impairment would face different kinds of holdbacks and ways to learn English. Davis (2003) stated that teaching English to visually impaired students is not same to children with normal

condition of eyes learn English by what they see around them, colours, shapes, objects in use at home, facial expressions, book illustrations, digital images, animals, landscapes, skylines, architecture, transportations, and so on. According to Webster and Roe (2003), teachers who teach visually impaired students can generally have much more control over learning environments, teaching resources and strategies than they can hope to over the qualities and characteristics of the individuals they teach. For pupils with visual impairments there will be important questions about how best to encourage mobility, exploration, play, language and learning. Many aspects of development are related and depend to a greater or lesser degree on the integrating qualities of vision.

2.3 Teaching English to Visually Impaired Students

Students with visual impairment depend on effectiveness in using a language in a world that is becoming increasingly visual. From an early age, pupils with visual impairment should be encouraged to develop their communication and language skills to their full potential (Salisbury, 2008). Teachers must be able to bring proper strategies in teaching English to visually impaired students. Teaching strategy is a plan or a program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the student. These plans use various means, either theoretical or practical. The duration of these plans may last a short period like a month or even a year. The strategy is existent between the methods and techniques.

2.4 Problems in Teaching English to Visually Impaired Students

Whatever forethought that brings to bear one's work, it will always find its problems and difficulties. Whatever forethought that brings to bear one's work, it will always find its problems and difficulties. According to Cohen, Manion and Morrison (2007), problems regard human behaviour as passive, determined and being controlled, while ignoring the human's intentions, individualism and freedom.

a. Lesson Plan

As Kuchah and Shamim (2018) stated that many things have to be prepared before teaching English. This is to avoid any difficulties that may arise when teaching English to visually impaired students. Before any English class takes place, a lesson plan needs to be made to know what is going to be taught in the class. The lesson plan is the most vital part of the teaching and learning process where everything that will be delivered to the learners are essential.

The lesson plan developed by the government currently is very complex, contains many components, and each component is described in details. In the Regulation of the Ministry of Education and Culture No. 81A of 2013 on the implementation of the curriculum has mentioned that the lesson plan has to be developed in detail of the subject matter that refers to the syllabus. The detailed lesson plan includes:

1. School data, subject matter, class/semester and time allocation

A lesson plan starts by writing its school name, the subject, class/semester, learning material/theme of the lesson and time allocation in the top part of the lesson plan. These are just simple data that needs to be stated.

2. Media, tools and learning resources

The media, tools and learning resources that should be used can vary as long as it is in relation with the lesson. This is also stated within the regulation of the Minister of Education and Culture of Republic Indonesia No. 65 of 2013 which has provided text book to boost the efficiency and effectiveness of the lesson.

3. Assessment

The assessment of this lesson plan is used to assess and evaluate how well the students can acquire the knowledge. In English, there are mainly two ways that the teachers could assess the students and they are either oral test or practical work.

These are the components that the teachers need to consider seriously in their lesson plan because the lesson plan will give a great influence on the classroom climate. So, if the lesson is too difficult, the learners may become bored and distracted. However, if the lesson is too easy, the learners may feel insufficiently challenged. In summary, if not done correctly and taken seriously both situations will result in an unmotivated class and many difficulties will follow (Richards and Bohlke, 2011).

b. Time management

Time is a valuable resource which was limited to the learning activity. Time management was one of the major challenges that students face at tertiary institutions

and this has a bearing on their academic performance and social life. According to Kaushar (2013), poor time management and lack of organizing skills started at the secondary level. Learners were taught everything by the teacher including supervision of work, whereas at university or college, students take responsibility for their tasks.

Time management is an inseparable element of a school organization. It is the art of arranging, scheduling and budgeting one's time to achieve objectives (Edwards et al., 2003). It is a process which involves the determination of needs and prioritization of tasks. It is very difficult to control and manage. Most people think that time cannot be control by itself. Time is not a material thing that can be easily handled rather than a man has to leech with its flow. The desire of more free time has been increased from last four to five decades. According to Green and Skinner (2005), time management pointed a high inconsistency between individual's estimations of time usage and output results. It was acknowledged across the globe that time management for teachers is more important than any other professionals because they are master of the fate of future generation. As Horng (2010) and Master (2013) reported that time management is an important element for teachers' effectiveness and school's results. According to Hafiz et al (2016), time management behavioral range were encompassed through four basics:

1. Time assessment behavior: This behavior is associated with past, present and future orientations
2. Time management and self-awareness: This includes the acceptance of tasks and activities and their responsibilities

3. Planning behavior: Planning like setting goals, task's prioritization and handling the group tasks.
4. Monitoring behavior: It includes the observation one's usage of time during performing activities. This develops a feedback loop that minimize the other interruptions.

Kayode and Ayodele (2015) described that teachers' time management has significant impacts on students' performance and a good teacher must make effective use of his time to have time for everything he plans to do. Thus this makes an important role on how the teacher manage their time as efficiently for the class.

c. Environmental issues

Environmental issues or the condition of the class can effect the teacher's quality in teaching and can cause problems for them. Brown (2001) described that the teachers may be put in adverse circumstances. Many of which may lead to some of these problems:

1. Discipline

Discipline is one of the well-known subject of many volumes of researches that the teacher has to face in order to shape the students into better humans that are dedicated, motivated, active etc. It has become a chore that the teachers must do it for the succession of the teaching a learning process. When dealing with discipline, he teacher need to be comfortable with their position of authority in class. They also need to gain respect from the student and state you expectations for their behaviour in class

(absence policy, test taking, respects for others, turn-taking). No matter how frustrated the teacher is, they must preserve the students dignity and if all matters fail the teacher may consult to the institutions counselor or administrator. The problems that may rise is when the student/teachers digress and throw the lesson for the day, an unexpected questions comes up, a technicality problem, a disruptive student etc.

2. Availability of Textbooks

Textbook had become one of the important tool for education. As a matter of fact, Diniah (2013) explained that textbook is used as a means in teaching and learning process and it is important for teachers and students to have them. Textbooks are considered important in their teaching and learning process that they tend to use textbook in their whole teaching and learning process without selecting and adapting appropriate materials for their students. Hence textbook can be a media in which the teachers use for effective teaching a learning process. Richards (2001) was in an agreement that textbooks are a key basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teachers instruction. There are some advantages and limitations of textbooks.

1. The advantages:

The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Among the principal advantages are:

- a) They provide structure and a syllabus for a program. Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.
- b) They help standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
- c) They maintain quality. If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.
- d) They provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
- e) They are efficient. They save teachers time, enabling teachers to devote time to teaching rather than materials production.
- f) They can provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.
- g) They can train teachers. If teachers have limited teaching experience, a textbook together with the teachers manual can serve as a medium of initial teacher training.

h) They are visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

2. The limitations:

a) They may contain inauthentic language. Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

b) They may distort content. Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.

c) They may not reflect students needs. Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

d) They can deskill teachers. If teachers use textbooks as the primary source of their teaching leaving the textbook and teachers manual to make the major instructional decisions for them the teachers role can become reduced to that of a technician whose primarily function is to present materials prepared by others.

e) They are expensive Commercial textbooks may represent a financial burden for students in many parts of the world.

Both the benefits and limitations of the use of textbooks needs to be considered, and if the textbooks that are being used in a program are judged to have some negative consequences, remedial action should be taken, e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.

3. Classroom conditions

It was noted that a learning environment has significant effect on the level of language proficiency learners. For example according to Kiatkheeree (2018), students and teachers interaction in a classroom, as part of learning environment, was regarded as important factor in promoting students' achievement. Building effective learning environment seemed to have great impact on second language learners. As English played a crucial role in Thai higher education, there were also a demand for improving the quality of English language. However, the data reveals that Thai students had poor command of English with the lowest score of TOEFL among countries in Asian region. As classroom environment affects students' learning achievement, physical environment is seen to be one important factor in building good environment for learning.

This is inline with what Lodhi et al (2019) said which explained that classroom was a place where teachers transfer and students acquire knowledge in order to fulfill the academic needs and achieve learning outcomes. Ipinge (2018) conducted a comparative study in order to check the effect of indoor environment on the quality of

occupant's perception of performance. She found that poor indoor environment of the classroom affect students' performance badly. Teachers use different strategies which are useful for the transfer of information. Therefore, it is necessary that classroom should be properly designed with proper air and lighting conditions. Rooms should be airy and spacious enough to accommodate all students.

2.5 Previous Related Studies

In this part of the study, previous related studies are also described. One of the research was conducted by Basaran (2012) entitled, "Teaching English to Visually Impaired Students in Turkey: A case study". Which focused on strengths and problems as well as the techniques and materials used by three EFL teachers working in two special primary schools for the visually impaired. Analysis of observation data and interview found several themes problems such as disturbances, problems related to the family, curriculum, verbalism, scarcity of resources, and the usual use of traditional grammar-translation techniques by teachers. Some implications such as the need for inclusion of visually impaired problems in formal EFL teacher training, development of techniques and EFL teaching materials specifically for visually impaired and establishing inclusive settings with visually impaired students and students with normal vision are suggested. The similarity of the previous journal article and the present study were to find out the teacher's problems in teaching English to visually impaired students. Then, the different is this research is going to be conducted junior high school, meanwhile Basaran (2012) had conducted his research at special primary schools.

Another research was conducted by Lukacova et al. (2018). The aims of this study were to find out in what way the view of the teachers approach in SLB Prof. Dr. Sri Soedewi Mascjun Sofwan, SH, MH. education and in school education differed and how they reacted to the differences. In addition, this research also explores whether the teachers approached feel competent enough to teach visually impaired. In summary this research reflects an overall perspective of the teachers teaching in SLB and in the process of making the research, the researchers also found some problems that the teachers in SLB encountered while teaching. The results of this study showed that the first problems that the teachers encountered was restricted materials. The similarity of the study is that both research were discovering in the same conditional state. However, the difference was that the previous research dealt with teaching practices in SLB Prof. Dr. Sri Soedewi Mascjun Sofwan, SH, MH, whereas this study focuses on teacher's problems in teaching English to visually impaired students' at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang.

The last study was conducted by Another research was conducted by Emam (2019) was conducted in Iran. This study was carried out to appraise the motivations of the Iranian for learning English, and to understand more about their textbooks, their classroom environment, the teaching methods and techniques employed, the skills emphasized, the teaching aids improvised, the types of exercises mobilized, as well as the test-taking techniques adopted. The result of the study revealed that learning English was a way to fulfill their potential and to make life more meaningful during their time in captivity. During the research process, they also have encountered many

teachers problems along the way. The first is strict or limited access in learning resources which resulted in less variety of learning exercises. The second was communication defect among the visually impaired and teachers. Lastly, there was no good classroom environment. The similarity of both researches was that they were all conducted in a SLB and are studying the educational system in that SLB. Then, the difference is this research is going to be conducted for visually impaired students. Meanwhile, Emam (2019) conducted his research for the students in general.