CHAPTER 1

INTRODUCTION

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

A. Background

Children start to learn about many things with something that they see and hear. They begin to know about the world and understand it in the complex social environments in which they live, learn and play. Visually impaired children will adapt to their visual impairment and struggle to build meaning, maintain social connections, discover rules and interpersonal relationships, how they understand the things in the world and how they work have been addressed by many researchers. The way they learn and participate with classroom activities are believed to be quite different with students without any impairment. The number of visually impaired people in the world is known to be 285 million (World Health Organization,2012)

According to some related research, almost overall agreement among analysts says that students with visual impairment do not have any serious difficulties in listening skills. Moreover, listening skill is the major learning method for blind students and a strong useful tool for visual impaired students (Topor & Rosenblum, 2013). Students with visual impairment depend on auditory data, so they are obliged to become skilful listeners to surface listening and speaking skills, to analyse the incoming data including facts, figures, and details. Speaking is also an essential skill

which is the way for them to gain the information and even transfer it into the communication (Couper,1996).

Students with visual impairment pose difficulties in learning foreign language since human vision serves as a major stimulus for learning language (Agesa 2014; Arslantas, 2017). Thus, visual impaired students rely on the remaining senses of hearing and motor-kinaesthetic feedback.

After having an observation to the school there are two basic barriers found in the classroom. The first is when teaching materials are sight-based lessons. The lessons consist of materials with visual format such as pictures or videos. Then, the classroom may face difficulties to avoid pedagogical method with sight-based on visual perception. Second barrier is when the teachers are not aware of the specific needs of the students and the general implications of their visual impairment. In Indonesia, the main problem that comes from the students with visual impairment is motivation. Visual impaired students got trouble with their motivation to learn English. Teachers are also confused to make the variety of media that can make the students interest in learning activity. Thus, teachers need to find a lot of alternative media in learning that can increase the motivation of the students.

There are some related researches to this study. First, the previous study highlighted that based on the study Ghaderi, Yarahmadi, & Ghavami (2017) which focuses on investigating the effectiveness of storytelling on auditory memory of students with reading disabilities of Mariam City, Iran. Its research result shows that this study confirms the effectiveness of storytelling on the aural memory. Mchugh (2015) focusses on examining an initiative designed to advance the use of audio storytelling in educational contexts. The result shows that audio storytelling is a powerful medium, whose non-intrusiveness, affective resonance and enveloping nature that make it particularly suited to capturing intimate personal narratives. (Susanto & Deri, 2018) discuss the struggles of students with

visual impairment in learning English. They describe that some of their teachers were still lack of knowledge to effectively teach them. They also thought that their teacher was lacking an interest to help them succeed in learning because the teacher needs an extra effort to understand and provide their learning needs.

Thus, this research is different from previous research which focuses on how activities in the classroom using audio storytelling can help students speak English. Furthermore, this paper tries to analyse the experiences and problems faced by teachers in applying audio storytelling for the speaking ability of blind students.

B. Research Questions

Based on the background research, the researcher formulated the research questions, as follows:

1. What is the teacher experience in implementing audio storytelling activities for visual impaired students' speaking ability?
2. What kind of problem does the teacher encounter in implementing audio storytelling for visual impaired students' speaking ability?

C. Research Purposes

In line with the research question above, the aims of this research are:

1. To know the experience in implementing audio storytelling activities for visual impaired students' speaking ability
2. To find out the problem does the teacher encounter in implementing audio storytelling for visual impaired students' speaking ability.

D. Significances of Research

The results of the research are expected to give the insight about activities for visual impaired students which are suitable for the teaching speaking.

Practically, for teachers, this research is expected to give the insight about audio storytelling activities to how the implementation and challenges that might be found in teaching learning process based on the teacher' experience in implementing audio storytelling in teaching speaking for visual impaired students. Then, these activities can help the teacher of visual impaired students to get other point of you towards the advantage and disadvantages of using audio storytelling activities for teaching speaking.

E. Conceptual Framework

As long as teachers know how to communicate with students with visual impairment and use appropriate methods for teaching learning process, dealing with visually impaired students is not a big problem. According to Widya Aryanti (2014) with her publication at the Disability Service Center (UIN Sunan Kalijaga) mentioned several suitable practices in adaptive learning, which can be used in the learning process of visually impaired students, such as: physical conditions, knowledge background, learning goals, and learning strategies. In the learning process, teachers must create the most influential strategies for students. Teachers can develop some methods and media. Various media can be used, especially the audio media (voice recording/audio recording) as mentioned in this research (audio storytelling) to support the learning process.

Since listening skills are the main source of information for visually impaired students, it is important to develop good listening skills

from an early age. Then, as students' progress to grades, it is also important to continue to develop these skills. Listening skills can help students gain information about general materials and an understanding of the surrounding environment. Listening skills provide information about cues and extended environments, which can be used primarily to develop orientation and mobility skills. The importance of listening should be taken as a motivation for learning. In listening, students should be motivated not only to recognize and identify sounds, but also to derive meaning from the sounds they hear, and to establish connections between what they hear, including differences and similarities. These factors are essential for language development as well as social skill development, good orientation and mobility. When conducting oral reading activities, the following steps should be followed: use various natural materials or materials presented in exercises to introduce the research; urge students to show their understanding of words by choosing or connecting things as needed. On the other hand, speaking skill is also one of the important skills in English. This skill aimed at teaching the students to communicate with others people. According to Fulcher Glenn (2003), speaking is a verbal dialect to speak with others. Speaking is a communication process between the speaker and listener and involves productive and receptive skill of understanding. In speaking process, someone tries to communicate with each other and use their language to send their message to the second person.

Thus, related to the explanation above the researcher tries to analyse the need of the students with the media which might be appropriate: it is audio storytelling. Why audio storytelling? Audio is the primary way for visual impaired gain information. In teaching learning process audio become a media for teacher to deliver the materials. According to James Flood (2015) on the Book of Research on Teaching Literacy Through the Communicative and Visual Arts; Volume II Digital Storytelling combines the art of storytelling with digital media, including

text, pictures, moral value, recorded narration, music, and video. Most digital stories are relatively short, between 2 until 10 minutes and saved in digital format and can be viewed or listen in computer or other device that can play the file.

F. Previous Study

Several previous studies have been completed and used to compare and contrast to this present study.

First, based on the study (susanto & nanda, 2018) discussed about the teaching and learning of visual impaired students at Bandar Lampung. The result shows that the 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 Job Access with Speech (JAWS). These findings suggest that visually impaired students actually can have unique ways of learning foreign language supported by the assistive technology. These abilities should be acknowledged to obtain the perspectives of students who receive disability specific education. In contrast, this study trying to analyse the technology of audio storytelling for visual impaired which might be suitable for their needs.

Second, the previous study highlighted that based on the study (Ghaderi, Yarahmadi, & Ghavami, 2017) focuses on investigation of the effectiveness of storytelling on auditory memory of students with reading disabilities of Mariam City, Iran. Its research result shows that this study confirmed the effectiveness of storytelling on the aural memory. Compared with this study are going to find out the teacher experience in implementing audio storytelling for visual impaired students.

Third, the research completed by Mchugh (2015) focusses on examining an initiative designed to advance the use of audio storytelling in educational contexts. The result shows that audio storytelling is a powerful

medium, whose non- intrusiveness, affective resonance and enveloping nature make it particularly suited to capturing intimate personal narratives. Since audio storytelling has been well addressed thus, this study trying to analyse the implementation of audio storytelling in teaching learning for visual impaired students.

Fouth, based on the study of (Pratama, 2021) that focuses on challenges ot teaching English to visually impaired students (VIS) in Indonesia school for special needs-based teacher's experience: A narrative inquiry study in SLBN A Pajajaran. The result shows that there are several problems made by an English teacher who teaches a school for children with special needs. Those are, first is pessimistic nature of the students themselves. Second is there is an inappropriate rule for special education teachers where they have to teach lessons they have not previously learned. Differs from this study aims to find out the implementation of audio storytelling activities in teaching speaking for visual impaired students, through teacher experience in implementing audio storytelling in classroom.

Fifth, the previous study (Soumia & Mohammed, n.d.) discussed about the role of auditory and tactile educational material in teaching English to visually impaired students, this study mentioned that unlike normal students who can use visual, auditory, and kinaesthetic style in processing their knowledge, blind learners largely rely on auditory reception without excluding touch, or kinaesthetic mode to compensate for this limitation. In this context, both teaching methods and technology can help meet these special needs student. On the one hand, the Audio-Lingual Method (ALM) with Oral/aural techniques can coincide with their hearing learning process. On the other hand, this can be strengthened by the use of technology resources such as 3D models, which help them in their tactile language learning. Compare from this study which focusses of the audio storytelling activities in teaching speaking for visual impaired students.

Sixth, based on the research by (Efstathiou, 2015) which is identify the teaching materials used by teachers of English as a foreign language who works with visually impaired students. The result shows that Difficulty tracking or producing material is also explored, along with related teachers' concerns. Most of them stated that they do not have knowledge of teaching materials mainly used for blind students. moreover, most teachers reported that even basic teaching materials for the blind are hard to find, create or use. Most of them indicate that they use cd player and computer while teaching this student population. Differs from this study researcher trying to analyse the teacher experience and the problem in implementing audio story telling for visual impaired students.