

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of problem

In globalization era, education has the most important role to increase human resource. Moreover, government is encourages nine years compulsory education that must be succeeded and must be done even in formal education or in special education.

To make the implementation of Indonesian human resources effective included for those exceptional children especially visual impairment children teaching and learning must be referred to the government program which is rooted in Indonesian culture, especially in reading methodology.

Blind man is a person who has problem in his eyes or impairment. Life skill in Indonesia language is life skill, we can mean is capable who have every personal to brave look out their life problem. The technical term of life skill had a close relationship with “competence”, because life skill to build up from competence. In order too English language, English learning have a four skill: listening, writing, reading and speaking.

Reading is a process (Tarigan: 1990:2). Through reading one knows of education and information, because reading is one of four language skill to be achieved by the student of English teaching process. Mean, while reading is one a media for some one to get information of the text, we can know that the content is about, so it can give us knowledge to understand the purpose of text or book.. In reading students should have find and understand the purpose of

the text and should get main idea of the text, especially in special student at SLB-A, because their capability in seeing

Meanwhile, the aim of special education was clarified based on government rule (PP) No. 72, 1991 (chapter II article 2):

*“The aim of Impairment education to help a student who have physical impairment or visual impairment to development their skill, knowledge and personal skill or society on both side with social interaction, culture and around the world to develop world of working or to follow next education*

Suitable with founding SLB Directorate vision: *“is materialized to serve optimal for a visual impairment students so they can stand alone and a role in society and country”*.

This forms a written evidence for exceptional children to get education and teaching in order to have knowledge, experiences, skill, values and attitude in their daily life, especially in teaching reading methodology process. Education is an educator’s efforts to increase the student’s maturity. The aims of education is to help children to take care of human existence and to gain access to their culture, to develop interest that remains a source of pleasure thought their lives, to help them to understand the environment in which they live, to help them to be imaginative in their mind and to use various mediums to express their ideas that might help them to face difficulties successfully.

In performing daily activities, of English teaching learning especially reading activities, visual impairment children often face difficulties. Those trouble occur as the consequence or blindness.

Not unlike anyone with other disability, the blind man wants to be treated like a normal individual. Most blind people do not ask for sympathy or

even unnecessary help although they may need assistance in some situation. They prefer to be independent. They appreciate the sensitivity of others, but they want to be reminded of their similarities rather than their differences and it does not mean that they cannot follow English teaching learning activities especially for reading at all.

To cover this problem, teacher must have to create a more interesting learning condition in order to have student attention and interest so that they feel more confident in learning English.

One of English learning activities for visual impairment children at SLB-A Negeri Bandung is reading comprehension, student who has skill in their hand to read with book help, that is Braille word. Braille is a tactile system that individuals who are blind use to read and write. The basis of Braille is rectangular “cell” consisting of six raised dots, two vertical rows of three dots each. The official code Standard English Braille consist of alphabet letters, number, punctuation, composition sign, and 189 constructions and short form words, both of which are abbreviations of whole words to increase the speed of reading Braille and writing Braille. To perform these activities, a teacher needs to use special book, a special curriculum, media and tools to use the best way in learning.

Visual impairment children must have special technique for their comprehension in learning English, they cannot catch what the teacher has already taught as fast as other normal students, they cannot also read with normal book or book usual which used by normal student, they have to use special book by using Braille, besides their hearing.

Media as a tool in teaching learning plays important role in helping teacher to explain complex materials to their student, especially when the teacher faces students who have visual impairment. Teacher also must be passion, use appropriate strategic, and use the right media to make the students comprehend the material. It is hoped that the appropriate application of the right method and media in English teaching learning is able make them interest in the materials given.

The considering that the problem mentioned research will study analyze the process teaching in developing quality of learning especially special needs from children in SLB-A, so that the title of the research is: *“THE TEACHING READING METHODOLOGY for VISUAL IMPAIRMENT STUDENT AT SLB-A NEGERI PAJAJARAN BANDUNG”*.

## **1.2 Research Problem**

Based on the problems exposed in background, it is important to formulate research question problems. The major problems to be addressed are:

1. How is teaching reading methodology of student SLB-A Negeri Pajajaran Bandung?
2. what is the problem teaching reading methodology of student SLB-A Negeri Pajajaran Bandung?
3. what is solution problem teacher of teaching reading methodology of student SLB-A Negeri Pajajaran Bandung?

### 1.3 Aims of the Research

Based on the problems formulated above, the researcher investigates this methodology to meet the following purposes:

1. To identify teaching reading methodology of student SLB-A Negeri Pajajaran Bandung?
2. To identify kinds of problems in teaching reading methodology?
3. To identify teacher solution problem in teaching reading methodology?

### 1.4 Rationale

Teaching and learning reading are two concept that cannot be separated from each other, learning activities are condition were created by teacher to teach their student, especially in reading comprehension, a teacher who has a good book, so the student not bored in their learning. General aim of teaching is to enable children to make the more effective use of their abilities at every stages of their development. They should learn to make extensive use of their skills and gain a wide range of experience as basis for a clear understanding of the world in which they life. They must have capability and more skill comparison with normal students.

According to Sudjana (1989:30) the theory of teaching learning activities are four components such as purpose, method, media and evaluation. Syaiful B Djamarah and Aswan Zain in their book *Startegi Belajar Mengajar* said that there are seven components in teaching process; purpose, material, teaching learning process, method, media, lesson, sources and evaluation (1996:48), those aspect are important aspect in teaching and learning process

and must integrate to each other, without them the process teaching and learning cannot be running well.

Surely in their activity, especially in reading. The teacher and student must interact between teacher and students, how much their skill and their problem in reading comprehension and also to accept for understanding other message in the books or sentence in every topic, add sound use and statement.

Most authorities believe that lack vision impairment does not alter ability to understand and use language. They point to the many studies which show that the visually handicapped do not differ from the sighted people on verbal intelligence test. Since auditory more than visual perception is the sensory modality through which we learn language (Daniel P Hallahan and James M Kauffman, 1986:298)

It is not surprising that studies have found the blind to be relatively unimpaired in terms of language performance. The blind child is still able to hear language and may even be more motivated than the sighted child to use it because it is the main channel through which he or she communicates with others. There are two kinds blindness, low vision and the blind because a descent factor.

Visual impairment seems to evoke more awkwardness than any other disability. Why we are so uncomfortably aware of blindness? For one thing, blindness is visible. We often do not realize a person has impaired hearing, for example until we actually talk to that person. The visually

impaired person has a variety of symbols-white cane, thick or darkened glasses, and guide dog.

Visual impairment children must have special technique for their comprehension in learning English, they cannot catch what the teacher has already taught as fast as usual book used normal students, they cannot read with normal book or by normal student. Visual impairment students use Braille text code, special book with Braille words, besides their hearing.

The extent to which the child can rely upon vision varies according to the degree of useful sight remaining. (Daniel P Hallahan and James M Kauffman, 1986:298). How fast their read to one text or one topic? same with a normal student or not?.

To help students in learning English, teacher create syllabus, curriculum, media example books, support, strategies and don't forget situation is not bored to children.

The main factors of English teaching process are teacher and learners. However, teacher is the key of teaching and learning process, so that success and the failure of education process mostly depend on the teacher. The teacher must giving vocabulary to student, so that the student easy to read the text and the meaning of the text.

By the way, according to McLeod (1995:223), "*teacher here means a person whose occupation is teaching other. With regard to this, English should be taught by English graduate because not all teachers can teach English that was caused by English is not social science, but it needs a person whose capability in this subject*".

English teaching and reading proceed for visual impairment children at SLB-A Negeri Pajajaran Bandung certainly is different from English teaching in other school, beside the curriculum of English at that school must consist of simple sentence, vocabularies, it also contents several activities, which are oriented to students, teaching about culture and language.

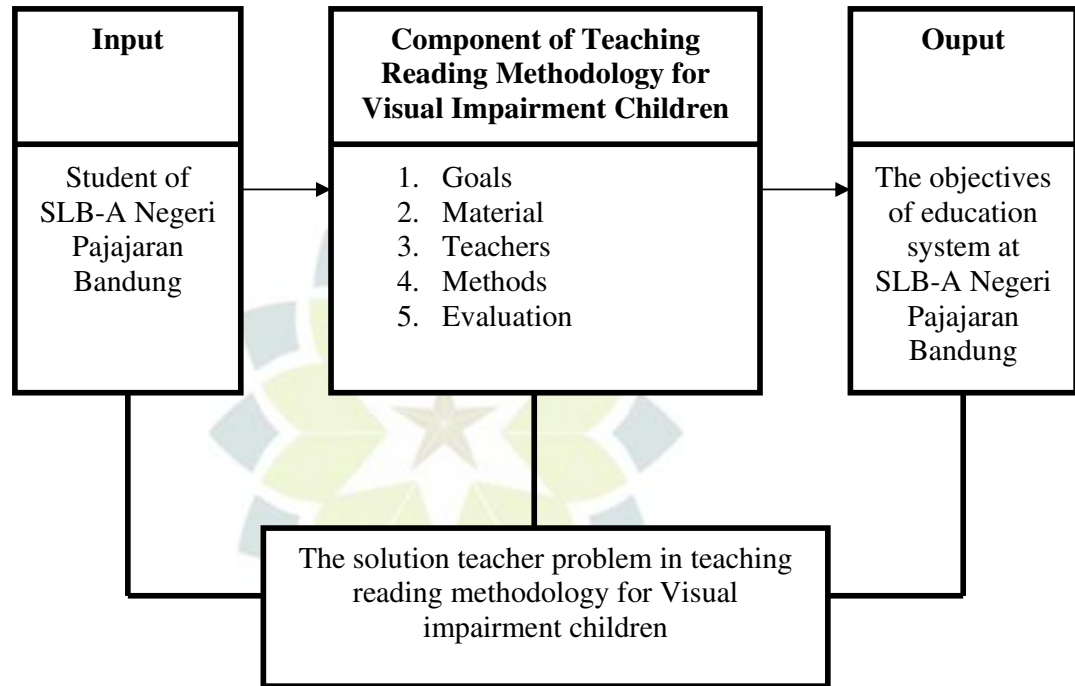
The activities are relevant to students' development both their physics and psychology. The appropriate approaches will procedure a good method and technique too. In turn, if the whole components integrates. The output will be qualified, but when the whole components are not synergy, the output will be fail. Beside they can read whit the fast they must be able interact with other student or other people at school or in society.

English teacher should be able to perfectly understand in choosing a suitable approach, method, and technique in learning, especially in reading when he or she will teach the students. He or she should think in their mind what method or technique which is appropriate with psychology, sociology and education context, based on current situation and need of society.

The way of visual impairment children thinking and learning is rather different from other normal children, there must be special approach and technique in order to get reach the objectives of English teaching, and they must have understanding every read the text without their eyes, because their only use hand and their focus in every words and sentence.



**Framework of research**  
**Teaching Reading Methodology for Visual Impairment Children**  
**at SLB-A Negeri Pajajaran Bandung**



### 1.5 Procedures of Research

#### 1. Method of Research

The method of I research is descriptive survey method, because it describes the objective data that has seen and got research in location directly. The writer as observer and participator just delineates the objective data that has observed and researched location which usually explains actual problem.

Descriptive method according to Ahmad Supardi (1984:28), is similar to the structural method; its research method is used for solving the

currently problem and it involves investigating, classifying, analyzing and deciding the problem.

## **2. Source of Data**

### **a. Location**

This research will take place on the visual impairment children in SLB-A Negeri Pajajaran Bandung, because this special education is the oldest one and it is the center for visual impairment education in Bandung beside the others.

### **b. Core Data**

#### **a. Primary Data**

The object that will be taken as the primary data includes the headmaster as the key of information, teachers, staffs and visual impairment students of SLB-A Negeri Pajajaran Bandung.

#### **b. Secondary Data**

The secondary data do the research are from library reference, such as books, newspaper, school's documentary and etc.

## **3. Techniques for Collecting data**

The techniques that used for collecting data in this research more briefly as follows:

### **a. Literature study**

It is used to get theories concerning on research problem that observed teaching theories, and other supported source.

#### b. Observation

Observation is a systematic and accurate research and it describes the objective data that the writer has seen and got research in location directly at SLB-A Negeri Pajajaran Bandung.

By the technique, it is hoped to get real information about the condition of the students and school activities. This technique is continued before and during the teaching reading process.

#### c. Interview

Interview technique is a technique of verbal communication; it is used for collecting data directly or indirectly by giving questions. This interview is delivered to:

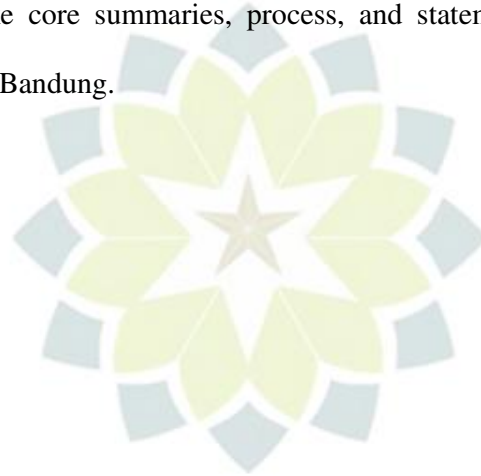
1. Headmaster, to know the general description concerning the general process of teaching reading methodology for Visual impairment children at SLB-A Negeri Pajajaran Bandung
2. English teacher, to know all the activities of teaching and learning process, also to identify their effective strategies in teaching reading methodology for Visual impairment children.
3. Students, to know the interest difficulties of reading.

#### 4. Analyzing the data

To analyze data, the study will use several steps, they are:

- a. To collect whole data based on the rational, by using the following steps:

1. Data reduction
  2. Core summaries, process, and statements from SLB-A Negeri Pajajaran Bandung.
- b. To analyze the whole data that has got at the SLB-A Negeri Pajajaran Bandung
- c. To categories units based on the rational.
- d. To make core summaries, process, and statements from the SLB-A Negeri Bandung.



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