The Implementation of English Teaching Strategies and Teaching Media for Visual and Physical Impairment Students of Junior and Senior High School Students at SLB-AD Wantuwirawan

A GRADUATING PAPER

Submitted to the Board of Examiner In Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd.) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By
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2016
DECLARATION

“In the name of Allah the Most Gracious and the most Merciful”

The writer here by state that this graduating paper entitled “The Implementation of English Teaching Strategies and Teaching Media for Visual and Physical Impairment Students of Junior and Senior High School Students at SLB Wantuwarawan” is made by the writer.

The writer fully aware that has quoted some statements and ideas from various sources and the properly acknowledged in the paper. The writer produced it independently except for the guidance and suggestion of the Research Counselor. From the statement above, the writer ready to accept any judgments if it is found there is scientific ethic contrary in this paper or their claim from another side toward the original work.

In addition, the writer really hopes that this declaration can be understood for all human being.

Salatiga, 05 September 2016

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ATTENTIVE COUNSELOR’S NOTE
Case: Latifatul Auliana’s Graduating Paper

Salatiga, 05 September 2016

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Latifatul Auliana’s graduating paper entitled “THE IMPLEMENTATION OF ENGLISH TEACHING STRATEGIES AND TEACHING MEDIA FOR VISUAL AND PHYSICAL IMPAIRMENT STUDENTS OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS AT SLB-AD WANTUWIRAWAN”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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A GRADUATING PAPER

THE IMPLEMENTATION OF ENGLISH TEACHING STRATEGIES AND TEACHING MEDIA FOR VISUAL AND PHYSICAL IMPAIRMENT STUDENTS OF JUNIOR AND SENIOR HIGH SCHOOL AT SLB-AD WANTUWIRAWAN

WRITTEN BY:

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DEDICATION

This graduating paper is whole intended dedicated for:

1. My beloved parents
2. My beloved brothers (Rifky and Dika)
3. All of my great family
ACKNOWLEDGEMENTS

Assalamu’alaikum wr. wb,

First and the foremost, Alhamdulillahi robbil’alamin, the writer wants to express her highest gratitude to Allah SWT, who always shows her what is best for her and who always teaches her how to be calm in dealing with obstacles and difficulties. Because of his bless, the writer could complete this research as one of the requirements for getting the Degree of Sarjana Pendidikan (S. Pd.) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga in 2016. Peace and solution always be given to our last prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this success would not be achieved without support from individual, people and institution. For all guidance, the writer would like thanks to:

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The writer realizes that this final paper is far from being perfect. Hopefully, the writer wished this paper will be useful for everyone.

Wassalamu’alaikum Wr. Wb.

Salatiga, 05 September 2016

The writer

[Signature]

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ABSTRACT


This research is intended to find the right strategy and media for teaching students with visual and physical impairment. This research answered the main questions, (1) What are the teaching strategy and the teaching media used in teaching English for the junior high school and senior high school of visual impairment students and physical impairment students at SLB-AD WantuWirawan? (2) How are the implementations of strategies and the teaching media in teaching English for the junior high school and senior high school of visual impairment students and physical impairment students at SLB-AD WantuWirawan?

In conducting the research, the researcher conducted an interview and documentation to the subjects to answer the main question. (1) In the first grade and second grade of junior high school, the teacher uses Audio-Lingual Method as the strategy because they class almost has same characteristics. In the third grade of high school, the teacher had change the strategy into Cooperative Language Learning because the classroom is be able to put into group. In the second grade of senior high school, the teacher uses Suggestopedia because the only student in the class is very open minded. The third grade of senior high school, the teacher back to use Cooperative Language Learning because the classroom consists a group of students. (2) The implementation of each strategy of course is different from the other. Each different class will get different implementation base on the strategy that the teacher used. And also each strategy has its own supporting factors and obstructing factors.

Keywords: Teaching Strategy, Visual Impairment Students, Physical Impairment Students.
CHAPTER I
INTRODUCTION

This chapter focuses on giving explanation of the research. It presents background of the research that discusses the use of teaching strategies and teaching media, especially for blind students or students with visual impairment of learning English.

A. Background of the Study

From the beginning of life, brain has been the first major of body part to create every step of human life. Such as how to act, how to speak, even how to think. Brain has the most important utility to every movement of the entire body. It can save so many things. Imagine from human birth time until their present time, how many things they have learned and also how many things they cannot remember. We used to call it losing memory. The writer believes we all ever felt sorry because we can not remember some of the memory we have. Some of them were worth to living with.

Education is a process when people learning to learn something to maximize their brain activity. Normally, after they were born, people’s brain automatically does their job to recognize their new life, so they can assimilate with the life they will walk on. Along with time goes, people realize that there are so many things in this world they want to know. Then, they give the brain command to process those entire things to satisfy their acknowledges. This process make the brain grow stronger each time they do some learning.
In addition, education has been very important issues for everyone. In every country, education has become an important asset to build a better country. The progress of a country can be seen from government’s concern of the educational advancement to the country. It can be a window of opportunity to prepare the foundation for society life-long prosperity. Some people believe, better education will lead people to the better future.

In Indonesia, since the independence in 1945, the government has been work really hard to improve their education’s quality. They were fighting for educational equal rights for everyone and solve every educational problem that impeding national prosperity. In many educational cases that become major attention for the government, education for students with disabilities is one of the most important things. Someone who needs more help to develop their knowledge called with someone who has special needs, and in a formal school they were called with disable students or students with physical and psychological difficulties.

Luckily, Indonesian government have made special curriculum for those who has special needs in education. It happens because of national expansion in many aspects such as economy, politics, government exchange where also exchange of the laws, culture and social also national and international alteration needs, the curriculum have been developed every time the alteration happened. The development of the curriculum of course is very influential to manage learning strategies.
From the explanation above, it is very clear that disable students or students with special needs including sight/visual impairment or blind students and physical impairment students have the same right of education as important as general students.

Indonesia’s government had set couple policies for the students with special need. For an example is the law no. 10 year 2011 section 3 subsection 1, that said ‘handling policy of children with special need including generally program, education, work skill training, health, children protection and participation.

How big it is the desirability of serving the government plan to the disable students but without a support from teachers, this plan will be difficult to achieve. That is the reason why teachers are very needed to find and improve the right strategies to educate these students. The uses of media also will very advocating the education path.

Many researchers tried to find ‘best’ strategies, methods and techniques to expect in education. Teaching strategy itself is implementation of learning activity including lesson plans and methods to achieve the goal of learning. Teaching strategies of course have an important role to be a part of successful education. With the exact strategy, teacher should be able to give the best learning experience for their students, so they can have the educational that is expected. Surely, teaching disable student is another different journey. Their need of special treatment made their learning also
different from normal educators. There are challenges for teachers who have this case.

Strategy is a plan. Every step that teacher took in their class is their responsibility. Implicate in strategy are learning purpose, people who engage in it, learning contents, learning process, supporting media and also learning models. There are many teaching strategy choices for teacher to use, but how do they now which one is the best for their students. As we know, the strategies of teaching are very influential to the learning success. A teacher has many factors to consider before they choose a strategy for their students. Some of them include faith from teachers and learners of the learning success, social situation and background from both teachers and learners, and also psychological matters. Teacher should be considering the impact of every step they took in learning process.

As a foreign language, even it has been consider as one of the important lessons in the country, English is still took second place in the society. Many students thought English as a direful course. This speculation refers to a question why English is still hard to accept by students in Indonesia? Researchers have tried to find the right answer for this question and have found options of the factors that influence success English learning. Then, if normal students have difficulties to accepted English as their must-subject, imagine how hard it can be for disable students. And yet, due to the educational equivalence, they can not to be left behind.
B. Limitation of the Problems

Based on the explanation above, this study will lead us to seek the mighty answer of the question. The writer felt important to understand more about these blind students and physical students, not only to know what they need or the barriers of their life, but more of it, this study will look for the strategies and the medias that used by teacher to teach these students at SLB-AD Wantuwirawan, especially the implementation of teaching strategies and teaching media of teaching English for blind students and physical students.

The problems that can be statement are:

1. What are the teaching strategy and the teaching media used in teaching English for the junior high school and senior high school of visual impairment students and physical impairment students at SLB-AD Wantuwirawan?

2. How are the implementations of strategies and the teaching media in teaching English for the junior high school and senior high school of visual impairment students and physical impairment students at SLB-AD Wantuwirawan?

C. Statement of the Study

The purpose of studying and understanding the implementation of teaching strategies and teaching media of teaching English for blind students and physical impairment students of the junior high school and senior high school students are:
1. Finding and describing of teaching strategy and teaching media used in teaching English for the junior high school and senior high school of visual impairment students and physical impairment students at SLB-AD Wantuwirawan.

2. Describing of the implementations of strategies and media of teaching English for the junior high school and senior high school of visual impairment students and physical impairment students at SLB-AD Wantuwirawan.

D. Benefits of the Research

The writer hopes that the result of this study will be:

1. Useful for the teaching matter, especially at teaching English and also helpful for the readers, colleague or public societies to more understand about teaching English’s’ strategies and media for of blind students and physical impairment students, what should be done and how to do it.

2. Able to increase of educational quality and give theoretical contributions in the educational worlds, especially that related to teaching English for blind students and physical impairment students.

3. Addition of knowledge for studied about education, and also about the strategies and media of teaching English at special schools for students with special needs.

4. A feature for researcher to direct the intellectual and implementation of knowledge that had been accepted.
5. For the writer itself, this result can give more knowledge and comprehension about the strategies and the media to teach English for of blind students and physical impairment students.

E. **Definition of the Key Terms**

   In this study, there are several terms that need to be confirmation to help the understanding of the study material:

1. **Implementation** is the realization of an application, or execution of a plan and idea with the result that extending an impact.

2. **Teaching strategies** are every patterns that intentionally be planed and decided by teacher to make a classroom interactive in a learning, also an act where teachers should be able to predict the process and the result of learning, so they can evaluate their learning.

3. **Media** are tools that used by teachers as a helping instruments to gather more connection between students, teachers and the studying material.

4. **Blind students** are students that have visual or sight impairment with full or half blindness.

5. **Physical impairment students** are students that generally have body or physical incapacity to use the body function as in a normal condition.

6. **Education for disable students** are distribution of learning for students who have disabilities including physical and psychological those given
in executing governments’ order concerning of educational equivalence for all children in Indonesia.

F. **Outline of the Graduating Paper**

To make easier for the readers to understand the contents of the graduating paper, the writer decide to organize this paper into five chapters.

Chapter I of this study discusses about the background of the study. Including the background of problem in this study, consolidation of the problem comprehension, statement of problem, questions that have to be answered, purpose of the study, benefits of the study, study method, definition of key term and the last is outline of graduating paper.

Chapter II provides information about the students with visual impairment and physical impairment and how to identifying them. In this chapter also will provide more information about teaching strategies and teaching media. It will be clearer about the several of teaching strategies including the application of the strategies and the important factors that should be pay more attention before applying the strategies. In this chapter, the writer also will provide information about the media that used to help teaching for both kinds of students.

Chapter III discusses about research methodology. It explains the research approach that is used in this research and the reason why the writer uses interview and observation as the way to collect the data. Comprehensive explanation are split into research approach, type of
research, research subject, research variable, data collection, research instrument, data analysis, and assuming.

Chapter IV consists of research findings and discussion, reports the findings and discussion which are obtained from all collected data from both observation and interview. This chapter is aimed to give detailed information of the English teaching strategies and teaching media that used in SLB-AD Wantuwrawan and finding the supporting and obstructing factors of the strategy. From the discussion, the writer is able to draw the conclusion of the research.

Chapter V or the past part of this outline is closure that consists of conclusion and suggestion for the development of the teaching strategies and media, especially for blind students and physical impairment students.
CHAPTER II

RESEARCH THEORIES

A. Identifying Physical Impairment Students and Blind or Visual Impairment Students

Students with special needs are some children who need special treatment for the education of their life. Those children significantly have devastation in physical, psychological, social and also emotional in the process of growing up and personal development.

The understanding of students with disabilities has been developing as culture progression. Formerly, children or even people with disabilities used to called as handicap or deformity, but now when comprehension of students with disabilities are increasing, the thoughts of them become softer and humanly.

Some children are easily identifying as candidates for special needs from their medical history. They may have been diagnosing with a genetic condition that is associating with mental retardation, may have various forms of brain damage, may have a developmental disorder, may have visual or hearing disabilities, or other disabilities. (Mahmoud, 2015: 8).

1) Physical Impairment

Quoted from Kirk, Green (2014: 117) write down that —

Significant limitation, impairment, or delay in physical capacity to move, coordinate actions, or perform physical activities, exhibiting by
difficulties in one or more of the following areas: physical and motor tasks, independent movement, performing basic life functions. The term shall include severe orthopedic impairments or impairments cause by congenital anomaly, cerebral palsy, amputations, and fractures if such impairment adversely affects a student's educational performance.

Still in the same page, Green also explains that there are two categories can be dividing into two main areas: (a) Neuro-motor impairments and (b) Muscular/Skeletal conditions.

**Neuromotor Impairments.** These conditions arise from damage afflicted to the central nervous system (CNS), which includes both the brain and spinal cord. Depending of the severity of the damage we can see a variety of ability of movement. Limited movement by muscles and their control can adversely affect school participation, engagement and task completion. Individuals with these conditions may have minor to significant ability to control their movements through the use of specific devices which help them become more independent allowing for talking, walking and writing. *Muscular dystrophy* also exists at lower prevalence levels while conditions such as Multiple Sclerosis are quite rare in children.

2) Blind or Visual Impairment

When considering the various representations of disabilities within a classroom, teachers often struggle to provide adequate instruction for students with visual impairments. Students with low vision, blindness, or other visual impairments must find ways to compensate for their respective limitation.

Quoted from Center for Disease Control in 2013, Green (2014: 144), again write that ailments must be acknowledge and effectively
address within today’s classroom. Within children, vision loss can be caused by damage or injury to the eye, incorrect shaping of the eye, or issues within the brain. The most common eye disorders include refractive errors including myopia (near-sightedness), hyperopic (far-sightedness) and astigmatism.

B. Definition of Teaching Strategies.

There are many ways to define strategy. Word of strategy not only been using in education major, but also in other things. For example in the military world, strategy is a way to use every possibility ways to win a battle. Before deciding one strategy, usually soldiers will consider the strength quality and quantity. Then, they will decide techniques, tactics and times. In educational world, strategy is a plan that consist design activities to achieve educational purpose. Including in the strategy are methods, a variety of resources, instruments, and also arranging every step in the learning process.

There are several premises about the definition of strategy in educational world. Teaching strategies are steps, which is something that can give facilities or help to learners or students to achieve educational purpose.

Follow the explanation of several definitions of teaching strategies, inferential that teaching strategies are ways that teacher uses to extend learning course, so it will be easier for students to accept and understand the learning course.
There are several concepts that need to understand that relating to education, which are strategies, methods and techniques. People usually think that the three of those concepts are same, but turn out the three of those concepts essentially different.

In every situation, teaching process oftentimes used to explain every ways, steps and approaches that used by teacher to achieve the learning or educational purpose. For someone who does not know, the word of strategy, method and technique used with intention of same meaning, even though they are so different.

In general an approach or a strategy is viewing as an over all theory about learning language, which then lends itself to “approaching” language teaching and learning in a certain manner. A method is of ten views as a series of procedures or activities use to teach language in a certain way. A technique is usually seen as one activity or procedure used within a plan for teaching. The reality is, however, that language teaching professionals of ten find them selves in disagreement over these terms. Depending on how one is defining the term and the circumstances in which the term is being use, an approach may be come a method or a method may be come a technique. (Norland, 2006: x)

When we back to the beginning of the definition of teaching strategies, we can summarize that teachings strategies should contains both methods and techniques strategies when the learning process is going on. In
other word teaching strategies have larger meaning than methods or techniques and both of teaching methods and techniques are part of teaching strategies.

C. **Teaching Strategies Components**

According to Hamruni (2011), there are 10 components that need to be in the teaching strategies. Those components are condition where teaching strategies can be creating.

1. **Teacher.** In the part of teaching strategies, teacher is holding the most important part, because teacher is the one who take lot of role. Teacher takes full control of the classroom, from the beginning when they arrange plans for the class until the end of class when they will be able to see the result of their strategies. Teacher also takes the responsibility for the successful class so that students will get some expectable result.

2. **Students.** Students are the component who do the learn thing to develop their potential into reality to gain educational purpose.

3. **Purpose.** This is the basic thing of teaching strategies that become the base to decide the learning strategy, course, media and evaluation.

4. **Course or lesson.** This is the media to obtain educational purpose that organized as course which systematically and dynamically arranged as the purpose of educational and knowledge advance development and society’s demand.

5. **Learning activity.** In order to educational purpose can be optimally achieved, so as to decide teaching strategies need to be formulated. Such as the learning activity’s component should be match with learning process standard.

6. **Methods.** This is a way that used to gain the educational purposes that have given.

7. **Tools or instruments.** Those are everything that might need to help the learning process, so it can lead to the educational purpose.

8. **Learning resources.** Everything that can be used as a place where learning source can be gotten.

9. **Evaluation.** This component has function to know if the educational purpose that had decided is achieved or not.
10. Situations or surroundings. Situations are really influence teacher in order to decide teaching strategy.

Those components are very important in teaching-learning activities for inside or outside class.

D. Types of Teaching Strategies

In the book of ‘A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Language’ from Norland is entering the strategies and the methods of teaching English into approaches. In general, in this book an approach is viewing as an overall theory about learning language.

Norland (2006: x) said depending on how one is defining the term and the circumstances in which the term is being use, an approach may become a method or a method may be come a technique. For this reason, they have decided to use approaches to describe all the ways of language teaching they present in their book. So, it well-define that in their book, they consider approach has the same meaning as strategy.

The types of teaching approach from the book it self are:

1. Historical Approach

a) Audio-lingual Method

   English Skill Level: Beginning to Intermediate

   Grade Level: Elementary to Adult (although older adults may find the quick recall difficult)

   Background
The audio-lingual method (ALM) was developed during World War II in reaction to approaches that did not adequately develop speaking skills. ALM was strongly influenced by ideas from behavioral psychology that led to the belief that language was a system of habits that could be taught by reinforcing correct responses and punishing incorrect responses. (Norland, 2006: 2)

**Strategy**

1. The teacher orally presents a phrase to the students.
2. Students are then asked to repeat the phrase quickly.
3. If a student pronounces the phrase correctly and grammatically, the student is praised. Students who do not say it correctly are asked to repeat until they can say it correctly.
4. The teacher modifies the phrase by changing a word in the phrase.
5. Students continue with drills in which they try to say the phrase quickly and accurately with various modifications.

**Applications and examples**

Teaching Simple Present Tense

1. The teacher presents the simple present tense forms of a verb (or verbs) such as “like.”
2. The teacher says, “I like, he likes (emphasizing the ending “s”), she likes, it likes, we like, you like, they like.” The teacher may also add, “John likes, my mother likes,” etc.
3. Students repeat chorally, “I like, he likes, she likes, it likes, we like, you like, they like.”

4. The teacher then says the sentence “I like coffee.” Then the teacher cues an individual student with the word “he.” The student is expected to respond with “He likes coffee.” If the response is incorrect, the student is corrected and asked to try again until he or she can say the sentence correctly. The teacher cues other students with other subjects, so that a replacement drill occurs rapidly around the room.

**Strengths**

1. Controlled drills may encourage shy students to speak.

2. Because ALM lessons and drills tend to go very quickly, they may help create a sense of fluency for some students.

**Weaknesses**

1. Students who need the written word to reinforce their speaking and listening may find “pure” ALM very confusing.

2. ALM frequently uses no authentic language.

3. Some students may be unable to make the transition from controlled drills to more open-ended and creative language use.

Although aspects of this method, such as drills in the beginning stages of language learning, continue to be used, most language educators now realize that language is more complex than mere mimicking. (Norland, 2006: 2)
b) Direct Methods

**English Skill Level**: Advanced Beginning to Advanced

**Grade Level**: Upper Elementary to Adult

**Background**

The basis of this method was developed in Europe by Francois Gouin in the 1880s. His premise was that it was best to learn other language by listening to it and speaking it just as children do instead of learning a set of grammar rules and vocabulary lists. The goal of this method is to teach students, usually adults, how to converse in every day situations in other language. From this idea developed the direct method as an antithesis to the grammar translation approach. (Norland, 2006: 5)

**Strategy**

This method of ten develops around a set of pictures that portrays life in the country of the target language. From the beginning, students are taught, and must respond, in the target language. Besides pictures, realia and simple actions are used to get across meaning. A lesson of ten focuses around question and answer dialogues. Correct pronunciation is also emphasized, but correct structure is not. Students may also read passages for in formation about the target culture. Teachers may ask questions about the reading to check comprehension, but it is never translated.
1. The teacher shows a set of pictures that of ten portray life in the country of the target language.

2. The teacher describes the picture in the target language.

3. The teacher asks questions in the target language about the picture.

4. Students answer the questions as best they can use the target language. Pronunciation is corrected, but grammatical structure is not.

5. Students may also read a passage in the target language.

6. The teacher asks questions in the target language about the reading.

   Students answer questions as best they can use the target language.

Applications and Examples

1. The teacher shows a picture of a beach in Florida. (Tourist posters work well for this.)

2. The teacher describes the picture: “There is a beautiful beach in Miami. It is near the ocean. There are some people on the beach. They are wearing bathing suits. The woman is wearing a hat. The man is swimming. The children are building a sand castle. There is a man selling ice cream.

   The children want to buy some ice cream. Their father will buy them some ice cream.” The teacher may also use realia and other material to help students understand the vocabulary.

3. Students are asked questions such as: Where is the beach? What are the people wearing? What is the woman wearing? What is the man
doing? What are the children doing? What is the man selling? What do the children want? Who will buy them ice cream?

4. Students give the answers. The teacher corrects pronunciation but is not overly concerned about grammatical correctness. The main goal is that students are communicative.

**Strengths**

1. This is a quick way for students to learn basic conversation skills.

2. This teaching method is helpful to teachers who do not know their students’ first language (L1).

**Weaknesses**

1. Some students may be overwhelmed with out access to their first language.

2. Higher order discourse is not likely to be learned through this method.

3. Not appropriate for learning academic literacy skills.

Although this method’s initial insistence on using only the second language (L2) in the classroom as well as its lack of activities to develop reading and writing prevented it from being accepted in public education, it has, with modifications, influenced some contemporary approaches such as communicative language teaching, the natural approach, and total physical response. (Norland, 2006: 5)

c) Grammar-based approach

**English Skill Level:** Advanced Beginning to Advanced
Grade Level: Upper Elementary to Adult

Background

Grammar-based approaches to language learning have been used since ancient times. The most well known of historical grammar-based approaches is the grammar-translation method in which students are presented a text and are asked to translate the text word for word. While translating, students’ attention is brought to the appropriate grammar points to be taught. (Norland, 2006: 7)

Strategy

1. The teacher presents the grammatical structure or rule.
2. Students practice of the structure.
3. Students use the structure in a holistic, authentic manner (in contemporary grammar-based approaches).

Applications and Examples

Teaching the Present Perfect Verb Tense

1. Students read a passage that makes use of the present perfect. Students are asked to recognize the present perfect. Students may also be asked why they think the present perfect is used in the reading.
2. The teacher then orally and visually explains the present perfect. One way to do this is to write the following on the board or overhead:
   a. How to make: subject + has/have + past participle
Example: He has done his homework over.
Example: They have visited Chicago several times.
b. When to use:
   For actions that began in the past and continue in the present.
   – I have lived in New York for five years.
   For repeated actions.
   – John has seen that movie five times.
   For an action that happened at an unspecified or unknown time.
   – She has already eaten lunch.
   For an action that was just completed.
   – Jane and George have just finished painting their house.

3. Students then do exercises to practice the tense. These exercises may be spoken or written exercises. Students may begin with exercises in which they only need to write in the correct form. Students may then do exercises practicing adverbs that of ten go with the present perfect such as recently, until now, and so far. In addition, they may practice exercises that ask them to recognize the difference between the simple present and the present perfect tense.

4. Students then do expansion and application exercises in which they practice writing or speaking about a topic that encourages them to make use of the present perfect. For example, students may write or speak about places they have visited or activities they have done since coming to the country they are in now.
Strengths

1. Students who are analytical learners may need to know the grammar to make sense of a language.
2. Students who have learned other languages through grammar-based approaches may find it easier to learn through this approach.
3. Students, especially older ones, may need to know some grammar to reproduce the language correctly.

Weaknesses

1. If grammar isn’t taught as part of a whole, students may find that they know the grammar rules but not how to use the language. It must be emphasized to students that grammar is a tool to help learn a language, not a means to an end.
2. Students may focus so much on grammar that they don’t learn the other aspects of language.
3. Students who are more holistic learners may find grammar lessons boring or even confusing.

Although the grammar-translation method has fallen out of favor mainly because of its inability to foster communicative ability, other types of grammar-based approaches are still in common use. (Norland, 2006: 7)

2. Solo Approach

a) Community Language Learning/Counseling-Learning

English Skill Level: Beginning to Intermediate
Grade Level: Elementary to Adult

Background

Quoted from Charles Curran, Norland said in her book that developed community language learning. Curran believed that students were often inhibited in learning a second language. In his method, teachers are viewed more as counselors and are expected to facilitate language learning as opposed to teaching it. Creating a humanistic learning community would lower students’ defenses and encourage open communication, thus allowing students to comprehend and absorb language more efficiently. (Norland, 2006: 12)

Strategy

1. Students sit in a small circle.
2. The teacher stands behind a student.
3. The student makes a statement or poses a question in his or her own language.
4. The teacher translates the statement or question into the language being learned.
5. The student repeats what the teacher said.
6. The new phrase is recorded on a tape recorder.
7. The procedure is repeated with other students until a short conversation is recorded.
8. Students take a tape home or copy written conversation from the board to study at home.
9. Direct instruction of grammar or vocabulary may take place from conversation.

Applications and Examples

Bedtime Routine

1. The teacher reads the story to the class. The class follows along with their own copies.

2. The teacher brings the class together in a circle.

3. The teacher chooses a student and stands behind him or her.

4. The teacher starts the activity by asking a question.

5. The student makes a statement about the story by answering the question.

6. The teacher repeats the statement the student made in English.

7. The student repeats the statement in English, while the teacher records it, either on audio or video cassette.

8. The teacher moves on to the next student, who is asked to respond to the story.

9. After all the students have had a turn at speaking, the teacher and students listen to the tape together and make a list of new vocabulary the students learned in both English and Nature Language.

10. Students take home both the tape and the written vocabulary from the board.

Strengths
1. CLL’s humanistic approach, which views students and teachers as a community, and thus the teacher as more facilitator than teacher, fits in nicely with current trends in education.

Weaknesses

1. CCL requires a number of conditions that may make it difficult to use in many situations. To be most effective, it requires teachers who are specifically trained in this method and also, ideally trained in counseling techniques.

2. CLL requires bilingual teachers and small, homogeneous classes.

This approach is an example of an affective approach. Affective approaches attempt to make students more emotionally comfortable within the classroom in the belief that if students are relaxed and open, they will be able to perform better. (Norland, 2006: 12)

b) Silent Way

**English Skill Level:** Beginning to Intermediate

**Grade Level:** Elementary to Adult

**Background**

The Silent Way, developed in the 1960s by Caleb Gattegno, is grounded in the belief that students should learn independently of the teacher. Gattegno proposed that students would learn better if they developed personal responsibility for their own learning. Thus, for much of the lesson, the teacher remains silent. Teaching is viewed as
subordinate to learning. Students are encouraged to work with one other to figure out meaning. (Norland, 2006: 14)

Strategy

1. The teacher introduces a discrete sound or structure by pointing at Silent Way charts or by using Cuisenaire rods to demonstrate a structure or grammar point.

2. Students then figure out what they are learning and reproduce the sound or structure.

3. Between activities or sessions, students may ask questions of the teacher.

4. The teacher then introduces another discrete sound or structure in the same manner.

5. Students again figure out the meaning and reproduce the sound or structure.

6. As time goes on, students are ideally able to combine discrete sounds and structures to create longer strings of language.

Strengths

1. Students are in an environment that encourages independence.

Weaknesses

1. Some students may need more teacher input than what is provided through this method.

2. Language is not learned as a whole nor is it authentic.

3. Teachers must have access to materials and to the system.
However, this approach alone is rarely used because it is not practical within the classroom, and students need and desire more teacher input. (Norland, 2006: 14)

c) Suggestopedia

**English Skill Level:** Beginning to Intermediate

**Grade Level:** Elementary to Adult (although adults who dislike background noise may find Suggestopedia frustrating)

**Background**

Suggestopedia was developed in the 1970s by Georgi Lozanov, a Bulgarian psychologist who contended that students have difficulty learning other language because of psychological barriers. He believed it is necessary to reach the students’ unconscious for the new language to be successfully absorbed. If these barriers are removed, then students would be successful. To remove such barriers, Lozanov suggested drama, art, physical exercise, psychotherapy, and yoga. (Norland, 2006: 15)

**Strategy**

1. Students sit in comfortable arm chairs in a semi circle to create a relaxed atmosphere.
2. The teacher reads or speaks a new text in harmony with the music.
3. Students read the text that has been translated into the target language at the same time as the teacher says it in the native language.
4. There is a period of silence.

5. Next, the teacher repeats the text while the students listen but do not look at the text.

6. At the end, students silently leave the class room.

7. Students are told to read the text quickly once before going to bed and once after getting up in the morning.

Strengths

1. Some of the relaxation methods, including background music, may be helpful to students.

Weaknesses

1. The method requires a class in which all the students share the same first language.

2. It does not address speaking and writing.

3. It is not communicative or creative.

4. The majority of language acquisition researchers feel that Suggestopedia does not work.

5. Few class rooms have comfortable arm chairs.

6. Some students may be bothered in stead of relaxed by background music.

He especially believed that playing music in the background during a class, particularly Baroque music, created a relaxed state of mind in the students leading to the ability to absorb large quantities of information. (Norland, 2006: 15)
3. Communicative Approach

a) Communicative Language Learning

**English Skill Level:** Beginning to Advanced

**Grade Level:** Elementary to Adult

**Background**

In Europe, this approach led initially to the institution of the notional-functional approach. In CLT, the goal of language teaching should not be translating and learning a set of rules but should be based on the goal of communicative competence. Communicative competence is most frequently defined as the ability to create meaning when interacting with others in the target language. (Norland, 2006: 18)

**Strategy**

Because CLT is such a broad orientation, it is difficult to give specific strategies. However, the broad guidelines are as follows:

1. Determine the communicative goals of the students.
2. Create situations and activities in which students produce authentic, meaningful, and contextualized communication.
3. Focus on accuracy only in as much as errors that would impede communication are corrected.

**Application and Example**

Presenting a Cultural Item to the Class
1. Students are asked what things or objects come to mind when they think of the country they are visiting. For example, if they are studying in the United States, they might say American football, rap music, hamburgers, or cowboy movies. The teacher writes these on the board as the students say them.

2. Students are asked to explain why they chose this particular object. Other students may also give their ideas on why this object represents the country they are visiting. Students may be asked if they agree or disagree.

3. Students are given the assignment for the next class period, when they are to bring in an object that represents an aspect of their culture. If they don’t have the object, they may bring a picture or a mock-up.

4. Students show the object to their classmates. They explain what the object is, what it is used for or how it is used, and in what way it represents their culture. Other students are encouraged to ask questions.

Strengths

1. Because the original impetus for this orientation was in reaction to grammar-based and audio-lingual approaches, the strength of CLT is that it creates a learning environment that closely replicates how students will use language in real-life situations.
That is, students participate in real, authentic, and interactive language use in the classroom.

Weaknesses

1. A caveat to this approach is that some practitioners may see communication as only oral/aural skills and may not put enough emphasis on the reading and writing skills that some students may need. Other caveat is that in an attempt to produce communicative skills quickly, accuracy may be overlooked or given little attention. Whether students will obtain that accuracy in time on their own continues to be an area of discussion in the ESOL field.

The focus in CLT is on communication in authentic situations. Since the 1970s, this approach has been expanded on and has come to play a central role in most contemporary language teaching situations. (Norland, 2006: 18)

b) Cooperative Language Learning/Collaborative Language Learning/Interactive Language Learning

English Skill Level: All

Grade Level: All

Background

An interactive approach refers to language learning that is authentic and genuine and takes place between two or more people, and cooperative learning is the most frequent application of this approach. The goal of an interactive approach such as cooperative
learning is to create meaningful learning experiences that will help students develop genuine fluency in an other language. Cooperative learning consists of groups of students working together in a cooperative, as opposed to competitive, manner to complete a task, an activity, or a project. While working together, the students have meaningful interaction with one other in the target language. (Norland, 2006: 21)

**Strategy**

1. To implement cooperative learning, the teacher must decide whether cooperative activities will help meet the goals of the class. The teacher must also decide which type of cooperative activity to use. Cooperative activities might include peer tutoring, jigsaw activities in which different members of the group have different information that they must put together to find the results, group projects in which students work together to accomplish a task, and group projects in which students work independently but come together to complete the task. Then the teacher decides on one of many cooperative techniques to use, such as games, role-play, drama, projects, interviews, information gap activities, or opinion exchange.

2. The teacher decides how to put the groups together. Teachers might do this by counting off; by placing students in mixed-proficiency, similar-proficiency, or different or same language
groups; or by allowing the students to choose their own partners. In general, the teacher should decide this ahead of time.

3. Once the teacher has decided on the cooperative activity, he or she explains to the group members what they will do. Sometimes each person in a group will be assigned a role such as recorder, leader, or negotiator. At times, it may also be necessary to model the technique and to explain why they will be working in groups. Then divide the class into groups.

4. Students begin, and the teacher checks with the groups to make sure that they understand what they are supposed to be doing. The teacher monitors the groups by walking around to make sure they stay on task if this is an in-class activity. He or she is also available to answer any questions or problems that may arise.

5. When the group is finished with its activity, which may take several minutes to several weeks depending on the activity, there should, in most cases, be a final product or discussion. Generally the final product, or parts of it, should be shared with the whole class. This might take the form of a formal presentation, a discussion, or a chance for everyone to ask questions.

Application and Example
Tall Tales Submitted by Megan Larsen, Luther College education student

1. This lesson is based on the book American Tall Tales by M. P. Osborne. Groups of students perform different tall tales for the class. The teacher enters the classroom dressed as a character from a tale from American Tall Tales and tells that tall tale to the class.

2. The students are placed in groups of four or five. They can choose their groups by picking a numbered card; all students with the same number combine to form a group.

3. Each group chooses a tall tale and reports to the teacher which they have chosen. The teacher provides a copy of that particular story to the group.

4. The groups read their stories aloud among themselves. Each group member will take a turn reading.

5. The members of the group make a list of the various characters in their tale. They then decide who will play each role and place that person’s name next to the characters. The characters do not necessarily have to be people; a group member could play a tornado or Babe the Blue Ox. This list should be turned in to the teacher.

6. The groups rehearse acting out their tale. Students use their own words to act out the tale, although they can use language similar
to that in the book. The teacher walks around the classroom helping groups and checking their progress.

7. After students have had a chance to rehearse, each group performs its tale for the class.

8. After each group has performed its tale, students write a journal entry on the various tall tales that were performed, as well as the specific tall tale their group performed. Students write about how they felt about working with their group to complete the final presentation and about what his or her personal role in the group. It can also include information that they have learned about tall tales so far.

Strengths

1. When students are interacting in groups, they are required to use authentic and fairly fluent communications skills, which prepare them for the actual communication skills they will need in real life.

Weakness

1. For group work to be successful, it must be carefully planned. A weakness in this method is that some teachers may just put students in groups without planning and find that the groups are not particularly successful. Some students may resist cooperative work if they do not understand the purpose.
Both cooperative and collaborative learning refer to students working together in a group toward a goal, but collaborative groupings may also refer to teachers and students, parents and students, students and the community, or the school and the family collaborating. (Norland, 2006: 21)

c) Experiential Language Teaching/Task-Based Teaching/Project-Based Teaching

**English Skill Level:** Advanced Beginning to Advanced

**Grade Level:** Elementary to Adult

**Background**

Experiential language teaching (ELT) initially grew out of educational and psychological the orgies proposing that a subject is learned best if students are involved in concrete, hands-on experiences with the subject. The American educator John Dewey was one advocate of the method. The belief is that students will learn better if they use the language as opposed to being passive receptors of artificial language. It is also thought that students will be able to analyze and discover their own information about the topic and language use as they are involved with tasks or projects. In language teaching, ELT creates situations in which students use their new language instead of just learning about it. (Norland, 2006: 25)

**Strategy**
1. The teacher identifies a task or activity that will help students learn the language needed in their particular context.

2. The teacher plans how the task should be implemented including any necessary language items that may need to be introduced or reviewed for the students to perform the task or activity.

3. The teacher explains the task to the students.

4. The students discuss the task and identify their roles.

5. The students do their task or activity.

6. The students perform or demonstrate what they have learned or accomplished.

**Examples and Applications**

If a student needs to know how to do a job interview in English, the following activities might be executed:

1. The student does an exercise in which he or she is asked to comprehend questions with question words such as what, where, how, who, when, and so on.

2. The student listens to examples of job interviews.

3. The student and teacher analyze the grammar, vocabulary, and discourse of the interviews.

4. The teacher or the students (or both together) create the dialogue for their own interview.

5. The students practice and then role play interviews.
Strength
1. Students are involved in actually using the language in authentic situations.

Weaknesses and Modifications
1. Experiential activities must be carefully thought out with their goals and pedagogical purposes kept in mind or experiential activities may end up having little or no educational value.

This method is seen as particularly well suited for use with children but is now being practiced with students of all ages in many learning situations. (Norland, 2006: 25)

d) National-Functional Approach

**English Skill Level**: Advanced Beginning to Advanced

**Grade Level**: Elementary to Adult

**Background**

The Council of Europe developed this approach in the 1970s to serve as a paradigm for language teaching in Europe. In this model, the content of what should be taught focuses on notions and functions as opposed to a grammar-based curriculum. Notions are content areas such as shopping, health, travel, personal identification, and so on. Functions are how we use language such as expressing opinions, asking for advice, apologizing, and so on. (Norland, 2006: 27)

**Strategy**

The following format is often used:
1. A dialogue focusing on certain functions and notions is presented.

2. Students practice the dialogue with classmates.

3. Students may create their own dialogues for role-playing.

4. Students may reinforce usage through assignments in which they choose or fill in the appropriate words in a written dialogue.

5. Students may expand on the previous tasks by going into the community and practicing “real-life” dialogues.

**Strengths**

1. Pragmatic, authentic use of language is emphasized.

2. The approach helps students to understand different registers of language.

**Weaknesses**

1. The approach can be too limited with little focus on academic or professional needs and skills.

   Concepts presented in this approach have been subsumed by experiential language teaching. (Norland, 2006: 27)

e) Total Physical Response (TPR)

   **English Skill Level:** Beginning to Intermediate

   **Grade Level:** Elementary to Adult (although method may need to be modified for secondary and adult English language learners)
Background

James Asher developed total physical response, frequently called TPR, in the 1960s and 1970s. He believed that learning new vocabulary in conjunction with corresponding motor activity would reinforce the learning of words and expressions especially in children, but he also advocated its use with adults. Active participation also keeps students interested. (Norland, 2006: 28)

Strategy

1. The teacher gives commands such as
   
   Open the door          Touch your nose          Draw a circle
   Close the window  Stand up, sit down      Draw a square

2. The student completes the action of the command.

3. If the student does the command correctly, the teacher knows the student understands the command.

4. The student’s understanding is reinforced by performing the action.

Applications and Examples

Classroom Commands

1. The teacher gives the following command to all the students:
   
   “Open your book.”

2. Students open their books.

3. The teacher gives an other command such as, “Put your pencil on your desk.”
4. Students put their pencils on their desks.

5. The teacher gives another command such as, “Raise your hands.”

6. The teacher continues to give commands related to classroom actions. The teacher may model the actions if students have not attempted such commands or actions before. The teacher may also give commands to individual students such as, “Erase the board.”

7. Students may also give commands or instructions to each other.

Strengths

1. Results in lower anxiety levels among language learners.

2. An activity or movement reinforces language learning in authentic ways.

Weaknesses and Modifications

1. In its original form, TPR may be too limited to use alone. Thus, TPR is often used at the beginning levels or as part of a more complex lesson. It is also possible that commands can be lengthened into a process. For example, the teacher can say, “draw a square with a line through it. Then draw a triangle on the right side of the square,” and so on. Teachers can have students use problem-solving tasks such as showing three boxes with different pictures inside and say, “touch the box where the woman is standing.”

2. Other modifications include having students take a more participatory role by giving commands or instructions to one another.
other. TPR can also be done in a game form such as “Simon Says.” Advocates of TPR have also developed the method into TPR Storytelling.

It believed that the use of such commands would reduce anxiety levels and make use of the right brain. (Norland, 2006: 28)

E. Teaching Media for Blind or Visual Impairment Students

For better education, the use of technology or tools or media as supporting factors is very important and much needed. This due to media can be very useful for students to achieve their comprehension. Mostly teachers choose to use a media for their supporting factor immediately because the use of media has a better result and achievement. Media not only use as supporting factor, but also it is very useful as model. It can be the second words from teacher when students need to break from direct method the teachers usually use.

Children with limit vision or blindness should be give the resources to effectively master the core curriculum at the same rate as sighted peers, although mastery may not be achieved in the same manner. Modifications for students with visual impairments vary depending on the type and severity of the impairment combined with the individual needs of each student. Modifications may include using Braille to read and write, individualized instruction on how to use specialized computer equipment and other devices design to assist individuals with visual
impairment; and, if some vision is present, using the vision they have in an effective manner. (Green, 2014: 148)

Quoted from Wiazowski in 2009, Green is using a table to arrange the kind of technology or media for students with visual impairment.

Table 1. Assistive Technology for Students with Visual Impairments

<table>
<thead>
<tr>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-to-Braille translation software or other software to translate print to Braille.</td>
</tr>
<tr>
<td>An embosser (Braille printer)</td>
</tr>
<tr>
<td>Image simplifying software</td>
</tr>
<tr>
<td>Scanner with Optical Character Recognition (OCR) software.</td>
</tr>
<tr>
<td>Image embossing devices</td>
</tr>
<tr>
<td>Color copier with a magnification function</td>
</tr>
<tr>
<td>Text-to-talk software</td>
</tr>
<tr>
<td>Voice recording/dictation software</td>
</tr>
</tbody>
</table>

There are also ‘smart phone’ can be added in these media to helping students with their learning.

Green (2014: 150) explains that one factor that is often overlook when considering the instruction of students with visual impairments is creating a physical environment that is conducive for navigation. Students with visual impairments rely heavily on the classroom teacher to create a learning environment that provides a sense of safety, security and familiarity. Teachers should take the time to provide both a verbal and tactile tour of the classroom for students entering the learning
environment for the first time. Once students become familiar within their environment, changes should be limited, and if necessary, clearly explained to students. In doing such, students with visual impairments are able to gain and maintain a sense of navigational independence within the learning environment.
CHAPTER III

RESEARCH METHODOLOGY

The method that used in this research was qualitative method. Quoted from Patton (1985), Merriam (2009: 14) explains that:

Qualitative research is an effort to understand situation in their unique as part of a particular context and the interaction there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting – what it means to participants to be in that setting, what their lives are like, what’s going on for them, what their meanings are, what the world looks like in that particular setting and in the analysis to be able to communicate that faithfully to others who are interested in that setting.

According to Yin (2011: 7), there are five major features of qualitative method that can easily explain about the definition of qualitative method, and those futures were:

1) Studying the meaning of people’s lives, under real-world conditions.
2) Representing the views and perspectives of the people in study.
3) Covering the contextual conditions within which people live.
4) Contributing insights into existing or emerging concepts that may help to explain human social behavior.
5) Striving to use multiple sources of evidence rather that relying on a single source alone.

Merriam (2009: 19) also explained that there are several kinds of nature and characteristics in qualitative research, and they are: a) A questioning stance with regard to the work and life context. It means, qualitative was the answering question so the researcher must first looked with questioning eye to what was happening in life. Simple words, ‘why are things the way they are:’ b) High tolerance for ambiguity. The design of a qualitative study was flexible, relevant
variables were not known ahead of time, findings are inductively derived in the
data analysis process, and so on. c) *Being a careful observer*, conducting
observations a systematic process, not a casual occurrence. The researchers can
increase their skills in observing through practice. d) * Asking good question.*
Interviewing is often the primary data collection strategy in qualitative studies.
Getting good data in an interview was dependent on your asking well-chosen
open-ended questions that can be followed up with probes and requests for more
detail. e) * Thinking inductively.* Data analysis requires the ability to think
inductively, moving from specific raw data to abstract categories and concepts. f)
*Comfort with writing.* Since findings are presented in words, not numbers as in
qualitative research, a report of a qualitative study requires more writing. The
final product is typically longer than a quantitative write-up.

The writer used qualitative method because, the problems that be studied in
this research was not about numbers, but deeply analyzed, pictured and explained
a case about teaching English strategies and media in a research with a title
“Implementation of Teaching English Strategies and Teaching Media for Visual
Impairment and Physical Impairment Students of the Junior High School and
Senior High School Students at SLB-AD Wantuwirawan.”

There were two problems that was attempted to be investigated in this
research, those were:

1. What are the teaching strategy and the teaching media used in teaching
   English for the junior high school and senior high school of visual
impairment students and physical impairment students at SLB-AD Wantuwirawan?

2. How are the implementations of strategies and the teaching media in teaching English for the junior high school and senior high school of visual impairment students and physical impairment students at SLB-AD Wantuwirawan?

A. Research Approach

In research methodologies, there were two kinds of research approach; those are qualitative approach and quantitative approach. As the writer explained above, the most different thing between qualitative methods and quantitative methods were quantitative was identically use numbers and qualitative more identically use words on the research. The writer decided to used a qualitative approach to accomplish the overall aim of the study because this approach was right for the research. Qualitative approach focused on understanding social phenomena from the perspective of the human participants in natural setting (Donald, 2010: 22). It was used for analyzing the students’ answer in questionnaire by interview. Also it helped the writer to get deeper understanding of the problems of the issues being investigated.

The starting process in this approach by identified the research problem, setting out the aim and objectives of the study, developed five research questions, reviewed the related literature, selected the research
methodology and the methods that be effective in answering the research questions, gathered the data from field and finally analyzed the data.

Hitchcock and Hughes (1995: 26-27) was explained that qualitative approach used semiotics, narrative, content, discourse, archival, and phonemic analysis, even statistics. They also draw upon and utilize the approaches, methods, and techniques of ethno methodology, phenomenology, hermeneutics, feminism, deconstructionism, interview, psychoanalysis, cultural studies, survey research, and participant observation, among others.

B. Type of Research

In this research, the writer used case study as the type of research. A case study was a description and analysis of a bounded system. Part of the confusion surrounded case studies was that the process of conducting a case study was conflated with both the unit study (the case) and the product of this type investigation. Yin (2008: 18) for example, defined case study in terms of the research process. “A case study in an empirical inquiry that investigates a contemporary phenomenon within its-real life context, especially when the boundaries between phenomenon and context are not clearly evident,”

Case study research was a qualitative approach in which the investigator explores a case or several cases over time, through details, data collection involving multiplied sources of information (observations,
interviews, audiovisual material, and documents also resulted), and reports as description.

Because the term of this research was case study, the writer intended to investigate, the strategies that be used in teaching English for junior and senior high school of visual impairment students and physical impairment students at SLB-AD Wantuwarawan including the teaching methods and techniques that used by English teachers in that school, and also the instruments that used to help students’ learning process.

The finding of the present study illustrated the supporting factors and obstructing factors in the process of teaching English for high school students at SLB-AD Wantuwarawan.

C. Research Subject

The subject selection was chosen from the sources that considered have knowledge to answer the problems questions in the study. For the purpose of this study, the subjects comprised the first year high school students of light mentally class and English teachers at SLB-AD Wantuwarawan in the academic year 2015 / 2016. The writer chooses those subjects with the reason that they have enough information and knowledge to answer every question from the researcher.

D. Data Collection

Data serve as the foundation a research study. In qualitative research, the relevant data described from future field-based activities or methods; interviewed, observed, collected and examined (materials), and felt. (Yin,
The ‘data’ itself had meaning was a collection of information of experiment and observation. This might consisted numbers, images, or words.

Yin also said, in doing interviews the contrast between structured and qualitative interviews draw attention. Regarding observations, important choices involve determining “what, when and where” to observe. On collection materials, artifacts, many different types of objects can be usefully collected while doing fieldwork. Feelings – as represented by multiple senses not limited to sense of touch – can involve the noise, temporal pace and warmth/coldness of field setting, as well as conjectures about the social relationships among participants. And because this is a qualitative study the writer uses observation, interview and documentation methods to collecting data.

1. Observation

Observation can be an invaluable way of collected data because the way one researcher seen and sense of the activities and events were different with what others might see and sense. Researcher can assumed the way they want without other people intervene. It helped to give an observation and make conclusion the way researcher wanted to think.

To decide what to observe, Yin explained there are relevant categories that can be the subject of observation: a) the characteristics of individual people, including their dress, gestures and nonverbal behavior, b) the interactions between or among people, c) the “action”
taking place, whether human or mechanical, d) the physical surroundings, including visual and audio cues.

This observation was planning to do at the beginning until the end of the research process. The stage of this observation was observed the school and observed the teaching-learning process.

2. Interview

In forms of qualitative research, some and occasionally all of the data are collected through interviews. All interviews involve an interaction between interviewer and a participant or interviewee. Yin (2011: 133) said people use the term interviewed, they usually refer to structured interviewed. People think of interviews as being part of some sort of survey or poll. The studies also call for draw a representative sample of participants or interviewees, closely attending to the definition and drawing of the sample to make it as precise as possible.

The main purpose of an interview was to obtain a special kind of information. The researcher wanted to find out what was on someone’s mind and what were they felt.

In this research, the interview gave to the subjects of the study. They were English high school students and English teacher, who both were more have enough information about the study’s problems. The process of the interview be considered about what strategies of English teaching in that school, it involves the methods and techniques of the teaching English for the teacher and the result of those strategies to the
students (how the feel about the teacher’s strategies), the implementation of the strategies and also the supporting factors and obstructing factors in the process for both of teachers and students.

3. Documentation

In documentation, the researcher was doing a recording, noted and pictured the moments of learning to get the data to be analyzed. The stage of documentations were: 1) searched for the information of school resources such as teachers, students, achievement, infrastructure and other things, b) documented the events and activities that related to the problems that be studied with camera, c) documented all the learning documents such as learning plans, an annual programs, semester programs, and evaluation programs.

E. Research Instrument

One of most important activities in doing research was how to get and collect the data needed. Research instrument was a device used by researcher while collecting data to make the work becomes easier and to get a better, complete and systematic result in order to make the data easy to process. (Arikunto, 2006: 149).

The major instrument in this study was the writer. There were several advantages used by the writer as an instrument: a) be able to react to respondent and area, b) be able to adjust with every aspects, c) be able to feel and understand every phenomenon, d) be able to analyze the data and,
d) be able to know if something goes not the way it should or something is wrong.

F. Data Analysis

In this study, the writer used a qualitative case study analysis. As the major instrument of the study, the writer became participant in the real situation, visited the subjects and gives a time to know and understand the subjects. Then the writer can assumed the conclusion from the comprehension and understanding from the communication process.

Merriam (2009: 171) explained the simultaneous data collection and analysis occurs both in and out of the field. The researchers can be doing some rudimentary analysis while they were in the process of collecting data, as well as between data collection activities.

Still in the same page, Merriam quoted from Bogdan and Biklen (2007: 161) that offered the helpful suggestions for analyzing data as they are being collected: 1) Force yourself to make decisions that narrow the study, 2) force yourself to make decisions concerning the type of study you want to accomplish, 3) develop analytic questions, 4) plan data collection sessions according to what you find in the previous observation, 5) write many observer’s comments as you go, 6) write memos to yourself about what you are learning, 7) try out ideas and themes on participants, 8) begin exploring the literature while you are in field, 9) play with metaphors, analogies and concepts, and 10) use visual devices.
According to Nazir (1999: 234), the data analyzed through the following steps:

1. Collecting the data.

   The data of this study comes from the result of collecting the data which being done in the students and teachers in the learning process. The researcher observed and wrote down every object based on what the researcher found during research process.

2. Documentation and Identification

   Documentation was process of documenting the data. It was done after collecting the data. After the data being documented, the accuracy of result was identified.

   Identifying was doing with give code in the interviews. The data from interview helped the researcher to identifying the data.

3. Classification

   Classification was the process of classifying all sufficient data based on a category. After having all the answers that the researcher needs, the researcher started to make a classification.

4. Interpretation

   After classification the data, the researcher had to interpret the data, gave the meaning to the information. Before interpreted the data, researcher has to analyze the result of the data from the interview that already being given to students and teachers.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on presenting the finding and discussion of this study which is indeed regarded as the core of the conducted research. It displays the detail of research findings at the beginning and data analysis coming along afterward. The teaching strategy and teaching media that used in the classroom, the implementation of teaching strategies and teaching media of the classroom and the supporting factors and obstructing factors of the strategy.

For better understanding, the researcher will explain the data analysis class by class. There are five classes that the researcher observed and those included all the problem of the study.

A. The Use of English Teaching Strategies and Teaching Media

a. First grade of Junior High School

The strategy: Audio-Lingual Method

*The components of the teaching strategy:*

Teacher : Dra. Ida Priyatni  
(NIP. 19601128 198703 2 004)

Students : 1. Aji (physical impairment student)  
2. Tika (physical impairment student)

Purpose : To make the students understand Present Continuous Tense and be able to finishing the tasks
Course/Lesson : Present Continuous Tense

Learning activity : From 10.00 – 11.30 WIB

Methods : Direct Method

Tools/Instruments : General learning tools (books, pens, pencils, etc.) and Braille book

Learning resources : Hand book

Evaluation : Finishing the task of present continuous tense and inspecting students understanding

Situation/Surroundings : Less effective/noisy

b. Second grade of junior high school

The strategy: Audio-Lingual Method

*The components of the teaching strategy:*

Teacher : Dra. Ida Priyatni 
(NIP. 19601128 198703 2 004)

Students : 1. Ilham (physical impairment student)

2. Bagas (physical impairment student)

Purpose : To make the students get more vocabulary and be able to read and translate them

Course/Lesson : Reading and Translation

Learning activity : From 07.30 – 09.30 WIB

Methods : Direct Method

Tools/Instruments : General learning tools (books, pens, pencils, etc.), Braille book and e-dictionary
Learning resources : Hand book
Evaluation : Reading and translating the tasks
Situation/Surroundings: Less effective/noisy

c. Third Grade of Junior High School

The strategy: Cooperative Language Learning / Collaborative Language Learning / Interactive Language Learning

The components of the teaching strategy:

Teacher : Dra. Ida Priyatni  
(NIP. 19601128 198703 2 004)

Students : 1. Zanuar (physical impairment student)
2. Agus (low visual impairment student)
3. Awan (visual impairment student)

Purpose : To prepare the students for graduating exam

Course/Lesson : Articles

Learning activity : From 07.30 – 09.30 WIB

Methods : Grouping Method

Tools/Instruments : General learning tools (books, pens, pencils, etc.) and Braille book

Learning resources : Hand book

Evaluation : Answering every questions base on the articles

Situation/Surroundings: Effective

d. Second Grade of Senior High School

The strategy: Suggestopedia

The components of the teaching strategy:
Teacher : Dra. Ida Priyatni  
(NIP. 19601128 198703 2 004)

Students : 1. Aditya (visual impairment student)

Purpose : To make the student be able to translating an article

Course/Lesson : Reading and translation

Learning activity : From 10.00 – 11.30 WIB

Methods : Direct Method

Tools/Instruments : General learning tools (books, pens, pencils, etc.), Braille book and Braille writing tool

Learning resources : Hand book

Evaluation : Reading, translating and answering the article

Situation/Surroundings : Effective

e. Third Grade of Senior High School

The strategy: Cooperative Language Learning / Collaborative Language Learning / Interactive Language Learning

*The components of the teaching strategy:*

Teacher : Dra. Ida Priyatni  
(NIP. 19601128 198703 2 004)

Students : 1. Zalika (physical impairment student)

Purpose : To prepare the students for graduating exam

Course/Lesson : Listening
Learning activity : From 07.30–09.30 WIB

Methods : Grouping Method

Tools/Instruments : General learning tools (books, pens, pencils, etc.), Braille book and a tape

Learning resources : Hand book and a tape

Evaluation : Answering every questions from the tape by grouping

Situation/Surroundings: Effective

B. The Implementation of the Strategies in Teaching English

In this section, the writer explained about the implementation of the teaching strategies in each class. Furthermore, the supporting factors and the obstructing factors of the implementation of the strategies in the class.

a. The First Grade of Junior High School

Table II. The implementation of the strategy

Teaching Present Continuous Tense

<table>
<thead>
<tr>
<th>No</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher presents a sentence of the present continuous tense forms ‘I am studying English’.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher says ‘I am studying English’ and explains the pattern of present continuous tense (I + am + verb 1-ing + object/adverb).</td>
</tr>
<tr>
<td>3</td>
<td>The students repeat ‘I am studying English’</td>
</tr>
</tbody>
</table>
| 4  | The teacher then explain the use of pronoun in English like “I = 
The teacher expects students to make an example using pronoun like “I am studying” or “he is studying” or “they are studying”.

The teacher also asks students to translate the words “I am studying English” word by word to detect how many words students have and also if the pronunciation is correct. If the students have difficulties to translate and saying the words, the teacher does not directly letting them know the correct answer, but she will fishing the answer based on the students knowledge.

The teacher will repeat the explanation until students understand and be able to make the example with different words.

Table III. The supporting and obstructing factors of the strategy

<table>
<thead>
<tr>
<th>The supporting factors</th>
<th>The obstructing factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The motivation of the teacher is very high to make students understand the lesson.</td>
<td>a) There are only two students in the class, but they have very different understanding. One student is easy to understand the material but the other is the opposite, that makes the teacher</td>
</tr>
<tr>
<td>b) The teacher has enough patients in the class even the students are difficult to be teaches.</td>
<td></td>
</tr>
</tbody>
</table>

| | | | | |
c) Because its only two students in the class, the teacher can easily focus on each student’s understanding. It takes longer time to give the other student explanation whereas the one student is ready for the next material.

b) The classroom’s location is unacceptable, because it’s only a small chamber without full-strong wall as separation from outside world. It causes the classroom has a bad atmosphere.

b. The Second Grade of Junior High School

**Table IV. The implementation of the strategy**

*Teaching Reading, Translating and Spelling*

<table>
<thead>
<tr>
<th>No</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher presents a sentence ‘we don’t do the homework’.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher asks the students to write the sentence ‘we don’t do the homework’ down in their task book.</td>
</tr>
<tr>
<td>3</td>
<td>When the teacher orally asks students write word by word the sentence, she also asks them to read and spell the words.</td>
</tr>
</tbody>
</table>
| 4  | After finishing a sentence, firstly the teacher asks students to translate the words ‘we don’t do the homework’ into Bahasa. If they don’t know the translation, they allowed opening an e-
The teacher will give couple minutes for them to translate the sentence.

After they finish translating the words ‘we don’t do the homework’, the teacher will asks students to one more read the sentence along with the translation.

The teacher will not continue to the next sentence if students haven’t finished the task to translate correctly.

<table>
<thead>
<tr>
<th>Table V. The supporting and obstructing factors of the strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The supporting factors</strong></td>
</tr>
<tr>
<td>a) The teacher let students to use e-dictionary, so they will easier translate words the teacher gave.</td>
</tr>
<tr>
<td>b) The motivation of the teacher is very high to make students understand the lesson.</td>
</tr>
<tr>
<td>c) The teacher has enough patient in the class even the students are hard to be teaches.</td>
</tr>
</tbody>
</table>
understanding. small chamber without full-strong wall as separation from outside world. It causes the classroom has a bad atmosphere.

c. The Third Grade of Junior High School

**Table VI. The implementation of the strategy**

*Practicing the Final Exam*

<table>
<thead>
<tr>
<th>No</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher makes all the three students as one group.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher gives them questions sheet.</td>
</tr>
<tr>
<td>3</td>
<td>After giving them the sheet, they are asked to answer the entire question by themselves. The teacher will give them couple minutes to finish the task.</td>
</tr>
<tr>
<td>4</td>
<td>The teacher will collect their answer then do the correction. It needs time to finish it. While the teacher does the correction, students are asked to read some article.</td>
</tr>
<tr>
<td>5</td>
<td>After finishing the correction, the teacher will giving back their sheet and beginning the discussion</td>
</tr>
<tr>
<td>6</td>
<td>In this section, the teacher will discuss one by one the questions and the answers. The teacher asks one by one of the students to read the question and his answer. Any answer, whatever it is correct or not, they will discuss it and find the reason why the...</td>
</tr>
</tbody>
</table>
The supporting factors

a) There are enough students to make a group considering it is a school with disabilities so they can discuss every problem together.
b) The motivation of the teacher is very high to make students understand the lesson.
c) The teacher has enough patience in the class even the students are hard to be teaches.

The obstructing factors

a) The students are hardly had a focus because they talk a lot and make jokes to each other.
b) The vocabularies of the students have still very few considering they are in third grade of junior high school.
c) The classroom’s location is unacceptable, because its only a small chamber without full-strong wall as separation from other classroom. It causes the classroom has a bad atmosphere.

d. The Second Grade of Senior High School

Table VIII. The implementation of the strategy

Vocabulary and Translating

<table>
<thead>
<tr>
<th>No</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher gives an article to the student about ‘ZOO’</td>
</tr>
</tbody>
</table>
The student will read the article until the last word and then he is asked to translate the article in his own words. (The main purpose of the teacher is the student to understand the article).

After the translation, the teacher will give student questions about the article and he will write it down in the paper.

There is a period of silent where the student tries to answer every question.

The teacher repeats the article where student will listen but do not read his own article.

Before finishing the class, the student is asked to read more articles at home also listening to English lyric so he will add his own vocabulary and also familiar with more words he had.

<table>
<thead>
<tr>
<th>Table IX. The supporting and obstructing factors of the strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The supporting factors</td>
</tr>
<tr>
<td>a) There is only one student in this class, so the teacher can be more focus on him and the learning progress.</td>
</tr>
<tr>
<td>b) The motivation of the teacher is very high to make students understand the lesson.</td>
</tr>
<tr>
<td>c) The student has many</td>
</tr>
</tbody>
</table>
vocabulary so it’s easier to translating the article and answering the question.

small chamber without full-strong wall as separation from other classroom. It causes the classroom has a bad atmosphere.

e. The Third Grade of Senior High School

Table X. The implementation of the strategy

Practicing listening

<table>
<thead>
<tr>
<th>No</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Before the class start, the teacher had prepared a tape/radio that contains several questioning section.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher explains how the learning processes will. In this case, the teacher explain that she will gave them some listening questions also the answers and they will discuss about the question and the answer together.</td>
</tr>
<tr>
<td>3</td>
<td>The teacher will play the tape, each questions will played two times.</td>
</tr>
<tr>
<td>4</td>
<td>After one question had played, the teacher will ask one by one students what is the meaning of the question and the dialogue before asking the answer</td>
</tr>
<tr>
<td>5</td>
<td>The teacher will guide students to translate the tape (both question and answer) by asking the translation of the key words in the dialogue.</td>
</tr>
</tbody>
</table>
The teacher will let students to discuss the meaning of the dialogue for couple of minutes before let them answer the question.

### Table XI. The supporting and obstructing factors of the strategy

<table>
<thead>
<tr>
<th>The supporting factors</th>
<th>The obstructing factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Because it is a group discussion, the teacher also can explain the other material that has connection with the tape, for example the narrative and procedure text.</td>
<td>a) The classroom is quite enough, but to do the listening, it should be in the laboratory so the students can more focus on the tape.</td>
</tr>
<tr>
<td>b) The motivation of the teacher is very high to make students understand the lesson.</td>
<td>b) The tape is using manual control panel without screen, it’s hard to choose the question.</td>
</tr>
<tr>
<td>c) Because the teacher using her own tape, so the questions are mix with her personal file. It makes the learning less effective when instead playing the question section, it’s a song that played.</td>
<td></td>
</tr>
</tbody>
</table>
Discussion

In this section, discussion is the section that contains long description of the data analysis. As the image of the title of this research, the analysis relate to the teaching strategies that used in the class as the learning process is going on, including to the influence of the strategy to the classroom atmosphere and students response.

Table XII. The Response to the Strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>Grade</th>
<th>Strategy</th>
<th>Response (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Junior High School</td>
<td>1st</td>
<td>Audio-Lingual Method</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td>Audio-Lingual Method</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd</td>
<td>Cooperative Language Learning</td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td>Senior High School</td>
<td>2nd</td>
<td>Suggestopedia</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd</td>
<td>Cooperative Language Learning</td>
<td>+</td>
</tr>
</tbody>
</table>

The explanations of the classification are as follow:
1. Audio-Lingual Method (ALM) for 1st grade of junior high school

This class is consist two students of physical impairment students, Tika and Aji. Tika has a physical impairment on her right hand, more specifically in the bone of her right wrist. That causes her to do anything with her left hand. Whereas Aji has physical impairment on both his legs. The different of those two are where Tika is a light student, Aji is the opposite. Aji is a little
slow learner. Even though he only has a little of mental disabled, but it cause big influence on the learning process.

The different between those two causes the ALM strategy doesn’t work optimally. The use of the strategy is for all students in the class without discrimination, it means all students will get the same material in the same time. Of course we already realize that even for general students, every student has their own need or their own differences, but its not very heavy differences and the teacher still be able to put the differences under control. But in this first grade of this junior high school, the difference is hard to control.

The English teacher finds a difficulty to teach them in the same room. It took more time to teach Aji than Tika, and in this class Tika will always wait for Aji to understand the material before they will move to the next material.

For the example, when the teacher ask them to write sentence “I am studying English”, it took less than one minute for Tike to finish the sentence, but it took more than three minutes for Aji to finish writing.

Beside this situation will make the ALM strategy will work less optimal, the situation also creating the classroom atmosphere uncomfortable, especially for Tika. Because the teacher will gives more attention and time to Aji. Thankfully for the teacher has more experience of teaching (more than 20 years) and she has understanding of the situation and their condition, she still is able to make the ALM strategy work in her class.
2. Audio-Lingual Method (ALM) for 2nd grade of junior high school

This class is also consisting of two students, Ilham and Bagus. Both of them are physical impairment students with a little slow learner. The use of ALM strategy in this class is as same as in the first grade, but it easier in this class because both of the students have the same needs of learning and same understanding. The teacher only needs more patients due to their slow learner case.

The use of the strategy this class is finely worked. The only situation is that the classroom took place between other rooms and is very close to the door. It makes the classroom always feel crowded and busy even the teacher and students have their own activities.

3. Cooperative Language Learning for 3rd grade of junior high school

This class is consisting of three students. First is Zanuar who has physical impairment. Second is Agus who has visual impairment or more to low vision. He still is able to see but only in the centimeters radius. Third is Awan who has full visual impairment or blind.

The use of cooperative language learning strategy in this class is felt right because at the time the researcher observed the class, they were practicing questions for final exam or in Indonesia it’s more popular as UN. The learning process is running very nice and played as it expected.

The strategy is helping the students to freely discuss the question, material and answers. It also helps the teacher to easily control the classroom activities.
The only situation in this class is that Agus is a hard student who always tries to get more attention with making any jokes he finds funny. But it doesn’t really influence the use of the strategy.

4. Suggestopedia for 2nd grade of senior high school

This class is consisting only one student. His name is Aditya. He has fully vision impairment or totally blind. He is a bright student who has many vocabulary and easy to teach.

Why this is a suggestopedia strategy even there is no music to use in this class? The answer is because the class is only consisting of a teacher and a student and the teacher is trying very hard to find a calm zone for the class. The other reason is because there are more period of silence than oral when the student work the tasks also the teacher is asking student to read more article and song lyric at home especially before he sleeps.

5. Cooperative Language Learning for 3rd grade of senior high school

This class is consisting three students, two of visual impairment and one of physical impairment. The two of visual impairments are Faisal and Ola. Both of them are low vision, which mean they still be able to see even with a certain distance. And the physical impairment in this class is Zalika. She is a little bit slow learner but it doesn’t visible because she seems very active in the class and be able to normally communicate with other students also the teacher.

From the five classes, it so to speak that this is the strategy which work perfectly and as expected. The students are discussing the material and do the
communication skills. They are working together to find the answer of each questions. And when they have difficulty to find the answer, they sill discuss them before ask the teacher as the last tried.

The less problem of this strategy in this class is that the teacher uses a personal tape to teach and it mixes with her personal file. And because it is a tape with a manual control, it is hard to find the listening sections.

**Research Limitation**

There are some limitations for the researcher in conducting the research, and those are:

1. The research cannot be done in one time, it means the researcher need several times to collect the data and doing it according to the schedule in the school.

2. The researcher has to wait for the subject for her to have spare time to get some interview done. And because it final school section which mean the teacher mostly busy preparing the final exam, it’s hard for the researcher to get the time.

3. Because it was the first time the researcher have a communication with someone with special needs, it becomes difficult for the researcher to communicate with them because the researcher afraid if she will cross the line and hurting their feeling.
CHAPTER V

CLOSURE

In the chapter of this study is closure. It consists of conclusion and suggestion. Conclusion is short description of the research findings or short result of the research. Suggestion is recommendation or massage from the writer to the readers.

A. Conclusion

The strategies that used by teacher English in this research are varied. Each different class has their own characteristics of students and different understanding. Even the teachers that teach those classes are the same person, but with characteristics of different classroom, it created different strategies.

Here are the conclusion of the study:

1. In the first grade and second grade of junior high school, the teacher uses Audio-Lingual Method as the strategy because they class almost has same characteristics. In the third grade of high school, the teacher had change the strategy into Cooperative Language Learning because the classroom is be able to put into group. In the second grade of senior high school, the teacher uses Suggestopedia because the only student in the class is very open minded. The third grade of senior high school, the teacher back to use Cooperative Language Learning because the classroom consists a group of students.
2. The implementation of each strategy of course is different from the other. Each different class will get different implementation base on the strategy that the teacher used. And also each strategy has its own supporting factors and obstructing factors.

B. Suggestion

Hopefully this research about teaching strategies will make the readers to understand more about the teaching strategy and how they can be very responsible for the success of a classroom.

For the teacher, there are nothings wrong to more open minded about the teaching strategies, because there are so many of them. Also the teacher ought to adding extra time such as extracurricular to maximize students ability considering their English skill is left behind and there are no extracurricular that stability works in the school.

The teacher should also pay more attention to the parents, especially when parents do not motivate their children to have better education even they have disabilities. Remain them that no body is perfect.

For the school, there are so many infrastructures that should be improved, such us the library, canteen, classroom and toilet. The writer recons that the school has no room for library, so they are putting the books into cabinet without door in the classes. There is also no canteen available, even there is someone selling foods. It needs to remember that a student comfort is has big influence of the learning result.
REFERENCES

Abdallah, M. 2015. TEFL/TESOL for Students with Special Needs. For EFL Students Teachers. Assiut University: Curriculum & Instruction Department College of Education.


# APPENDIXS

## Research conduct

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<td>December 7(^{th}) - December 13(^{th}) 2015</td>
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## Visual and Physical Impairment Students Data Total of 2015 at SLB-AD Wantuwirawan

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## Visual and Physical Impairment Students Data Total of 2016 at SLB-AD Wantuwirawan

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### Visual and Physical Impairment Students Data Total of 2016 at SLB-AD Wantuwarawan according to the disabilities

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Braille Alphabet

a b c d e f g h i j

k l m n o p q r s t

u v w x y z

? ! ‘ , . . capital #

0 1 2 3 4 5 6 7 8 9
CURRICULUM
VITAE

PERSONAL INFORMATION

NAME // Latifatul Auliana
DATE OF BIRTH // June, 04 1993
AGE // 23
ADDRESS // Dsn. Ploso RT 02, RW 03 Pabelan, Kec. Pabelan, Kab. Semarang, Jawa Tengah. Indonesia
STATUS // Single
NATIONALITY // Indonesia
BORN IN // Pabelan, Kec. Semarang
ID // 3322054406930002
MOBILE PHONE // 0858-7912-3241
E-MAIL // latifaaulia04@gmail.com

ACADEMIC FORMATION

2011-2016 // Graduated English Education at IAIN Salatiga
2011 // Graduated Senior High School in Marketing at SMK Negeri 1 Salatiga
2008 // Graduated Junior High School at SMP Negeri 1 Pabelan
2005 // Graduated Secondary School at MI Pabelan
PERSONAL SKILLS

LANGUAGE // English – Full Oral and Full Write
Indonesia – Full Oral and Full Write
Javanese – Full Oral and Full Write

Fast Typing // 50 words per one minute

INFORMATIC SKILLS

PROGRAMS // Microsoft – Word, Excel, PowerPoint
Photoshop, Internet

PROFESSIONAL EXPERIENCE

Experiences of Teaching Elementary School and Junior High School
May – August 2016 // Administration Staff at ‘SAEKO’ economic enterprise

July – October 2015 // Administration Staff at D’Griya Keramik

2014 // Marketing Staff at extracurricular tutorial lesson. Also a Private English Teacher for Elementary School, Secondary School, Junior High School and Senior High School

August – October 2009 // Intern as Sales Promotion Girl at Ramayana Taman Sari Salatiga

June – August 2009 // Intern as Sales Promotion Girl at Matahari Department Store Super Java Mall.
Nomor : In.26/D1.1/PN 01.00/144/2015
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten Pembimbing Skripsi

Kepada

Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : Latifah Aulia
NIM : 11311142
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : Implementation of Strategies of Teaching English for Disable Student of SLB Negeri Salatiga

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Dekan,

Wakil Dekan Bidang Akademik

Muq, S.Ag., M.Phil.
NIP: 19690617 199603 1004

Tembusan: 1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Latifah Aulia

NIM : 112.11.1-142

Dosen Pembimbing : Faizal Pudjianto, S.Si., M.Hum.

Judul : The Implementation of English Teaching Strategies and Teaching Media for Visual and Physical Impairment Students of High School Students at SLB-IA Wartaselauren,

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Check your point.

Consider the arrangement of your plan.

Check your spell and grammar.

Faizal Pudjianto