

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents: (1) findings, and (2) discussions

4.1 Findings

The findings in this chapter was based on the research questions of this study which was to find out what were the teacher's problems in teaching English to visually impaired students at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang. Based on the findings obtained from the interview and documentation, the researcher had found that there were four problems that the teachers had encountered during teaching English to visually impaired students at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang. The problems were Time management, lack of students' attitude, lack of available textbook, and poor classroom condition.

From the results of this study, related to the problems faced by the teacher of English, the researcher categorized into some themes, and codes below.

4.1.1 Themes and codes for problems in teaching English

Themes	Codes
Time management problems	a. The teacher felt that if they did not have enough time in teaching, because they had very limited teaching hours.

Lack of students' attitude	<p>a. The teacher felt that most of the students were not well mannered and most of them did not respect to the teachers.</p> <p>b. The teacher felt that most of the students did not listen to or pay attention to the teacher's explanation.</p> <p>c. The teacher had difficulty in making the students to be disciplined.</p>
Lack of available textbook	<p>a. There were no textbook available for the teachers to be used in preparing and teaching the lesson.</p>
Poor classroom condition	<p>a. The teacher did not feel comfortable in teaching the class.</p>

The themes and codes mentioned above in table 4.1.1 could be elaborated in details as follows:

4.1.1.1 Time Management Problems

Based on the data obtained from interview, the researcher found that the teacher at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang had

difficulties when teaching visually impaired students was time management. In this case, time allotment had been a crucial part of teacher's daily lesson plan for the succession of the teaching and learning process. However if it is not estimated correctly, problems may occur. It is confessed by the English teachers initially AY that the teacher had experienced problems in the time management. As quoted from the interview of AY that *"Uhm... the time allocation is we only teach for 20minutes per lesson. But, because there is only 20 minutes, we do not really have enough time. However in normal school there is 45 minutes for one lesson"*.(Personal Communication, September, 02th, 2021).

Additionally, based on the data collected in the interview, the researcher found that time allocation at SLBN A PCRN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang was not like usual time (40 minutes) in other schools so that the teacher felt that they did not have enough time when teaching and learning English, since it was only 20 minutes of teaching English especially for the visually impaired students. For example as expressed by the English teacher initially AY that *"No, it was not enough (time allocation). That is why we had to select the easy materials"*. (Personal Communication, September, 02th, 2021). In short, in teaching visually impaired students' the teacher must provide simple and easy materials because they have very limited teaching exposure time, since time allocation was different for students in normal school with SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang, so that the teacher must select easily and simply teaching materials for the visually impaired students.

4.1.1.2 Lack of Students' Attitude

Based the data obtained from interview, the researcher found the problems faced by the teachers of English in teaching visually impaired students. There were also problems which came from the students' side that impacted the teachers in teaching. It caused many problems in teaching English to the visually impaired students. The problems were about the students attitude. Another side of the visually impaired students' that made the teachers' problems to teach were the visually impaired students lack of manner. This had been the problems that most English teachers experienced at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang. The student's attitude was mostly described in the participant interview. As confessed by the English teacher initially AY that *"They are unruly and stubborn. Sometimes most of them do not pay attention to us"*. Then, *"Yes, when we try to remind or admonish the students. The students are difficult to be put in order. It is hard for them to obey the teacher in any circumstances"*. (Personal Communication, September, 02th, 2021).

The researcher also found that teachers expressed how the students had bad manners, which are difficult to put in order and difficult to make them to obey the rules which obstructed the teachers lesson. As confessed by the English teacher initially AY that *"They didn't pay attention, Not only they don't want, they neither pay attention. They give not what we asked them for"*. Then *"They don't care about us, they don't pay attention us"*. (Personal Communication, September, 02th, 2021). The teachers

expressed that many students did not pay attention. This made a problem for the teachers because even if they told them off, it was still useless.

Furthermore, based the data obtained from interview, the researcher found that the teacher had difficulty in making the students to be disciplined. The teacher realized that they were just very active students so that it needs time to set them properly. As confessed by the English teacher initially AY that *“we want to give or be angry to them what for? Their just naughty children. It takes time to change them. I go out, I see outside of the class and I’m tired if I can stand teaching in the SLB”*. (Personal Communication, September, 02th, 2021).

The teacher explained that they were very hard to be disciplined and did not obey the rules as they were supposed to. The proof is what AY had experienced when AY was outside the classroom, the visually impaired students also went outside of the classroom without any permission. The teachers expressed how tired she was disciplining them but there was no impact.

4.1.1.3 Lack of Available Textbook

Based on the data collected through the interview, the researcher found another problems that the teachers had encountered is that they had very limited teaching equipment. One of the equipments were the lack of textbooks. In this case, the equipment of the textbooks was used to support the process of teaching and learning English. However, when the text books at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang was not much available, the teacher needed to

copy them first as the teaching learning materials. It was confessed by the English teacher initially AY that *“I have, it is difficult to say that everything is very limited, so it is not easy to teach there. For example, when the text book is not available, so I have to prepare first by copying the materials”*. (Personal Communication, September, 02th, 2021). Furthermore, the teacher expressed her problems when it comes to creating the materials for the visually impaired students. The teacher explained that because there were no textbook, the teacher had to select and make the materials by herself in accordance with the curriculum and also had to be the easiest version for the students. The teacher also states that there was a hindrance when making the materials that were very limited. Hence, the teacher had to make all the materials by herself without a textbook available and the teacher has to print out the materials herself too. The teacher claimed that she had to make the materials easier in order for the students to understand and also didn't use any textbooks but provided their own materials.

4.1.1.4 Poor Classroom Condition

Based on the data collected through the interview, the researcher found that teacher at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang encountered the problem by the poor condition of the classroom. In this circumstance, the classroom condition needed as one of who supports the teacher when delivering the materials to students especially to visually impaired students. Because if the classroom condition was supportive and adequate, the learning process would run smoothly. Nevertheless, the English teacher at SLB A PRPCN (Panti Rehabilitasi Penyandang

Cacat Netra) Palembang expressed that when teaching English to visually impaired students, the teacher felt that that inside the classroom there were no ventilation, so that the process of learning English distracted teacher. It was expressed by teacher called AY. The teacher said that *“Yes, it definitely disturb me because it is kind of smelly and there is no ventilation in the classroom”*. (Personal Communication, September, 02th, 2021). Additionally, the teacher experienced that when the students have P.E (Physical Education) class, they did not change their clothes as they were supposed to. They just kept their clothes on which then disturbed the concentration and comforts of the teacher teaching in that classroom. This problems had emerged because there was no ventilation in the classroom as well.

4.2 Discussions

After analyzing the data by using a thematic analysis, the researcher found that there were the problems faced by teacher’s in teaching English to visually impaired students at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang. Those consisted of (a) time management problem (b) lack of students’ attitude (c) lack of available textbook (d) poor classroom condition. Therefore, the explanation of the problems were described as following in order to know further much information about them.

The first was time management problem. In this research it was found that most of the teachers in teaching English to visually impaired students have encountered time allocation problems that were not enough to teach the materials for English lesson as a

subject to visually impaired students. The teacher at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang assumed that teacher was difficult to manage the time since it was only 20 minutes of teaching English especially for the visually impaired students. Whereas, according to Ololube and Prince (2013), and Pike (2004). All of them said that the time allocation has been a very crucial part of the English learning process. In line with a study conducted by Kartikasari and Lestiono (2007) found that time management was solve by having extra time to the visually impaired students so that the teacher should give additional time to teach the visually impaired students. Hence, the allocation of time in teaching English to visually impaired students is different from the majority students so that the teacher needs to have extra time in teaching them to transfer the English learning materials.

The second was lack of students' attitude. Teachers had many experiences of facing children with bad attitude. According to Rutter, Giller, Hagell (1998), delinquency is an antisocial attitude that a child has picked up during the course of its life. They described that antisocial attitude might be the cause of subcultural attitude that is reflection of disagreement and disapproval of that culture and is an expression of dissatisfaction and frustration to realize the dominant values. The results show that deviant attitude is an escape of the problems they face; mainly because of their inability to meet the dominant cultural values. It raises frustration and revolt, and the way out is to find another group, with other values. With bad attitude that they have will cause all sorts of problems that the teacher face when teaching in class. McCord, Widom, and Crowell (2001) further stated that disruptive behavior in the classroom consumes a

teacher's time and energy and interferes with the learning processes of disruptive and non disruptive students, which may lead to a classwide reduction in academic achievement. Moreover, classroom behavior problems may represent early expressions of disruptiveness that may later develop into delinquent behavior. Hence it was proven as to be one of the problems that the teacher's face during teaching visually impaired students.

The third problem was lack of available textbook. When teachers taught in class, especially the class for the visually impaired students, the teachers need to have the facilities and infrastructure in assisting teachers in teaching English, one of them is handbook or textbook. In fact, the teachers at SLB PCPRN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang were faced by the problem in teaching English, namely the lack of availability of textbooks. Teachers did not get the help from the textbooks but they had to print out their materials of their own. This was applied to every skill that is taught in English from grammar, listening, speaking, writing and reading. The teachers should prepare as well as print out their own materials beforehand which takes time, energy and money. This is inline with what Oaks and Saunders (2002) from the national and international research established which stated the overall educational importance of textbooks and instructional materials. In California, textbooks and instructional materials are particularly important because they are the primary means through which students gain access to the knowledge and skills specified in the State Content Standards that are at the heart of California's K-12 education system. This is also inline with what has been proposed by UNESCO (2016)

stating that the role of textbooks are especially relevant to improving learning outcomes in low income countries with large class sizes, a high proportion of unqualified teachers and a shortage of instructional time. Furthermore, in teaching English to visually impaired students was also important to have sufficient learning resources, because if insufficient learning resources such textbooks and learning materials that support the needs of particular groups or learners such as Braille and easy reading materials are major barriers for visually impaired students in different countries of the world (UNESCO, 2009). In sum up, the lack of or inadequate teaching and learning resources contributed to hindering the school from practicing effective inclusive education, so that the importance of the availability of books is deemed to help teachers and support the process of teaching and learning English during in the classroom activities.

Poor classroom condition had also become an obstacle that made the teacher experienced problems to deal with. The teachers to visually impaired students had experience problem in teaching because of the uncomfortable situation that the classroom had which did not facilitate any ventilation. With this situation in the classroom it disturbed the teachers to implement their teaching to the visually impaired. It is proven to reduce the quality of teaching and learning. According to Fisk (2017), ventilation were often used for classes that have a more high humidity level and the function of the ventilation was to get rid and renew the air inside. When ventilation were not used, the CO₂ that has been built up in the class will cause humidity inside the class and is trapped inside. According to Rosbach, Vonk, Duijim, Ginkel, Gehring and Brunekreef (2013) classroom ventilation rated often do not meet building

standards, although this was considered to be important to improve indoor air quality. Poor indoor air quality is thought to influence both children's health and performance. It reviewed in some literature that the possible effects of poor IAQ (Indoor Air Quality) in students' performance and concluded that there is suggestive evidence for an association between ventilation rates and the attention and performance of students, two prerequisites of an efficient learning process. Since this review, various papers have been published regarding this topic. An observational study reported an association between classroom ventilation rates and students' achievements on a standardised academic performance test. Based on their study the authors suggest a linear relationship between poorer classroom ventilation and lower academic achievement. Hence, the ventilation from the classroom had become an obstruction for the teachers to continue their teaching and learning in the class.