

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Every citizen is entitled to education. Education is certainly not in the sense of acquiring teaching, but the components related to the implementation and success of an educational process is also the case that cannot be separated in fulfilling the need for education. Because, lack of fulfillment of one component in education will lead to the occurrence of gaps in education. (Umar, Tirtarahardja, & S.L.,La Sulo, 2005, p. 40-41)

In language, the word education derived from the Greek language *Paedagogy* which implies a child who goes and goes home delivered by the waiter. The waiters who deliver and pick up are called *Paedagogos*. In Roman language education is termed as *Educate* which means to improve morale and intellectual training. Many different opinions about education. Even though, education goes on without waiting for uniformity of meaning. (Umar, Tirtarahardja, & S.L.,La Sulo, 2005, p. 39)

Understanding in general education is a conscious and planned effort to realize the atmosphere of learning and development in order to be able to develop their potential to have spiritual religion, self-hating, personality, intelligence, noble morals, and skills needed himself and society. Education role is very important, not only to improve the welfare of society but also to develop thinking in the era of globalization, the ever-evolving science of technology makes a highly educated person superior to

others, the curiosity of an educated person will make a person aware that the necessity of education for life. Besides, the government has given opportunity especially to children who want to get education. The magnitude of government facilities and awareness has been realized in various laws as well as forms of financial aid or budget and etc.

Fulfilling the educational rights of citizens would not only be given in class or a particular race, but also to all citizens of the country with many different background should be accommodated to achieve the basis of justice, democratic, and non-discriminatory. Thus, the writer has to maintain the principles of education that Education held in democratic and just and not discriminatory to uphold human rights, religious values, cultural values, and the plurality race. The nation of Indonesia has vast archipelago, and Indonesia also has tribes, races, cultures, religions, different beliefs. In addition, the government must also consider the differences of the presence of physical and or mental, as citizens who have been visually impaired, deaf or talk-back, quadriplegic, etc. which are in the country, to be a material consideration in maintaining adaptive educational system for those who have serious physical and mental retardation.

Concerning with the educational needs of citizens who have physical limitations or mental illness, the government has issued several regulations related 1945 constitution, pass 30, verse 1.2 Law No. 20 of 2003, on the National Education System, chapter III, article 4, paragraph

1.2 to it. One of them is the Law Number. 4 of 1997 on the disable. One article in the Law stipulates that every difabel are entitled to an education at all units, bands, and levels of education. Need to more understand, the fulfillment of education is not only from the side difabel acceptable to enter on a board of education, but also on how the institution are able to accommodate the needs of difabel, it is essential in fulfilling the educational rights of difabel.

Education for Children with Special Needs or CSN lately have started experiencing growth. It can be seen from some of the schools that are provided to meet the educational needs of the children with special needs. However, learning for CSN was inadequate, so the number of existing schools often do not correspond to the number of CSN.

Everyone has the same right whether she/he is an able human or not. It happens to education. Everyone has the same opportunity to get education. Likewise students with disability, they have right to study. It is related to the holy qur'an Surah 'Abasa Verse 1-5, Allah stated:

عَبَسَ وَتَوَلَّى ۖ أَنْ جَاءَهُ الْأَعْمَى ۚ وَمَا يُدْرِيكَ لَعَلَّهُ يَزْكَى ۚ أَوْ يَذَّكَّرُ

فَتَنْفَعَهُ الذِّكْرَى ۚ أَمَا مَنْ أَسْتَفْتَى ۚ

This verse describes that everyone has the same opportunity to get education even the person with disability. No discrimination between

disable and normal person. They have to get their rights as human beings in general.

As in Indonesia, especially in the area Martapura that there are only a few schools that specifically deal with the disability students. Disability students will be discussed in this research is in terms of vision commonly called the Blind/ Visual Impairment. Blind/ Visual Impairment students say if they lose power through it so cannot use educational facilities as sighted children in general. To develop potential required special education services, each crew has certain characteristics that distinguish them from each other. Blind children in his teaching experience limitations in the concept and new experiences and interactions with the environment and mobility, therefore teaching also refers to the need for concrete experience, combining the experience and the need to do and work.

On the other hand, education makes people grow into his own as an individual person, as an independent social being that are part of the national. Integral education in life should be able to shelters and support all components of the nation, regardless of social background, economic, tribe, religion and belief, gender, and physical and mental differences and variations. It is called inclusion education.

As one of extraordinary schools in Indonesia, SMPLB A Fajar Harapan has become a model for other schools in the case of disability service. But is that really provide services according to the needs of children? How is the implementation of teaching and learning activities?

For this reason, research and studies like this need to be held, as a reference material for government-related institutions in the implementation of learning for visual impairment students in various fields of knowledge, including the English language.

From these various problems, the author felt interested in studying special educational need (SEN) at SMPLB A Fajar Harapan. How is SMPLB Fajar Harapan run English language teaching and learning for students with visual impairments, and how do the teachers make learning in the classroom.

There are some reasons for choosing the topic: The researcher is interested in describing an English language teaching learning for visual impairment students because the impaired students has weakness in visualization. It has a big deal to language as communication tool, and then the researcher thinks that it is more difficult to teach visual impairment students with some weaknesses in reading the text, moreover foreign language (English). The researcher wanted to know how to teach English for visual impairment students.

The researcher is interested in describing learning English for visual impairment students because students have weaknesses in terms of visualization. The inputs obtained by students become of providing information whereas as we know visual impairment students have no barriers to cognitive or still have the same intelligence as normal students, even they have better sense of touch and hearing. Otherwise it is more

difficult to teach visual impairment students because there are some weaknesses in reading text, especially English subject which is in writing and pronunciation are often different. Based on this background and this reason the researcher interest to do the research with the title *“English Language Teaching And Learning For Students With Visual Impairment In Smplb A Fajar Harapan Martapura”*.

## **B. Statement of Problems**

As for the question of this research are as follows:

1. What approach, methods, technique and media are implemented in English teaching and learning process for visual impairment students at VII grade of SMPLB A Fajar Harapan in the academic year of 2016/2017?
2. What obstacles and how does the teacher cope with the obstacles in English teaching and learning for visual impairment students at VII grade of SMPLB A Fajar Harapan in the academic year of 2016/2017?

## **C. Objective of Study**

The objectives of this research are:

1. Knowing the approach, methods, technique and media that teacher applied in English teaching and learning for students with visual impairment in SMPLB A Fajar Harapan Martapura.

2. Knowing the obstacles encountered and the way in overcoming the obstacles that arise in English teaching and learning for students with visual impairment in SMPLB A Fajar Harapan Martapura.

#### **D. Significance of Study**

This research is expected to provide information to the researchers themselves and those in the field of education dealing with teaching approaches, teaching methods, teaching techniques, media and obstacles and copes of English teaching and learning for visual impairment students effectively and efficiently. By doing this research, which will contribute some benefits for teachers, visual impairment students, schools and researchers in the future, here are the benefits for each:

1. In this case the teacher is expected to apply good of teaching methods and references for other teachers in developing or creating newer methods and interesting and techniques of teaching English to visual impairment students mainly in special schools, so that they can successfully teach.
2. Researchers hope that the students will get a proper education in learning English so they would learn English comfortably and not get in trouble again, and to motivate impaired students to compete with normal students.
3. To next researchers is expected with this research can be reference to next researcher in develop of English language teaching and learning for students with visual impairment.

4. For schools, this study would be expected to be a reflection of the learning process in SMPLB A Fajar Harapan Martapura. And as a guide to the evaluation of English for students with visual impairment. It can be considered the best strategy for change in teaching English; Moreover, it can improve the quality of teaching and learning English.

#### **E. Definition of Key Terms**

In order to avoid misinterpretation about the title of this research, it will be responsible to explain some terms in the title, as follows:

1. English Language teaching and learning for visual impairments means the process of teaching and learning in the class which are the students have disability especially with their visual.
2. Visual impairments students are children with Special Needs especially with visual disabilities in SMPLB Fajar Harapan Martapura.
3. SLB Fajar Harapan is one of extraordinary schools in Martapura, South Kalimantan.