**Teachers’ Teaching Strategy for Visual Impairment Students in EFL Classroom**

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**Abstract**

This study aims at revealing what are the English teaching strategies for Visual Impairment students, the perception of teachers on how effective the strategies for the students, and the perception of students toward the strategies applied by the teachers. The samples of this study are the teachers and students of SLB A YAPTI Makassar. The approach employed in this study is qualitative approach. The type of this study belongs to descriptive. Data collection of this study was conducted through (1) observation, (2) interview, and (3) documentation. The study findings showed the English teaching strategies that the EFL teachers applied in classroom. There were some aspects included in teaching strategies namely methods or techniques, procedure or process and materials or equipment. The study finding showed the positive impacts from the English teaching strategies that the teacher applied in EFL Classroom.

**Keywords**: teaching strategies, visual impairment, English and effective.

**Introduction**

Education is certainly not only in relation to the sense of acquiring teaching, but also related to the implementation and success of educational process. It cannot be separated in fulfilling the need for education. Fulfilling the educational rights of citizens would not only be given in a particular race, but all citizens should be accommodated to achieve the basis of justice, democratic, and non-discriminatory. So we have to maintain the principles of education that education held in democratic and just not discriminatory to uphold human rights, religious values, cultural values, and the plurality race. We can realize that the notion of Indonesia has vast archipelago. 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. Citizens who have been visually impaired, deaf or talk-back, quadriplegic, etc. should be a material consideration in maintaining adaptive educational system. There are a number of important reasons why the education of children with VI requires particular attention namely the Constitution of the Republic of Indonesia, which administers one of the human rights that every community has entitled to education despite their disabilities, children with VI have complex needs and the teacher needs particular strategy for teaching students with VI. The implementation of special school (Sekolah Luar Biasa) is based on the Constitution of the Republic of Indonesia No. 20 of 2003 article 32, special education is an education for students who have difficulty in following the learning process because of physical, emotional, mental, social, and / or have the potential intelligence and special talents. This study was important to conduct because students who have physical limitations especially Visual Impairment found difficulties in English as Foreign Language (EFL) and they have low English proficiency. And the researcher thought that it was more difficult to teach Visual Impairment students with some weaknesses. Moreover, English is a foreign language. In Makassar, there is special school that accommodates the special needs of visual impairment students. The school is named SLB A YAPTI Makassar. Based on the pre-study was conducted by the researcher at SLB A YAPTI Makassar, the researcher got information. One of them, the government has some efforts in supporting students with disabilities to education. Specifically, in SLB A YAPTI Makassar, the government provides free education for visual impairment students, they provide scholarships to the highest achieving students and they also facilitate procurement of media that can help students more easily in the learning process. As a special school for visual impairment students, the school has a teacher with special skills to teach students with disabilities. Based on the pre-study in this school, the researcher will conduct further research at the school.

**Review of Related Literature**

There are some previous studies state that the English teaching strategies for Visual Impairments. Koeswiryono (2013) described that the teaching and learning process of reading learning process at classroom appeared the problems and the solutions of the problems. Dictating the text might solve the problem temporarily, but this solution lead to another difficulty for students to know the meaning of word and to write the word in the correct spelling. Smith & Kelley (2007) reported here was to survey universities that have teacher-preparation programs for teaching students with visual impairments and deaf-blindness to determine how assistive technology training is integrated into the programs' curricula. Prasetyaningsih (2011) explained that the teacher used various teaching methods which activate the students. To support the teaching and learning process, the teacher used some facilities, these are: radio station, recording studio, daisy player, Braille library and printing Braille books. From the previous studies above, this study is different with them. It will focus on description of the English teaching strategies which are used by the teacher in SLB YAPTI Makassar. The subjects of this research are the teacher who is visual impairment person but she has capability to teach English effectively and the students who are visual impairments. So that is way, the researcher will conduct this study to know her strategies to teach English and the students’ response about the strategies.

***Teaching strategy***

Silbermen (1996: 164) defines that teaching strategy refers to the structure, system, methods, techniques, procedure and processes that a teacher uses during instruction.

*Methods/Techniques*

According to Antony (in Fauziati, 2002: 5) method is an overall plan for orderly presentation of language material. Pupils with visual impairment rely on oral communication to a greater degree than their sighted peers. Salisbury (2008: 95) verifies here are some suggestions techniques to make teaching methods accessible to all pupils, particularly those with visual impairment. Such as flash cards, voice and use of language, movement. presenting materials on the board, audio recordings, pairing, overhead projectors and interactive whiteboards, games, tasks, planning and liaison.

*Procedure*

Kuna (2014) suggests some procedures that can be applied by the teacher for visual impairment students, namely:

1. Speak to the class upon entering and leaving the room or site.
2. Call the student with a visual impairment by name if you want his/her attention.
3. Use descriptive words such as straight, forward, left, etc. in relation to the student's body orientation.
4. Describe, in detail, pertinent visual occurrences of the learning activities.
5. Describe and tactually familiarize the student to the classroom, laboratory, equipment, supplies, materials, field sites, etc.
6. Give verbal notice of room changes, special meetings, or assignments.
7. Offer to read written information for a person with a visual impairment, when appropriate.
8. Identify yourself by name; don't assume that the student who is visually impaired will recognize you by your voice even though you have met before.
9. Also use an auditory or tactile signal where a visual signal is normally used.
10. It is not necessary to speak loudly to people with visual impairments.

*Materials and Equipment*

Students with visual impairments may need a variety of specialized materials and equipments in order to function effectively in the school environment. Salisbury (2008: 97) purposes some particular materials and equipment, as follows:

1. Textbooks. Features include maps, symbols, cartoons, fragmented page layouts, variable and small prints, cursive script, print in different colors and on different colored backgrounds, punctuation and accents and photographs.
2. Accessible print. Here some kinds of accessible print, namely: (1) photocopy enlargement or reduction; (2) modified print; (3) use of colour.
3. Tactile diagrams. For pupils with severe visual impairment, tactile diagrams may be essential for accessing information.
4. Moon. Moon as an alternative reading method to Braille. Moon is primarily used by people with visual impairment and additional difficulties.
5. Audio**.** Audio presentation is most appropriate for presenting large chunks of text, e.g. novels, plays and factual books. Some sources which provide audio are audio cassettes, compact discs and DAISY books.
6. Access technology. This includes adaptive hardware or software. The role technology can play in accessing information or completing tasks. Here some kinds of technology that can be used, namely: screen magnifier software, video magnifiers, screen reader software, scanners, Braille displays, Braille note takers, Braille.

***Visual impairments***

Davis (2003: 10) argues that the term ‘visual impairment’ refers to children who are classed as blind or as having low vision. There are various definitions, but the World Health Organization (WHO) definitions of terms, based on visual acuity scores, are now the most widely accepted. These scores are based on the sight perception of people with ‘perfect’ vision and are written as a fraction.

*The types of visual impairment*

Visual impairment includes two main categories: blindness and low vision. Definition of visual impairment as adopted in the persons with Disabilities (Equal opportunities, Protection of Right & Full Participation) Act 1995 as well as National Program for control of Blindness (NPCB).

1. Blindness:refers to a condition where a person suffers from any of the following conditions, namely:

1. Total absence of sight; or
2. Only can see the large E letter on Snellen from a distance of 20 feet, being a normal person can be read from a distance of 20o feet (20/200 feet or 6/60)
3. Limitation of the field of vision subtending an angle of 20 degree or worse.
4. Low vision: As per PWD Act, 1995 also recognizes low vision as a category of disability and defines it as follows:
5. Person with low vision means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device.
6. The group has a 20/70 acuity feet (6/21 meter) bias means they saw from a distance of 20 feet while the normal child from a distance of 70 feet is classified as less seen (Low Vision).
7. Visual functioning even after treatment and/or standard refractive correction, and has a visual acuity of less than 6/18 to light perception or a visual field of less than 10 degrees.”

*Causes of visual impairment*

Farrel (2008: 82-93) analyses causes of visual impairment may involve factors that are genetic; that arises during foetal development or during the birth process or that occur in childhood. Various conditions and syndromes, some genetically determined, can be passed to the child by a parent or both parents who may be unaware they carry the condition. Children having these conditions have problems in distance vision (seeing blackboard) confusion in identifying letter and numbers, visual fatigue after long period of close visual work. They are maternal rubella, refractive errors myopia, hypermetropia, low vision, astigmatism, cataract, nystagmus, retinitis pigmentosa, and cortical visual impairment.

***Theory of learning for visual impairment***

Wenger (1991) in Jordan, *et al*. (2008: 185) argues that learning is inherently a social activity as learners participate in communities of practice, in which novices are inducted into specific ways of thinking and talking about the world.

Hammond, *et al.* (2001: 11) define that learning is a process of drawing connections between what is already known or understood and new information. Thus, prior knowledge is important to the learning process. Learning can be viewed, in part, as a matter of encoding and storing information in memory, processing, categorizing and clustering material, and later retrieving this information to be applied at the appropriate times and situations. For learning to occur, facts, concepts and ideas must also be stored, connected to other facts, concepts, and ideas, and built upon.

*Theory of learning for visual impairment*

Warren (1994) in Silverstone, *et al.* (2000: 380) has suggested that the development of children with vision impairments may be different from that of their sighted age-mates because the loss of vision has a profound effect on the acquisition of skills and behaviors typically observed in sighted children. Here a variety of social-development theories and illustrates their relevance, in practice, to person with vision impairments. Namely:

1. psychoanalytic theory

The psychodynamic theory emphasizes the importance of early experience in child’s life. The parent-child relationship is the central focus of this perspective.

1. social identification theory

Durkheim (1925) in Silverstone, *et al.* (2000: 380) argues that the social identification theory acknowledges the importance of family relationships for a young child, but it is the child’s experiences in school that lead to a well-defined social identity.

1. Critical periods theory

Harlow & Harlow’s (1962) in Sacks (2006:65) demonstrate the importance of peer interaction in social development and substantiate the influence of so-called critical periods-times frames in which an individual must learn particular behaviors that are crucial to integrating more advanced stages of development.

1. Social learning theory

According to Jordan, *et al.* (2008: 75) social learning theory proposes that social life and psychological life interact as part of learning, so that learning cannot be considered a purely individual activity. Rather, it is situated in social institutions, social groups and social class. Personality, cognitive and social factors interact dynamically to create identity, expectancy, self-esteem, efficacy and ultimately, performance.

1. Cognitive structural theory

Silverstone, *et al.* (2000: 381) Cognitive-Structural Theory emphasizes the importance of interaction with peers. Piaget (1932) in Silverstone (2000: 381) asserts that children learn social conventions through play and other interactions with their age-mates.

***Teachers and students perspective on effective teaching and learning process***

Parkin (2010) explains about the effective teaching practice that refers to the strategies and techniques that create optimal learning opportunities that motivate and inspire learners to achieve the desired learning outcomes.

According to Hill (2014: 9) the students viewed about effective teaching strategy when the teacher could exhibit humor, enthusiasm, compassion, empathy and were interested in and concerned for students outside the classroom. The teacher should realized that learning involves not only knowledge acquisition but also guiding students so they may understand their learning fits into their lives, how it is applicable to their roles and responsibilities, and ultimately, how it is relevant to their life experiences.

**METHOD**

This research had employed descriptive research in particular. In present study, the descriptive method had been used to investigate the teacher’s strategies in teaching English for visual impairment students.

**Participants**

The subjects of the research were the teacher and the students at SLB YAPTI Makassar. For the teachers, there were two subjects of this research and the first teacher taught in junior high school and the second teacher taught in senior high school. They were English teachers who were taken purposively. The researcher decided to choose the teachers because they are the professional teachers who have capability to teach English exclusively for visual impairment student. For students, the researcher took junior high school and senior high school which consisted of the seventh grade, the eighth grade, the ninth grade, and the tenth grade students.

**Data Collection**

In order to answer research questions, on collecting data, there were two kinds of techniques to be employed: classroom observation and interview. The two data collection techniques were thoroughly presented as follows:

The observation with video recording was administrated four times. It encompassed identifying teacher’s strategies in teaching English for visual impairment student in the classroom.

To support the validity of data collection, interview had been administrated to the teacher and the students. Meanwhile, the questions for interviewing were based on the classroom observation. The researcher had managed the questions after viewing videotaping that was conducted in observation classroom. In addition, the interview was simultaneously carried out with audiotaping. In addition, tape recording the interviews allowed researchers to analyze interviewees’ statement thoroughly later, comparing them with previous or following statements and with the interviews given to others as well. Furthermore, recording participants’ words ensured reliability of the data as the whole data are recorded.

**RESULTS**

This presents the findings of the statistical analysis of the data collected from the observation and interview transcripts to answer the research questions as previously stated in the introduction.

***English teaching strategy for visual impairment students***

This part presented the research findings about English teaching strategy that the researcher found in the field by doing observation and interview. The results of the research findings were presented in the descriptions bellow.

Translating by using Meldict

Reading the text in Braille form

Teaching Numeral by asking orally

Listening the text

by applying NVDA

**Making the students excited in learning English**

Playing Matching a Card

Speaking by using NVDA to pronounce the words

Listening by using NVDA & Writing by using reglet and pen at the same time

Analyzing noun and verb in the sentences

Applying the new vocabulary into sentences by using Meldict

Diagram 1 English Teaching Strategy

Some of English teaching strategies in the diagram above explained the teaching strategy which was applied by the teacher. The researched had mentioned the strategy that she found during the observation and the interview in SLB A YAPTI Makassar. The researcher classified teaching strategy into nine types. The first was presenting the listening material by using laptop, loudspeakers, and NVDA (screen readers). The teacher explained that he wanted to present the listening material to the students. The strategy used by the teacher in line with some of the techniques which were suggested by Salisbury (2008: 95) who stated that presenting material in audio format is helpful for pupils with visual impairment.

The second type was reading the text in Braille form. The teacher asked the students to read the text by using Braille. This showed that the teacher used particular strategy to train the students’ reading skill by using Braille. This is also suggested by Carney, *et al*. (2003: 47). He defined that Braille is an embossed symbolic system that is read tactually. It is the specific placement of six raised dots that are numbered. Various arrangements of the dots make up 63 combinations, which are called cells and represent numerals, letters of the alphabet and word contractions.

The third was translating the text by using Meldict. The teacher explained that to translate the word, it should be better to use Meldict and avoid Google Translate. Meldict is the application of digital dictionary which is designed particularly for visual impairment people. And the teacher applied and suggested the application in the teaching and learning process.

Teaching numeral by asking the students orally was the fourth. The teacher tried to apply other strategy in teaching vocabulary. The teacher asked the students one by one and make the learning be fun. Thus, the students did not feel boring.

The fifth was speaking by using NVDA software to pronounce the words. The teacher used screen reader to help the students pronounce the words correctly. So, the students typed the words or sentences in laptop and turned the screen reader, after that they followed the screen reader’s sound. Screen reader was one of the media that Salisbury (2008: 97) suggested. He stated that pupils who are unable to access computer output visually may benefit from speech output. Screen reader software speaks text aloud, in a synthesized voice, through computer speakers.

The sixth was listening by using NVDA and writing by using riglet and pen at the same time. Actually the teacher had applied the techniques in different class, but in the ninth grade, they tried to teach listening by using NVDA. And the same time, the teacher asked the students to write what they listened in Braille form.

Applying the new vocabulary into sentences by using Meldict was the seventh. Meldict is one of application that could be used by utilizing the technology. In line with Salisbury (2008: 97), he also suggested using technology for visual impairment students. Salisbury (2008: 97) stated that technology includes adaptive hardware or software to make equipment accessible, equipment is specifically designed to be used by people with visual impairment. The role technology can play in accessing information or completing tasks. In applying this strategy, the teacher asked the students to apply the words which they had known in the sentences and when they want to ask something to their friends in the class. For example when the students want to borrow something, they have to say in English. That is one of the teacher’s strategies. Therefore, the students always remember the vocabulary.

The eighth was analyzing noun and verb in the sentences based on the students’ assignment. Even the students are visual impairment, but the teacher tried to make the students understand the word classes. She realized that the students should be taught English not only speaking but also writing and grammar.

The last was playing matching card. The teacher applied the other strategy to make the students easier to understand her teaching material. At the time, she made the learning process be fun by playing a game. The name of game is Match a card. Match a card is one of teacher’s strategies on how to memorize the vocabulary in pleasing way. When the teacher applied this strategy, the students look so excited and happy. This strategy trains them how to remember, read by using Braille, and work together in same time even though they have limit in their vision. Game also was a part of the techniques that suggested by Salisbury (2008:95). He argued that many pupils with visual impairment have well developed memory skills and team games can take advantage of games.

The others aspect of teaching strategy was procedures or process. For procedures or process in teaching English, the researcher found the data based on the observation and interview result. In interview result, the first teacher explained five minutes of his class and the focus on speaking and listening. Because he could not use the whiteboard and he could not use projector for VI students. The teacher must teach the students orally. But it did not mean that it is impossible to teach four language skills. The teacher emphasized that although the students were low vision even totally blind the teachers still were possible to teach four language skills. For reading, the teacher use media called Braille. And also for writing the teacher use teach them to write by using special tools for producing Braille, namely: pen and riglet.

***The effectiveness of teaching strategy based on teacher’s perception***

The findings described the teachers’ perception about the effectiveness of English teaching strategy. These result findings included the teachers’ definition about teaching strategy.

*Teachers’ view about teaching strategy for Visual Impairment (VI) students*

The researcher asked about the teachers’ view about teaching strategy. Mr. AS and Mrs. AL, the teachers, had the same opinion about teaching strategy. They argued that English teaching strategies for visual impairment students was the key of successful learning. Mr. AS explained that teaching strategy had several aspect, they are teacher who has capability to teach, media, method or technique. Mrs. AL also explained more about aspects which were included in teaching strategies. Namely, the use of methods and utilization of various resources/ strengths in learning. This means that the strategy includes achieving goals, preparation of teaching steps, the selection method possible and teaching models, utilization of various facilities and teaching resources. The following statement presented that the teachers’ view about teaching strategy for Visual Impairment (VI) students.

*…”Ok. Teaching strategy is basically appropriate utilization and optimum of all the components which involved in the learning process that includes the purpose, subject matter, media, methods, the students, teachers, the learning environment and evaluation so the teaching process can run effectively and efficiently.”* (Mrs. AL interviewed on May, 23th 2016)

*Teaching English for Visual Impairment students*

The effectiveness in teaching English was the aspect which was the aim to reach by the teacher. Especially for VI students who have limitedness in their vision. Both of the teachers had described their opinion about it. Mr. AS said that teaching English for visual impairment students was quite challenging.As the teachers, they were demanded to be creative. Not only they have to master the material but also have to find the best strategy to make the students comfortable to learn English. Mrs. AL said that teaching English for visual impairment students was mostly same with the normal students. But as a teacher, she needed to design some modifications before going to teach the students.The modifications included technique, learning methods and instructional media. Of course modifications should consider the condition of the students who have limited vision. The following the statement showed the detailed of the teachers’ opinion about teaching English for disability students, especially for visual impairment students

*…”Yeah of course, teaching disability students especially visual impairment students are quietly challenging. Because they can’t see or even some of them still can see or we called it low vision, they still hard to know of course reading the small characters or small letters and ehmm, Yes as a teacher we have to be creative. Ehm, not only you know teaching but we have to find the way to make them comfortable.* (Mr. AS interviewed on May, 11th 2016)

As the teachers who taught Visual Impairment students, absolutely they have to consider the materials that were suitable for them. Accordingly, the teachers have the considerations to decide what should be taught in their classroom. Mr. AS clarified that he needed to follow the curriculum but sometimes he must repeat the material if there was a student who did not understand. But, actually the normal students have difference from the disabilities students. So, although the teacher has to follow the curriculum, they are still adjusted with the capability of students to accept the teaching material. As a teacher especially in teaching disability students, they have to find alternative way on how the students can understand the material very well.

***The effectiveness of teaching strategy based on teachers’ perception***

Mr. AS clarified his perception about the effectiveness of teaching strategy for visual impairment. The effectiveness of teaching English strategy is related to the classroom management. Based on the teacher perception, classroom management meant how to manage the time. As a teacher needed to be on time, so the students can know their teacher is on time, they have to be like that. Related to the material, the teacher has to follow the updated material. The teacher argued that he can’t only use the old book he needed to search up to date material. But the material still followed the curriculum as well for them.

The other aspect that include in the effectiveness based on teacher’s perspective is how to make students happy with English. Mr. AS revealed that the way to make the students happy is teaching approach. The teacher also tried to motivate the students during the teaching process. He argued that if the students were happy in the learning process, they could understand and more excited to learn English. So, as a teacher, he was demanded to be more patient facing the students even the students made mistakes.

Furthermore, Mr. As explained his view about how he measured his teaching strategy to be effective for the students. He explained that the effectiveness can be seen from many sides. The first opinion about effectiveness meant when the students happy and enjoy the class it was one of the success for him. Because started from their happiness, they have desire to continue to learn more. The second opinion about effectiveness was based on the students’ score. The teacher stated that at least the students could reach the minimal curriculum score in Indonesia. It meant the teaching and learning process was effective. Regarding the effective way in teaching language to students, it was about how the teacher could mix about using ideal following a book, taking a grammatical/translation approach, and utilizing TPRS. The teacher clarified even the students had limited in their vision, they needed to know the formal academic writing. Subsequently, they need a book, they not only need grammars but also speaking.

Mrs. AL also gave explanations about her perception about the effectiveness of teaching strategy for visual impairment. The effectiveness in teaching strategy is related to many aspects. The first is classroom management. Based on the other teacher perception, classroom management meant not only using one approach, but a good teacher should have and understand how to use a variety of approaches that they understood to be used simultaneously. She also explained classroom management regarded to the efforts to create and maintain conditions for the occurrence of a good learning process such as managing class by a pattern of “all purposes”, paying attention to lighting and air circulation class, setting the layout of objects in a classroom. Such as: sitting chairs, cabinets and props, rapport coaching arrangements, termination of the behavior of students who distract the classroom reward and accomplishing tasks by learners in a timely manner. The other aspect is the way to measure the effectiveness based on teacher’s perspective. For learning process, the teacher can measure the effectiveness if the students are active and feel fun during the teaching class. Then, measure the effectiveness based on the students’ score. The teacher said that the effectiveness of teaching strategy meant when the student’s score was above the KKM. Regarding, the best way to teach language, Mrs. AL has the same opinion with Mr. AS, it was about how the teacher could be having a mix about using ideal following a book, taking a grammatical/translation approach, utilizing TPRS.

***Students’ perception about the teaching and learning English strategy***

In the following paragraph, the researcher presented the result of interview answered by the students. The findings describe the students’ perception about the teaching and learning English strategies. These included the students’ learning style in English subject.

*Students’ perception about English*

This kind of question consist of two questions asking about the general students’ perception about English. The analysis of these question was proved in the following descriptions.

The 1st and the 2nd questions deal with the students’ opinion about English subject. Based on the data, in EFL classrooms almost the students explained that English is the important subject but difficult to understand. As students B argued that English important to learn for her, the reason is because by learning English she could speak when there is someone asks her in English. On the contrary, if the student did not do anything it meant she was only silent. It means important. The other student had the same opinion, Student C thought that English is good because actually she love English. It was one of subject which made her excited although until now she still was not fluent in English. The second reason was Student C though that if she is going to everywhere then automatically meet foreigner, she need English. Student I stated the other reason why English is important. She said that English is important because it will be included as one of subject in National Examination. It can be reviewed by the students’ statement in the interview section. As the students stated:

*…“Good, but sometimes I do not understand. Important, the reason is because we can speak when there is someone asks in English, if we do not know so we are only silent. So, we should know also. It means important.”* (Student B: May 9th, 2016)

*Students’ perception about the teachers’ strategies in teaching English*

This kind of question consist of seven questions that asked Students’ perception about the teachers’ strategies in teaching English. The analysis of these question is proved in the following descriptions.

The 3rd question deals with the students’ perceptions of their teachers’ strategies in teaching English. Student A explained one of the teacher’s method in learning that make her enjoy the learning process. She explained that teacher asked her to memorize five vocabularies every week, after that, she collected them. By memorizing vocabulary she thought that she can be easier to master vocabulary. Based on the data, the teachers have variation in teaching strategies. It can be proven by the result of the interview. Student E explained that the teacher taught them to recognize the letters by using an application that we are using during the teaching process. And student J thought that the teaching strategies applied by the teacher were quietly good, one of them the teacher used NVDA application. The application was screen reader. For example “a”, the application mentioned the pronunciation in English “ei” by using screen reader. As the students stated: As the students stated:

*…”I think it is good, because the teacher’s method in learning we memorize five vocabulary every week, after that we collect them, for example 20 vocabularies. I mean we are asked to memorize vocabulary in order that we can master vocabulary.”* (Student A: May 9th, 2016)

The 4th question deals with the learning media that teacher used in teaching English. students’. From the data, the students explained there are some media that teacher used during teaching English. Student J revealed that the teacher used laptop and Braille. Student F said that in using laptop the teacher taught the students some applications that help them in learning English such as NVDA, Meldict and Elequeen.

The 5th, 6th, and 7th questions deal with the students’ perception about the teachers’ strategies in teaching English for their selves . From the data, the students explained that almost all of them feel that the teacher strategies are surely helpful in learning English. They admitted that the teachers’ strategies give them motivation to learn English. Student H explained that as long as the strategies are used by teachers is good, sometimes they asked to write or understand the material in Braille form. She argued that she felt motivated depends on the situation. If the teacher is so serious, she was difficult to understand. But if the teacher relaxes in teaching, she will feel enjoy in accepting the lesson. Student K added that in teaching English, the teacher used some strategies, for example, to make the students easier memorize the vocabulary, the teaching process used media card. Subsequently, he felt excited to learn English.

*Learning style of students*

The 8th question deals with the students’ difficulty in learning English. Most of them have the same difficulty. They are difficult to analyze how to write and pronounce the words. They are always wrong to write in Braille the spelling of the words. Student F said that her difficulty in learning English starts from many new vocabularies or too long sentences that she did not know the meaning. It made her difficult to read it. Student J argued his obstacle is how to write the letter, because the spelling of the words are different with the writing. Student M, who he has many difficulties in learning English, reveals that one of difficulties is the way to spell it. Student M argued that in English, sometimes the meaning has the difference structure with Indonesian. The writing of the letter is usually different with its spelling. As they argued:

*…“The obstacle is usually there are vocabularies or too long sentences. It makes me difficult to read it. So I usually asked the teacher to spell the letter.”* (Student F: May 10th, 2016)

The 9th, 10th, 11th questions deal with the students’ way or their learning style to understand the English subject. The students explained their way to learn again their lesson and prepare their selves in examination. Almost the students thought that learning in a group make them easy to understand the lesson, but some of them still comfortable to learn individually. Student A told about her learning style which she repeated again the material which had been taught. When there is something difficult she tried to understand quietly. For example, there is something that she forgot about the teacher’s explanation she tried to find in Meldict. And Student A argued that the teacher’s strategies which are applied in learning process make her easy to learn, and then she preferred to learn in a group because they can ask a question one another. For example, what it is the meaning of this one? For preparing the examination, Student A tried to remember the material because she rarely to use the note book.

For Student D, she told that her learning style usually finds the meaning of words, or finds something that she does not understand in internet media. She argued that she was easy to learn based on the teacher’s strategies. And if she had an assignment she searched in media or asked her friends so that she liked to learn in a group. Then, to prepare her examination, usually if she had note book, she tried to learn based on her note book. If she does not have, usually she searched in media.

For student G, his learning style is repeated again the lesson, because she always forget if he does not repeat the material. If there is something that he does not understand, usually he ask the teacher or his friends how is like this, what is the meaning, etc. Subsequently, his friends will explain to him about this one, like this the words. Student G said that he always learnt in a group, for he learnt in a group make him more understand. To face the examination, He repeated the material start from first until the last. Sometimes he asked his friends to help him if there is something he does not know the meaning.

**Discussion**

The observation was conducted for 10 times in the 4 different classes. The data of English strategy from the finding shows that the teaching and learning process in the classroom used some kinds of English teaching strategy. The researcher found that there some aspects related to teaching strategy according to Silbermen (1996: 164) which are applied by the teachers. Silbermen (1996: 164) defines that teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction.

This study classified them into nine types of teaching strategies. The first was presenting the listening material by using laptop, loudspeakers, and NVDA (screen readers). The teacher explained that he wanted to present the listening material to the students. The strategies used by the teacher in line with some of the techniques which were suggested by Salisbury (2008: 95). Salisbury (2008: 95) stated that presenting material in audio format is helpful for pupils with visual impairment.

The second type was reading the text in Braille form. The teacher asked the students to read the text by using Braille. This showed that the teacher used particular strategy to train the students’ reading skill by using Braille. Using Braille also suggested by Carney, *et al*. (2003: 47). He defined that Braille is an embossed symbolic system that is read tactually. It is the specific placement of six raised dots that are numbered. Various arrangements of the dots make up 63 combinations, which are called cells and represent numerals, letters of the alphabet and word contractions.

The third was translating the text by using Meldict. The teacher explained that to translate the word it should be better to use Meldict and avoid Google Translate. And the teacher applied and suggested the application in the teaching and learning process.

Teaching numeral by asking the students orally was the fourth. The teacher tried to apply other strategies in teaching vocabulary. The teacher asked the students one by one and make the learning be fun. So, the students did not feel boring.

The fifth was speaking by using NVDA software to pronounce the words. The teacher used screen reader to help the students pronounce the words correctly. Screen reader was one of the media that Salisbury (2008: 97) suggested. He stated that pupils who are unable to access computer output visually may benefit from speech output. Screen reader software speaks text aloud, in a synthesized voice, through computer speakers.

The sixth was listening by using NVDA and writing by using riglet and pen at the same time. Actually the teacher had applied the techniques in different class, but in the ninth grade, they tried to teach listening by using NVDA. And the same time, the teacher asked the students to write in Braille form what they listened.

Applying the new vocabulary into sentences by using Meldict was the seventh. In line with Salisbury (2008: 97), he also suggested using technology for visual impairment students. Salisbury (2008: 97) stated that technology includes adaptive hardware or software to make equipment accessible, equipment is specifically designed to be used by people with visual impairment. In applying this strategy, the teacher asked the students to apply the words which they had known in the sentences and when they want to ask something to their friends in the class. For example when the students want to borrow something, they have to say in English. That is one of the teacher’s strategies. Therefore, the students always remember the vocabulary.

The eighth was analyzing noun and verb in the sentences based on the students’ assignment. Even the students are visual impairment, but the teacher tried to make the students understand the word classes. She realized that the students should be taught English not only speaking but also writing and grammar.

The last was playing matching card. The teacher applied the other strategies to make the students easier understand her teaching material. At the time, she made the learning process be fun by playing a game. The name of game is Match a card. Match a card is one of teacher’s strategies on how to memorize the vocabulary in pleasing way. Games also was a part of the techniques that suggested by Salisbury (2008:95). He argued that many pupils with visual impairment have well developed memory skills and team games can take advantage of games.

The others aspect of teaching strategies was procedures or process. For procedures or process in teaching English, the researcher found the data based on the observation and interview result. In interview result, The teacher explained five minutes of his class. Mr. AS explained that focused on speaking and listening. Because he could not use the whiteboard and he could not use projector for VI students. The teacher must teach the students orally. But it did not mean that it is impossible to teach four language skills. The teacher emphasized that although the students were low vision even totally blind the teachers still were possible to teach four language skills. For reading, the teacher use media called Braille. And also for writing the teacher use teach them to write by using special tools for producing Braille, namely: pen and riglet.

At the end of the class based on observation result, he always gives assignment or homework for the students. He asked the students to do it individually or in a group. He also made a summary, and asked the students whether they understand the lesson or not. Also give the students suggestion and advice.

And then, the other teacher, Mrs. AL also explained her the first five minutes in the class. She started with greeting and praying, then creating initial condition learning, giving references and the last creating apperception. Furthemore, the teacher explained that the English teaching strategies for Visual Impairment (VI) students is almost same the normal students. But as a teacher, she should be able to modify package the learning becomes more attractive, more active, so the students are not boring. And the last is apperception which is connecting or linking the subject matter has been learned the previous week with them material to be learned by the students.

Materials and equipments were also included in teaching strategies’ aspect. Based on the observation and interview result, the researcher found some media that were used by the teachers. As Salisbury (2008: 97) stated in chapter II, there were some materials and equipments could be used to help students in learning English. Some materials and equipments were in line with Salisbury’s suggestions, they were: the teacher taught the students in listening by using laptop, speaker, screen reader software (NVDA) and the material comes from text book in soft file form.

The teacher asked the students to read the text by using Braille. The students were using riglet and pen to write in Braille form. The teacher asked the students to translate the meaning of the words by using digital dictionary software (Meldict). The teacher applied technique playing games by using matching card. The cards contain the writing in Braiile form so the students can read the card by touching. Those are the materials and equipments that teacher uses during teaching English.

***The teachers’ ways to make English teaching strategy is effective.***

The discussion was about howthe teachers’ ways to make English teaching strategy is effective. It related to the effectiveness of teaching strategies based on teachers’ perception on strength of the interview result. Both of the teachers who were interviewed gave their perceptions about the effectiveness of teaching strategies.

Mr. As verified his perception about the effectiveness of teaching strategies in interviewed. It can be shown from interview result. Based on the teachers’ opinion, talks about the effectiveness of teaching English strategies are related to the classroom management. He argued that classroom management meant how manage the time. As a teacher needed to be on time, so the students can know that the teacher is on time, they have to be like that. Related to the material, the teacher has to follow the updated material. The teacher argued that he can not only use the old book he needed to search up to date material. But the material still followed the curriculum as well for them.

Furthermore, in the statement, he explained that the other aspect to support the effectiveness of teaching strategies was how to make students happy with English. He argued that if the students were happy in the learning process, they could understand and more excited to learn English. Accordingly, as a teacher, he was demanded to be more patient facing the students even the students made mistakes. And talked about the students’ score it also can be as measure instrument.He said that the students’ who could raise the higher score than minimal curriculum score in Indonesia it means that the teaching strategies were effective.

Mrs. AL also gave her perception about the effectiveness of teaching strategies in interview. She agreed with Mr. AS about the aspects were included in effectiveness of teaching strategies. The teacher talked about the effectiveness of teaching English strategies which are related to the classroom management. She argued that classroom management meant not only using one approach, but a good teacher should have and understand how to use a variety of approaches that they understood to be used simultaneously. She also explained classroom management regarded to efforts to create and maintain conditions for the occurrence of a good learning process such as managing class by a pattern of “all purposes”, paying attention to lighting and air circulation class, setting the layout of objects in a classroom like setting chairs, cabinets and props, rapport coaching arrangements, termination of the behavior of students who distract the classroom reward and accomplishing tasks by learners in a timely manner.

Related to her answer about the aspect that include to support the effectiveness of teaching strategies, she gave more explanation about on how the teacher could create an active, creative and more fun learning that could make students excited is included in effective teaching strategies. She was adding that the best way to learn language was how the teacher could be having a mix about using ideal following a book, taking a grammatical/translation approach, and utilizing TPRS.

***Students’ perception about their English teachers’ strategy***

The last discussion was about the Students’ feeling about their English teachers’ strategies**.** It was related to the effectiveness of teaching strategies based on their perception. It based on the interview result, most of the students are interested to English learning. They also felt enjoyable and enthusiastic with the English teaching strategies used by their teachers. It could be seen in the interview result that most of them agreed with the English teaching strategies and the application of their teachers’ role to improve their ability and understanding in English. Even though almost student have the same problem namely they are difficult to analyze how to write and pronounce the words correctly. They are always wrong to write in Braille the spelling of the words. Subsequently, the teachers should be more creative to find the other strategies that can make students solution to their problem.

**CONCLUSION**

This research reported the teachers’ strategies for Visual Impairment students in EFL. The aims of the research were to describe the strategies implemented by the teacher to teach Visual Impairment students, to know the perception of teacher on how effective the strategies for the students and to know the students’ perception toward the strategies used by the teacher.

This study explained the English teaching strategies that the EFL teacher applied in classroom. There some aspects were included in teaching strategies. Namely; methods or techniques, procedure or process and materials or equipments. For the methods or techniques both of the teachers applied some methods or techniques, they were: in listening the teacher played audio from the laptop, and to spell the letters the teacher used screen reader software (NVDA). While listening the story from the audio, the teacher asked the students to write in Braille form by using riglet and pen. In reading, the teachers taught the students to read in Braille form in which characters are represented by patterns of raised dots that are felt with the fingertips. This showed that the teacher used particular strategy to train the students’ reading skill by using Braille. For speaking, the teacher asked the students to memorize the vocabulary by citing it orally. Also the teacher asked the students to apply them in sentences and translate the meaning by using digital dictionary. The teacher made fun learning by applying the some games, one of which was matching a card.

For the procedure and process in teaching English for VI students, there were almost the same as normal students. Nevertheless, in teaching VI students, the teacher had to classify the words that could be used by the students and the words that could not. They had to avoid the words related to vision. The important things in teaching VI students were how to make them comfortable as a result, they were excited to learn English and the materials were related to their daily life managed by the teachers.

And for the materials and equipments in teaching English, the teachers used textbook in Braille form for the totally blind students, printed book for the low vision students, riglet, pen, laptop, screen reader software (NVDA), digital dictionary (Meldict), and also matching card.

From this research, the positive impacts that the researcher found the English teaching strategies that the teacher applied in EFL Classroom. It is publicized by the almost students who were excited and did their assignment in English subject very well. In addition, from the interview that the researcher has done stated that almost the students got good scores from the teaching strategies that the teacher applied. Nonetheless, the difficulties that the researcher found in EFL classroom is the students were the some problems particularly they were still difficult to differentiate the spelling and the writing of the letters. Even they were excited in learning English, their ability to accept the material were lower than normal students. Therefore, sometimes it made them easier to feel tired. The teacher must be more patient to encounter them and sometimes has to help them one by one in the classroom. If the situation like that, the teachers applied strategies that can make their mood turns good again. Therefore, the researcher concluded that the English teaching strategies which were applied in EFL classroom in YAPTI are recommended and marks affirmative impacts for the students.

**SUGGESTION**

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

* 1. The researcher suggested that the teacher need to have a good knowledge on the second language acquisition to help them in understanding lot of aspects in teaching English as foreign language (EFL).
	2. The researcher also hopes this research can give contributions for academic area and especially for teacher who wants to build up his/ her English teaching strategies in their classroom. From this research, the researcher hopes it can be one of reference for the next research which will discuss about English teaching strategies in EFL Classroom particularly for visual impairment students.
	3. Finally, from all these suggestions the researcher hopes all the participants or actors in academic especially in English Education can create the appropriate English teaching strategies based on the situation in classroom. Therefore, the aims or goals of curriculum in teaching and learning process can be reached.

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