

THE PROBLEM OF LEARNING FOR 11th GRADE VISUAL IMPAIRMENT STUDENTS AT SLBA BARTEMEUS MANADO

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Abstract: The purpose of this study was to learn and explain English language teaching and learning for students with visual impairments in SLBA BARTEMEUS MANADO. This was a case study, and the approach used in this study was a qualitative approach, which produces descriptive data in the form of words written or spoken about the individuals and behaviours that may be observed. For this study, the researcher employed two methods of data gathering. The study's findings included English language instruction and learning for visually impaired students in the XI grade at SLBA BARTEMEUS MANADO. This viewpoint is supported by various indicators, including: 1) In teaching and learning English, a variety of approaches, methods, techniques, and learning media are used; they include cognitive and communicative approaches, grammar translation methods, audiolingual methods, discussion methods, and Q&A methods. All of these are customized to the English lesson materials. In addition to this, a method for translating words and sentences was used, along with the best possible audio—a conversation, music, and dialogue—that the pupils could hear. and supported by suitable media, including songs, reglets, styluses, braille English textbooks, and reglets. Jaws software, a tape recorder, and Perkins Braille. 2) Obstacles and strategies for teaching and learning English in SLB-A BARTEMEUS MANADO was created by both the teacher and the pupils, and the obstacles are made up of two types: both external and internal factors. Kids' low internal motivation and lack of confidence led to internal. The external component resulted from English education rather than special educational requirements.

Keywords: *English language teaching and learning. Students with visual impairment, Problems*

INTRODUCTION

“Every citizen has the right to education. Education is about more than just learning how to teach; in order to meet the demand for education, it is impossible to separate the elements that pertain to the efficiency and execution of an educational process. Because the failure to fulfill one component of education will result in

educational gaps" (Umar et.al, 2005). Education for Children with Special Needs, or CSN, has just begun to expand. This is evident in a few of the schools that are set up to meet the academic requirements of kids with special needs. However, the number of CSNs did not always match the number of schools because CSN learning was inadequate.

Concerning the educational needs of persons with physical or mental disabilities, the government has enacted many regulations in accordance with *Undang Undang Dasar 1945 Pasal 30 Ayat 1.2*, *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab III Pasal 4 Ayat 1.2* and *Undang-Undang No. 4 Tahun 1997 tentang Disabilitas*. According to one article of the Law, every disabled individuals are entitled to education of all levels of education. It is important to recognize that the fulfilment of education is not only from the side of the disabled acceptable to enter an educational institution, but also from how the institution is able to adapt the demands of the disabled, which is crucial in completing the educational rights of disabled individuals.

The problem that researcher mention above are: (1) Visual impairment students are having difficulty to learning process. (2) Teacher have difficulties in teaching visual impairment student with the current techniques and methods. (3) Techniques and methods that the teacher are using needs to be updated so it can be more efficient and effective.

(1) To comprehend the methodology, methods, techniques, and media used by the teacher in SLB-A Bartemeus Manado's English teaching and learning program for students with visual impairments is the main goal of this research. (2) Being aware of the difficulties and strategies for overcoming them when teaching and learning English to visually impaired students at SLB-A Bartemeus Manado. (3) To know the development of ability in learning learning process after given the following approach, methods, technique and media for the visual impairments students at XI grade of SLB-A Bartemeus Manado.

Researchers and individuals working in the field of education who are interested in effective and efficient teaching approaches, methods, and techniques as well as media and the challenges that visually impaired students have when learning and teaching English are likely to benefit from this study's content. The following are the

benefits of conducting this research, which in the future will be helpful to educators, students with visual impairments, schools, and researchers:

1. The teacher can acquire and implement effective teaching strategies and act as a resource for other educators in creating new strategies for teaching English to students with visual impairments, primarily in special education settings.
2. The children will receive a proper education in English learning so that they may learn the language without difficulty and avoid future issues, and they will be driven to compete with other students.
3. Researchers hope that following method that will be given to students with visual impairments will significantly increase their learning ability.

This study is designed to be a reflection of the learning process in SLB-A Bartemeus Manado for schools. Furthermore, as a guide for assessing English proficiency among students with visual impairment. It is the best method for bringing about change in English instruction and can also raise the standard of English instruction and learning. This research was limited to interaction between students and teachers grade 11th especially standard in teaching visual impairment students especially the special treatment and teaching method that teacher uses, implementing and their difficulty to implementing those method.

RESEARCH METHOD

Research Design

This study was a case study. A "unitary system" is the subject of the case study. This unity can take the form of programs, activities, events, or a group of people who are related by geography, time, or a common bond. A case study is a type of research. (M. Djunaidi et.al, 2014)

Population and Sample

The population of this research are the students and teacher of SLB-A Bartemeus Manado and the sample are taken from one class in 11th grade which consists of around 3 students and the English teacher in the school.

Data Collection

The data for this research are collected through observation and interview. The observation was carried out through observation and recording of the object under investigation, followed by the recording required to get the corresponding data to the research, while the interviews simply took a guideline that lists the things that would be requested.

Data Analysis

This research uses descriptive qualitative data analysis. According to Miles and Huberman, qualitative data analysis involves the use of words that are always arranged in an enlarged text or described. At the moment of interpreting data analysis and giving meaning to the data acquired (M. Djunaidi, Ghony & Fauzan, Almanshur, 2014, p. 306). Descriptive qualitative data consists of: **Data reduction**: *the process of summarizing, selecting the key elements, and concentrating on what is crucial to ensure that no information is not relevant. Data Display*: *used to confirm the accuracy of the data and to respond to each categorization that is made. It also serves as a reference for taking action based on comprehension of the case. Drawing and verifying conclusions*: *used to consider what the data being analyzed means and to double check or verify these emerging conclusions (Miles & Huberman, 1992).*

FINDINGS AND DISCUSSION

The Problems of Learning English for 11th Grade Visual Impairment Students at SLB-A Bartemeus Manado

This research offered "The Problems of Learning English in SLB-A Bartemeus Manado" in the form of a description. This research's data was gathered through interviews and observation. The conclusions of this study were derived from the formulation of the problem, which relates to the research questions, and the problem of learning English in SLB-A Bartemeus Manado, which covers learning approaches, methods, and techniques, learning media, as well as development and barriers in the teaching and learning of the English language.

Based on observations made by the researcher from May 15th to June 2nd 2023 with teacher of SLB-A Bartemeus Manado about the teacher's approach to teaching and learning activity in the classroom, the researcher could tell that the students enjoyed the English class because of their positive attitudes and attentiveness to what they were studying. Based on how the teacher delivered the lessons in the classroom, the researcher can conclude that the teacher use a cognitive and communicative strategy in the teaching of English subject matter, employing the grammar translation method, audio lingual method, discussion, and question and answer. Furthermore, students appeared to be enjoying and feeling at ease with learning a new language. As a result, teacher supply vocabulary as well as translation for students' simple recollection.

From the researcher's observation of both participants (students and teacher) and non-participants (the researcher), the teacher's technique required the researcher to interact with kids and teenagers. Non-participant approaches don't require participation; they just observe from the outside. Observations done both inside and outside of school hours when students are learning. Based on the findings from interviews conducted by the researcher with the English teacher at SLB-A Bartemeus Manado on approaches to In order to meet the teaching and learning objectives for English, it was determined that the methods and techniques used in the explanation of the materials, along with their suitability, were crucial to take into account.

After conducting interviews and observations with the English teacher at SLB-A Bartemeus Manado, they said that: *"In addition to teaching the material in English, a teacher should be able to get students interested in practicing what they have learned, particularly when it comes to speaking."*

This English teacher at SLB-A Bartemeus Manado frequently applies a variety of strategies and tactics in explaining subject matter. The strategies that were most frequently employed were the question-and-answer formats, audiolingual method, debate, and grammar translation method (GTM). While the method that was used was dictation (sentence) of the sentences without writing them on the whiteboard or blackboard was typically employed, the teacher would speak the letters (spelling) so that pupils could easily write it. Educators can feel more competent in the classroom

by understanding the distinction between regular alphabet letters and letters for those who are blind or visually impaired, this will maximize student hearing. The teacher said that: *"The method used should fit the resources, infrastructure, and educational instruments. It should also fit the circumstances, taking into account the state of the classroom, the teacher's and the students' personal lives."*

According to the English subject teacher, the usage of the grammar translation method, or GTM, is particularly appropriate for the students in class XI SLB-A Bartemeus Manado because it requires students to comprehend the meaning of the words and sentences used in English instruction. The teacher used the word translation approach while using the GTM method. Writing in English or Grammar was favoured, along with paying attention to the context of the appropriate sentence in accordance with grammatical rules. Thus, teacher use this strategy in both teaching and learning.

Because the media is a key tool for distributing educational information, its presence in teaching and learning activities had significant significance. According to the interviews and observations the researcher conducted with the English teacher at SLB-A Bartemeus Manado, they claimed that the learning resources used by teachers were still in a basic context like audio or English songs because it wasn't possible for them to use visual media like images etc. As a result, the teacher solely concentrated on entertaining methods and made students more creative in order to prevent boredom in the classroom. Additionally, the teacher allowed students to use laptops as a form of learning, allowing them to use screen reader software and applications that are typically used by those with visual impairments. The screen reader software, commonly known as JAWS (Jaws Access with Speech), which is installed on PCs running the Windows operating system, is what makes them unique in general.

According to observations, there are two types of challenges to learning English at SLB-A Bartemeus Manado: internal and external. Internal challenges are those faced by the numerous students who have varying levels of ability to learn, while external challenges are those that are beyond the control of the school. Due to the teacher's limited background in special needs education and the limited resources used to support the English education teaching process, the teacher's competence in handling children with special needs is limited from the outside. Additionally, the

teacher's method of instruction was largely conventional. By overcoming the current challenges, English teachers have a better awareness of the traits of students with special needs, particularly those who are visually impaired, and are better able to teach English as a second language. Additionally, teachers work to encourage students not to give up easily in the face of obstacles, boosting their confidence in their ability to retain the lesson.

According to the findings of research on English teaching and learning at SLB-A Bartemeus Manado, English learning there can be deemed to be good due to the planning of learning English, using the syllabus and curriculum, and using a variety of methods. A good approach is used, there are complete braille textbooks, student activities, teacher-led fluent learning, and the implementation of an ideal evaluation, all of which are tailored to the needs of the students. No method is flawless, though; there inevitably are both obvious and subtle flaws.

Based on the findings of the study that the English teacher at SLB-A Bartemeus Manado quite thoroughly conducted on the learning approach, the teacher in practice used strategies that should be appropriate and meet the needs of students with special needs who are visually impaired, but of course must be adapted to the material presented. English material is constantly in contact with daily life/activities and grammatical rules. The cognitive approach and communicative approach are used in the SLB-A Bartemeus Manado English learning approach. According to learning theory, the grammar translation technique, the audiolingual method, and other methods are used in conjunction with cognitive and communicative approaches for learning English. Because the students were given the opportunity to respond to the teacher's questions, by employing a cognitive approach, their existing knowledge will be expanded. While employing a communicative strategy will help students become more comfortable speaking and engaging in classroom discussion in English.

One of the numerous elements that encourages the use of learning methods and techniques in the teaching and learning of English at SLB-A Bartemeus Manado is the methods and techniques that instructors employ when they instruct. Every time there is a learning activity, methods and techniques are unquestionably used to achieve the goal. Methods in learning are one unity that cannot be separated in learning activities. When teaching and learning, it is very helpful to use a variety of

methods that are appropriate for the material being covered in order to get the best possible results. The research indicates that the teaching strategies employed by the teachers in SLB-A Bartemeus Manado for English instruction and learning were effective. This is demonstrated by the use of a wide range of learning techniques. By utilizing these techniques, teaching can become less boring for both the teacher and the students. This is in line with the conventional theory of understanding, which states that "learning is defined as an aid to students whose intellectual and skill capacities are limited." The primary component of learning is the events that children go through in order for the learning process to take place. (H. Douglas Brown, 2001), Consequently, it is possible to lessen or even completely eradicate student boredom during the English teaching and learning process. When it comes to adapting their teaching style to the course materials, SLB-A Bartemeus Manado, an English teacher, uses a variety of methods, including discussion, audiolingual learning, grammar translation, and Q&A. The Grammar Translation Method (GTM), Community Language Learning (CLL), Direct Method (DM), Audiolingual Method, Suggestopedia, Silent Way, and Total Physical Response are some of the commonly used methods for learning English (H. Douglas Brown, 2001).

The implementation of the English teaching and learning process in SLB-A Bartemeus Manado makes sufficient use of learning resources based on research findings, media, and tools. It is evident in the manual and electronic learning tools and media used in the process. Because of their impaired or non-existent vision, students with visual impairment must use specific learning media that can only be accessed through hearing or touching. This can be seen by the fact that SLB-A Bartemeus Manado has some medium and English learning resources available, such as Braille textbooks, Perkins braille, audio aids like tape recorders, and manual braille letter tools like the Reglette and stylus (pen). This is consistent with the theory of learning aids for blind students, which includes Braille perkins, cassettes, manual stationery, and reading boards (knobs), Reglete, and Stylus (pens). (Mashoedah, 2017). Although SLB-A Bartemeus Manado has plenty of media, it still feels inadequate because English is not the only subject covered by the tools and media in the school. Teachers can still overcome this, though, if they put in the effort.

It can be seen that there are two aspects of internal and external factors that present challenges for both teachers and students when teaching and learning English in SLB-A Bartemeus Manado, while the solutions used to overcome these challenges are generally effective. The teacher made a compromise to increase their teaching proficiency by learning about the personalities of students with special needs or students with visual impairments. The students' efforts served to boost their self-assurance so they could continue to take part in the teaching and learning process at SLB-A Bartemeus Manado, despite the challenges they faced, primarily related to the visual disturbance. Thus, grammar translation, audiolingual method, question-and-answer sessions, and discussion are the methods employed, and the teaching and learning approaches are cognitive and communicative. Manual tools like a reglet and stylus are frequently used in teaching and learning, while more contemporary tools like computers, music, audio, and Jaws are frequently used by students to check their pronunciation.

When using the traditional method rather than the modern method student tend to hard to understand such as in writing and speaking because the lack of module and solution to their current problem, but when using the modern method such as computers, music, more audible audio it tends to make them more developing in many certain ways including grammar skills, such as pronunciation because the modern method is more friendly and more fun to them in many different ways, these student is a special one that need more attention in their education, their development in using modern method that imply more updated technique is proven to be more effective in class rather than traditional method using modern method according to the interview that researcher conduct give a lot of positive feedback from the student, they say that the lesson is more enjoyable and fun, makes them more comfortable and can absorb as many as they can in learning processes, rather than that during the research these students has develop more faster that can be seen in speaking, writing, listening and grammar skills.

In the interview with the teacher onthe last day at the school, their development in class is amazing, the teacher said:

"When using More Modern method to teach these students their adaptation to the method is surprisingly fast, it encourage them to learn more and absorb many of the material given because it was fun and entertaining for them, also comfortable play a big role in the success in this method"

Using modern method also solving the old problem when teaching these students such as lack of concentration, joy, and spirit to learn because the modern method implying the feel of joy, entertaining and to not push the students too far.

CONCLUSION

A wide range of approaches, techniques, and learning media are used in the implementation of English teaching and learning. These include approaches that combine cognitive and communicative learning, approaches that use grammar translation, audiolingual learning, discussion, and Q&A methods, and approaches that use grammar translation. These are reinforced by methods for translating words and sentences and by playing audio (songs, dialogues, and conversations) that the students can hear the best, and being supported by adequate media and a respectable communicative and cognitive learning approach in accordance with the material presented. So that teacher's and students' activities appear lively, including learning procedures such as pre-activity, while-activity, and post-activity.

Difficulties experienced in overcoming hurdles in the process of teaching and studying English at SLBA BARTEMEUS MANADO by students and teacher, Students' difficulties stem primarily from a lack of confidence and acceptable drive. While the English subject teacher face challenges due to a lack of knowledge about dealing with visually impaired children, this is due to the teacher's educational experience being limited to English education rather than extraordinary special needs education. Teacher's motivation is used to boost students' self-confidence. While the adaptations that teachers made to increase their capacity to teach English to impaired students included learning and gaining knowledge about the handling and learning of impaired students through books and other sources, the internet, and experience.

The use of modern methods is really good for visual impairment students because it has a greater impact on the learning processes than the traditional method, implying that the modern method makes the student more comfortable and

enjoy the lesson rather than the traditional method, which frequently leads to boredom in class. Modern methods also provide a more vast and reliable method that has many variations to make the teaching more and more effective in every aspect of English teaching for students with visual impairments. Furthermore, modern methods are more effective than traditional methods in Listening and Writing.

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