

**TEACHING ENGLISH SPEAKING FOR VISUALLY IMPAIRED
STUDENT AT SLB-ABCD MUHAMMADIYAH PALU**



Thesis

*Submitted to Meet Requirements for Examination in the Degree of Sarjana
Pendidikan (S.Pd) at the Teacher Training and Tarbiyah Faculty
State Islamic University of Datokarama Palu*

By

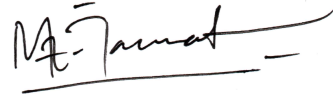
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STATEMENT OF THESIS AUTHENTICITY

I hereby declare that this thesis entitled: "*Teacihng English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu*", has been officially approved as my own work and it has not been and not will be submitted in the whole or in part to another university/institute for the award any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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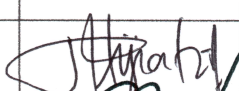






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LEGALIZATION

A thesis by **Miftahul Jannah**, NIM. 16.1.16.0022 entitled “**Teaching English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu**” which has been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 15th of June 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.


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ABSTRACT

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A lack of student responses to English learning. The visually impaired student do not have any courage to respond the teacher if it comes to a question or command in English. There is no good conversation between teacher and student when the English subject is running. This shows that the teaching and learning process does not run well so does the learning results.

Based on the above, the description in this thesis comes from the formulation of the problem, they are how was teaching English speaking for the visually impaired student at SLB-ABCD Muhammadiyah Palu? and what are the obstacles in teaching and learning English speaking for the visually impaired student at SLB-ABCD Muhammadiyah Palu?.

This thesis research used a qualitative approach, data collection techniques through interviews, observation and documentation, data analysis techniques used are data reduction, data presentation and conclusions.

Teaching English speaking for visually impaired student at SLB-ABCD Muhammadiyah Palu, there are three steps carried out by the teacher. First, the preliminary stage begins with improving the quality of competence by teachers with training and preparation of lesson plan. Second, the core stage of learning, starting with conveying learning objectives and materials, the media used in the form of audiotapes or books with the Communicative Language Teaching approach which includes discussion, storytelling and interactive interview methods. Third, the evaluation stage is carried out on two aspects, namely evaluation of student and evaluation of teacher. Evaluation of students is done to measure knowledge, attitude and skill aspects. While the evaluation of the teacher's learning process is carried out so that the teacher can develop the ability to be even better in the future. As well as the obstacles in teaching English speaking for visually impaired student at SLB-ABCD Muhammadiyah Palu are that the learning disability of the student which are the lackness of vocabulary mastery, often forget and afraid of being wrong. In addition, family related problems and also a lack of facilities and infrastructures to support the learning process.

Based on the existing conclusions, the thesis with the title Teaching English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu that the implications of the research indicate that it is very important for the teacher to apply methods, strategies and learning media that are in accordance with the needs and characteristics of blind students so that English language learning with speaking material can be carried out properly and according to the expected goals.

CHAPTER I

INTRODUCTION

A. Background of the Research

“Every citizen has the same right to receive a qualified education.”¹ This can be found in the 1945 constitution of Indonesia in article 5 section 1. Continued with section 2, Law No.20 of 2003 on National Education System, citizen with physical, emotional, mental, intellectual, and or social disorders has the right to receive exceptional education.² This means education is not only for good physical and mental health students but it can be received to the disabled students or students with special need.

To obtain a qualified education, there are 7 points that can be applied according to Tabroni. They are, (1) improvement of teacher ability, (2) environmental use, (3) improvement of learning infrastructure and facilities, (4) carry out monitoring and evaluation in a planned manner, (5) learning evaluation test development, (6) establish school relationships with the community, and (7) improve basic competences and attitudes that teachers must have.³

In a line with this, Laksana offers 3 solutions to obtain a qualified education. (1) Learning facilities, not only the learning infrastructures but how do teachers and curriculum facilitate learners to learn. (2) Equitable distribution

¹Undang-undang RI No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Pasal 5 Ayat 1.

²*Ibid.*, Pasal 5 Ayat 2.

³Tabroni, “Upaya Menyiapkan Pendidikan yang Berkualitas”, *Al-Fikrah: Jurnal Kependidikan Islam IAIN Sulthan Thaha Saifuddin* 6, (2015): 67.

facilities for each educational unit. (3) Teachers should get facilities to develop their profession equally and sustainably.⁴

The statements show that teacher professional ability and learning infrastructure and facilities are the most important things to achieve qualified education. Therefore, teachers are expected to be able to realize their abilities into the learning process by utilizing learning infrastructure and facilities and also various methods and media as a support during the learning process. Students with special need's teachers need to improve students competency so they have the same opportunity with normal students.

According to the Directorate of Special Education of the Ministry of Education and Culture, children with special needs are children who are in the process of growth or development experiencing abnormalities or deviations (physical, mental, intellectual, social, emotional), so that they require special education services. The deviations in question include visually impaired, deaf, mentally retarded, physically handicapped, slow learners, behavioral disorder, ADHD (Attention Deficit Hyperactivity Disorder), and autism.⁵

In educational situation, Suran and Rizzo stated that visually impaired people are those who does not use their sight for learning purposes so that their education is generally given through the auditory, tactile, and kinesthetic senses. For educational purposes, individuals who experience blindness are individuals

⁴Dek Ngurah Laba Laksana, "Pendidikan Berkualitas dan Berkelanjutan di Era Pembelajaran Abad 21", *Jurnal Ilmiah Pendidikan Citra Bakti* 5, (2018): 4.

⁵Tjahjanto Pudji Juwono, *Buku Aktivitas untuk Anak Berkebutuhan Khusus* (Cet. I; Bantul: Penerbit Millennial Reader, 2018), 3.

who are very disturbed, who must be taught to read in braille or by using the aural (audiotape) method.⁶

Based on the previous observation of the researcher at SLB-ABCD Muhammadiyah Palu, researcher has found a lack of student responses to English learning. The visually impaired student do not have any courage to respond the teacher if it comes to a question or command in English. There is no good conversation between teacher and student when the English subject is running. This shows that the teaching and learning process does not run well so does the learning results.

To overcome this problem, a great contribution is needed from an English teacher. This is especially to teach visually impaired students in terms of treating them specifically. For the example is emphasizing the delivery of material by looking at the sensory devices they have such as the sense of hearing. It is the main reception of information for visually impaired students have. This is in line with Newman's view, that students with special needs often need more help, stimulation, and encouragement to develop skills than other students. Teaching English to students with special needs is different from teaching normal students because they have diverse abilities and learning needs. this difference can be in the form of teaching activities developed by the teacher.⁷

Therefore, this thesis discussed teaching English speaking and the obstacles during the learning process. Based on the background of the reasearch,

⁶*Ibid*, 5.

⁷Sarah Newman, *Stepping Out: Using Games and Activities to Help Your Child with Special Needs*, (New York: Jessica Kingsley Publishers, 2004), 12.

this research focused on the Teaching English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu.

B. Problem Statement

Based on the problem statement, research questions are formulated as follows:

1. How was the teaching English speaking for the visually impaired student at SLB-ABCD Muhammadiyah Palu?
2. What were the obstacles in teaching and learning English speaking for the visually impaired student at SLB-ABCD Muhammadiyah Palu?

C. Objective and Significance of the Research

According to the statement of problem above, this research is aimed at (1) investigating teaching English speaking for the visually impaired student at SLB-ABCD Muhammadiyah Palu; (2) finding out the obstacles faced by the teacher and the student in teaching English speaking for visually impaired student at SLB-ABCD Muhammadiyah Palu.

The significance in this research are divided into two, they are:

1. Scientifically

This research is expected to enhance knowledge of teachers and practitioners related to teaching English speaking for visually impaired students and can be a reference for similar researcher in the future.

2. Practically

The result of this research practically could be useful for the researcher herself, the teacher of visually impaired student, and the visually impaired student.

- a. For the researcher, this can broader knowledge of the researcher regarding teaching English speaking for the visually impaired students.
- b. For the teacher and the future teacher, this research can enrich their knowledge regarding to teaching English speaking for visually impaired students.
- c. For the student, this research will provide information regarding how to teaching English speaking for visually impaired students or other disabled students.

D. Operational Definition

1. Teaching English Speaking

According to Nunan in Kayi, teaching English speaking means that the teacher teaches the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values, and judgements, (6) use the language quickly and confidently with few unnatural pauses, which is called fluency.⁸

2. Visually Impaired

Visual impairment occurs when the peripheral field of vision is reduced.⁹ According to Rahmat et al, visual impairment refers to the inability or limited

⁸Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in A Second Language, (The Internet TESL Journal 12, no. 11, 2006), 1.

⁹Abdur Rahman, "Education Setting for Visually Impaired Students: A Review," *Ijariie* 5, no. 5 (2019): 551.

ability to see. Some visually disabled individuals have poor or inadequate vision, while others are completely blind due to a lack of light perception.¹⁰

E. Outlines of the Research

This thesis is organized in order to make the paper arranged sistematically. The thesis is organized into five chapters.

The first chapter is an introduction of the research that consists of background of the research, problem statement, objective and significance of the research, operational definition, and outlines of the research.

The second chapter deals with review of related literature. The first point consists of three previous research. The next points consist of literature review that are relevant to the present research, which are (1) speaking, which starts from definition of speaking, types of speaking, components of speaking, and teaching speaking; (2) visually impaired student, from the definition to teaching speaking for visually impaired student, and teaching speaking one on one between one teacher and one student; and finally (3) conceptual framework.

The third chapter covers research methodology which is a description of how the researcher conducted her research. Chapter three starts from research approach and design, research location, researcher presence, data and data source, techniques of data collection, techniques of data analysis, and finally techniques of data validity.

¹⁰Rahmat J. et al, "Perceptions and Willingness of Visually Impaired Students Towards Using Tell in Learning Language at SLB-A Yapti Makassar," *Jurnal Ilmu Budaya* 9, no. 2 (2021): 180.

The fourth chapter discusses about research finding and discussion. It starts from the overview of SLB-ABCD Muhammadiyah Palu that covers brief history of the school, vision and mission, organizational structure, teacher and supporting staff data, students data, facilities and infrastructure data, and finally school achievements. Then continued with discussion of teaching English speaking for visually impaired student at SLB-ABCD Muhammadiyah Palu and the obstacles in teaching English speaking for visually impaired student at SLB-ABCD Muhammadiyah Palu.

The fifth chapter is the final chapter in this thesis which includes conclusion that contains answers to the results of problems and research implication in the form of suggestions and input for teachers and agencies as the object of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

This research is written by the researcher based on the previous studies and literatures. The following is a description of previous studies related to its findings, similarities, and differences that can support this research.

Teaching English to Visually Impaired Students in Turkey by Süleyman Başaran from Dicle University, Ziya Gökalp Faculty of Education, Department of Foreign Language, Diyarbakir, Turkey.¹ The findings of the study indicate that EFL teachers who were interviewed and whose classes were observed utilized almost the same teaching techniques and materials that are commonly used in Turkey to teach sighted students. Moreover, they had several challenges or problems and did not know what to do to solve them and simply went on using the same techniques and materials. An important claim by the participants was that in each group of students there were several students with multiple impairments and that this made it difficult for them to choose teaching techniques and materials appropriate for all students in each class. The similarity in his research with the researcher's is they put the focus on the teachers as participants. While the differences are on the number of participants and the location. The researcher conducted his research in two different schools. The first participant is a teacher with fully sighted and is 36 years old. The interview and observation was

¹Suleyman Basaran” “*Teaching English to Visually Impaired Students in Turkey: A Case Study*,” Energy Education Science and Technology Part B: Social and Educational Studies, no. 2 (2012): 217-226.

conducted at an elementary school for blind and visually impaired students in Turkey. The second and the third interviews were carried out with two visually impaired teachers working at an elementary school for the blind and visually impaired in a large city in Turkey.

Activities in Teaching the Speaking Skill to Students with Vision Impairment by Asri Safitri from Indonesia University of Education, Faculty of Language and Arts Education, English Education Department, Bandung, Indonesia.² The findings reveal that there were five kinds of speaking activities conducted by the teacher within four weeks; drilling, dictation, conversation and chat, guessing games, and word-cued task. Regarding the students' responses, there were positive responses of the students toward English, speaking skill and the activities conducted by the teacher. The similarity in this research is both employed a qualitative research design. While the difference is in the location. The researcher conducted her research in Bandung.

Teaching and Learning English for Visually Impaired Students: An Ethnographic Case Study by Susanto and Deri Sis Nanda from English Education Department, Bandar Lampung University, Indonesia. The research revealed that the visually impaired students received inadequate modifications of instruction in foreign language learning. However, the students used a variety of resources with the screen reader technology such as Non Visual Desktop Access (NVDA) and

²Asri Safitri, "*Activities in Teaching the Speaking Skill to Students with Vision Impairment*" Unpublished Thesis (Bandung: English Education Department Faculty of Language and Arts Education Indonesia University of Education, 2013).

Job Access with Speech (JAWS).³ These findings suggest that visually impaired students actually can have unique way of learning foreign language supported by the assistive technology. The similarity in this research lies on the method of collecting the data which are the observations and interviews are audio and video-recorded for the needs of the research. While the difference lies on the researcher presence which is Susanto and Nanda participated in and occasionally taught some of the classes.

B. Literature Review

1. Speaking

a. Definition of Speaking

Speaking is one of the skills in learning languages specially English that have to be mastered by the students. According to Quianthy, speaking as the process of transmitting ideas and information orally in variety of situations.⁴ While Chaney defines speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.⁵

Based on the definitions above, it is shown how important English speaking skill is in social life to sharing information that may be needed.

³Susanto and Deri Sis Nanda, "Teaching and Learning English for Visually Impaired Students: An Ethnographic Case Study," *English Review: Journal of English Education* 7, no. 1 (2018): 83-92.

⁴Richard Quianthy, *Communication is Life: Essential College Sophomore Speaking and Listening Competencies*, (Pennsylvania State University: Speech Communication Assn, 1990), 7.

⁵Ann L. Chaney and Tamara L. Burk, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn and Bacon, 1998), 13.

b. Types of Speaking

Nunan divides spoken language into two types, monologues and dialogues. The first type is monologue in which a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, and the like. Planned and unplanned monologues differ considerably in their discourse structures. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. While unplanned monologues exhibit more redundancy, which make for ease in comprehensions, but the presence of more performance variables and other hesitation can either help or hinder comprehension. As opposed to monologues, dialogues involve two or more speakers. The exchange can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.⁶

According to Nunan, successful oral communication involves:

- 1) The ability to articulate phonological features of the language comprehensibly
- 2) Mastery of stress, rhythm, intonation patterns
- 3) An acceptable degree of fluency
- 4) Transactional and interpersonal skills
- 5) Skills in taking short and long speaking turns
- 6) Skills in the management of interaction
- 7) Skills in negotiating meaning

⁶Brown H. D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), 250-251.

- 8) Conversational listening skills (successful conversation require good listeners as well as good speakers)
- 9) Skills in knowing about and negotiating purposes for conversations
- 10) Using appropriate conversational formulate and fillers.⁷

In oral communication, the speaker needs to be mastered in speaking skill of the used language especially English in order the information will be clearly delivered to the listeners.

c. Components of Speaking

According to Hughes, there are five components of speaking, namely:

- 1) Pronunciation
- 2) Grammar
- 3) Vocabulary
- 4) Fluency
- 5) Comprehension⁸

1) Pronunciation

Pronunciation is way in which a language or particular word or sound is spoken.⁹ This is very important to the speaker to pronounce the word correctly so that the listener did not catch another meaning.

⁷David Nunan, *Designing Tasks for the Communicative Classroom*, (New York: Cambridge University Press, 1989), 32.

⁸Arthur Hughes, *Testing for Language Teachers*, (New York: Cambridge University Press: 2003), 118.

⁹Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), 352.

2) *Grammar*

Grammar is rules for forming words and making sentences.¹⁰ The rules for forming words is needed to make the correct sentences.

3) *Vocabulary*

In speaking, we need words to represent the information that will be delivered also known as vocabulary. Vocabulary is all the words in a language.¹¹ This is showed that vocabulary is very important to exchange information.

4) *Fluency*

There is a process in transforming idea into words orally. The process can be known by listen to the speaker's fluency in transforming idea into words. Hornby says that fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way.¹²

5) *Comprehension*

Comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken).¹³ Comprehension has to be owned to the speaker what is he or she saying to the listeners.

Based on the results of the data collection that the researcher did, the English teacher at SLB-ABCD Muhammadiyah Palu did not teach the five

¹⁰*Ibid*, 193.

¹¹*Ibid*, 495.

¹²A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), 427.

¹³*Ibid*, 235.

components above, but only emphasized on vocabulary mastery, pronunciation, and comprehension.

d. Teaching Speaking

English is one of a foreign languages taught at schools in Indonesia. There are four skills that need to be mastered by the students, one of them is Speaking skill. It means that the students have the same goals. The main goal is to be able speak and have conversation in English.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown states that there are seven principles for designing speaking techniques.

- 1) Use techniques that cover the spectrum of learner needs, from language based focused on accuracy to message-based on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.¹⁴

Therefore, teachers are asked to analyzing the learners` needs followed by providing strategies in teaching speaking. In speaking class, a teacher needs to

¹⁴Brown H. D., *Teaching by Principles*, 275-276.

lead the students become the center of learning that can make the students having more confidence in speaking.

2. Visually Impaired Student

a. Definition of Visually Impaired Student

Freeman mentioned that visual impairment refers to a functional limitation of eye(s) or visual system due to a disorder or disease that can effect in a visual disability or a visual handicap.¹⁵ According to Parveen, a term of visually impaired in an educational context used to describe all the persons whose vision is affected by impairments in seeing.¹⁶ Furthermore, Susan said visual impairment refers to a significant loss of vision, even though the person may wear corrective lenses. The nature and degree of visual impairment may vary significantly, so each student may require individual adaptations to instructional practices and materials in order to learn effectively.¹⁷

A student with visually impaired is one of the types of students with SEN (special education needs) who has limitation to obtain information through their eyesight sense.¹⁸ Students with visual impairment use their senses of hearing,

¹⁵Freeman et al, *Optometric Clinical Practice Guideline Care of the Patient with Visual Impairment (Low Vision Rehabilitation)*, (America Optometric Association, 2007), 70.

¹⁶Parveen A., *Education Programme*, (Srinagar: Directorate of Distance Education, 2015).

¹⁷Susan Carney et al, *Teaching Students with Visual Impairments*, (Regina: Saskatchewan, 2003), 3.

¹⁸Ediyanto and N Kawai, *Science Learning for Students with Visually Impaired: A Literature Review*, (Journal of Physics 1227, 2019).

touch, smell, and taste for the purpose of accessing information, apart from the sense of sight.¹⁹

There are two main categories for visually impaired students in the process of learning according to Carney included blindness and low vision.²⁰

Legal Blindness – ranges from a visual acuity of 20/200 in the better eye after correction, to having no usable vision or a field of vision reduced to an angle of 20 degrees. Visual acuity of 20/200 means that the individual sees at 20 feet what is normally seen at 200 feet. A reduced field of vision means that the individual has tunnel vision with limited peripheral vision.

Blindness – ranges from being totally without sight to unreliable vision and primary reliance on other senses. A person with blindness usually uses braille as a reading and writing medium.

Low Vision – is reduced central acuity of 20/70 or less in the better eye after correction.

From the definitions, it can be concluded that the student with visual impairment has not as the same vision as the sighted student. This makes the visually impaired students should be given special attention in learning process. The teacher must be prepared for handle the students by preparing appropriate teaching strategies for them.

¹⁹Douglas G. and McLinden M., *Visual Impairment: Special Teaching for Special Children*, (Pedagogies for Inclusion, 2003), 260-409.

²⁰Susan Carney et al, *Teaching Students with Visual Impairments*, (Regina: Saskatchewan, 2003), 3.

b. Teaching English Speaking for Visually Impaired Student

Visual Impairment in educational context is determined by student's need for educational materials that are not visually based. According to Mason and McCall, visually impaired student is used to describe student who rely predominantly on tactile methods in their learning.²¹ The same with Bishop defines visual impairment for educational purposes implies the use of tactual and/or auditory channels for learning.²²

According to Widya, there are four consideration in teaching speaking for blind or visually impaired students, such as: (1) a teacher should speak directly and clearly to the students, and need to spell the word or explain the meaning one by one; (2) the use of pleasant intonation and sense of humor are needed to build chemistry in communication; (3) to apply group work because it can increase the sheer amount of learner talk going on in a limited period of time and also reduces the inhibitions of learners who are unwilling to speak in front of the full class; and (4) a teacher needs to switch language when explain materials or vocabularies which is very helpful for the students.²³

In EFL instruction, teachers can apply various teaching and learning strategies for example put some activities in their classroom. There are some

²¹Mason and McCall, *Visual Impairment: Access to Education for Children and Young People*, (Rouledge, 2013), 15.

²²Bishop V. E., *Teaching Visually Impaired Children*, (Springfield: C.C. Thomas, 2004).

²³Widya Aryanti" "Difficulties in Learning English Faced by Visually Impaired Students at Center of Language Development (P2B) in State Islamic University (UIN) Sunan Kalijaga," *Inklusi* 1, no. 2 (2014): 190-206.

activities that can be applied by the teachers in speaking class as stated by Kayi.²⁴

Each aspects is elaborated as follows:

1) Discussion

The teacher may devide students into groups of discussion. By doing discussion in the classroom, the students can share their thoughts to one another so they can practice their English speaking skill and increase self confidence.

2) Role Play

Playing a role is one of fun activities to develop speaking skill. A student is given a role by the teacher and tell the student who they should be and what they do. The student may choose simple vocabularies to do the conversation in a role depends on their speaking skill level.

3) Information Gap

As Kayi mentions, in this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their inforamtion. Information gap activities serve many puposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information to others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.²⁵

4) Storytelling

²⁴Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (The Internet TESL Journal 12, no. 11, 2006).

²⁵*Ibid.*

According to Craig, storytelling is a process where a storyteller uses vocalization, narrative structure, and mental imagery to communicate through body language and facial expression to the audiences.²⁶

Storytelling is a good task for students in the classroom. Beside practicing their speaking skill, they also can take the morals of the story and entertain the audiences.

To have successful storytelling both storyteller and audiences have to collaborate to create the story because storytelling provides social skill for children to practice. The collaboration here is really needed from both storyteller and audiences, for the audiences to keep focusing on the performance and for the storyteller to keep focusing on the storytelling acting.²⁷

5) Interview

Students are expected to become socialized. Interview is one of activities they can conduct in the classroom to make it happen. In this activity students are asked to make their own questions depends on the rubric given by the teacher and present the interview to the class. Kayi added, conducting interview with people gives students a chance to practice their speaking ability not only in class but also outside.²⁸

²⁶R. Craig Roney, *Storytelling in the Classroom: Some Theoretical Thoughts*, (Storytelling World 9, Win-Spr 1996), 7-9.

²⁷*Ibid.*

²⁸Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*.

6) Story Completion

As the name, story completion is an activity to complete the story but in a fun way. Kayi explained the rules where a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each students starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Additionally, students can add new characters, events, descriptions and so on.²⁹

7) Reporting

Before coming to class, students are asked to read a newspaper or magazine. Then in class, they report to their friends what they find as the most interesting news. Kayi added, students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.³⁰

c. Teaching Speaking One on One

Due to the number of the student at SLB Muhammadiyah Palu, the teachers of visual impairment student inevitably provide one on one teaching method. One on one teaching takes place directly between a single student and one teacher. It provides a setting for more interaction with less distraction.³¹ This method should be appropriate for teaching speaking for the student to get focus more easily.

²⁹*Ibid.*

³⁰*Ibid.*

³¹University of the People, "One-on-One Teaching: The Right Method to Accommodate Diverse Learners?," *Situs Resmi Uopeople*. <https://www.uopeople.edu/blog/benefits-of-one-on-one-teaching/> (May 20th 2022).

Like any other methods, one on one teaching has its advantages and disadvantages.

1) Advantages

- a) The student has the undivided attention of the teacher. This means more opportunity to engage in real communication, more feedback and better understanding of the student's needs.
- b) The student often has more control over the aims of the class, the pace and the materials.
- c) The student has more opportunities to use the teacher as a resource – to ask questions, to see models of language, and to practice skills.
- d) The student can develop a real and productive relationship with the teacher.
- e) The student's needs can be addressed more fully because there is more flexibility in timing and structure.
- f) The teacher has a greater opportunity to engage in real interaction and to learn
- g) The teacher does not need to worry about the problems of large groups – mixed ability, group dynamics, early finishers, late arrivals, etc.

2) Disadvantages

- a) Many students feel more comfortable practising new language – and making mistakes – in a group dynamic rather than in front of a teacher.
- b) Classes can be physically and mentally exhausting for student and teacher.
- c) The class may become boring if the teacher does not find new approaches or the student does not respond to the class.

- d) There are no opportunities to interact with other students, develop a group dynamic and to receive support.
- e) There may not be enough time given for the student to do silent study – important in the processing of new language.
- f) The student and teacher may not get on.
- g) The teacher may feel pressurised to achieve results because of a greater degree of responsibility.
- h) The teacher may find it difficult to find suitable materials and activities, and to structure an effective syllabus.
- i) The teacher may find it difficult to measure the student's progress or level without the framework of a syllabus or other learners to compare with.
- j) The teacher may feel that they do not have the experience, training or resources necessary for this kind of class and that they are only effective working with large groups.³²

As already mentioned above, Kaye recommends some approaches in one on one teaching below:

- 1) Discuss the student's needs and get agreement

It is very important that the teacher knows exactly what the student wants from the class. Agree on a list of priorities. Later the teacher may find that the student's needs are different – this too needs to be discussed.

- 2) Explain what you are doing and why

³²British Council, "Teaching One to One," *Situs Resmi British Council*. <https://www.teachingenglish.org.uk/article/teaching-one-to-one> (May 20th 2022).

Tell the student the aims and how the work you are doing supports them, for example when set homework or correct speaking. Encourage the student to ask questions.

3) Be very flexible

The teacher needs to be flexible over time, lesson and course aims, and material. Be ready to change if the student asked for that.

4) Try a range of methods and techniques

Much of what the teacher do in group classes will work with one learner – try it. For example, songs, games, chants, pair work, jigsaw listening and reading may all be applicable – with the participation from the teacher.

5) Set the limits

One on one teaching can become very intimate. Decide how far it wants to go. Humanising the class can be productive but don't get into personal areas that make the teacher or the student uncomfortable.

6) Give feedback

Find a range of methods for giving feedback to the student. The teacher can for example use immediate feedback when they are speaking, or a hot sheet, or just keep data for another class. Spend time working on errors – they are a great opportunity to make substantial improvements.

7) Use homework to support learning

Use homework to get the student to do things the teacher wouldn't in the class, for example extended writing, research or more controlled practice.

8) Push the student

Without the dynamism of a large group it is easy to lose sight of this, especially if the student likes to talk a lot. Take advantage of dynamic to push the student – with the used language, for example, or when correcting.

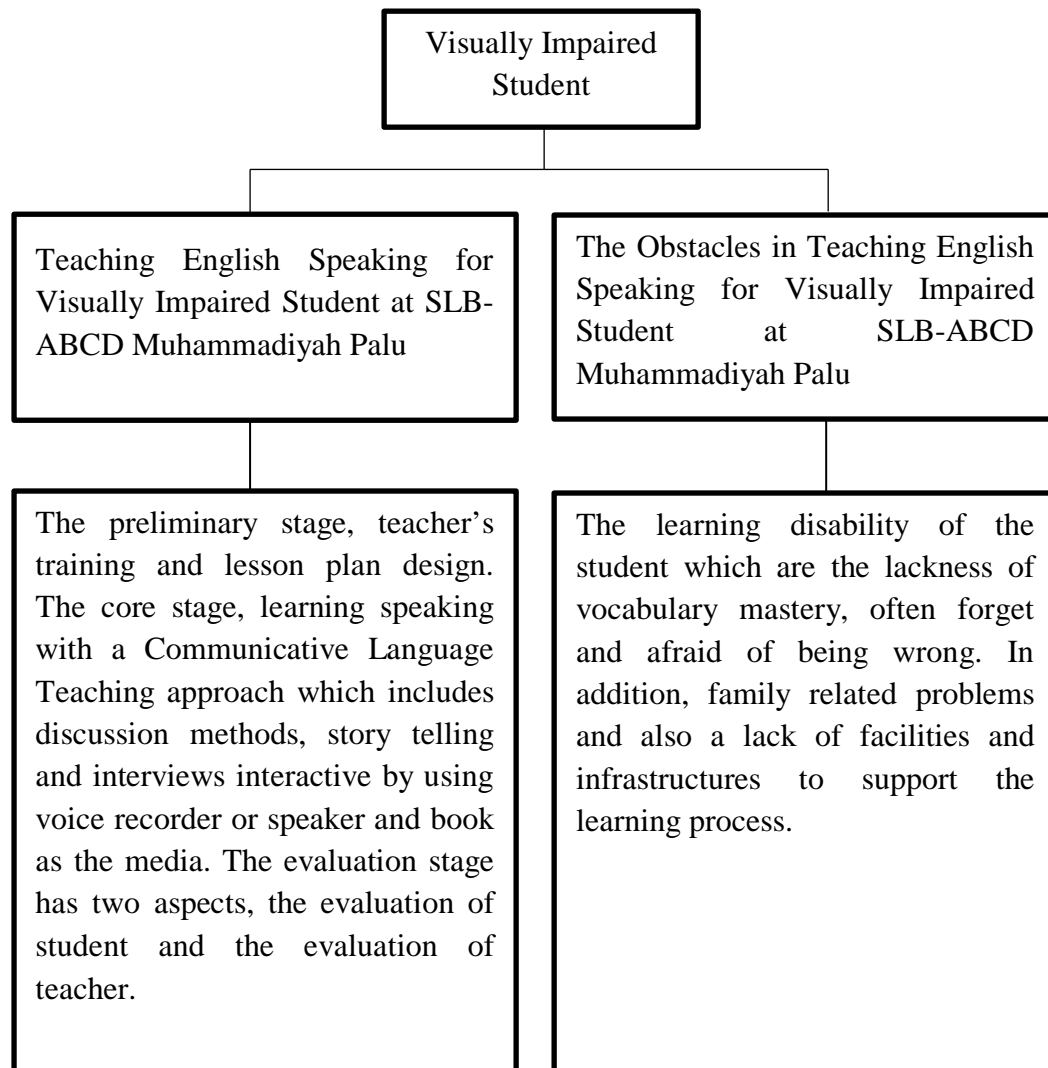
9) Know how to stop

One on one teaching can go on for a very long period of time indeed, but the teacher should constantly evaluate the progress of the student, albeit informally. There may come a point where the teacher feels that a group would be a better place for the student to be.³³

C. Conceptual Framework

Based on the description previously described, so that the researcher described the framework in the scientific work entitled Teaching English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu with a qualitative approach that can be described as follows:

³³*Ibid.*



CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Design

According to Cresswell, research design is plans and the procedures for research to detailed methods of data collection and analysis.¹ The function is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible.

Michael Q. Patton in Brikci and Green said that, qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which in general generate words, rather than numbers, as data for analysis.² Related to it, this research is a descriptive qualitative research in the form of case study. In which made to describe how was teaching English speaking for visually impaired student at SLB-ABCD Muhammadiyah Palu. As for the purposes were to investigate the process of teaching and learning and also to find out the obstacles faced by the teacher and the student.

In this research process, the researcher explored the data that becomes a phenomenon or case that occurs at that time in real terms, starting from activities in the form programs, events, and processes. In this research, it was intended that data collected is not in the form of numbers, but the data comes from interviews,

¹J. W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (3rd ed.) (CA: Sage Publications, 2009), 3.

²Nouria Brikci and Judith Green, *A Guide to Using Qualitative Research Methodology*, (UK: MSF Field Research, 2007), 2.

field notes, and personal documents.³ Brikci and Green added that to use qualitative methods means that the data will be generated primarily in the form of words, not numbers.⁴

B. Research Location

This research was conducted at SLB-ABCD Muhammadiyah Palu which is located at Jl. Lamotu No.34B, Lere, West Palu, Palu City, Central Sulawesi. The location is chosen based on previous observation. The researcher found that English was taught for visually impaired students as well as speaking skill where the researcher wanted to focus on.

C. Researcher Presence

In this research, the researcher act as a research instrument as well as data collector. The researcher as the passive participant where the researcher did not involved in the process of teaching and learning. It was with the reason that the researcher could be able to investigate the process of teaching English speaking for visually impaired student.

D. Data and Data Source

The data here means collected information that researcher need after conducting a research. There are two types of data and data source that the researcher used in this research. Those are:

³Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: CV. Alfabeta, 2009), 1.

⁴Nouria Brikci and Judith Green, *A Guide*, 11.

1. Types of Data

a. Primary Data

The first primary data is transcription of in-depth interview about teaching English speaking for visually impaired student. While the second primary data is field notes of observation related to it as well. As Nawawi says, primary data could be opinion of individual or groups, observation`s results of an object, event or activity, and tests result. Primary data is also known as an original data or a new data that is up-to-date. To obtain primary data, the researcher had to collect them directly.⁵

b. Secondary Data

The secondary data comes in form of pictures, recorders, and videotapes as documentation of the research process. Track and record of the school will be the additional data that the researcher will collect. Like Nur said that, secondary data is data that the researcher get indirectly or through media. Secondary data generally in the form of historical records or reports which have been compiled in published and unpublished archives.⁶

2. Data Source

According to Lofland in Moleong, the main sources of data in a qualitative research are words and actions, the rest is additional data such as documents and

⁵Hadari Nawawi, *Metode Penelitian Bidang Sosial*, (Yogyakarta: Gadjah Mada University Press, 2011), 117.

⁶Sunardi Nur, *Metode Penelitian Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2011), 76.

others.⁷ The primary source of data in this research is the English teacher at SLB-ABCD Muhammadiyah Palu. The teacher was interviewed and observed to obtain data concerning use to investigate the teaching English speaking for visually impaired student. In addition, researcher used secondary source of data which is classroom teacher. It is in order to add some information about the visually impaired student in the classroom during teaching and learning process.

E. Techniques of Data Collection

In qualitative research, the data obtained in various ways: interview, observation, and documentation . Like Mack *et.al* said that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation.⁸

1. Interview

According to Nazir, interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide.⁹ For additional, Syamsuddin stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for

⁷*Ibid*, 157.

⁸Natasha Mack et al, *Qualitative Research Methods: A Data Collector`s Field Guide*, (USA: Family Health International, 2005), 3.

⁹Moh. Nazir, *Metode Penelitian*, (Jakarta: Ghalla Indonesia, 1999), 193.

other techniques like participatory observation, document analysis and photography.¹⁰

The interview used in this study was a semi-structured interview. According to Kaelan in Ibrahim, semi-structured interview is still included in the in-depth interview category where in its implementation it is more free and open than structured interview.¹¹

In qualitative research, this form of interview is chosen and used with the aim that researcher can explore problems openly. The researcher only prepare a few key questions to guide the interview questions and answers process. The prepared questions also have the possibility to be developed in the interview process.

According to Twin, the question for the entire informant should be open ended question, question should use the language that is familiar to informant, question should be clear, and question should be neutral.¹² In this research, the researcher conducted the interview with the principal, the English teacher, the calssroom teacher, and the visually impaired student.

- a. Interview with the principal to find out about the history of the establishment of the school and the supporting facilities for class management at SLB-ABCD Muhammadiyah Palu.

¹⁰Syamsuddin AR and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bangkalan: PT Remaja Rosdakarya, 2011), 95.

¹¹Ibrahim, *Metodologi Penelitian Kualitatif: Panduan Penelitian beserta Contoh Proposal Kualitatif*, (Bandung: Alfabeta ,2015),92.

¹²Kartining Twin, "An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Students at SMPN 5 Surabaya" (Unpublished Thesis, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya, 2014), 37.

- b. Interview with the English teacher at SLB-ABCD Muhammadiyah Palu which is intended to determine the role of the teacher both before and when the teaching and learning is ongoing starting from planning and implementing learning, how the teacher plays a role in managing the class to increase student learning motivation, to determine student behavior during teaching and learning process and the action taken by the teacher, and factors that affect the teaching and learning process.
- c. Interview with the classroom teacher who are also act as the Coordinator Teacher of the Special Program for the Visually Impaired Student at SLB-ABCD Muhammadiyah Palu.
- d. Interview with the visually impaired student to find out the student`s responses to English learning especially in speaking skill through the media used by the teacher in the learning process and the difficulties faced by the student.

However, the researcher conducted direct interview in which meet directly with the participants. During conducting interview, the researcher used interview guideline and record tools to collect the data.

2. Observation

According to Supardi, observation is a method in which collecting the data by observe and record the investigated phenomena sistematically.¹³ Observation is the first method the researcher used to collect the data. The researcher took action

¹³Supardi, *Metodologi Penelitian*, (Mataram: Yayasan Cerdas Press, 2006), 88.

to observe something or someone carefully in order to obtain information. The main data was from the teacher, while another one would be a supporting data.

For doing observation, the researcher collected the data that related to teaching and learning activity, started from teacher's role in planning and implementing which includes the use of available media and also the obstacles faced by the teacher and the student during teaching and learning process.

3. Documentation

Arikunto said that in carrying out the documentation method, the researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, and so on.¹⁴ The researcher used this method to obtain data related to research object. The researcher utilized related documents such as school archives, reference books, as well as other relevant documents to support the data.

F. Techniques of Data Analysis

According to Bogdan and Bikken, data analysis is the process of searching and organizing interviews, field notes, and other materials that have been systematically collected by researcher. Analytical activities are carried out by reviewing data, organizing, dividing into manageable units, synthesizing, looking for patterns to find out what is meaningful, and what will be researched and reported systematically.¹⁵

¹⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1998), 138.

¹⁵Sugiyono, *Memahami Penelitian*, 240.

Furthermore, the collected data was analyzed by using Miles and Huberman models. According to Miles and Huberman, in analyze the data consists three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.¹⁶

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The function of the redution is to take the main points based on the research questions. It was made the researcher easier to analyze the data.

2. Data Display

After the data was reduced, the next step was to display the data. In qualitative research, to display the data could be done in the form of a brief description and in the form of chart. As Miles and Huberman said that to display the data in qualitative research is with a narrative text.¹⁷ The results of observation, documentation, and interview used the short explanation about it. To show the data, researcher made the table or the short transcript to easy the step of the next plan.

3. Conclusion Drawing/Verification

The last was verification to make conclusion. With the used of triangulation technique, the results of data display were connected to each other. Triangulation means using a variety of data, using more than one theory, several

¹⁶Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (California: Sage Publications, 1994), 10.

¹⁷Sugiyono, *Memahami Penelitian*, 95.

analytical techniques, and involving more researchers.¹⁸ It could enable more accurate conclusion to be drawn.

G. Techniques of Data Validity

In this research, the researcher was checking the validity of data by using self-reflexivity. Self-reflexivity means the researcher's reflection on the findings or results of discussions with the participants and the results of observations. In order to avoid personal bias, the reflection should be the result of discussion with colleagues who have expertise.¹⁹

¹⁸Ibrahim, *Metodologi*, 134.

¹⁹Nusa Putra, *Metode Penelitian Kualitatif Pendidikan*, (Jakarta: Rajawali Pers, 2013), 227.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Overview of SLB-ABCD Muhammadiyah Palu

1. A Brief Overview

SLB-ABCD Muhammadiyah Palu is an educational institution that was founded in 1993 with the number of establishment decree (SK) No. III.A/4.a/62/93. This school that has NPSN 40203523 and NSS 1860.070310 is an educational level of special school with Swasta status. It is located at Jl. Tompi No.15 RT 05 RW 05, Lere village, Palu Barat district, Palu City. SLB-ABCD Muhammadiyah Palu is a one-roof school starting from SDLB, SMPLB, and SMALB under the auspices of the Muhammadiyah Palu Foundation.

Prior to becoming a special school, the Muhammadiyah Palu Foundation had overshadowed the Muhammadiyah High School in the same location before being converted into a special school. This was conveyed in the result of an interview by the school principal, “Initially Muhammadiyah was divided into high schools, but due to the demand for many children with special needs this school was established, and every year the number of students is increasing.”¹

The coordinator teacher of the special program for the blind also added:

SLB-ABCD Muhammadiyah Palu was established due to the lack of special schools for people with disabilities where the number are getting higher.

¹Rini Kurniaini, The Principal of SLB-ABCD Muhammadiyah Palu, Interview by the researcher at the principal room at SLB-ABCD Muhammadiyah Palu, January 3rd 2023.

Not only school was established but also school dormitory for persons with disabilities.²

The school was built to have focus to serve teaching to students with special needs with blind, deaf, retardation, quadriplegic, down syndrom, and autistic types. The aim is to educate students with special needs to be active in reading and writing so they can follow the curriculum in school, also learning the special skills that have been provided such as cooking, fashion, ICT, beauty, and handicrafts.

SLB-ABCD Muhammadiyah Palu in the aspect of leadership has experienced many changes of school principals with various duties and responsibilities regarding situations and conditions within the scope of the year or era they have passed. The following will be described in the table:

Table 1. List of School Principals at SLB-ABCD Muhammadiyah Palu

No.	Principals	Period
1	S	1993-2013
2	S	2013-2019
3	RD	2019-2021
4	Rini Kurniaini, S.Pd.	2021-now

Based on the table of principals who have served at SLB-ABCD Muhammadiyah Palu according to the duties and responsibilities of each period, it can be seen that the initial pioneer of SLB-ABCD Muhammadiyah Palu was Mr. S who served for 20 years. Then it was continued by Mrs. S who served for 6 years. After 6 years in office, the principal of the school was replaced by Ms. RD in 2 years, then replaced by Ms. Rini Kurniaini who served from 2021 until now.

²Syarifuddin Bahrin, The Coordinator Teacher of the Special Program for the Visually Impaired Student, Interview by the researcher at the classroom of SLB-ABCD Muhammadiyah Palu, January 17th 2023.

2. Vision and Mission

SLB-ABCD Muhammadiyah Palu has a vision that is the realization of an adaptive school based on skills, competence, and independence with noble character and care for the environment. As for the mission of the school, they are:

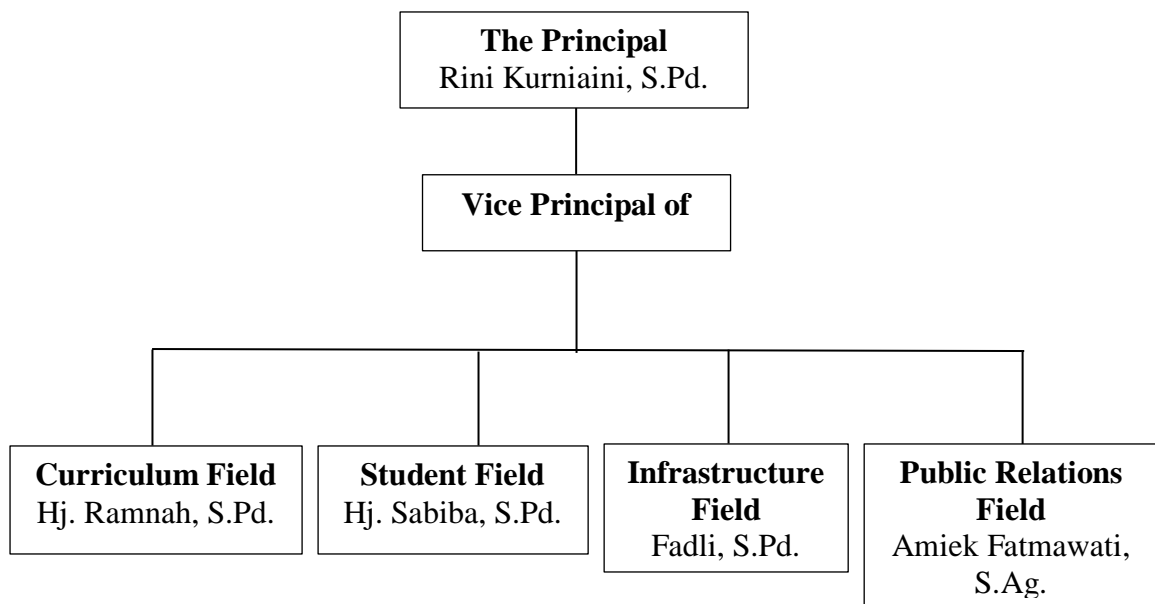
- a. Creating a conducive learning environment in improving the quality of learning.
- b. Equip the work skills needed by students according to their disability.
- c. Fostering a spirit of excellence for students, teachers, and educational staff so that they have a strong willing to keep moving forward.
- d. Guide each student to recognize their potential so that it can be developed optimally.
- e. Develop and utilize the potential of an environmentally cultured school.

SLB-ABCD Muhammadiyah Palu was founded aiming to:

- a. Establishing cooperation (Net Working) with related agencies/institutions, the community and the business world in the context of students` future.
- b. Strive for the completeness of skills education facilities and infrastructure to increase the potential of children and expedite the teaching and learning process.
- c. Improving teacher professionalism through training and management.
- d. Optimizing the increase in potential that exists in students.
- e. Creating a conducive, safe, peaceful school atmosphere with a clean, beautiful and comfortable environment.

3. Organizational Structure

This organizational structure is a form of cooperation within the school in realizing the vision and mission of the school. The organizational structure of SLB-ABCD Muhammadiyah Palu is as follows:



(Picture 1. Organizational Structure of SLB-ABCD Muhammadiyah Palu)

4. Teachers and Supporting Staff Data

Teachers are fully responsible for students within the scope of the school. The teacher as the subject of the education has the task of transferring knowledge to the students. Besides that, the presence of supporting staff is also needed within the scope of the school to make it easier to achieve educational goals. The number of teachers at SLB-ABCD Muhammadiyah Palu is still insufficient, for this reason several teachers hold concurrent positions to fill the vacancies as needed. The following is the teachers and supporting staff data:

**Table 2. List of Teachers and Supporting Staff at SLB-ABCD
Muhammadiyah Palu**

No.	Name	Gender		Position
		M	F	
1.	Rini Kurniaini, S.Pd.		F	Principal
2.	Hamsinah, S.Pd.		F	Vice principal
3.	Hj. Ramnah, S.Pd.		F	Subject teacher
4.	Hj. Annisah, S.Pd.		F	Subject teacher
5.	Hj. Rosmawati, S.Pd.		F	Subject teacher
6.	Dra. Erliza		F	Subject teacher
7.	Sabiba, S.Pd.		F	Classroom teacher
8.	Hj. Ida Rochani Salawali		F	Subject teacher
9.	Fadli, S.Pd.	M		Subject teacher
10.	Amiek Fatmawati, S.Ag.		F	Classroom teacher
11.	Syarifuddin Bahrin, S.Pd.	M		Subject teacher
12.	Rahma Aulia Riski, S.Pd.		F	Classroom teacher
13.	Hariyanti, S.Pd.		F	Classroom teacher
14.	Winarsih, S.Pd.		F	Classroom teacher
15.	Sidiek, S.Pd.,M.Pd.	M		Classroom teacher
16.	In Arianti, S.Pd.		F	Subject teacher
17.	Putri Musdalifa Apriyani, S.Pd		F	Subject teacher
18.	Aji Uspatullah	M		Art manager
19.	Heriani, S.Pd.		F	Classroom teacher
20.	Febrianti		F	Administrator
21.	Nur Hidayati, S.Pd.		F	Classroom teacher
22.	Yasin Ali Hadu	M		School Guard

Data Source: School Archives in 2022.

Based on the situation table for SLB-ABCD Muhammadiyah Palu teachers, the researcher can conclude that the total number of teachers, including school principals and administrators at SLB-ABCD Muhammadiyah Palu, there are 22 people, consisting of 1 school principal, 1 vice principal, 9 subject teachers, 8 classroom teachers, 1 art manager, 1 administration person, and 1 school guard. Furthermore, the condition of teachers based on gender shows that the number of male teachers are 5 people, while the number of female teachers are 17 people.

**Table 3. The Number of Teachers with Educational Backgrounds
According to Their Teaching Assignments at SLB-ABCD Muhammadiyah
Palu**

No.	Subject	D1/D2	D3	S1/D4	S2/S3	Total
1.	Science					0
2.	Math			1		1
3.	Bahasa Indonesia					0
4.	English			2		2
5.	Religious Education			2		2
6.	Social Science			3		3
7.	Physical Education			2		2
8.	Art and Culture					0
9.	Civic Education					0
10.	ICT/Skills					0
11.	Counseling Guidance					0
12.	Others:			10		10
Total		0	0	20	0	20

Data Source: School Archives in 2022

Based on the table above regarding the condition of the teacher's educational background at SLB-ABCD Muhammadiyah Palu with a total number of teachers teaching each subject are 20 people consisting of 1 Mathematics teacher, 2 English teachers, 2 Islamic religion teachers, 3 people social science teachers, and the remaining 10 people are class and administration teachers.

**Table 4. Education Level and Teachers' Status at SLB-ABCD
Muhammadiyah Palu**

No.	Education Level	Teachers' Status				Total
		Permanent Teacher (GT)/PNS		Non-Permanent Teacher (GTT)/Non-PNS		
		M	F	M	F	
1.	S3/S2	2	1			3
2.	S1	2	15			17
3.	D4					0
4.	D3					0

No.	Education Level	Teachers' Status				Total
		Permanent Teacher (GT)/PNS		Non-Permanent Teacher (GTT)/Non-PNS		
		M	F	M	F	
5.	D2					0
6.	D1					0
7.	≤ SHS					0
Total		4	16	0	0	20

Data Source: School Archives in 2022

Based on the Education Level and Teachers' Status table above, the researcher can conclude that based on the data of teachers with a total of 20 people consisting of 3 S3/S2 teachers, and 17 teachers with an S1 educational background, all of whom have status as permanent teacher and civil servant (PNS) at SLB-ABCD Muhammadiyah Palu.

Table 5. Supporting Staff at SLB-ABCD Muhammadiyah Palu

No.	Supporting Staff	Education Level					Status		Total
		≤ JHS	SHS	D1/D2	D3	S1	PNS	Non-PNS	
1.	Administrator		1					1	1
2.	Librarian					1		1	1
3.	Science Lab.								0
4.	Computer Lab.								0
5.	Language Lab.								0
6.	PTD								0
7.	Cafetarian		1					1	1
8.	School Guard	1						1	1
9.	Gardener		4					4	4
10.	Security								0
11.	Others: SHU								0
Total		1	6	0	0	1	0	8	8

Data Source: School Archives in 2022

Based on the Supporting Staff table above, the researcher can draw a conclusion that the total number of administrative staff at SLB-ABCD

Muhammadiyah Palu is 8 people consisting of 1 administrator, 1 librarian, 1 cafetarian, 1 school guard, and 4 gardeners.

5. Students Data

Students as the objects in the educational process who are ready to receive knowledge and skills from the school that can be useful in the future. In the following, data is presented about the condition of students at SLB ABCD Muhammadiyah Palu in 2022:

Table 6. Students Data in 2022 at SLB-ABCD Muhammadiyah Palu

No.	Disability Type	SDLB		SMPLB		SMALB		Total
		M	F	M	F	M	F	
1.	Blind	1	1	0	0	0	1	3
2.	Deaf	7	4	5	4	3	6	29
3.	Retardation	25	15	15	5	12	8	81
4.	Quadriplegic	2	2	1	1	2	0	8
5.	Hyperactive	1	1	0	0	0	0	2
6.	Downsyndrom	1	1	0	0	1	0	3
7.	Autistic	9	4	3	1	0	0	17
Total		46	28	24	11	18	15	143

Data Source: School Archives in 2022

There are 143 students that are currently registered in SLB-ABCD Muhammadiyah Palu. The students are dominated by retarded students. Meanwhile the number of blind students in SLB-ABCD Muhammadiyah Palu is relatively small. At the acceptance of new students in 2022 there are no blind students that are registered. However, SLB-ABCD Muhammadiyah Palu accepts and graduates students every year.

6. Facilities and Infrastructure Data

In a school, facilities and infrastructure are one of the most important aspects as a support, especially learning activities that become effective and

efficient. To find out the facilities and infrastructure that are available in SLB-ABCD Muhammadiyah Palu, it can be seen in the following table:

Table 7. Inventory Data at SLB-ABCD Muhammadiyah Palu

No.	Facilities and Infrastructure	Unit	Description
1.	Practice room	3	
2.	Storage space	1	
3.	Computer laboratory table	12	
4.	Computer laboratory chair	12	4 broken
5.	Electrical installations	3	
6.	Air circulation		Fan
7.	Internet network	1	Telkom
8.	Availability of electric power		4.600 watt
9.	Computer	12	1 broken
10.	Desktop (PC)	1	
11.	Laptop	3	1 broken
12.	Printer	5	
13.	Stabilizer	3	

Data Source: School Archives in 2022

Based on the data table of facilities at SLB-ABCD Muhammadiyah Palu above, it can be seen that in terms of the availability of facilities, it is quite complete and in accordance with existing national standards. For example, the school already has internet or computer facilities that can be accessed not only by teachers but can also be used by all students with control from the teacher. In addition to the condition of adequate facilities, there are several facilities that cannot be used due to age or eligibility factors, such as 4 chairs out of 12 in the lab. The computer is in a bad condition; 1 computer is broken, and 1 laptop is broken.

Table 8. School Furniture Data at SLB-ABCD Muhammadiyah Palu

No.	Room	Furniture			
		Table	Chair	Cabinet	Others
1.	Principal	2	8	3	1
2.	Teacher	10	10	3	0
3.	School Health Unit (UKS)	1	1	1	1
4.	Storage	1	1	1	1
5.	Canteen	2	3	0	1
6.	Skill	3	15	6	0

Data Source: School Archives in 2022

Based on table data related to furniture at SLB-ABCD Muhammadiyah Palu, the researcher can conclude that the school in terms of school buildings is already at a standard level, this can be seen in the principal's room consisting of 2 tables, 8 chairs, and 3 cabinets . In the teacher's room the furniture includes 10 tables, 10 chairs, and 3 cabinets. In the UKS room there is 1 table, 1 chair and 1 cabinet. In the storage room there is 1 table, chair and cabinet. In the canteen room there are 2 tables, 3 chairs, and in the skill room there are 3 tables and 15 chairs.

Table 9. Skills Room Data at SLB-ABCD Muhammadiyah Palu

No.	Skill	Room Size l(m) x w(m)	Tools		The Resulting Products
			Main	Supporting	
1.	Beauty	6 x 6	Inadequate	Inadequate	Hair and make-up services.
2.	Fashion	8 x 6	Inadequate	Inadequate	School uniform, bed sheet, etc.
3.	ICT	6 x 5	Adequate	Inadequate	Ms. Office training and graphic design.
4.	Cooking	6 x 8	Inadequate	Inadequate	Fried onion, banana chips, Catfish floss, etc.
5.	Fishery	12 x 3	Inadequate	Inadequate	Catfish, Mujair, Tilapia, and Goldfish.

No.	Skill	Room Size l(m) x w(m)	Tools		The Resulting Products
			Main	Supporting	
6.	Automotive	5 x 5	Inadequate	Inadequate	Service and motorcycle wash.

Data Source: School Archives in 2022

The skills room is good enough to channel and develop students' interests and talents. However, from the table above it can be seen that there is still a lack of adequate main tools and supporting tools for each skill. Even so, it does not reduce the teacher's enthusiasm to continue to develop students' skill abilities. This can be seen from the results that have been produced in each skill.

7. School Achievements

The following is a list of achievements SLB-ABCD Muhammadiyah Palu has achieved since 2011:

Table 10. The Achievements of SLB-ABCD Muhammadiyah Palu

No.	Disability Type	Year	Ranking	Achievement	Place	Level
1.	Visually impaired (VI)	2020	1 st runner up	Writing and reading poetry	Jakarta	National
2.	Retardation	2020	1 st place	Storytelling	Kota Palu	Province
3.	Hearing impaired (HI)	2020	1 st place	Arranging flowers	Kota Palu	Province
4.	VI	2019	2 nd place	MTQ	Lampung	National
5.	VI	2019	1 st place	MTQ	Kab. Luwuk	Province
6.	VI	2019	1 st place	Literacy	Kab. Touna	Province
7.	HI	2019	1 st place	Creating scrap material	Kab. Touna	Province
8.	Quadriplegic	2019	1 st place	02SN	Kab. Luwuk	Province
9.	HI	2018	1 st place	Arranging flowers	Kota Palu	Province
10.	Quadriplegic	2018	1 st place	Literacy	Kota Palu	Province

No.	Disability Type	Year	Ranking	Achievement	Place	Level
11.	VI	2017	1 st place	Solo singing	Kota Palu	Province
12.	VI	2016	3 rd place	Solo singing	Manado	National
13.	VI	2016	1 st place	Solo singing	Kota Palu	Province
14.	VI	2015	1 st place	Writing and reading poetry	Kota Palu	Province
15.	Quadriplegic	2015	1 st place	IT	Kota Palu	Province
16.	Quadriplegic	2015	1 st place	Graphic design	Kota Palu	Province
17.	VI	2015	1 st place	Chess	Kota Palu	Province
18.	VI	2015	1 st place	Solo singing	Kota Palu	Province
19.	VI	2014	1 st place	MTQ	Semarang	
20.	VI	2014	1 st place	MTQ	Kota Palu	Province
21	Quadriplegic	2013	1 st place	Wheelchair racing	Kota Palu	Province
22.	Quadriplegic	2013	3 rd place	Wheelchair racing	Balikpapan	National
23.	VI	2013	3 rd place	Solo singing	Medan	National
24.	VI	2013	1 st place	Solo singing	Kota Palu	Province
25.	Retardation	2011	1 st place	Swimming of Popcanas	Jakarta	National
26.	Retardation	2011	1 st place	Swimming of Asian Para Games	Surakarta	International
27.	Retardation	2011	1 st place	Swimming of SOWSG XIII	Athena, Yunani	International

Data Source: School Archives in 2022

From the table above, we can see that SLB-ABCD Muhammadiyah Palu has a lot of gifted students. The students are able to prove their achievements at the provincial, national, and even international levels. Even though it is not an achievement in the academic field, it has made the name of the school proud and can make both the school and parents proud.

B. Teaching English Speaking for Visually Impaired Student at SLB-ABCD

Muhammadiyah Palu

According to Mulyasana, qualified education system was born of good planning, good governance system, and a good teacher.³ The achievement of success in English requires a big contribution from a teacher who holds pedagogic competency standards as knowledge, personality as character, professionalism in expertise, and social interaction, especially for teachers at SLB-ABCD Muhammadiyah Palu. All of them are the basis for conducting the learning process education to students. The four competencies above, they produce good skills for teachers and are hoped that educators will be able to translate them into the learning process so as to create a qualified learning.

The researcher will elaborate the result of observation and interview based on the title of this research, Teaching English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu. The researcher found that there are several steps or stages carried out by the English teacher in teaching speaking to visually impaired student, as follows:

1. Preliminary Stage

The preliminary process is the initial process of a teacher in order to make various preparations before starting the learning process in the classroom. This process is marked by increasing competence and quality in teaching or carrying out the educational process, especially for visually impaired student. Based on this, the researcher wanted to know the quality of the English teacher at SLB-

³Dedy Mulyasana, *Pendidikan Bermutu dan Berdaya Saing*, (Bandung: PT. Remaja Rosdakarya, 2011), 120.

ABCD Muhammadiyah Palu through interview related to her educational background, teaching training especially for visually impaired students, and also teaching experience. Mrs. Auliyah Rahman as the English teacher at SLB-ABCD Muhammadiyah Palu said that:

I was graduated as S.Pd. with English Education as my major and now I continue my magister degree with the sam major. Before I was here, I was teaching English at an elementary school in my hometown for about a year. And then, to improve the quality of teacher competence, I had attended special training on how to deal with children with special needs, starting from how to know their characteristics, what they want and need, to the unique traits that arise from them. The training does not only cover visually impaired children, but as a whole.⁴

Regarding the learning process for children with special needs, teachers are required to have a certain amount of knowledge regarding special education, students with special needs, learning techniques, and curriculum development. Another demand is that teachers must have the will to make changes from the old paradigm to the new paradigm, such as carrying out special training.⁵

Educators and educational staff are prepared by the school through training activities or workshops on inclusive education on a regular basis. There are four things that underlie the school's provision of education staff, namely (a) to increase the understanding and deepening of all teachers regarding inclusive education, especially in the series of implementation of inclusive education; (b) to increase the readiness of teachers, both academic and psychological, in providing

⁴Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

⁵Tiara Novita Dewi, "Strategi Guru dalam Mendidik Anak Berkebutuhan Khusus (ABK) pada Masa Pandemi Covid-19 di PAUD Alam Mahira Kota Bengkulu" (Unpublished Thesis, Faculty of Tarbiyah, IAIN, Bengkulu, 2021), 6.

treatment for students with special needs; (c) to foster teacher confidence in managing learning in the classroom and providing education outside the classroom about inclusive-based education; and (d) to assist in creating an inclusive climate or inclusive culture in the school and its surroundings.⁶

The next step of this preliminary process is to make a lot of preparations including the preparation of lesson plan, from the selection of methods, media, models or approaches that are in accordance with the characteristics of students with visual impairments. Seeing that the characteristics of students with special needs have very significant differences when compared to other regular students in public schools, the preparation of this lesson plan must really be carefully designed with what they need. This is as conveyed by the English teacher:

In the framework of preparing the lesson plan that are applied to visually impaired students the same as students in general at other regular schools, it's just that the difference is the way of teaching. In preparing lesson plan which include media aspects, the methods and materials to be taught must be in accordance with the needs of visually impaired students.⁷

Lesson plan for students in general and students with special needs is essentially the same. It's just that there are differences in the indicators which are more adapted to the students' abilities. for example, if students experience difficulties, the teacher approaches them and explains slowly.⁸

⁶Asep Supena et al, "Penerapan Rencana Pelaksanaan Pembelajaran Anak Berkebutuhan Khusus di Sekolah Dasar Negeri Meruya Selatan 06 Pagi," *Jurnal Gentala Pendidikan Dasar* 6, no.2 (2021): 15.

⁷Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

⁸Supena, "Penerapan Rencana", 22.

2. Core Stage

The core stage is the second stage or a very important stage in the learning process. This stage begins with the delivery of learning objectives and competency adjustments between the material being taught and the needs of blind student. This is done so that student before entering the core of learning have a general picture of the intent and purpose of presenting material by the English teacher, so that the attention and focus of student will be controlled and directed.

In this regard, according to Sadirman, a process of introduction and new learning can be considered successful if students are able to improve and have motivation in learning. So, before the action begins, the teacher provides advance guidance regarding the purpose of the activity, arouses students' interest in English and invites students directly to be able to communicate directly even with halting pronunciation.⁹

This is in line with what was conveyed by Mrs. Auliyah as the English teacher:

Before entering the core of learning, I first conveyed to them the purpose of me providing material to them that is useful for controlling their attention and their interest in following the English lesson that I provide and making adjustments to the competencies that student must have in speaking material, because the main competence in speaking is being able to speak English and being able to understand what is conveyed by the teacher.¹⁰

Based on the classroom observation, the researcher found that process of giving or presenting speaking material, the English teacher at SLB-ABCD

⁹A.M., Sadirman, *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: Rajagrafindo Persada, 2012), 75.

¹⁰Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

Muhammadiyah Palu used media and teaching methods according to the needs of visually impairment student where they have limitations in the aspect of vision, so the use of media utilizes a voice recorder or a speaker and functioning book media as a means of delivering English material to student. This is as the result of interview with the visually impaired student, "the English teacher has used audio media such as speakers and mostly a book."¹¹ Furthermore, this is also in line with the result of interview with the English teacher:

I adjust the media that I use to teach English to visually impaired student according to their needs and abilities, such as using media that utilize hearing aids such as voice recorder or using speaker in order to present material to student.¹²

In order to make the learning of speaking successful in English subjects, the English teacher at SLB-ABCD Muhammadiyah Palu in delivering the material used the Communicative Language Teaching approach by delivering slow learning and interpreting it in bahasa Indonesia after delivery in English. This approach is applied because it is based on the limitations of those who cannot use the sense of sight but instead use the sense of hearing as a means of obtaining information provided by the teacher. This is as the result of interview with the visually impaired student, "I understand more easily if the teacher conveys the lesson slowly and interprets it after delivery in English."¹³ This is also in line with

¹¹DAM, Visually Impaired Student, Interview by the researcher at the classroom of SLB-ABCD Muhammadiyah Palu, January 17th 2023.

¹²Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

¹³DAM, Visually Impaired Student, Interview by the researcher at the classroom of SLB-ABCD Muhammadiyah Palu, January 17th 2023.

what was conveyed by Mrs. Auliyah, "In providing speaking material, I use a lot of Communicative Language Teaching as an approach."¹⁴

In applying the Communicative Language Teaching approach, the English teacher at SLB-ABCD Muhammadiyah Palu, apart from using the discussion method, also occasionally applies the story telling method and also interviews. The discussion method is useful for opening the insights of visually impaired student in expressing their ideas related to speaking material, discussions are carried out between the teacher and the student. Story telling is a method that is very helpful in conveying speaking material because visually impaired student can use their hearing aids as a means of receiving information and make learning fun because they can tell interesting or motivational stories. Furthermore, the interview method is carried out in order to build closeness between the teacher and student so that the learning that is carried out does not look tense and stiff. This is in line with the result of an interview with Mrs. Auliyah:

I use many methods to teach visually impaired student, such as the discussion method to train the individual in speaking English, the story telling method to convey interesting and motivational stories, as well as the interview method to build closeness and familiarity between teacher and student so that learning becomes more flexible.¹⁵

The stage of giving English material in the context of speaking are by conveying speaking learning in basic matters such as self-introduction in English and the most important is mastering basic vocabularies that are appropriate in

¹⁴Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

¹⁵Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

everyday life. This is done based on the internal factors of the student, where the characteristics of visually impaired student and students in other regular schools have great differences, so a lot of basic materials must be given. This is according to the result of an interview by Mrs. Auliyah as an English teacher:

For speaking material, I still teach them the basics such as self-introduction in English and most importantly I emphasize more vocabulary mastery that is related and often used in everyday life. This is based on their internal factors which are different from students in regular schools in general.¹⁶

The effort made by the English teacher at SLB-ABCD Muhammadiyah Palu is to make the visually impaired student remain active in participating in the learning process, namely frequently asking questions to the student, conducting question-and-answer questions regarding the material presented, and actively interacting with the student to create lead feedback from the individual so that the learning process is active and as expected. One of the efforts to provide material and education related to the importance of using English is carried out verbally and through demonstrations or direct practice.¹⁷ This is in line with the result of interview with the English teacher:

To keep the class atmosphere active, what I usually do is ask questions oftenly, then do question-and-answer sessions, and do lots of active interactions with the visually impaired student, this is because the number of visually impaired student consist of only one person.¹⁸

¹⁶Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

¹⁷Lulu Fakhrunisa et al, "*Pengenalan Pentingnya Berbahasa Inggris pada Anak Tunanetra di Sekolah Luar Biasa,*" (Journal Disability Studies and Research 2, no.2, 2023). 58.

¹⁸Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

At this core stage, the English teacher always opens up insight and flexibility for the visually impaired student to develop her ideas in the context of learning speaking material, namely by providing opportunities for the student to speak a word or two even though the level of truth has not reached a high level yet and done gradually and consistently. This is according to the result of an interview with Mrs. Auliyah Rahman:

The most important thing is that the student can be active in speaking even though it is not totally correct, where they are able to express their ideas. Because the main goal of learning speaking is that the student are able to express their ideas in English.¹⁹

This is due to the characteristics of visually impaired children who generally have little self-confidence, do not easily trust new people and easily feel offended.²⁰ To advance the speaking skills of children with special needs, especially the visually impaired ones, teachers must use various approaches and learning skills to develop children's speaking skills. This is necessary to improve children's memory and make it easy for them to remember what they hear. To advance every aspect of a child's development, stimulation is the key to early intervention and detection. This means that children can develop optimally in intellectual, social, emotional, language, norms and religious development, children at an early age receive the best values.²¹

¹⁹Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

²⁰Fakhrunisa, "*Pengenalan Pentingnya*", 58.

²¹Adawiyah, R., and Watini, S., "Implementasi Model ATIK untuk Meningkatkan Kecakapan Bicara Anak dengan Kegiatan Menyusun Puzzle Gambar Seri di TK Dharma Wanita Persatuan," *JIP-Jurnal Ilmiah Ilmu Pendidikan* 5, no.3, (2022): 883-887.

Class management in the learning process for the visually impaired student is fairly easy because at SLB-ABCD Muhammadiyah Palu has one visually impairment student at the high school level. The number of students at the SLB cannot be equated with regular schools in general. If a regular school has twenty or more students, it is said to be a study group (Rombel), it is different from SLB, even though the students in one class only have one student, it is said to be a study group (Rombel). So managing the class so that the atmosphere remains active and conducive, the English teacher at the beginning of the lesson helps the student adjust their seating positions, pray together, ask questions about the situation, then if in the middle of learning the atmosphere becomes passive, then refresher is done by singing or asking questions with something easy only related to the English material provided. This is in accordance with the result of an interview with Mrs. Auliyah:

In terms of the number of the students, managing classes in SLB is quite easy, such as adjusting seating positions, praying together, asking about conditions, if in the middle of learning the student seem passive then I invite the individual to sing or do a basic question and answer according to the material.²²

The above is also in line with the results of interviews with the school principal:

SLB-ABCD Muhammadiyah Palu on average in each class has a few students and there are even some classes that only have one student. In this case the factor of the number of students in SLB is not a problem and is not a national standard of education. For example, one student in the class is said to be a study group in SLB. In contrast to regular schools in general,

²²Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

one or two students in a class cannot be said to be a study group because they do not reach the national standards that have been set.²³

As a facilitator, the teacher plays an active role in providing meaningful learning to the students, such as providing supporting facilities or media in learning or not putting too much burden on presenting material to the students that they must be able to. This is done in stages without any emphasis on it because it will disturb the psychologist in the individual. This is according to the result of interview with the English teacher:

As a facilitator, I as a teacher must develop the abilities of students without having to pressure them that they have to be able to, but do it slowly and gradually because if it is done quickly without appropriate steps it will interfere with the psychology of each individual, especially students with visual impairments, because like I said earlier that this school was different from other regular schools.²⁴

The role of the teacher in the school, apart from being a teacher, is also as a guide, which is always closely related. both are carried out continuously and at the same time with interpretation and are an integration between the two, so it can be concluded that the implementation of learning carried out by teachers at the school in its implementation is centered on the following results:²⁵

- a. Educate by providing planning and implementation that suits the needs and abilities of students.

²³Rini Kurniaini. The Principal of SLB-ABCD Muhammadiyah Palu, Interview by the researcher at the principal room at SLB-ABCD Muhammadiyah Palu, January 3rd 2023.

²⁴Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

²⁵Supena, "*Penerapan Rencana*", 29.

- b. Provide direction and motivation to achieve educational goals, both short and long term.
- c. Provide facilities for achieving educational goals through meaningful learning experiences.
- d. Helps develop various aspects of personality such as attitude, positive values, and self-adaptation.

Then, from these four things it can be concluded that learning consists of four main aspects, namely objectives, process, material, and evaluation.

3. Evaluation Stage

The evaluation stage is the final stage of the learning process carried out in class. This stage is a very important stage because it can determine the level of success of students in receiving the material provided by the teacher, especially visually impaired student. In knowing the level of success in the aspects of knowledge, attitudes and skills, the English teacher gives assignments in the form of listening through mobile media with the WhatsApp application, this assignment is to measure the level of understanding. In the skill aspect, it can be seen from the learning process with several methods such as discussions, story telling and interviews. Furthermore, the attitude aspect can be proven by their daily activities at school and outside school with collaboration between teachers and parents. This is according to the results of an interview with Mrs. Auliyah:

At the evaluation stage, I gave the student assignments in the form of listening sent via Whatsapp application, to measure aspects of their knowledge, because on average on previous visually impaired students at SLB-ABCD Muhammadiyah Palu already have skills in using technology such as android or computer. Furthermore, the skill aspect can be seen when they speak through discussion method, story telling or interview method.

The latter is an aspect of this attitude that can be seen when they behave well at school or at home.²⁶

Evaluation or assessment is carried out not only for the students, but assessment is carried out for the teachers in the context of whether the learning process carried out can achieve the competencies and learning objectives that have been set, so that evaluation of teacher performance can include evaluating the use of media, methods, learning models or even appropriate strategies especially for teaching visually impaired student. Evaluation of the teacher's learning process is carried out so that teachers can develop skills for the future to be even better in terms of device design to the use of media, methods, models or learning strategies as evaluation material. This is as the result of an interview with the English teacher at SLB-ABCD Muhammadiyah Palu:

Evaluation towards students is of course very important, but it is even more important if the evaluation is also carried out to measure the teacher's success in teaching in terms of using methods or media that are appropriate to learning objectives. Evaluation for teachers is very useful for the learning process to be better in the future, so it is necessary to develop learning methods, especially interactive methods related to the process of learning speaking for visually impaired student at SLB-ABCD Muhammadiyah Palu.²⁷

²⁶Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

²⁷Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

In the learning system, evaluation is an important component and stage that must be taken by teachers to determine the effectiveness of learning.²⁸ For students, didactic educational evaluation (especially evaluation of learning outcomes) will be able to provide encouragement (motivation) for them to be able to improve, increase and maintain their achievements. For teachers, didactic evaluation provides very useful information, to find out the position of each student in the midst of their group, provides important materials for selecting and then determining the status of students, and provides guidelines for searching and finding solutions for students who really need it.²⁹

C. Obstacles in Teaching English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu

Every learning process that is carried out must have some obstacles or inhibiting factors, whether it comes from the students or the teachers as a driving force for the learning process for students. As the English teacher at SLB-ABCD Muhammadiyah Palu in the framework of the learning process related to speaking material for visually impaired student that starts from the goal to be achieved from speaking material is that the students are required to be able to speak English in communicating with the teacher or with other students. However, the obstacle faced is the lack of knowledge of the vocabulary that this student has.

²⁸Zainal Arifin, *Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur* (Cet. I; Bandung: PT Remaja Rosdakarya, 2009), 2.

²⁹Zainal Arifin, *Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur* (Cet. I; Bandung: PT Remaja Rosdakarya, 2010), 5.

If we look at the purpose of learning speaking itself, it is so that students are able to at least speak in English, communicate actively with the teacher or with each other. However, if seen now it is still very minimal, the vocabulary they have is still lack.³⁰

During observation, the researcher found another obstacle is that during the learning process on the ongoing speaking material, there is a lack of response from student. The student sometimes prefer to be silent and not infrequently there is no response at all. This was not only due to the student's lack of vocabulary, but the student admitted that she often forgot and was afraid of being wrong. Like she said in the interview, “I often forget the vocabulary that has been taught. I am also afraid of being wrong”.³¹ This occurs due to internal factors of the student's family where there is a lack of support and motivation from the family, such as lack of help in terms of doing homework given by the teacher and helping to repeat the learning that has been given at school so that this factor will hinder the development of progress from the student. This is the result of an interview with the English teacher:

During the English learning process, sometimes the student did not respond and is silent when asked, especially the lack of support from the family, which often does not help in terms of repeating the lessons that have been given at school and helping with homework.³²

³⁰Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

³¹DAM, Visually Impaired Student, Interview by the researcher at the classroom of SLB-ABCD Muhammadiyah Palu, January 17th 2023.

³²Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

This was not only found in English subject, but also in other subjects. In the interview with the researcher, Mr. Syarifuddin as the coordinator teacher for visually impaired students said that,

This visually impaired student is usually distracted by the environment outside the classroom during the teaching and learning process. The student became less focused and choose to be more silent and immediately lose motivation in studying.³³

The above is also in line with what was conveyed by the visually impaired student:

After school, I was never helped at home at doing my homework, even if it was just to encourage me. Plus, usually in repeating the lessons that have been given at school, I always study alone at home without any input from my family.³⁴

The obstacles encountered in teaching English speaking for visually impaired student at SLB-ABCD Muhammadiyah Palu are the lack of facilities and infrastructure that support the learning process at the school. For example, there is no language laboratory. When viewed from the function of the language laboratory, one of which is like headphones and microphones which really helps students to use their sense of hearing as a reception of information sources for visually impaired student.

In SLB-ABCD Muhammadiyah Palu in terms of facilities and infrastructure is still not fully complete, for example, there is no availability of a language laboratory with all the tools inside. Because we understand that visually

³³Syarifuddin Bahrin, The Coordinator Teacher of the Special Program for the Visually Impaired Student, Interview by the researcher at the classroom of SLB-ABCD Muhammadiyah Palu, January 17th 2023.

³⁴DAM, Visually Impaired Student, Interview by the researcher at the classroom of SLB-ABCD Muhammadiyah Palu, January 17th 2023.

impaired students receive information through the sense of hearing, so facilities such as headphones are very useful here.³⁵

Of course, this difficulty is not only felt by sighted learners, but is also felt by learners with special needs or disabilities. One of the obstacles experienced is in visually impaired children, as it is known that visually impaired children are individuals who have impaired sense of sight or who have limited vision.³⁶

The limitations that these children have means that they are also limited in being able to understand regular English language learning. This limitation is not only caused by the limited intelligence abilities of visually impaired children, but the limitations in learning foreign languages are also caused by the lack of facilities and infrastructure that support this learning.

³⁵Auliyah Rahman, English Teacher, Interview by the researcher at Teachers Office of SLB-ABCD Muhammadiyah Palu, January 4th 2023.

³⁶Handoyo R.R., "Pengembangan Komunikasi Anak Tunanetra dalam Permainan Kooperatif Tradisional," *Jurnal Pendidikan Khusus* 12, no.2, (2016): 32.

CHAPTER V

CONCLUSION

A. Conclusion

Chapter V is the final chapter in this thesis work. In this section, the researcher will conclude regarding the issues that have been raised previously. In this case the conclusion is divided into two parts, as follows:

1. Teaching English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu, there are three steps carried out by the teacher. First, the preliminary stage begins with improving the quality of competence by teacher with training and preparation of lesson plan according to the characteristics of students. Second, the core stage of learning begin with conveying learning objectives and adjusting the competence of students to the material, the media used in learning speaking is in the form of a voice recorder or speakers and books, the teacher uses the Communicative Language Teaching approach which includes discussion methods, story telling and interviews interactive, the delivery of material is fundamental. In creating an active classroom atmosphere, an interactive question and answer process is applied, and the teacher opens students' insights by giving them the opportunity to convey their ideas even though they are not appropriate. Third, the evaluation phase is carried out on two aspects, namely evaluation of students and evaluation of teachers. Evaluation of students is carried out to measure their knowledge through the assignments given, aspects of attitude which are marked by their behavior at school and

outside school, as well as aspects of skills towards mastery of speaking in the process of discussions and interviews between the teacher and the student. While the evaluation of the teacher's learning process is carried out so that teachers can develop skills for the future to be even better in terms of device design to the use of media, methods, models or learning strategies as evaluation material.

2. Obstacles in Teaching English Speaking for Visually Impaired Student at SLB-ABCD Muhammadiyah Palu. The visually impaired student has a limit vocabulary in daily used, often forget of what has been taught and afraid of being wrong so that there was a lack of response from the student and sometimes preferred to be silent and not infrequently without response at all. Another obstacle is also coming from family related problems, there is a lack of support and motivation from the family. The other one is a lack of facilities and infrastructures that can support the learning process, such as language laboratory.

B. Implication

Based on the existing conclusions, the implications of the research indicate that it is very important for the teacher to apply methods, strategies and learning media that are in accordance with the needs and characteristics of visually impaired students so that English language learning with speaking material can be carried out properly and according to the expected goals. Teachers play a more active role in planning fun learning in order to encourage students' learning

motivation when learning is ongoing. Also, school provide learning spaces and spaces for interaction that are conducive to teachers and students.

It is hoped that visually impaired students will be more confident in speaking English, and more often listen to new vocabulary related to learning English. Apart from that, future researchers can use this research as a benchmark for further studying English for visually impaired students in the future.

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