

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents: (1) background, (2) research problems, (3) research objective, and (4) significance of the study.

#### **1.1 Background**

English is the most used language in the world. English like other languages around the world, is an ordinary and common language, because a languages reach the best global level when developing which is recognized in every (Crystal, 1997, p. 3). English is an international language because most of it already is spoken among speakers of foreign languages. Souriyavongsa (2013), claimed that more than a billion people worldwide speak, learn, taught and use English as a first, second, foreign and international language in more than a hundred countries such as Russia, Germany, China, Indonesia, Thailand and other countries. English is not only used as the official language inn many countries, but is also the main language for communication throughout the world.

For the education system in Indonesia, learning English as a foreign language is needed in shaping global competition that focuses on knowledge and performance. English is often used as a teaching medium in various education in the world (Murray & Christison, 2018, p. 2). Communication activities in English can make citizens more opportunities in the national and international labor market. Therefore, English is one of the subjects taught in schools in Indonesia.

The purpose of education not only determines the outcome, but also considers the process of students in understanding, doing some activities, building their own sense of enthusiasm, and getting quality results themselves in their future. The teacher is more or less a facilitator who facilitates their students' learning. Visually impaired students commonly have faced difficulties in learning English (Kartikasari & Lestiono, 2017, p. 17). The new curriculum provides good conditions in the teaching and learning process that is the focus learning center not teacher center. Lewis (2002), the latter are often the most marginalized both within education and in society in general.

According to Rieser (2002), the social model of disability makes an important distinction between the terms impairment and disability. Federal Register (2000), the challenge for educators of blind and visually impaired children, including those with other disabilities, is how to teach skills that sighted children typically acquire through vision. In education, the visually impaired students needed the same rights as well as normal students in their learning process because their life could not separate with their real social interaction with others. Casstelano (2005) states that, visually impaired is people or students who are totally blind and people who have have some low vision. Therefore, they needed inclusive education to accommodate them in getting better service in education as well as their learning process without differentiating and discriminating among learning.

Regarding the problem above, related studies have been undertaken to find out the strategies the teacher and visual impaired students employ for teaching and learning English as a foreign language and also to identify the visually impaired

students perspectives on their experiences in learning English. Susanto and Deri Sis Nanda (2018) it's hoped and suggested students can use easy ways to learn languages that are supported and helped by technology. In addition, Sri Wahyuni (2008) denotes the other results were the visually impaired students' learning experiences in inclusive education that involved three sub-themes such as social interactions, classroom practices/works and some support systems.

Based on observation that I conducted at SLB A Panti Rehabilitasi Cacat Netra Palembang in English teaching activity, there are at least two obstacles in the classroom. There is a teaching and learning process for visually impaired students the same as a normal school. However, the method used by the teacher to teach is different from ordinary students. The teacher will explain the material to be taught to visually impaired students using audio. The material delivered will be recorded by the teacher, then the teacher will deliver it via audio or listening. Other than that, visually impaired students learning method, students will learn by recording what they have recorded to learn. Visually impaired students will find it easier to learn via audio.

As a result, this phenomenon encourages me to conduct a similar research about visually impaired students at SLB A Panti Rehabilitasi Cacat Netra Palembang. This research aims to find out the strategies do the teacher employ in teaching English at SLB A Panti Rehabilitas Cacat Netra Palembang for visually impaired students as a foreign language and to find out the strategies do the visually impaired students in learning English at SLB A PRPCN Palembang as a foreign language.

. Therefore, this research is entitled “Teaching and Learning English Strategy for Visually Impaired Students: A Case Study at SLB A Panti Rehabilitasi Penyandang Cacat Netra Palembang”.

## **1.2 Research Problem**

Based on the background, the research problem are formulating in the following questions:

1. What strategies do the teacher employ for teaching English at SLB A PRPCN Palembang for visually impaired students as a foreign language?
2. What strategies do the visually impaired students employ in learning English at SLB A PRPCN Palembang as a foreign language?

## **1.3 Research Objective**

In accordance with the problem above, the objective of this study is:

1. To find out the strategies do the teacher employ in teaching English at SLB A PRPCN Palembang for visually impaired students as a foreign language.
2. To find out the strategies do the visually impaired students in learning English at SLB A PRPCN Palembang as a foreign language.

## **1.4 Significance of The Study**

These benefits are used to find out how this study will explain the development of English education in particular, in teaching and learning English for students with limited vision in education in Indonesia. The initial goal is to give visually impaired students the opportunity to learn English well enough to have good knowledge of foreign languages to achieve current educational goals.

Firstly, the study provides a model of progressive qualitative research in education in general that is done in the type of case study, especially in inclusive education for the visually impaired students in their learning in inclusive education as an attempting to empower them and to promote their.

Secondly, the development of an English learning model for visually impaired students who need more attention and supervision in their right to get a better education in their learning.

Thirdly, this study provides qualitative information to the government, educational managers or policy makers, curriculum designers, language researchers, teachers, visually impaired students' teachers to take into account the condition of visually impaired students in learning in order to make wise and equitable policy in treating them in receiving education as well as the normal learners.

Fourth, this research encourages students to solve problems with visually impaired students in an inclusive manner by applying information technology like other books to help students increase their potential in learning English. In addition, they can study independently.