

ABSTRACT

Astriani, 1301240744, 2017. *English Language Teaching and Learning for Students with Visual impairment SMPLB A Fajar Harapan Martapura.* Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training. Advisor: (I) Drs. Saadilah, M.Pd. (II) Puji Sri Rahayu, M.A

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

It was assumed that visually impaired students in English language teaching and learning experience got more difficulties in their foreign language learning than normally students as they need adaptive and technical accommodations in their learning process. In addition, their opportunities for implicit foreign language learning were more limited. The aim of this research was to know and describe how was English language teaching and learning for students with visual impairment in SMPLB A Fajar harapan Martapura.

This type of research was a case study, the approach in this study was a qualitative approach, the research procedures that produce descriptive data in the form of words written or spoken about the people and behaviors that can be observed. This researcher used two techniques of data collection for this research, were observation and interview. The collected data was analyzed using descriptive qualitative analysis technique.

The research result was about English language teaching and learning for visual impairment students at VII grade in SMPLB A Fajar Harapan Martapura. This opinion can be seen of several indication that: 1) English teaching and learning applies approaches, methods, techniques and media of learning that varies and adapted to the English lesson materials, such as: for approaches that used were cognitive and communicative approach, for methods were grammar translation method, audiolingual method, discussion method and Q & A method. These were supported by technique translating the word and sentence, playing audio (dialogue, conversation) and song that can be optimally students hearing, and supported by adequate media such as; braille English textbooks, reglet, stylus, song, Jaws application, perkins braille, and tafe-recorder. 2) Obstacles and copes in the process of teaching and learning English in SMPLB A Fajar Harapan Martapura came from both of teacher and students and then the obstacles consist of two factors, internal and external factors. Internal came from students impaired confidence and low internal motivation from themselves. External factor came from teacher did not from special educational need, but it was just from English education.

ABSTRAK

Astriani, 1301240744, 2017. *Pembelajaran Bahasa Inggris Pada Siswa Tunanetra Di SMPLB A Fajar Harapan Martapura.* Skripsi, Fakultas Tarbiyah dan Keguruan, Pendidikan Bahasa Inggris. Pembimbing: (I) Drs. Saadillah, M. Pd. (II) Puji Sri Rahayu, MA

Kata Kunci : Pembelajaran Bahasa Inggris, Tunanetra.

Asumsi bahwa siswa tunanetra dalam pembelajaran Bahasa Inggris mengalami lebih banyak kesulitan dalam belajar Bahasa asing daripada siswa pada umumnya, mereka membutuhkan adaptasi dan fasilitas dalam proses belajar. Selain itu, peluang mereka dalam belajar Bahasa Asing sangat terbatas. Tujuan penelitian ini untuk mengetahui bagaimana pembelajaran Bahasa Inggris pada siswa tunanetra di SMPLB A Fajar Harapan Martapura.

Penelitian ini termasuk jenis penelitian studi kasus, Pendekatan dalam penelitian ini adalah pendekatan kualitatif. Metode pengumpulan data menggunakan observasi, dan wawancara. Data yang terkumpul kemudian dianalisis dengan menggunakan teknik analisis deskriptif kualitatif.

Hasil penelitian pembelajaran Bahasa Inggris kelas VII di SMPLB A Fajar Harapan Martapura, terlaksana dengan baik. Hal ini dapat dilihat pada beberapa indikasi bahwa: 1) Pembelajaran Bahasa Inggris menggunakan pendekatan, metode, teknik dan media yang bervariasi dan diadaptasi dari materi pelajaran Bahasa Inggris, seperti: dalam pendekatan menggunakan pendekatan komunikatif dan pendekatan kognitif, metode pembelajaran yang digunakan *grammar translation method, audiolingual method, discussion method and Q & A method*. Didukung dengan menterjemah kata dan kalimat, pemutaran audio (*dialogue, conversation*) dan lagu yang bisa mengoptimalkan pendengaran siswa tunanetra, dan didukung dengan media yang sesuai dengan kebutuhan siswa seperti; *braille English textbooks, reglet, stylus, song, Jaws application, perkins braille, and tafe-recorder*. 2) Kendala serta upaya dalam pembelajaran Bahasa Inggris di SMPLB Fajar Harapan Martapura berasal dari 2 faktor, faktor internal and eksternal. Faktor Internal berasal dari hambatan siswa itu sendiri serta percaya diri dan motivasi internal yang kurang dari diri mereka. Faktor eksternal berasal dari guru yang bukan berlatar belakang pendidikan luar biasa tetapi hanya dari pendidikan Bahasa Inggris.