DIGGING PROBLEM FACED IN LEARNING ENGLISH BY VISUAL IMPAIRED STUDENTS IN INCLUSION CLASS AT X IPS 4 MAN KLATEN IN THE ACADEMIC YEAR 2016/2017

THESIS

Submitted as A Partial Requirements for

The Undergraduate Degree in English Education Department

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Assalamu'alaikum Wr.Wb.

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It has already fulfilled the requirements to be presented before The Board of Examiners (*Munaqosyah)* to gain Undergraduate Degree in English Education Study Program.

Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "DIGGING PROBLEM FACED IN LEARNING ENGLISH BY VISUAL IMPAIRED STUDENTS IN INCLUSION CLASS X IPS 4 MAN KLATEN IN THE ACADEMIC YEAR 2016/2017" by Rani Untari has been approved by the Broad of Thesis Examiners as the requirement for Undergraduate Degree in IAIN Surakarta.

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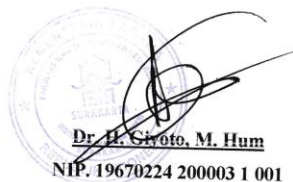
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DEDICATION

This thesis dedicated to:

1. Allah SWT.

2. My beloved parents (Alm. Untung Gunadi and Yuli Lestari)

3. My beloved brothers and sisters

4. My beloved advisor Dr. Imroatus Solikhah, M.Pd

5. My beloved friends in Crazy-On class (PBI-C/2013)

MOTTO

"Hidup ini santai, relaxs, tapi TIDAK seenaknya"

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Digging Problem Faced in Learning English by Visual Impaired Students in Inclusion Class at X IPS 4 MAN Klaten in the Academic Year 2016/2017" is my real masterpiece. The things out of my masterpiece I this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 21 July 2017

Researcher, .

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The Researcher

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Untari, Rani. 133221092. *Digging Problem Faced in Learning English by Visual Impaired Students in Inclusion Class at X IPS 4 MAN Klaten in the Academic Year 2016/2017.* Thesis, Surakarta: English Education Department, Islamic Education and teacher Training Faculty, The State Islamic Institute of Surakarta. 2017.

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The objectives of the research are (1) to know the process in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017; (2) to Know the problems faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017; (3) to discover the problems faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017.

To conduct the research, the researcher used the descriptive qualitative research. The researcher conducted the research from January until June 2017 in the inclusion class at X IPS 4 MAN Klaten. The researcher collected the data from observation, interview and documentation. The researcher did three steps to analyze the data such as; reduction the data, display the data and verification or drawing conclusion. To prove the trustworthiness of the data, the researcher used the triangulation especially methodological triangulation.

The result of the research shows that; (1) The process in learning English by visual impaired students in inclusion class are (a) Teacher center, so the students are learning English depend on the teacher's instruction (b) The English material for visual impaired students same with normal students, (c) Visual impaired student used screen reader laptop as a media in English learning process. (2) The problem faced in learning English by visual impaired students in inclusion class are (a) lack of vocabulary, they are misunderstanding meaning of two words which have similar meaning (b) visual impaired students didn't get additional teacher who is special in handling visual impaired students, (c) visual impaired students got similar attitude with normal students because their teacher's perception about inclusion class, (d) two of visual impaired students got trouble with their motivation to learn English, subject 1 only got 44 % and subject 2 got 56% in motivation's scale (3) The solving of the problem faced in learning English by visual impaired students are (a) visual impaired students increase their own motivation to learn English, (b) the school has accommodated adaptive computer equipment, readers for exams, recorded English lesson and laboratory assistants.

CHAPTER I

INTRODUCTION

This chapter discusses about introduction of the research which consists of background of study, identification of study, limitation of study, problem statements, objectives of study, benefits of study and definition of key terms.

A. Background of Study

Educational Inclusion is system of education management in giving opportunity to all students both they who have disparity and have potency of learning activity in one environment education. We can realize that Indonesia has vast archipelago, and Indonesia also has tribes, races, cultures, religions, different beliefs. In addition, nowadays the government has conducted various efforts to fulfill the right of disable people in nation and state life, one of them is in educational side.

Concerning with the educational needs of citizens who have physical limitations or mental illness, the government has issued several regulations related to it. The latest regulation is Law No. 8 of 2016 about disabled people. In chapter 10 is explained about four education rights for disable people. The first is getting certifiable education in all type, band and educational grade by inclusion education or special education. Second is having opportunity equality become the educator or educational staff in all type of education, band and grade. Third is having opportunity equality as

certifiable education organizer in all type of education, band and grade. Forth is getting competent accommodation as learner.

Based on regulation above, we need to understand more that the fulfillment of education is not only from the side disable acceptable to enter on a board of education, but how the institution able to accommodate the needs of disable. As a member of the United Nations, Indonesia is also obliged to develop the national education. It means that there are no limitations for anyone to obtain an education. The same right is also given to children with disabilities, such as students who have visual impaired.

Nowadays many school systems tend toward inclusion, or incorporate students with disabilities into the general education classroom. The statement is supported by Jejen (2016), according to National Social-economic survey stated that in 2008 there are only 254 inclusion school in Indonesia, but in 2014 there are 2430 inclusion school in Indonesia include all degree (elementary school until senior high school). Inclusion in public education has dramatically changed how students with disabilities are taught, where they once learned in separate classes taught by special educators. Many children with a range of disabilities now learn in typical classes led by general education teachers.

MAN Klaten is one of school that is done inclusion. MAN Klaten is able to receive and accommodate disable students. Unfortunately until this time, MAN Klaten only accepted visual impaired students in that school. It is caused by the lack of teacher that having special skill to teach disables students beside visual impaired students. At MAN Klaten there are 30

classes which are divided into three grades. In each degree has inclusion class. The researcher took tenth grade because the school only gave permission to the researcher to do research at that school if the subject of research is tenth grade students. In tenth grade students there is one class that used inclusion class system. The class is X IPS 4. The class consist of 28 students with three of them are visual impaired students. They are totally blind.

English language has become very important, and as an international language, it is the world's most widely used language (Quirk 1972: 3). Considering it is important, English as the foreign language in Indonesia is taught in schools regardless of the handicaps the learner have to live with. Some people consider that it is impossible for the visual impaired students to learn English. Since English taught to the visual impaired students, many techniques appear to facilities the teaching learning process. Based on the Pre-Research at X IPS 4 MAN Klaten in 16-28 January 2017, being visual impaired students in inclusion class is difficult. It can be seen in the result of Pre-research. The first is visual impaired students have to learn English together with normal. They didn't get special treatment by the teacher to more understanding the lesson. They also learnt same English material with normal students, without any special method. Visual impaired students had to have their own effort to learn English. For example in storytelling section, visual impaired students have to take long process to memorize the story. They asked someone to record the story, and then they started to memorize it. Second, visual impaired students less understands of the

material that delivered by the teacher. It can be concluded from the interview in Pre-Research. Visual impaired students told that they are confuse to differentiate words which have different letter but similar sound, like she, see, sea. Third, the level understanding of visual impaired students is not fast as normal students. That fact is taken from interview with the teacher. The teacher said that she often gave remedial to visual impaired students by give them more exercise to pursue their friends. Fourth, from the observation in Pre-research the researcher also found a fact that not all visual impaired students at X IPS 4 become passive students. There is one visual impaired student that becomes active student. He had prepared the lesson well, so when the teacher asked him about the lesson that will be learnt in that meeting, he could answer it well orally. Fifth, the researcher also found that background education of the teacher who is handling X IPS 4 is graduated from English letter from UNS 1997, then she continued to take 'Akta IV' in Open University. The teacher said that she never followed or joined in teaching training about handling inclusion class. She claimed that in MAN Klaten was the first time she handed inclusion class.

From these various phenomena, the researcher interested in studying about "DIGGING PROBLEM FACED IN LEARNING ENGLISH BY VISUAL IMPAIRED STUDENTS IN INCLUSSION CLASS AT X IPS 4 MAN KLATEN IN THE ACADEMIC YEAR 2016/2017". It is interesting to know the problems that faced by visual impaired students in learning English.

B. Identification of Study

Based on the background of study above, some problems which can be identified are:

1. The visual impaired students less understands about the lesson that delivered by the teacher as fast as their normal students.

2. Some visual impaired students are being passive students. At X IPS 4, only one of visual impaired student is active students

3. The teacher is difficult to manage the problem that faced by visual impaired students.

C. Limitation of Study

MAN Klaten has 30 classes that consist of science and social part. The science class has six classes in each degree. Social class has four classes in each degree. The inclusion class only put in social class in each degree. In this research, the researcher concerns only on the problem faced in learning English by visual impaired students in inclusion class at MAN Klaten, in the academic year 2016/2017, especially in X IPS 4 Class.

D. Problem Statements

1. How does the process in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017?

2. What are the problems that faced by visual impaired students in learning English in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017?

3. How are the ways to solve the problems that faced by visual impaired students in learning English in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017?

E. Objectives of Study

Based on the problem statements above, the objectives of the research are to:

1. Knowing the process in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017.

2. Knowing the problems that faced by visual impaired students in learning English in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017.

3. Discover the problems faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017.

F. Benefits of Study

In theoretically the result of this research is expected to give contribution for the science in English learning process, especially for visual impaired students and their teacher. In theoretically teaching visual impaired

students according to Loreto Pamela Barrientos Fritz and Natalia Alenjandra's journal have to give pay attention to;

a) Seating position

It's mean encourage the visually impaired students to be tidy and methodical during desk based activity will help students to find all they need with easy and give them the extra space they need for their tools.

b) Lightening

It's mean that the teacher has to specially care about eliciting reflective objects such as mirrors, direct light and highly polished surfaces (Pilch, Heffernan, Frank, Whitehead, & Smith, 1969) for the students who are sensitive to light.

c) Safety consideration

It is necessary to remind teachers that students may find it difficult to judge distance, speed, and depth accurately therefore, they may react slowly to fast-moving groups of children and objects.

d) Writing materials

Teachers have to bear in mind that blind students will carry with them the Braille system to write, so teachers must give students more time to write. For children with useful residual vision, Pilch et al. (1969) suggests a black hard pen and a white paper to provide the necessary level of contrast.

e) Reading materials

According to the Educational Service for Hearing and Vision ESHV, "it is important to consider the quality and quantity of print used". That is

one of the vital characteristic the reading material has to have, which includes "the size, color and contrast of print on paper"

In practically, the researcher hopes that the result of the study is useful.

a) For the teachers

It is expected to be kind of teaching method and reference for the teachers in developing or creating new more interesting methods and techniques of teaching English for the visual impairment students especially in inclusive school, so that they can learn well.

b) For the visual impaired students

The researcher hopes that the visual impaired students will get an appropriate treatment in English learning so they can learn English confidently; they can decrease the difficulties anymore, they can accept the same education right in class. It can motivate visual impairment students to compete with normal students.

c) For the school

This research will be expected to be a reflection for English learning process at MAN Klaten, especially in inclusion class. As the implementation guide of an English evaluation for students with visual impairment, it can be a consideration to change the best strategy in teaching English; moreover can improve the quality of English teaching and learning.

G.   Definition of Key Terms

1. 1. According to Mouris, Learning is a systematic integrated outlook in regard to the nature of the process whereby people relate to their environments in such a way as to enhance their ability to use both themselves and their environments more effectively.

2. Visual impaired is people or students who are totally blind and people who have some vision (Castellano, 2005).

3. Inclusion class is system of education management in giving opportunity to all students both they who have disparity and have potency of intelligence and/or special talent to follow the educational activity or learning activity in one environment education (Permendiknas no. 70 th 2009, verses 11).

CHAPTER II

THEORETICAL REVIEW

This chapter concerns with the kinds of theory dealing with the research. The theories related to the research are useful for researcher to conduct the research. Those theories are as follow; a) notion of learning English, include learning English for visual impaired students, b) notion of Inclusion class, c) notion of visual impaired, d) notion of problem-solving, e) previous study

A. Notion Learning English

1. Definition of Learning English

According to Mouris (2008), learning is a systematic integrated outlook in regard to the nature of the process whereby people relate to their environments in such a way as to enhance their ability to use both themselves and their environments more effectively. According to Cronbach (1954), learning is shown by a change in behavior as a result of experience. Harold Spears (1955) give definition, learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.

Geoch (2010) said that learning is a change in performance a result of practice. From definition above, we can conclude if learning is change attitude or behavior, with, the junction of activity. For example by reading, listening, looking, following and other. Then, teaching and learning is has a fixed connection. We separate these processes if for particular focus, study or descriptive action.

Learning is relatively permanent change in a behavioral tendency and the result of reinforced practice (Kimble & Garmezy 1963: 133). In her book 'Promoting Learning Strategies for Language Learner' Margana (2009) said that Learning strategies are methods taken by students to enhance and achieve their own learning. Strategies are especially important for language learning because they are tools for developing language competence and achieving language learning. Appropriate strategies result in encouraging English proficiency and greater self-confidence.

The main idea of learning strategies is to engage between action and skills for understanding, storing, and remembering new information. The term learning strategies is widely agreed by any expert to refer to techniques, behavior, action, thought process, problem solving or study skill employed by target language learners to make language learning easier, faster, more self-directed, more effective and more transferable to a new situation and enable language learners to be more independent, autonomous, lifelong learning.

According to Ellis (2003), in learning English as a second language or foreign language, there are two determinant factors initiating the success of second language learning. The factors include external factors and internal factors. External factors include physicals and social environment or demographic variables, cultural setting, formal teaching and the like. The internal factors, on the other hand, embody learner physical condition, aptitude, attitude toward second language, motivation, intelligence, learning styles, learning strategies and others.

Of the internal factors, learning strategies are believed to be a determinant factor for the success of second or foreign language teaching and learning on the grounds that learning strategies are concerned with practical and operational efforts of how to handle the task. Added to the learning strategies establish learner autonomous learning that is applicable to deal with any task that they face. Learning strategies are very important for second language learners as learning strategies empower learners to activate their own leaning management.

2. Learning English for Visual Impaired Students

Dealing with visual impaired students in the classroom is not a big matter as long as the teacher and other students know how to communicate with them and understand the most appropriate ways to accommodate visual impaired students in the classroom as well as in examination.

According to in Widya Aryanti's Journal (2014) in the Center for Disability Services of State Islamic University (UIN) Sunan Kalijaga, there are several best practices in adaptive learning that can be integrated in learning process, such as:

(1) Student's physical condition

The classroom should be set based on their condition. Appropriate seating is important for a visually impaired student; since the student cannot see visual cues, he or she needs to be seated in a position to receive verbal cues. The best seat for him or she is close to the teacher so they can listen to the lecture clearly. The lecturers need to try to

speak directly to the class, remember that turning our head away can muffle sound because body language and gestures cannot be seen. Besides, it is necessary to control background noise since it will distract visually impaired student's attention.

(2) Learning objective

The most potential English skill that they can master well is listening and speaking because visual impaired students have sight problem, not hearing loss. Use their ability to deliver most of the content. Use general vocabularies to explain the lesson. Do not hesitate to use words such as look or see; students with vision impairments use these terms too.

(3) Learning strategy

In doing the learning process teacher should give the most influence to the students. The teacher can integrate some methods and media. The teachers can use various media, especially audio media (audio recording, speech or lecture) to support learning process. The teacher also can ask students about learning aids that they may need during the process. Moreover, arrange computer lab accessibility with IT technician and disable center – (*multimedia-based learning*). Allow student to work with a partner or allow a volunteer in the class to support the student (*team work*). Make sure the materials are organized and easily accessed by the student. Allow student to record result verbally instead of writing them. Verbalize every writings on the white board and spell every technical term.

(4) Learning assessment and examination

In the assessment and examination for visual impaired students must be considered, too. Assessment and examination are very useful for teacher to evaluate and find out students' development and achievement. There are some adaptations, as follow:

(a) Choose appropriate test type. The teacher can choose test type such as oral test by using interview or listening test by using audio. Besides, it is better to make close books examination instead of open book because it will be difficult for visual impaired to access their literatures.

(b) Tests can be administered by having the questions read to the students by a volunteer or assistant. The assistant will read and write for the visual impaired students. However, in English exam, it will be problematic when the assistant does not have good proficiency in English. Both the students and the assistant will get into trouble

(c) If the students can access computer with JAWS, they can get independent test. The teacher just needs to give the exam in soft files to the students, and then they can 'read' it independently in their computer.

(d) Reproduce exams in a large print if the student has a low vision.

(e) Allow extra time (about 20-50% longer) for test taking in a separate and quiet setting.

Ro'fah Andayani and Muhrism (2010) stated that the teacher should accommodate learning needs of visual impaired students who use different aids suitable for their disabilities and resources that they have. The teacher also should give soft copy of teaching material to visual impaired, give reference lists beforehand because they need longer time to access information. The teacher should narrate visual teaching materials and avoid too much visual content in teaching material. In addition, the teacher should consider outdoor activity (field trip, interview) if it is regarded as problem for visual impaired to deal with.

B. Notion of Inclusion Class

Sebba and Ainscow (1996) said that inclusion can describe as the process by which a school attempts to respond to all pupils as individuals reconsidering its curricular organization and provision. Through this process, the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need exclude pupils. Based on Permendiknas no. 70 th 2009, verses 11, Educational Inclusion is a system of education management in giving opportunity to all students both they who have disparity and have potency of intelligence and/or special talent to follow the educational activity or learning activity in one environment education.

Law No. 8 of 2016 about disable poeple, Chapter 10, has mentioned that educational right for disable people are;

1. The right for getting certifiable education in all type, band and educational grade by inclusive education or special education.

2. The right for having opportunity equality becomes the educator or educational staff in all type of education, band and grade.

3. The right for having opportunity equality as certifiable education organizer in all type of education, band and grade.

4. The right for getting competent accommodation as learner.

That is meant by inclusive education in point 1 is education for disable students to learn together with normal students in regular school or regular university.

According to Ashman (1994), in Indonesia there are some models of inclusion class, like;

1. Regular classroom (full inclusion)

   It means that disable students learn together with non-disable students in regular classroom and used the same curriculum.

2. Regular classroom with Cluster

   It means that disable students learn together with non-disable students in regular classroom and also in special group.

3. Regular classroom with Pull Out

   It means that disable students learn together with non-disable students for a while regular classroom, but after that disable students learn with their special counselor teacher in special classroom.

4. Regular classroom with Cluster and Pull Out

It means that disable students learn together with non-disable students in regular classroom and special group, and in certain time pulled from regular class to the dissimilar class to learn with their special counselor teacher.

5. Special class and various integration

It means that disable students learn in special classroom in regular school, but in certain subject or lesson they can learn with non-disable students in regular class.

6. Full special class

It means that disable students learn in special classroom in regular school.

From the several models that are mentioned above, MAN Klaten is applying regular classroom (full inclusion) type in English teaching learning process at X IPS 4.

According to Mark A. Lamport (2012), there are several learning theories related to inclusion class;

1. Social learning theory

The main characteristic of the social learning theory, are the centrality of observational learning, a causal model that involves an environment person, behavior system, cognitive contributions, and self-efficacy and agency" (Miller, 2011). This theory proposes that academic and behavior modeling takes place through verbal instruction, live modeling by a person, and symbolic modeling through four steps: attention, retention, reproduction, and motivation. Inclusion classes

capitalize on this theory because disabled peers can observe their nondisabled peers and their teachers and then imitate them both academically and behaviorally.

2. Observational learning theory

    Peer learning helps students to build effective listening and communication skills (Harding, 2009). When students are working together, these students can be paired with slower learner students from time to time. When students work together and are able to engage in discussions on different ideas, then the sky's the limit to what types of knowledge the students can transmit to one another.

3. Guide learning theory

    According to Lev Vygotsky (2009), the zone proximal development state that students learn when guided by an adult or when working with more capable peers. Students with disabilities can learn from their peers without disabilities as well as with the support of adult guidance to gain a better understanding of the concept being taught. For example, peer tutoring has been found to be effective for students with disabilities (McDuffie, Mastropieri, & Scruggs, 2009)

    All three of these theories discussed describe how learning occurs in the classroom both academically and socially. According to Ntshangase, Mdikana, & Cronk (2008), "high social interaction is important not only for learners' academic achievement but also for their long-term general well-being and personal development". The zone of proximal development, in conjunction with the social learning theory, should theoretically help

explain how students with disabilities progress academically and increase appropriate social interactions with placed within an inclusion classroom.

C.   Notion of Visual Impaired

Visual impaired is people or students who are totally blind and people who have some low vision (Castellano, 2005). Among those with vision, some have stable eyesight and others have conditions that will cause their eyesight to deteriorate. There are students the students for whom visual impairment is the only disability and others who have additional disabilities. Visual impaired can fall anywhere in the intelligence range from genius to profoundly impaired.

In the Update and Revision 2006, WHO divided four levels of visual impaired type, such as;

(1) Normal vision

(2) Moderate visual impairment

(3) Severe visual impairment

(4) Blindness.

Moderate visual impairment combined with severe visual impairment is grouped under the term "low vision": low vision taken together with blindness represents all visual impairment.

Similarly, Manal (2012) also stated that there are four categories of visual impairment: (1) partially sighted, (2) low vision, (3) legally blind and (4) totally blind. Partially sighted means that the person has some

difficulties in seeing and reading information, and requires special assistance with learning and reading. Low vision indicates a more serious visual impairment, where reading at normal distances is not possible. People with low vision have to use supportive tools to read and see in their environments. They may even learn through the use of Braille. Legally blind refers to a vision less than 20/200 and a limited range of vision. People who are legally blind cannot see things clearly, whether it is near or far. Totally blind means that the person has no vision at all. Their eyes are not able to process images, and they learn through non visual resources, including Braille.

Many factors determine how visual impaired affect students' learning experience. Age of onset and severity of vision loss, as well as presence of multiple disabilities, are some of the factors that make each student's situation unique. The cause of visual impaired and overall functioning level of a student also determine how the visual impaired affects a student's development. In general, visual impaired have cognitive, academic, social and emotional, and behavioral effects. According to WHO, globally the major causes of visual impairment are: uncorrected refractive errors (myopia, hyperopia or astigmatism) (43 %), cataract, (33%) and glaucoma (2%). Besides, the age at which they become visually impairment also affects their needs. Students who were born visual impaired has different needs with students who lose their sight during their childhood or teenage.

Orsini-ones (2009) divided the population of visual impaired students into three groups for the education purpose, below;

1. Visual impaired students who have no other disabilities or whose other disabilities are mild and do not affect their education. These students will have the same academic goals as their sighted classmates and will be fully integrated into regular classrooms. The main adaptations needed, will be materials adapted into tactile or enlarged form.

2. Visual impaired students who have additional disabilities, which require modifications to the curriculum in addition to materials in adapted form.

3. Visual impaired students with several additional disabilities, who may require a completely individualized curriculum consisting primarily of developmental rather than academic goals.

D.   Notion of Problem-Solving

1.   Problem in Learning English for Visual impaired students

English as foreign language has no connection with native language (local and national language). English is used in certain purpose only in Indonesia. Beside the Indonesian culture it different with English. Learners must force their selves to replace their native language with foreign language and use English as habits. Mulyono Abdul Rohman (2003) said that in his book, A main caused of learning problems is an external factor; they are in learning strategies which false, a learning process which is not

develops the motivation of learning to the students, and giving test to reinforcement which is not relevant. In general, there are three factors which influence of learning:

a. Internal factors: physiologies and psychology aspects.

b. External factors: Social and non-social factors.

c. Approach to learning, it means the students in a studying to cover strategy and method which used by students in learning materials.

Especially for Visual impaired students, according to Widya Aryanti's Journal (2014), the problem that faced by visual impaired students is divided into two parts;

a. Internal problem

It's mean that the problem come from visual impaired students themselves There are some particular difficulties caused by the blind students themselves in their English learning. It relates to VIS' sight conditions and their learning strategies.

b. External difficulties

External difficulties come from other elements instead of the students themselves. Some elements of the learning environment also cause difficulties to the blind students in learning English. These elements include the lecturer, friends, material and facilities.

For visual impaired students, there is a lack of material in the area of second language acquisition. The blind teacher Morrissey (1931), claims that students with visual impairment, especially blind, are well prepared to learn a foreign language regarding their hearing sense which he thinks is the fundamental concept of learning a second language with very little or no relation to vision. Erin (2003) believes that language acquired through asking questions enhances the verbal skills as asking about things they cannot see not only improves visually impaired students' language acquisition but also their overall knowledge ability.

Nevertheless, Dunlea (1989) insist that students with visual impatient don't follow the same route in acquiring a new language. There is desperate need for students with visual impairment to learn English to be integrated more in the society. Many scholars conducted studies in the field of English as a Second Language (ESL) and visually-impaired students. Based on Mercer (1985), the major challenge that visually impaired students face is in learning the four language skills: reading, writing, listening and speaking.

Orisini Jones (2009) said that visual impaired students face difficulties in sentence structures and organizing ideas in essays, their writing tasks tend to be as "spoken texts". Visual impaired students must learn reading, to improve their knowledge, and writing, to reflect their knowledge. However, because reading and writing skills are most often skills thought to involve visual abilities to acquire them, students with visual impairment face many challenges in learning theses skills. In fact, visually-

impaired students read slower than their sighted peers as they commonly identify words at a letter level instead of a complete word level, which makes students pause frequently while they are reading.

According to Wina Senjaya (2007) stated that the problem of learning can appear from intern individual like low motivation. A motive is a set predisposes the individual of certain activities and for seeking certain goals. Motivation is a way of explaining how people aroused by on event, how key direct, their behavior for given lengths of time. For example: the children will not get class activity if their parents do not support them. They will be quickly and lazy to learn and the class activity is boring. The teaching process will be success if students have motivation in the learning. Because of it, the teacher need grow the student's motivation

2.   **Solving the Problem Faced in Learning English for Visual Impaired Students**

According to Brian Tomlinson (2002), the form of teaching material is analyzing which presents or informs about the language to be learned. The teacher need special materials in order to the lessons can be informed to visual impairment students. The teacher can use special hardware for the visual impairment students, such as scanners and Braille displays, vocal syntheses and screen readers. There are some common accommodations for visual impairment students:

a. Alternative print formats, which may require text conversion

b. Magnification devices

c. Bright, incandescent lighting

d. Raised lettering or other tactile cues

e. Adaptive computer equipment

f. Readers for exams

g. Priority registration

h. Recorded lectures

i. Lab or library assistants

According to Solis, Vaughn, Swanson & Mrcculley (2012) there is a strategy for educating students with disabilities in inclusion class. The strategy is named as Co-Teaching strategy. That strategy means that working together between general and special education teacher are better able to provide the students with disabilities. For instance, Vaughn, Schumm and Arguelles (1997) described five evidence-based models for co-teaching. They are *One Teach, One Assist, Station Teaching, Parallel Teaching, Alternative Teaching, and Team Teaching.*

Table 1.
Five evidence-based models for co-teaching

Method	Description	Benefits
One Teach, One Assist	One teacher instructs all students while a second provides additional support for those who need it	Students with and without disabilities can receive assistance on challenging material
Station Teaching	Students are divided into three separate groups with two groups working with one of the two teachers and the third working independently	Students with and without disabilities benefit from receiving small group instruction
Parallel Teaching	Teachers plan lessons together before splitting students in two groups, and then teach the same lesson to these small groups	Students with and without disabilities benefit from working in small groups, teachers also benefit by learning from each other's expertise
Alternative Teaching	One teacher is responsible for teaching and the other is responsible for pre-teaching and re-teaching concepts to students who need additional support	Students with disabilities and other students struggling with challenging material, can receive additional direct instruction
Team Teaching	Teachers provide instruction together in the same classroom and may take turns leading instruction or modeling student behavior	Students with disabilities especially learn well from having behavior modeled, and students without disabilities likely benefit as well
Source: Vaughn, Schumm, and Arguelles (1997)		

Further Hamzah (2007) said that the one of solution the problem in learning is motivation. The concept of motivation is closely tied to the principle that behaviors that have been reinforced in the past are more likely to be repeated than behaviors that have not been reinforced or have been punished. In fact, Skinner argues that there is no need for sprat theories of learning and motivation because motivation is simply a product of reinforcement history.

Further Hamzah (2007) divided motivation in two main types, they are:

1. Extrinsic Motivation

    Extrinsic motivation is the result factor outside the classroom. There are two main types of goal:

    a. Integrative Motivation

        The student is attracted by the culture of target language community.

    b. Instrumental Motivation

        The student believes that mastery of the target language will be instrumental in getting a better job or position.

2. Intrinsic Motivation

    Intrinsic motivation is the result factor (sources of failure) takes place in the classroom.

Sukmadinata (2006) said that to measure the motivation can use questionnaire with Likert's scale. It uses descriptive scale. The aim is to respond something in approval statement.

Table 2.
Span score in Likert's scale

Statement	Score				
	Very agree	Agree	Hesitate	Disagree	Very Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5
Source: Sukmadinata (2006)					

The researcher used positive statement to measure the visual impaired students' motivation in learning English. There are 36 positive statements in the questionnaire.

E. Previous of Study

Related to this research, the researcher chooses some literature about previous researches which are relevant to this research. There are three previous researches related to this research, as follow:

1. Widya Aryanti's Research

The first research is taken from journal article, written by Widya Aryanti (2014) under title "Difficulties in Learning English Faced by Visually Impaired Students at Center of Language Development (P2B) in State Islamic University (UIN) Sunan Kalijaga". The objectives of this research are to describe some learning strategies and difficulties faced by Visual Impaired Students (VIS) in learning English at UIN Sunan Kalijaga

and to describe some strategies of the lecturer in dealing with difficulties in English teaching and learning process for VIS at UIN Sunan Kalijaga. The type of research is descriptive qualitative research in the form of case study. In this research, the researcher used two instruments. They are observation and interview. There are three subjects involved in this research. They are two blind students and one low vision students. The observation was done when the researcher did teaching and learning process at Class Dakwah R. The data were taken from observation and interview. The researcher used the data to analyze the VIS' difficulties in learning English.

The result shows that there are some difficulties faced by Visual impaired students. These difficulties can be put into two different categories: internal and external difficulties. Internal difficulties come from the VIS themselves which relates to VIS' sight conditions and their learning strategies. External difficulties come from the learning environment including difficulties from the lecturer, friends, materials and the facilities. VIS has different learning strategies. The lecturer should discuss some classroom adaptations such as seating arrangement, friends' assistance and peer teaching, adapted facilities and exam accommodation, for instance exam assistance, longer exam time, inclusive examination and larger print for low vision students. Finally, the lecturer should choose appropriate teaching strategies, media and teaching aids.

2. Lydia Agesa's Research

The second research is taken from international journal article, written by Lydia Agesa (2014) under title "Challenges Faced by Learners

with Visual Impairments in Inclusive Setting In Trans-Nzoia County". This study investigates the challenges faced by learners with visual impairments in inclusive setting, in Trans-Nzoia County Kenya. The study used descriptive survey design to explore the challenges that face learners with visual impairment in the County. The target population included one hundred and eighty four learners with visual impairments, twenty classroom teachers and six itinerant teachers out of whom an accessible sample population of one hundred and ten was derived. Both qualitative and quantitative data collection procedures were employed through use of questionnaires, interviews and documentary analysis.

The study found out that most learners with visual impairments performed poorly in academics due to lack of implementation of the visually impaired school which calls for a differentiated curriculum as per the laid down policy on Special Needs Education, which is attributed to social, economic and partly cultural factors. The nature of varied differences in needs of learners with visual impairments calls for more teachers in special needs education so that at least each regular school has one. Parents to learners with visual impairments and community should also be sensitized on their education. As a result of this research stated that Learners with visual impairments encounter several challenges. Due to the heterogeneous nature of visual impairments, it was difficult for most teachers to plan for these learners according to their academic needs. Most learners with visual impairment are placed in inclusive schools without specially trained teachers to handle the technical areas for example Braille. Learners with

visual impairments lack support from educational stake holders hence withdrew when placed in inclusive setting.

3. Wahyu's Research

The third research paper arranged by Wahyu Hidayat (2012) " English Language Teaching and Learning for Visual Impairment Students (A descriptive Study at Tent Grade of Man Maguwoharjo Sleman Yogyakarta In The Academic Year Of 2012/2013)". The objective of the research is to describe the language materials in English course for visual impairment students at MAN Maguoharjo Sleman in The Academic Year of 2012/2013, to describe some teaching and learning methods applied in English for visual impairment students at MAN Maguoharjo Sleman in The Academic Year of 2012/2013, to describe some obstacles results in English teaching and learning for visual impairment students at MAN Maguoharjo Sleman in The Academic Year of 2012/2013, to describe some copes with the obstacles in English teaching and learning for visual impairment students at MAN Maguoharjo Sleman in The Academic Year of 2012/2013.

The type of research is case study research. The case study is the investigation depth (in-depth study) of a social unit such that it produces well-organized picture and details on these social units. The approach in this study is a qualitative approach, namely the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed. In a qualitative study did not use the term population, but according to Spradley called "Social Situation" or social situation that consists of three elements: places, actors, and activities

that interact synergistically. So the subjects of this study are visual impairment students

4. Bornes's Journal

The fourth previous study is taken from international journal article by Bornes Chepngetich Korir (2015) under title "Challenges Encuntered by Students with Visual Impaired and Teachers in an Integrated School environment: A case of Integrated Secondary Schools in Kericho District, Ainamoi Division, Kenya". This research sought to establish the challenes encountered by students and teachers in the integrated education program for students with visual impairments. The study was carried out in Kericho District adopting a case study design. Data collection was done by use of questionnaires, focus group discussion and document analysis. A total of 200 respondents participated in the study and data was analyzed using both qualitative and quantitative methods. The study cited a number of challenges that are experienced by the visually impaired students such as; the administration view them as a burden to school and many times they do not meet their needs like providing the necessary learning materials even though they pay fees and academic performance significantly indicated the nature of evaluation among the students in these secondary schools was clear that they are conscious about the needs of others.

5. The differences and similarities

Based on previous research above, the researcher proposed current research that different from the previous researches. **The difference** the current research with the first previous research is in the object of the

research. Widya Aryanti's research took an object research at State Islamic University (UIN) Sunan Kalijaga, while the current research took an object research at MAN Klaten. The similarity between both researches is the variable that will be researched; it is about the difficulty or the problem faced by visual impaired students through learning English in inclusion class.

The differences between the current research and the second previous research are in the subject and object of the research. Lydia Agesa's research took Challenges faced by learners with visual impairment in inclusive setting as a subject research, while the current research only focus on the problems faced by visual impaired students through learning English in inclusion class as a subject research. Lydia Agesa also took students in Trans-Nzoia Count as a object research, while the current research took visual impaired students and their teacher at X IPS 4 of MAN Klaten. The similarities between both researches are the variable about visual impaired students in learning English and inclusion class.

The differences between the current research and the third previous research are the subject and object of the research. The subject of current research is only focus on the problems that faced in learning by visual impaired students English in inclusion class, while the subject of the previous research is English learning process to visual impaired students. The object of the current research is impaired students at X IPS 4 MAN Klaten, while the object of the Wahyu's research is Tenth grade students at

MAN Maguwoharjo Sleman Yogyakarta. The similarity between both researches is take inclusion class to the object of research.

The differences between the current research with the fourth previous research are the way to collecting the data, subject of research and research setting. The current research use observation, interview and documentation to collect the data, while the previous research use questionnaire, focus group discussion and document analysis. The subject of current research is only focus on the problems that faced in learning by visual impaired students English in inclusion class, while the subject of the previous research also concern to the teachers' challenges in integrated school environment. The current research took place in Indonesia, while the previous research took place in Kenya. The similarity between both researches is take visual impaired students as one of the subject of research.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses about the research method. Research method is very important in a research. It is used to make accomplishes her research easily. This chapter discusses about research design, place and time of the research, subject of the research and informant, technique of collecting data, technique of analyzing data, and trustworthiness of data.

H.   Research Design

The research design is the conceptual structure within which research is conducted. In this research, the researcher uses qualitative research. According to Norman K. Denzin and Yvonna S. Lincoln (1994: 2), Qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researcher study things in their natural settings, attempting to make sense of, or interpret, and phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials (case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts) that describe routine and problematic moments and meaning in individuals' lives.

The researcher applies descriptive qualitative research. Descriptive research studies are those studies which are concerned with describing the

characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else (Kothari, 2004: 37). The purpose of this method is describing the fact or social phenomena accurately and systematically about "Problem Faced in Learning English by Visual Impaired Student in Inclusion Class at X IPS 4 MAN Klaten in the academic year 2016/2017".

I.   The Research Setting

4.   Place of the Research

Location of the research is the place where the researcher doing the research and collect the data. This research conducted at MAN Klaten. It is located at Jl. Ki Ageng Gribig Barenglor Klaten Utara. The researcher choice this place because it is suitable subject. In MAN Klaten was applied inclusion class. There are students that have visual impaired learnt together with normal students. The inclusion class is applied at tenth grade students of social students (X IPS 4). The English teacher of this class is Mrs. Endah Mardiyani, S.S. Actually Mrs. Endah is not only teaching in this class. She also teaches in regular class in tenth grade and eleventh grade. X IPS 4 has 28 students; three of them are visual impaired students. The researcher mention as subject 1, subject 2 and subject 3.

5.   Time of the Research

The researcher conducted the research before final examination at X IPS 4 in the academic year 2016/2017. This research carried out from

January to June 2017. The researcher asked permission to Staff administration of MAN klaten on January 11, 2017. Then, on January 16 to 28, 2017 the researcher did Pre-research. After Pre-research, the researcher made a research proposal and submitted it, and then on June 06, 2017 the researcher did the proposal seminar. Because the time is limit, the researcher began collect the data on May 22, 2017 until June 17 2017. The researcher began collect the data by doing observation, interview and documentation. In X IPS 4 MAN Klaten, English subject is held on Monday at 08.30-10.00 a.m., Wednesday at 10.15-11-45 a.m. and Saturday at 8.30-10.00 a.m. After getting all of the data, the researcher began to analyze the data and reported and submitted chapter IV and V.

Table 3. The Research Schedule

No.	Activities	Jan			April-May				June-july			
		2	3	4	1	2	3	4	1	2	3	4
1.	Pre- Research:											
	a. Asking permission	■										
	b. Observation	■	■	■								
	c. Making research proposal		■	■	■	■	■					
2.	Research:											
	a. Interview							■		■		
	b. Collecting the data							■	■	■		
3.	Post-Research:											
	a. Analyzing the data										■	
	b. Report and submit chapter IV and V										■	■

6.   Subject of the Research

In a qualitative study did not use the term population, but according to Spradley called "Social Situation" or social situation that consists of three elements: places, actors, and activities that interact synergistically. So the subjects of this study are visual impairment students at X IPS 4 MAN Klaten.

For collecting other supporting data, the researcher also interviewed some informants, they are; Mrs. Endah Mardiyani, S.S. as a teacher of English subject of that class. Subject 1, subject 2, subject 3 as Visual impaired students in Inclusion class (X IPS 4)

J.   Technique of Collecting Data

Data has an important role in the research, because without data it is impossible to get the result of the research. In qualitative research, the researcher is the instrument, thus the researcher should have the theory and wide insight about what is being researched. To get deep understanding about the object of research, the researcher should use some techniques of collecting data simultaneously. The methods of collecting data in this research are observation, interview and documentation.

1.   Observation

Observation is an activity of viewing the research subject in detail. According to Morris (in Norman and Lincoln, 1994: 378), observations defines as the act of nothing a phenomenon, often with instruments, and recording it for scientific or other purposes. Observation thus consists of

gathering impressions of the surrounding world through all relevant human faculties. This generally necessitates direct contact with the subject of observation, although remote observation can be carried out by recording the data with photography, audiotape, or videotape and studying it either concurrently or later.

In the observation, the researcher came into the classroom, took a seat at the back row and paid attention to the teaching-learning process. The researcher does not take a part actively and interact with teacher and students during the teaching-learning process, the researcher only taking note. The activity in the classroom being observed is the way of the teacher teaches in inclusion class began from the opening, main teaching, until the end of teaching. On the other way, the researcher also observed the problem faced by visual impaired students in learning English during the teaching learning process in the class.

2. Interview

Interviewing is a paramount part of sociology, because interviewing is interaction and sociology is the study of interaction (Benney and Hughes in Norman and Lincoln, 1994:361). Interview is asking the respondent orally to obtain detailed information. Interview is done by the interviewer (the researcher) and the interviewee (Mrs. Endah as English teacher and Subject 1, 2, 3 as visual impaired students). The purpose of the interview are constructing someone, event, organization, feeling, motivation, demand, etc.; constructing the past conclusion; constructing the future conclusion; verifying, changing and developing the information.

In this case, the researcher used semi-structural interview. It means that, firstly, the researcher made an appointment to the subject then met the subject with the arranged questions. The researcher used semi-structural interview because it could dig more about the information. In this case the researcher will conduct the interview with the English teacher and visual impaired students. The questions are about the problems faced by visual impaired students in learning process especially learning English in inclusion class.

3. Documentation

Documentation is derived from word "document". Written documents are sources of research, which are often having important role in qualitative research. The researcher has gathered a variety of written data on document such as observation's field note, English materials and students score.

K. Technique of Analyzing Data

After collecting some data, the next step is analyzing data. The researcher will use interactive analysis to find the specific activities and conclude them generally. According to Miles and Huberman (in Norman and Lincoln, 1994: 428-429), data analysis contains of three linked sub processes; data reduction, data display, and conclusion drawing/ verification.

1. Data Reduction

    Reduction is the process of selecting, focusing, simplifying, and abstracting the data. Reducing data means summarize, choose the basic substance, focus on important substance, find the theme and the pattern and dispose the unnecessary.

2. Data Display

    Data display defined as an organized, compressed assembly of information that permits conclusion drawing and action taking. The data are displayed in narrative style. This narration of the data will allow taking conclusion of the study. The data is arranged as the description data in order to describe the phenomena.

3. Conclusion

    The third step in analyzing data is taking and verify conclusion. Verifying is done accurately by many argumentations that examined the validity, such as credibility, intensity, and confirm ability.
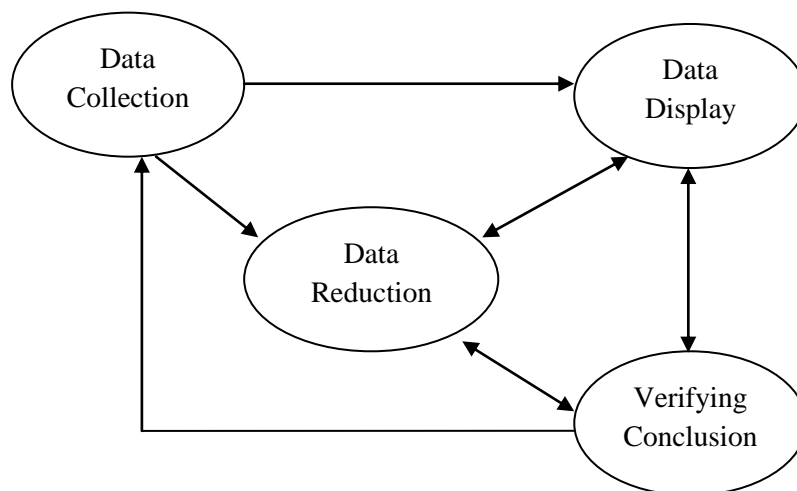
Figure 1. Components of Data Analysis: Interactive Model

In this research, the process of analyzing data is starting by collecting data from interview, observation and documentation that related to problem faced in learning English by visual impaired students in inclusion class X IPS 4 at MAN Klaten. After that, the next process is coding the data (spoken and written data) as an example of data reduction taken to the important data input in the data display. The spoken data is taken from the teachers' activities in teaching their students in the classroom, especially in inclusion class, and from the interview that conducted by the researcher, while the written data is taken from the students' assignment, especially visual impaired students' assignment and the researcher's field note. Then, the result of data reduction showed in the data display in the form of description data about interview, observation and documentation from the research. From the result of data display, the researcher gives conclusion (include comments and suggestions) about the research of "Digging Problem Faced in Learning English by Visual Impaired Student in inclusion class at MAN KLaten(X IPS 4) in the academic year 2016/2017".

L. Trustworthiness of Data

Trustworthiness is a common term used to describe validity in qualitative research. According to Tohirin (2012: 71), qualitative researchers can establish the trustworthiness of their research by addressing the credibility, transferability, dependability, and conformability of their studies and finding. First, a researcher must take into account all the complexities in

the study being conducted and address problem that are not easily explained (credibility). The researcher should also include descriptive, context-relevant statements so the consumer can identify the setting (transferability). The researcher needs to address is the stability of the data collected (dependability). Finally the researcher should address the neutrally and objectivity of the data (confirm ability).

One strategy for ensuring the validity in the qualitative research is triangulation. According to Denzin (1978) there are four kinds of triangulation in the qualitative research. The first is data triangulation or source triangulation, in which the researcher uses some sources in collecting the data to make validity. The second is methodological triangulation, in which the researcher can validate the data by using some technique in collecting the data. The third is investigator triangulation, in which the validation of the data can be examined by some researchers. The fourth is theoretical triangulation that used with more than one theory to discuss related to the topic of the research.

Triangulation method means in checking the data validity a problem, the researcher has to compare some methods of collecting data (observation, interview and documentation), in order that the data collection is the same place or portion. If there is a difference in the data validation, the researcher has to find and to look for the caudices why the data are different, then the researcher has to reconfirm to the subject and informant of the research.

Based on the explanation above, it can be concluded that this research used methodological triangulation that consists of the observation,

interview and document analysis. From the observation, the researcher will get the information about how the teacher teaches inclusion class, what are the problem that faced by visual impaired students during English learning process. In the interview, the researcher interviewed the teacher (Mrs. Endah Mardiyani, S.S.) and three students of visual impaired students. For the data document, the researcher collected some data documents such as; English materials, students' score and field note of observations.

After the researcher finished collecting the data, the researcher started to analyze the data by crosscheck the result of observation, and interview that had been done. The result of them should have connection each other.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion used to answer the problem statements in Chapter I, which have been collected from the observation and interview. The important point of this chapter is to describe the problem faced in learning English by visual impaired students in Inclusion class (X IPS 4 MAN Klaten) in the academic year 2016/2017. The description is started from the way of visual impaired students learning English, the problem that faced by visual impaired student in learning English in inclusion class and the way to solve that problems.

M.   Research Finding

Based on the observations and interview which have been done by the researcher during English teaching learning process in X IPS 4 at MAN Klaten, the researcher found some findings. The findings of the researcher concerning to digging the problem faced in learning English by visual impaired students in Inclusion class X IPS 4 at MAN Klaten in the academic year 2016/2017 are discussed following.

1. Process in Learning English by Visual Impaired Students in Inclusion Class at X IPS 4 MAN Klaten in the Academic Year 2016/2017

Based on the researcher's observation and interview, visual impaired students learnt English from their teacher. So, in this finding, the researcher tried to explain the teacher's strategy in teaching English to visual impaired students in inclusion class X IPS 4 at MAN Klaten in the academic year 2016/2017. In the first observation, On 22 May 2017, the researcher did the observation. The English teaching learning process was about recount text. The teacher explained about definition of recount text, generic structure and past tense. All of the definitions are done orally. The teacher's explanations only read what is written in English module and translate it. The teacher only wrote in the whiteboard when she explained past tense. When the teacher explained the lesson, the class's condition was little bit noisy. Some students were talking to their friends. The researcher saw that all of visual impaired students sat in front of the seat. Each visual impaired student sat beside normal students. Subject 3, one of the visual impaired students of that class took a recording when teacher was explaining the lesson by his phone. He said that he recorded the teacher's explanation because he would like to write it in his screen reader laptop when he arrived at home. So he could repeat the lesson independently, and he could more understand about the lesson that he learnt in school. But subject 1 and subject 2 who are also visual impaired students of that class only heard the teacher's explanation. They didn't take a note or a recording. When the researcher asked them "why did they not do as subject 3 did?" They were answered that they are lazy to take a recording. They only wanted to listen the teacher's explanation. In the

closing of the lesson the teacher gave homework to the students to make a recount text based on their experience.

In the second observation on 24 May 2017, the lesson was still about recount text. The researcher still saw that all of visual impaired students sat in front of the seat. Each visual impaired student sat beside normal students. The teacher started the lesson by asking all the students who didn't make a recount text. In a fact, there are some normal students who didn't make recount text. Then, the teacher gave a punishment to them to write three recount text based on their experience. The researcher saw that all of visual impaired students did the homework. Subject 1 and subject 2 brought a piece of paper. The paper was a print-out of their recount text. Subject 3 brought a laptop. He did the recount text in his laptop and collected it in softcopy. Based on the researcher's interview with Mrs. Endah as the English teacher, she said that she wanted to receive the visual impaired students' in hardcopy and softcopy. So it doesn't matter if subject 3 collected it in softcopy. Then the teacher asked to the students "who want to read the story?" There were two normal students that wanted to read their story. Subject 3 was the first visual impaired students who wanted read the story with his initiative. He read his story with his screen reader laptop, so he listened the voice in his laptop by headphone and spoke it to the audience. His pronunciation is not bad. The story is good, only need to be careful in the use of past verb. While subject 1 and subject 2 being passive students in that session. They didn't raise the hand until the teacher asked them to read the story. In fact, they didn't

bring a laptop. They only bring a piece of paper, so they couldn't read by themselves. Then, the teacher asked a friend who is sitting beside them to read the story for all audience. Based on the researcher's interview, the researcher asked "why they did not bring a laptop?" They said that the laptop is heavy to bring at school. Subject 2 added that schools' Wi-Fi is slow, so she was lazy to bring laptop in school. The lesson in that day finished and the teacher gave homework to memorize new vocabularies and learnt English module about past progressive.

In Third observation, 27 May 2017, the lesson was discussing the homework. The researcher saw that all of visual impaired students sat in front of the seat. Each visual impaired student sat beside normal students. The teacher asked the students randomly to translate the meaning of word that is said by the teacher. In that session visual impaired students followed the lesson well. Based on the researcher's interview, they said that they have scanned the English module, so they can open it in their laptop. But they claimed that the teacher sometime gave new vocabularies in softcopy so they didn't any problem with that. Then, the lesson is continued in discussing about past progressive in English module. The teacher explained detail about past progressive, and asked the students to di an exercise about past progressive in English module. Subject 3 followed the teacher's explanation well, because he brought a laptop. He did an exercise carefully. He raised his hand to answer the question. While subject 1 and subject 2 being passive students again. They didn't do the exercise because they didn't bring a laptop. They were only silent in class.

Then, the teacher asked them to do it at home and collected it in the next day. Teacher also gave them the additional exercise in softcopy file. They had to collect it in the next day in softcopy or hardcopy file.

In fourth observation is held when English final examination. It is on First June 2017. In the final examination, the source of question came from religion department in Klaten district. The religion department didn't accommodate softcopy examination to visual impaired students, so when final examination they were placed in special classroom with another visual impaired students in all degree. Each degree has an assistant to read the question for them. The class's condition was little bit noisy. Some of visual impaired students were seen confuse. Based on the researcher's interview with Mrs. Endah as English teacher, when final exam and midterm exam the visual impaired students were placed in special classroom together with all visual impaired student in all degree. The different was about the question. If the final exam the question made in by religion department in Klaten district while for midterm exam, the question is made by English teachers in MAN klaten. When the question made by English teacher in MAN Klaten, the school can accommodate to give softcopy examination for visual impaired students, so they can do it independently in their screen reader laptop. The teacher also said that when daily examination she made question in two form, softcopy and hardcopy. With doing that, visual impaired student can do the daily examination together with normal students in classroom. The teacher said that she often gave remedial in softcopy also, and gave additional task to

the students who got bad score. When the researcher asked about the method to tech in inclusion class, the teacher said that the method is same with teaching in regular class. The teacher assumed that visual impaired students is same with normal students, so there is no special treatment in teaching visual impaired students, except giving them softcopy.

From the finding explanation above the researcher concluded that

a. English learning process of visual impaired students is teacher center. So, all of the English learning process depend on their teachers' instruction.

b. The English material for visual impaired students same with normal students

c. All of visual impaired students used laptop with screen reader as a media to help their English learning process and hand phone for record the teacher's explanation. But only one student that brought a laptop while English leaning process. There was one student also who recorded the teacher's explanation. Two of them only paid attention with listened the teacher's explanation

2. The problems faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017

Based on the interview with visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017, the researcher found some problem that faced by visual impaired students in

learning English in inclusion class. Each visual impaired student has their own problem in learning English.

Subject 1 said that she is lazy to bring a laptop in school, include English lesson. Although she realized that laptop is important for visual impaired student like her. She also said that she felt difficult when the letter of word in English is not same with the way to pronounce it. For example in reading skill that forced her to understand the story. She only can listen the story form her screen reader laptop, but when the audio said see sometime she confused, the sound is similar with sea or she.in reading skill she found difficulty in reading comprehension, especially in skinning and scanning. Subject 1 also realized that her effort to understanding English is lack. She was lazy to learn the lesson at home although she got the difficulties. When the lesson discussed about tenses, she felt difficult to memorize the pattern. She had difficulty to arrange good sentences in past tense and past continuous tense. For speaking and listening skill, she said that she didn't have any problem. But if there is a picture in part listening in examination, she asked a volunteer to help her. She told to the researcher about the examination process. She felt difficult when final examination (UAS) because the education department didn't supply visual impaired student softcopy examination. So she must depend on another person to read the question for her. It is better that a government gave soft-file in final examination, so the visual impaired students can do the final examination by their-self with their screen reader laptop.

Subject 2 said that she didn't like English lesson anymore. She felt difficult when the teacher asked them to memorize new vocabulary. For speaking skill, she felt difficulty when story telling section, because she must memorize a whole story with her weakness that only rely on her auditory. She also has problem when expressing something directly without any preparation. For the reading skill, she said that she confused when the meaning of two word or more that have similar sound. For example, word between lie and lay. She felt difficult to give a meaning to those words because both of them have similar sound. She also felt difficult in writing skill when word "good" is spoken as "/gut/", sometime she made a mistake to write the pronounce not the right spelling. She complained about the result of the English module that been scanned. Some of the result made her confused. The audio is stack one to each other. For listening skill, she said that she difficult to understand fast natural native speech; she also realized that she has limited vocabulary. Like subject 1, she felt difficult when final examination (UAS) because the government didn't supply visual impaired student soft-file examination. So she must depend on another person to read the question for her. It is better that education department in Klaten gave softcopy in final examination, so the visual impaired students can do the final examination by their-self with their screen reader laptop.

Subject 3 said that he liked English lesson. Although English is not his favorite lesson, he claimed that he like English, because English is full with challenges. In English he learnt speaking, writing, listening and

reading. When the interview's process he told that he has a problem in learning English especial at X IPS 4 MAN Klaten. He complained about the class condition. Based on his opinion the class is noisy, he cannot concentrate to the teacher's explanation if the class is noisy. He also told that he felt difficult when translate process. He claimed that he is not patient when translate a story. In speaking skill, he also felt difficult because he is timid. For the writing skill, he told that he liked writing. It means that there is no seriously problem in writing skill. In understanding the meaning of word, he also felt difficult when two words have similar sound and different meaning. He also complained about the final examination process, when final examination (UAS) because the government didn't prepare visual impaired student soft-file examination. So she must depend on another person to read the question for her. It is better that a government gave soft-file in final examination, so the visual impaired students can do the final examination by their-self with their screen reader laptop.

From the finding of the problem faced in learning English by visual impaired students above, the researcher concluded that the problems are

a. All of visual impaired student got similar problem like lack of vocabulary. They are misunderstanding meaning of two words which have similar meaning.

b. Visual impaired students didn't get additional teacher who is special in handling visual impaired students.

c. Visual impaired students got similar attitude with normal students because their teacher's perception about inclusion class. The teacher assumed visual impaired students are normal students, so there is no special treatment in teaching inclusion class, except giving the lesson in softcopy.

d. The main problem that comes from the students is motivation. Two of visual impaired students got trouble with their motivation to learn English. Based on the questionnaire to measure the students' motivation in English learning subject 1 got 44% and subject 2 got 56% in motivation's scale. It means that subject 1 and subject 2 didn't have high motivation to learn English.

3. The way to solve the problem faced students in learning English by visual impaired in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017

Based on the interview with visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017, the visual impaired students told to the researcher the way to solve their problem that faced in learning English in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017. Vrema, Khoiriyah and Yoga have their own way to solve the problem that faced in learning English in inclusion class.

Subject 1 told her way to solve her problem that faced in learning English in inclusion class. She said that she often download the lesson

from internet to more understanding the material that given by the teacher in classroom. She also said that her teacher often gave her the English material in soft-file form. She said that she liked listen the English song. At least that habit can increase her vocabulary. If the lesson is about tenses, she depends on other person. Usually she asked her sister to help her. For the reading skill, she told that she just followed the teacher's strategy in giving reading material. She said for the writing skill, the solving is she should bring the laptop in English teaching learning process, because laptop can make her easier to write. She also scanned her English module in softcopy, so she can learnt it by herself at home. In doing examination, she told to the researcher that she hope that the examination is prepared in softcopy, so, she can do it with her screen reader laptop. Subject 1 also said to the researcher that the main key to solve the problem in learning English is breaking her laziness. But she realized that it is difficult for her to break her laziness.

Subject 2 said that she had scanned her English module in softcopy to make her easier in learning English by her screen reader laptop. But when the audio is not clear, she usually asked to her friend in school or her family to read or spell it. If the teacher asked to memorize new vocabulary, she said that she would ask to her friend to record the vocabulary in her phone, and she would memorize it with listening the recording. She also said that her teacher often gave her the English material in softcopy. If there is an exercise in that softcopy, she did it in her laptop and printed out her result and gave it to her teacher. She recognized that she is lazy but she

still tried to follow the English teaching and learning seriously. In doing examination, she told to the researcher that she hope that the examination is prepared in softcopy, so she can do it with her screen reader laptop.

Subject 3 said that to solve his problem in learning English he recorded the teacher's explanation in classroom by his phone. From that recording, he wrote the teacher's explanation in his screen reader laptop. That way made him easier to memorize and understand the English lesson. Fortunately, his teacher liked give him an English material and exercise in soft-file form also, so it would decrease his problem in learning English. He also said to the researcher that he considered his weakness as a challenge for him to learn more about English. His key is brave to try. So if the teacher gave an exercise, task or assignment in speaking, reading, listening or writing, he tried to do it first, no matter it is wrong or right. If it is wrong he would try again until right. In his opinion, English is interesting, he consider himself that he could conquer it.

Form the finding's explanation above, the researcher conclude that the way to solve the problem faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017 are:

a. Visual impaired students' effort in solving their own problem. For example, scanning English module, doing more exercise at home, make a well preparation before the lesson are learnt, bring a laptop in classroom, asking someone to help in learning English.

b. The teacher's strategy in giving visual impaired students a lesson and daily examination in softcopy.

N. Discussion

In the research finding, the researcher explain about the description of problem faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the Academic Year 2016/2017. The research finding include English learning process of visual impaired students in inclusion class, problem faced in learning English by visual impaired students in inclusion class and the way to solve the problem that faced in learning English by visual impaired students in inclusion class.

In discussion session, the researcher tried to justify the description of the research finding based on the following explanation:

1. The Process in Learning English by Visual Impaired Students in Inclusion Class at X IPS 4 MAN Klaten in the Academic Year 2016/2017

Related to the research finding above, the data were focused on the result of the observation during English learning process and the result of the interview to the students and English teacher of X IPS 4 class at MAN Klaten in the academic year 2016/2017. The learning process in learning English in X IPS 4 is guided by the teacher. So the teacher strategy is very important in giving effect to the efficacy in students' learning.

In Widya Aryanti's Journal (2014) in the Center for Disability Services of State Islamic University (UIN) Sunan Kalijaga, there are several best practices in adaptive learning that can be integrated in learning

process, such as (a) Students' physical condition, in this matter appropriate seating is important for a visually impaired student; since the student cannot see visual cues, he or she needs to be seated in a position to receive verbal cues. The best seat for him or she is close to the teacher so they can listen to the lecture clearly. It is also necessary to control background noise since it will distract visually impaired student's attention (b) Learning objective; the most potential English skill that they can master well is listening and speaking so the teacher has to use their ability to deliver most of the content. Use general vocabularies to explain the lesson. Do not hesitate to use words such as look or see. (c) Learning strategy. Teacher should give the most influence to the students. The teacher can integrate some methods and media. The teachers can use various media, especially audio media (audio recording, speech or lecture) to support learning process. The teacher also can ask students about learning aids that they may need during the process. Make sure the materials are organized and easily accessed by the student. Allow student to record result verbally instead of writing them. Verbalize every writings on the white board and spell every technical term. (d) Learning assessment and examination. The some adaptation in learning assessment and examination are choose appropriate test type, tests can be administered by having the questions read to the   students by a volunteer or assistant, If the students can access computer with JAWS (screen reader laptop), they can get independent test, reproduce exams in a large print if the student has a low

vision, allow extra time (about 20-50% longer) for test taking in a separate and quiet setting.

Based on the researchers' finding, the teacher had done the seat arrangement. All of visual impaired students sat in front of side in class beside a normal student. That is suitable with the theory in point a. The teacher also cannot control the noisy in classroom. Based the theory above it is necessary to control background noise since it will distract visually impaired student's attention. The teacher used the demonstration method to teach in X IPS 4. The teacher only explained the lesson orally and the students listened it. Based on the theory above, the teacher can integrate some methods and media. The teachers can use various media, especially audio media (audio recording, speech or lecture) to support learning process. In a fact the teacher only gave the visual impaired students softcopy lesson to be learnt at home. There is no special method and media that used by the teacher to teach visual impaired students. In learning assessment and examination the teacher and school had accommodate it well, except the final examination, because the source of final examination directly came from the religion department in Klaten district.

2. The problems faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017

Related to the research finding in problem faced in learning English by visual impaired students in inclusion class, the data were focused on the result of the interview with visual impaired students and the result of observation during English learning process of X IPS 4 class at

MAN Klaten in the academic year 2016/2017. English has four skills. They are listening, speaking, reading and writing. Each skill created the own problem in learning English by visual impaired students.

In listening skill, Visual impaired students difficult to understand fast natural native speech. Based on the researcher's interview it happened because they lack of exercise in listening session, especially part listening in midterm or final examination. They found difficult to keep up and they have limited vocabulary. In speaking skill, Visual impaired students in X IPS 4 at MAN Klaten have some problem such as lack vocabulary; compare two similar sound, and mother tongue use. Based on the researcher's observation and interview, they lack of exercise, two of them is not brave to express or to show their skill in front of the class. For the mother tongue uses the researcher concludes that the use of mother tongue is easier, because it feels unnatural to speak to one another in foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. In reading skill, Widya Aryanti's journal (2014) mentioned that Visual impaired students should read both in Braille and soft-copy. Visual impaired students in X IPS 4 MAN Klaten didn't read Braille, they only read softcopy from English module or another sources to learn English that have been scanned, so they can read it in their screen reader laptop. Technology may make them easier to read, but in another case they get problem in reading skill, such as understanding meaning between two word that have similar sound. If the English module is also written in Braille, may be they can spell it by themselves and they can understand the

meaning well. In writing skill, Orisi Jones (2009) said that visual impaired students face difficulties in sentence structures and organizing ideas in essays, their writing tasks tend to be as "spoken texts". Visual impaired students must learn reading, to improve their knowledge, and writing, to reflect their knowledge. The theory is suitable with the researcher's finding. The visual impaired students seem little bit slowly in writing. They have to write in a laptop with screen reader. Based on the research finding, the difficulties in writing faced by visual impaired students are vocabulary and grammar.

Beside the four skills in English, visual impaired students in X IPS 4 MAN Klaten also felt difficult when final examination because the government didn't give accommodation by giving softcopy examination. According to the theory in Widya Aryanti's Journal (2014) stated that learning assessment and examination should adaptation some aspects, one of them is tests can be administered by having the questions read to the students by a volunteer or assistant. The assistant will read and write for the visual impaired students. However, in English exam, it will be problematic when the assistant does not have good proficiency in English. Both the students and the assistant will get into trouble.

Based on the researcher's finding, the theory is right. Visual impaired students felt difficult when the assistant does not have good proficiency in English. They cannot give full concentration if the examination-test is read by the assistant. In their opinion the voice is not clear. They are difficult to distinguish two words that have similar

meaning. The classroom condition is also not conducive, because the voices between the assistants are crash. It made the class so noisy.

From the explanation of finding and discussion above the researcher concluded that the cause of the problem faced in learning English by visual impaired students are:

a. The teacher educational background. The teacher graduated from English literature UNS 1997 and then continued took "Akta IV" in Open University. The teacher didn't take special practice in teaching inclusion class. Teaching in inclusion in MAN Klaten is the first time for her to teach inclusion class. It caused the teacher didn't have special treatment in handing visual impaired students, so the students got a problem like lack of vocabularies, understanding meaning between two word that have similar sounds, and lack of exercise.

b. Students motivation. Students' motivation is also give effect toward problem faced by visual impaired students in learning English. Visual impaired student who has high motivation in learning English did a good preparation before the lesson will be discussed. The researcher took subject 3 as an example. If subject 3 can be an active student, other visual impaired students should be active students also. The matter is visual impaired students, except subject 3 have medium motivation. They dislike with English lesson and being lazy because of that.

3. The way to solve the problems that faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017

Related to the research finding in the way to solve the problem faced in learning English by visual impaired students in inclusion class, the data were focused on the result of the interview with visual impaired students and the result of observation during English learning process of X IPS 4 class at MAN Klaten in the academic year 2016/2017. In this session the researcher tried to discuss the way to solve the problems that faced in learning English by visual impaired students in inclusion class of X IPS 4 at MAN Klaten.

Based on the Futher Hamzzah's theory said that the one of solution the problem in learning is motivation. It is suitable with result of the researcher finding in interview and observation. From the researcher's interview, two from three visual impaired students claimed that they are lazy with English lesson. They claimed that they are lazy because of themselves; it is not caused by the teacher's strategy in teaching English. They claimed that the teacher's strategy is good, they can follow well. But they are lazy to learn the lesson at home. Different with subject 3 who has high motivation, he always tried his best in every daily activity, task and examination. He is the only one of visual impaired students who is being active in English teaching learning process. He prepared well the lesson at home since a day before the lesson will be learnt. In classroom he also takes a record toward teacher's explanation. He said that he did that

preparation because he wanted to understand the English, not only knowing but also understanding. He thought that he can do that. From those facts, it can be conclude that the one of solution the problem in learning is motivation is right. So the visual impaired students have to have spirit to motivate their self, especially in learning English.

According to Brian Tomlinson (2002), there are some common accommodations for visual impairment students:

j.   Alternative print formats, which may require text conversion

k.   Magnification devices

l.   Bright, incandescent lighting

m.   Raised lettering or other tactile cues

n.   Adaptive computer equipment

o.   Readers for exams

p.   Priority registration

q.   Recorded lectures

r.   Lab or library assistants

Based on the researcher's finding, MAN Klaten does not give all of the accommodation. The school only accommodates adaptive computer equipment, readers for exams, recorded English lesson and laboratory assistants.

According to Solis, Vaughn, Swanson & Mrcculley (2012) there is a strategy for educating students with disabilities in inclusion class. The strategy is named as Co-Teaching strategy. That strategy means that

working together between general and special education teacher are better able to provide the students with disabilities. For instance, Vaughn, Schumm and Arguelles (1997) described five evidence-based models for co-teaching. They are *One Teach, One Assist, Station Teaching, Parallel Teaching, Alternative Teaching, and Team Teaching.* Based on the researcher's finding, MAN Klaten doesn't apply those models of teaching. There is only one teacher who is teaching in inclusion class. There is no co-teaching in inclusion class X IPS 4 at MAN Klaten in the academic year 2016/2017.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After describing and analyzing the data, the researcher draws the conclusion related to the problem faced in learning English by visual impaired students in inclusion class X IPS 4 at MAN Klaten in the academic year 2016/2017. The conclusion include the three problem statement in chapter one. They are process in learning English by visual impaired students in inclusion class, problem faced in learning English by visual impaired students in inclusion class and the way to solve the problem faced the visual impaired students in inclusion class.

1. English learning process by visual impaired students in inclusion class X IPS 4 at MAN Klaten in the academic year 2016/2017 are:

  a. Teacher center, so, all of the English learning process depends on their teachers' instruction.

  b. The English material for visual impaired students same with normal students

  c. All of visual impaired students used laptop with screen reader as a media to help their English learning process and hand phone for record the teacher's explanation.

  2. Problem faced in learning English by visual impaired students in inclusion class X IPS 4 at MAN Klaten in academic year 2016/2017

divided into four skills and students' motivation. There are some problems faced in learning English by Visual impaired students in inclusion class, such as,

a. All of visual impaired students got similar problem like lack of vocabulary. They are misunderstanding meaning of two words which have similar meaning.

b. Visual impaired students didn't get additional teacher who is special in handling visual impaired students.

c. Visual impaired students got similar attitude with normal students because their teacher's perception about inclusion class. The teacher assumed visual impaired students are normal students, so there is no special treatment in teaching inclusion class, except giving the lesson in softcopy.

d. The main problem that comes from the students is motivation. Two of visual impaired students got trouble with their motivation to learn English.

3. The way to solve the problems that faced in learning English by visual impaired students in inclusion class at X IPS 4 MAN Klaten in the academic year 2016/2017 are

a. Increase the students' motivation.

b. The school accommodates adaptive computer equipment, readers for exams, recorded English lesson and laboratory assistants.

B. Suggestion

After obtaining the result of the research, the researcher would like to give some suggestion. The following are the suggestion that may be useful for the visual impaired students, the teacher and the school.

1. For the visual impaired students

   a. The visual impaired students have to increase their intern motivation to learning English.

2. For the teacher

   a. The teacher should upgrade her skills in teaching visual impaired students in inclusion class.

   b. The teacher may develop or create new more interesting methods and technique of teaching English for visual impaired students especially in inclusion school.

   c. The teacher may give the visual impaired students more exercise in softcopy to make sure that they understand the lesson.

   d. The teacher may give extra time to visual impaired in understanding a picture or diagram.

3. For the school

   a. The school should implement Co-teaching strategy in the future. That strategy means that working together between general and

special education teacher are better able to provide the students with disabilities.

b. The school should accommodate the examination for visual impaired students in final exam, by give them softcopy examination although the education department doesn't accommodate it.

c. The school should give extra attention toward the development of visual impaired students in the school by giving the special English teacher who has ability in handling visual impaired students.

d. The school should more selective in choosing the teacher who will teach in inclusion class. The teacher must have educational background ever teach or handling inclusion class before.

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NH 3	KD 4				KD 5			
				KOMPETENSI PENGETAHUAN				
	TES TULIS	TUGAS	RERATA	NH 4	TES TULIS	TUGAS	RERATA	NH 5
82	81	80	81	81	81	82	82	82
83	80	82	81	81	82	83	83	83
84	81	83	82	82	83	84	84	84
83	80	82	81	81	82	83	83	83
84	81	83	82	82	83	84	84	84
84	81	83	82	82	83	84	84	84
81	78	80	79	79	80	81	81	81
85	82	84	83	83	84	85	85	85
81	78	80	79	79	80	81	81	81
82	79	81	80	80	81	82	82	82
85	82	84	83	83	84	85	85	85
75	80	82	81	81	70	80	75	75
85	82	84	83	83	84	85	85	85

NO URUT	NAMA SISWA	KD 6			
MATA PELAJARAN					
		TES TULIS	TUGAS	RERATA	NH 6
1	84	81	82	82	82
2	83	82	83	83	83
3	84	83	84	84	84
4	84	82	83	83	83

ANGKET MOTIVASI BELAJAR SISWA
TERHADAP MATA PELAJARAN BAHASA INGGRIS

Nama/ Kelas: Hari/tgl: 10 Juli 2017

Petunjuk

1. Pada kuesioner ini terdapat 36 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru selesai kamu pelajari, dan tentukan kebenaranya. Berilah jawaban yang benar-benar cocok dengan pilihanmu..

2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.

3. Catat respon anda pada lembar jawaban yang tersedia, dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban. Terima kasih.

Keterangan Pilihan jawaban:

1 = sangat tidak setuju

2 = tidak setuju

3 = ragu-ragu

4 = setuju

5 = sangat setuju

No	PERTANYAAN	Pilihan Jawaban				
		1	2	3	4	5
1.	Pertama kali saya melihat pembelajaran Bahasa Inggris saya percaya bahwa pembelajaran ini mudah bagi saya.					
2.	Pada awal pembelajaran, ada sesuatu yang menarik bagi saya.					
3.	Materi pembelajaran Bahasa Inggris mudah untuk saya pahami					
4.	Setelah membaca informasi pendahuluan, saya yakin bahwa saya mengetahui apa yang harus saya pelajari dari pembelajaran Bahasa Inggris.					
5.	Menyelesaikan tugas-tugas dalam pembelajaran ini membuat saya merasa puas terhadap hasil yang telah saya capai.					
6.	Jelas bagi saya bagaimana hubungan materi pembelajaran ini dengan apa yang telah saya ketahui.					
7.	Banyak halaman-halaman yang mengandung amat banyak informasi sehingga memudahkan saya untuk mengambil ide-ide penting dan mengingatnya.					
8.	Materi pembelajaran Bahasa Inggris sangat menarik perhatian.					
9.	Terdapat cerita, gambar atau contoh yang menunjukkan kepada saya bagaimana manfaat materi pembelajaran Bahasa Inggris bagi beberapa orang.					
10.	Menyelesaikan pembelajaran dengan berhasil sangat penting bagi saya.					
11.	Kualitas tulisannya membuat saya sangat tertarik.					
12.	Pembelajaran Bahasa Inggris sangat menarik sehingga saya berusaha untuk memfokuskan perhatian saya.					
13.	Selagi saya berusaha pada pembelajaran Bahasa Inggris, saya percaya bahwa saya dapat mempelajari isinya.					
14.	Saya sangat senang pada pembelajaran Bahasa Inggris sehingga saya ingin mengetahui lebih lanjut pokok bahasan ini.					
15.	Pokok Pembahasan pembelajaran Bahasa Inggris sangat menarik.					
16.	Isi pembelajaran Bahasa Inggris sesuai dengan minat saya.					
17.	Cara penyusunan informasi buku membuat saya tetap ingin mempelajarinya.					
18.	Terdapat penjelasan dan contoh-contoh bagaimana manusia menggunakan pengetahuan dalam pembelajaran Bahasa Inggris.					
19.	Tugas-tugas latihan pada pembelajaran Bahasa Inggris					

	terlalu mudah.					
20.	Pada pembelajaran Bahasa Inggris ada hal-hal yang merangsang rasa ingin tahu saya					
21.	Saya benar-benar senang mempelajari pembelajaran Bahasa Inggris					
22.	Jumlah pengulangan pada pembelajaran Bahasa Inggris membuat saya lebih paham.					
23.	Isi dan gaya tulis pada pembelajaran Bahasa Inggris memberi kesan bahwa isinya bermanfaat untuk diketahui.					
24.	Saya telah mempelajari sesuatu yang sangat menarik dan tak terduga sebelumnya.					
25.	Setelah mempelajari pembelajaran Bahasa Inggris beberapa saat, saya percaya bahwa saya akan berhasil dalam tes.					
26.	Pembelajaran Bahasa Inggris relevan dengan kebutuhan saya dan sebagian besar isinya sudah saya ketahui.					
27.	Kalimat umpan balik setelah latihan, atau komentar-komentar lain pada pembelajaran Bahasa Inggris, membuat saya merasa mendapat penghargaan bagi upaya saya.					
28.	Keanekaragaman pada bacaan, tugas, ilustrasi dan lain-lainnya memukau perhatian saya pada pembelajaran Bahasa Inggris.					
29.	Gaya tulisannya menarik.					
30.	Saya dapat menghubungkan isi pembelajaran Bahasa Inggris dengan hal-hal yang telah saya lihat, saya lakukan, atau saya pikirkan didalam kehidupan sehari-hari					
31.	Pada setiap halaman terdapat banyak kata yang sangat menarik perhatian.					
32.	Saya merasa bahagia menyelesaikan dengan berhasil pembelajaran Bahasa Inggris.					
33.	Isi pembelajaran Bahasa Inggris akan bermanfaat bagi saya.					
34.	Saya telah memahami materi pembelajaran Bahasa Inggris.					
35.	Organisasi yang baik isi materi pembelajaran Bahasa Inggris membuat saya percaya diri bahwa saya akan dapat mempelajarinya					
36.	Suatu hal yang sangat menyenangkan mempelajari pembelajaran yang dirancang dengan baik.					

Analysis Questioner

1. Questioner menggunakan skala Likert dengan pernyataan positif.
2. Jumlah pernyataan ada 36
3. Dengan nilai/skor tertinggi dalam skala adalah 5

Tabel skor tiap Skala

Skor	Jumlah pernyataan	Jumlah	In %	Keterangan
5	36	5 x 36 = 180	100 %	Skor tertinggi
4	36	4 x 36 = 144	80 %	
3	36	3 x 36 = 108	60 %	
2	36	2 x 36 = 72	40 %	
1	36	1 x 36 = 36	20 %	Skor terendah

Rumus dalam (%): jumlah skor : skor tertinggi x 100%

Dari tabel nilai diatas maka bisa disimpulkan rentangan skor motivasi belajar siswa beserta keterangannya sebagai berikut.

Tabel Rentangan skor motivasi belajar siswa

Skor	In %	Keterangan
1-36	1- 20 %	Motivasi belajar siswa **sangat rendah**
37-72	21-40 %	Motivasi belajar siswa **rendah**
73-108	41-60 %	Motivasi belajar siswa **sedang**
109-144	61-80 %	Motivasi belajar siswa **tinggi**
145-180	81-100 %	Motivasi belajar siswa **sangat tinggi**

No	PERTANYAAN	Pilihan Jawaban					SCORE
		1	2	3	4	5	

FREMA MARISTA AULIARAHMA

No	PERTANYAAN	1	2	3	4	5	SCORE
1	Pertama kali saya melihat pembelajaran Bahasa Inggris saya percaya bahwa pembelajaran ini mudah bagi saya.		V				2
2	Pada awal pembelajaran, ada sesuatu yang menarik bagi saya.	V					1
3	Materi pembelajaran Bahasa Inggris mudah untuk saya pahami		V				2
4	Setelah membaca informasi pendahuluan, saya yakin bahwa saya mengetahui apa yang harus			V			3

No	PERTANYAAN	Pilihan Jawaban				
		1	2	3	4	5
1	Pertama kali saya melihat pembelajaran Bahasa Inggris saya percaya bahwa pembelajaran ini mudah bagi saya.			x		
2	Pada awal pembelajaran, ada sesuatu yang menarik bagi saya.		x			
3	Materi pembelajaran Bahasa Inggris mudah untuk saya pahami		x			
4	Setelah membaca informasi pendahuluan, saya yakin bahwa saya mengetahui apa yang harus				x	

					X	
32	Saya merasa bahagia menyelesaikan dengan berhasil pembelajaran Bahasa Inggris.					X	
33	Isi pembelajaran Bahasa Inggris akan bermanfaat bagi saya.				X	
34	Saya telah memahami materi pembelajaran Bahasa Inggris.					X
35	Organisasi yang baik isi materi pembelajaran Bahasa Inggris membuat saya percaya diri bahwa saya akan dapat mempelajarinya				X	
36	Suatu hal yang				X	
			JUMLAH			
			Keterangan			

The off interview to the Visual impaired students

Date of interview   : Saturday 10 June 2017

Time of interview   : 9.45 a.m

Place of interview   : MAN Klaten

Interviewer   : Rani Untari

Interviewee   : Subject 1 (S1)

Rani   : Assalamu'alaikum, pagi dek. Baru istirahat yaa?

S1   : wa'alaikumsalam mbak, iya nih nyantai aja.

Rani   : maaf dek mengganggu waktunya, dimulaisekarang ya wawancaranya? Santai aja gak usah spaneng. Anggep ngobrol biasa aja dek.. hehehe

S1   : Oke mbak, mboten ganggu kog mbak. cus langsung aja mbak.mau nanya-nanya tentang apa sih mbak?

Rani   : ya tentang kamu dan bahasa Inggris dek.. hehehe

Mbak pnegen tahu detainya aja, proses kamu pas pembelajaran bahasa inggris itu gimana, terus kesuslitannya apa aja dan cara kamu memecahkan kesulitan itu gimana. Ya seputar itu lh dek.

S1   : owalah. . . okelah mbak monggo

Rani   : oiya, Adek Tuna netra sejak kapan? Kenapa?

S1   : Sejak lahir mbak, nek penyebabnya mungkin premature juga mbak. Ibuk saya itu hamil Cuma 23minggu terus pengen keluar gitu mbak.

Rani   : Dan itu sudh total dek butanya?

S1   : Iya mbak sudah total. Jarak dekat jarak jauh sama nggak kelihatannya. hehe

Rani   :Kalau pendapat tentang pelajaran bahasa Inggris gimana dek?

S1   :Sudah enggak suka sejak SD mbak, tapi suka kalau lagu bahasa Inggris.

Rani   : Berarti bisa dong pembelajarannya dikaitkan dengan lagu atau dengan media lagu gitu?

S1   : Tapi kalau udah nyangkut kepelajaran jadi nggak suka mbak. males haha

Rani   :Ya kan maksudnya bisa kan lagu berbahasa Inggris dijadikan media untuk   memperbanyak kosakata.

S1   : Oh iya bisa mbak kalau gitu, tapi saya kalau pas waktu disuruh hafalan kosakata sama bu endah juga bisa kog mbak.

Rani   : Caranya menghafal gimana dek?

S1   : Terkadang kosakata yang disuruh buat ngafalin itu ada di LKS mbak, jadi saya dengerin aja scanan LKS halaman berapa gitu. Tapi kalau ternyata kosakata yang disuruh ngafalin itu ditulis di papan tulis ya, saya meminta bantuan temen sebangku buat bacain terus saya rekam lewat HP mbak.

Rani   : Lha proses belajarmu kalau dikelas gimana dek? Apa datang duduk dengerin bu guru atau udah prepare dirumah? Atau kamu nyemak pakai laptopmu?

S1   : Malas bawa laptop mbak berat. Ya Cuma duduk terus ndengerin gitu aja mbak, tidak saya rekam karena emang sudah malas saja. Tapi kalau dikasih tugas ya tetep saya kerjakan kog mbak.

Rani   : Kalau kesulitan yang kamu hadapi apa dek?

S1   : Kalau speaking saya lebih suka mbak, saya termasuk orang yang mudah menghafal. Yang paling suit itu ya masalah pelafalan tidak sama dengan tulisan. Secara kan saya tidak bisa melihat, dari tidak tahu sea atau she. Berarti harus disesuaikan dengan konteks kalimatnya juga. Padahal kalau itu saya salah yang mengartikan bisa fatal kan mbak. Bisa-bisa saya juga salah menjawab soalnya. Terus ada lagi mbak, masalah soal Ujian dari   pusat. Pusat terbilang jarang menyedikasn softfile mbak, jadi kita harus   dibacakan oleh orang lain ketika ujian. Itu menambah kesulitan mbak,   soanya   kan palafalan orang beda-beda, terus terkadang yang ngebacain   itu   nggak sabaran mbak.beda kalau ada softfilenya saya bisa membacanya   sendiri melalui laptop, kalau belum paham bisa tak ulang-ulang sendiri.

Rani   : Sekarang kiat-kiat kamu untuk merubah kesulitan itu menjadi tidak sulit lagi gimana dek?

S1   :Kalau aku sering belajar, nambah kosakata lewat youtube mbak. Lewat lagu. Tapi ya masih malas mbak. Suka nirun juga mbak. Nirun yoga. Hehe. Sering baca-baca scannan LKS juga mbak. Tapi terkadang nirun itu emang lebih menyenangkan. Hehe

Rani   :Pesan kesannya buat pelajatran bahasa inggris yang diampu bu endah gimana dek?

S1   *:Biasa aja mbak, ibuknya enak kog tapi ya kalau bisa tugas itu dikurangi hehe.*

Rani   *: Lha adek ikut bimbel nggak?*

S1   *: Sebenarnya dari e-Fun depan sekolah itu udah nawarin mbak khusus anak tuna netra bisa disitu gratis. Tapi saya nggak mau mbak, sekolah pulangnya udah sore, masak mau tambah bimbel lagi.*

Rani   *: Okelah, padaha itu kan kesempatan dek.. mumpung gratis. Kapan lagi coba hahaha yaudah deh kalau begitu.terimakasih atas waktunya dek.kita sambung lain kali ya. . .*

S1   *: udah males duluan mbak.*

      Oke mbak, sama-sama.

The off interview to the Visual Impaired students

Date of interview   : Saturday 10 June 2017

Time of interview   : 11.45 a.m

Place of interview   : MAN Klaten

Interviewer   : Rani Untari

Interviewee   : Subject 2 (S2)

Rani   : hello dek, Maaf sebelumnya mengganggu waktu nya dek. Udah   sholat belum nih?

S2   : iya mbak rani, ini baru aja dari mushola mbak.

Rani   : wah pas banget nih, kita udah janjian kan kemarin. Langsung aja ya dek..   hehe. . biar hemat waktu

S2   :oke… Ya silahkan langsung saja mbak.

Rani   :Dek khoiriyah ini tuna netra sejak kapan ya, dan kalau boleh tau penyebabnya apa dek? Mungkin bisa cerita sedikit.

S2   :Semenjak umur 40 hari mbak, kalau kata orang tua disebabkannya karena premature dan dulu orang tua itu saking senengnya dapet anak cewek makanya bapakku itu naruh lampu tidur kedekatan dengan mata ku mbak. Dipikir bapak biar hangat tapi ternyata itu tidak bagus buat mataku   mbak.

Rani   : Wah.. Tapi itu sudah total dek buta nya?

S2   :Iya mbak sudah total, saya ini sudah tidak bisa membedakan siang dan malam, hehehe

Rani   :Ya kalau pendapat kamu tentang pelajaran bahasa Inggris gimana dek?

S2   :Kalau bahasa Inggris saya susah mbak, saya sudah tidak suka sejak SMP mbak, sepertinya susah banget dicerna bahasanya.

Rani   : Lha membuat susah itu bagian apa dek?

S2   :Yang paling kelihatan membuat susah sekaligus bingung itu ketika pelafalan tidak sama dengan tulisannya mbak. Misal Good dibacanya /Gut/. Itu membuat saya kesulitan memahami artinya mbak.

Rani   :Dengan keterbatasan yang kamu punya, bagaimana sih proses belajar
mu   dalam mengikuti KBM di kelas? Kan ada LKS tuh, apabelajar dirumah dulu sebelum mapel dimulai atau minta bantuan teman untuk mengajari? Atau gimana dek?

S2   :Kalau pas pelajaran sama bu endah, misal pas suruh ngerjain dikelas ya kadang tanya temen mbak. Tapi kalau pas hafalan kosakata saya usaha sendiri mbak dirumah. Direkamin saudara terus saya hafalin mbak. Kadang bu guru ngasih file untuk dikerjain kog mbak jadi saya bisa ngerjain lewat laptop yang ada screen reader nya. Tapi kalau pas bu
endah gak punya file nya, saya disuruh ngerjain lks dirumah mbk Alhamdulillah tidak pasrah-pasrah banget sama keadaan mbak.

Rani   :Lha kalau pas ngerjain LKS yang tertulis itu gimana dek? Apakah dibacain orang atau gimana?

S2   :Sebenarnya LKS itu sudah saya scan mbak, tapi terkadang scannya   numpuk-numpuk gitu jadi suaranya kurang jelas. Kalau pas
dirumah ada   kakak ipar saya yang biasanya membantu bacain soal mbak, nanti
saya   yang jawab tapi kalau susah ya sekalian dijawabkan kakak ipar saya. hehehe

Rani   :Kalau file yang dikirim bu endah bentuknya apa dek? Audio atau gimana? Terus kamu negerjainnya gimana? Print out dari komputer apa
kamu nulis dengan huruf braille?

S2   : File yang dikirim bu endah biasanya text mbak. Dilaptop ku sudah ada pembaca layarnya. Ngerjainnya juga print out. Soalnya guru MAN belum ada yang bisa membaca huruf Braille, sebenarna ada guru pamong untuk yang tuna netra yang bisa membacakan tulisan braille tapi datang ke
MAN   nya pas ujian aja mbak. Kalau KBM biasa tidak ada. Jadi saya benar-
benar dianggap sebagai siswa yang normal bisa melihat kalau disini tuh.

Rani   :Kalau kesulitan selain pelafalan dan tulisan apa lagi dek?

S2   :Ya sulit kalau speaking suruh hafalan story telling mbak, terus kalau pas ujian UAS yang soalnya dari pusat itu juga lebih sulit karena pusat tidak memberikan softfile jadi ya harus dibacakan   sama orang lain pas
ujiannya.   Beda kalau UTS atau ulangan harian biasa yang soalnya dibuat
oleh   sekolah sendiri. kalau soal dibuat oleh sekolah sendiri, otomatis ada

softfile nya mbak, jadi saya bisa membaca soalnya sendiri lewat laptop dan bisa lebih konsentrasi daripada dibacakan sama orang lain.

Rani   *:Kalau kesannya belajar bahasa inggris sama bu endah dengan teman-teman yang istilahnya bisa melihat gimana dek?*

S2   *:Alhamdulillah temen-temen pada baik baik mbak, mereka support banget, jadi gak pernah ada yang bilang "kesuen bu" walaupun mungkin mereka sudah paham dan harus sedikit menunggu bu endah memahamkan saya. Hehe. Bu endah orangnya juga enak mbak. Ngajarnya gak cepet tapi juga nggak lambat. Saya bisangikuti sejauh ini.*

Rani   *: Lha kalau solving dari dalam diri kalian untuk mengatasi kesulitan itu gimana dek?*

S2   *:Ya tetap belajar mbak walapun malas. Saya tetap berusaha mengikuti pelajaran yang diberikan oleh bu endah. Lebih memperbesar motivasi untuk bisa saja sih mbak. Tapi emang godaannya itu malas mbak, kendalanya gak suka sama peajarannya itu dulu. Kalau sama guruna sih oke-oke saja. Udah ada teknologi juga mbak. Misal suruh story telling, Tinggal di rekam ceritanya terus saya hafalkan.*

Rani   *:Terus harapan buat kedepannya apa dek?*

S2   *:Harapan yang realistis sih semoga setiap ujian yang soalnya dari Pusat, disedikan juga softfilenya, biar saya bisa membaca sendiri lewat laptop mbak, tidak perlu dibacakan oleh pembimbing. Dengan begitu saya lebih bisa konsentrasi.*

Rani   *: iya juga ya dek, semoga deh terwujud. Ya berdoa yang terbia saja dek.. hehe. . kayanya udah cukup dulu ini wawancaranya, nantikalau masih ada yang kurang boleh kan dek saya hubungi lagi? Hehe*

S2   *: ya boleh lah mbak, langsung Wa jg boleh mbak.*

Rani   *oke siap. Makasih banyak dek.*

S2   *: sama-sama mbak rani*

The off interview to the Visual impaired students

Date of interview   : Saturday 10 June 2017

Time of interview   : 2.30 p.m

Place of interview   : MAN Klaten

Interviewer   : Rani Untari

Interviewee   : Subject 3 (S3)

Rani   : Sore dek. . . belum mau pulang kan? Apa nungguin saya? Hehehe

S3   : hahaha. . belum mbak, kan udah janjian sama mbak kemarin ya jadi gak pulang dulu nih hehehe

Rani   : waduh makasih lho ya. . atas waktunya..

S3   : sama-sama mbak, kan saling membanu itu perlu hahaha

Rani   : sip pinter deh kalo gitu haha.. oya Dek kamu itu tuna netra sejak kapan? Dan Kenapa dek?

S3   : Sejak lahir mbak, dan sudah total juga. Penyebabnya juga premature mbak, tapi emang masih bisa melek, tapi emang udah ga bisa lihat sejak bayi. Sempet dikira katarak, tapi setelah diperiksa memang ada kelainan dibola mataku.

Rani   : Sekarang tentang pelajaran bahasa Inggris dek, kemarin pas saya observasi kamu begitu aktf dikelas dek? Sampai-sampai bu endah malah muji kamu supaya dicontoh sama yang lain. Kamu juga terlihat well-prepare dek dengan laptop headset juga. Kog bisa kayak gitu?

S3   : Ya sebenarnya bahasa Inggris bukan mapel favorit saya, tapi mungkin ada motivasi mbak. Pas pertama kali ditunjuk bu endah untuk menjawab soal, saya nggak nyangka juga mbak itu benar. Dari situ muncul motivasi kalau saya itu sebenanya bisa. Jadi semakin ketagihan untuk aktif dikelas mbak. Buka untuk dipuji sih mbak, yaa mau nunjukan saja kalau saya emang bisa.

Rani   : Sekarang untuk masalah PR dek/ tugas gitu lah. Proses pengerjaanmu kayak gimana?

S3   : LKS emang di scan mbk. Dari awal sampai akhir. Kalau dikelas ada PR tinggal open saja lewat laptop. Saya kalau pelajaran dikelas suka ngerekam lewat hp mbak.

Rani   : Oh brati kamu kalau pas bu endah menerangkanitu direkam ya?

S3   : Iya mbak, seya rekam lewat Hp dari awal sampai akhir, nanti dirumah tinggal didengerin lagi, kalau ada PR tinggal buka Laptopnyya. Kalau tidak ada ya saya catet rekamannya di laptop trs yang di HP saya hapus, biar gak full memory hp nya kan masih buat ngrekam hari-hari berikutnya. Hehe

Rani   : Oh brati ya emang beda-beda ya strategi belajarnya, tidak semua siswa tuna netra merekam pembeljaran soalnya dek, ada yang Cuma duduk gitu.

S3   : Iya mbak, masing-masing punya cara tersendiri.

Rani   : Tadi temenmu yang 2 itu bilang, mending tanya kamu daripada belajar gitu. Lha kamu kalau pas pelajaran atau ujian ditanya sama temen gimna dek rasanya?

S3   : Saya bingung malahan mbak, kog pada tanya saya itu kenapa, kan saya juga nggak pinter juga. Terkadang sebel mbak, ganggu konsentrasi, tapi ya gimana kalau nggak dikasih tahu nanti pada marah.

Rani   : Kalau kesulitan yang kamu rasakan pas pelajaran bahasa Inggris itu apa dek?

S3   : Nerjemahin mbak, itu masih kurang telaten. Hafalan vocab itu juga sulit. Bisa sih tetap bisa tapi waktunya lebih lama, harus direkam dulu, tahu tulisannya terus dicari artinya baru dihafalin. Sama perform untuk speaking juga masih sulit mbak, bisa story telling, speech. Untuk pelajaran yang skillnya writing aman mbak. Karena saya suka berimajinasi. Tapi kalau mengarang terus disuruh perform itu yang agak kesulitan.

Rani   : Dari masalah sarana prasana adakah yang kamu keluhkan dek?

S3   : Ya saya kira dengan laptop dan dibolehkannya anak una netra membawa Handpone itu sudah cukup membantu selama ini mbak. Kita yang tuna netra disini kan emang tidak boleh dimanjakan mbak. Harus dianggap sama saja dengan siswa normal. Itu malah membuat saya semakin PD dan mandiri mbak.

Rani   : Untuk masalah ujian dek, kesulitan yang dihadapi apa?

S3   :Ya sama dengan teman yang lain mbak. Susahnya itu kalau pusat tidak menyediakan softfile dan kita harus dibacakan sama orang lain.

Rani   : Oh gitu, lha kalau di bahasa inggris kan kita tau ya, ada kata-kata yang mungkin pelafalannya hampir mirip tapi ternyata makna dan tulisanna beda? Menurutmu itu gimana? Apakah semakin menyulitkan atau bagaimana?

S3   : Nah itu tantangan saya mbak. makanya saya memilih ada softfile nya soalnya bisa dieja sendiri mbak, nanti juga kelihatan kog itu see atau sea atau she. Kalau dibacain orang ambigu mbak, malah cenderung dikasih tau   itu sea laut artinya gitu, jadi kurang seru.

Rani   : Ya kalau kamu menganggpnya tantangan, apakah ada motivasi untuk menaklukkan tu?

S3   :Iya mbak, saya menganggapnya itu tantangan karena itu malah yang membuat bahasa inggris itu seru, dan saya pasti bisa menaklukkannya

Rani   : kalau belajar sama siswa yang istilahnya bisa melihat secara normal itu gimana dek? Kamu ada kendala tidak?

S3   :Ya kendalanya paling mereka lebih berisik saja mbak, disaat saya serius memperhatikan, mereka malah berisik sendiri,mungkin karena bisa ngelihat ya mbak kan bisa lirik-lirikan sama temen sebelah terus ngobrol gitu hahaa..

Rani   : Sekarang cara untuk mensiasati kesulitan itu apa dek?

S3   :Saya tetap ngerjain sebisanya dulu mbak. tetap mencoba sebisanya. Terus dikumpulkan keguru. Kalau bu guru tidak komplaint ya sudah. Alhamdulillah saya selalu punya motivasi untuk bisa mengikuti mapelnya mbak.

Rani   :Terus harapan mu kedepan apa dek?

S3   : Ya mungkin disedikan waktu khusus bagi siswa tuna netra di luar jam sekolah, belajar dengan trainer yang mengerti kebutuhan kami bisa dimulai untuk mapel yang di UN kan saja. Ya itu sih mbak harapan saya.

Rani   : amiin semoga terwujud . terimakasih waktunya dek. Lancar ya UAS nya

S3   : sama-sama mbak, aamin. . mbak e lancar juga skripsinya ya.. haha

Rani   : oke dek. Makasih ya

The off interview to the English Teacher in X IPS 4 MAN KLaten

Date of interview   : Friday, 9 June 2017

Time of interview   : 8.30 a.m

Place of interview   : MAN Klaten

Interviewer   : Rani Untari

Interviewee   : Mrs. Endah

Rani   : Asslamu'alaikum, sebelumnya terimakasih kepada bu endah yang telah meluangkan waktu untuk saya interview. . seperti obralan kita   keamrin bu saya ingin tahu lebih tentang kelas inklusi yang ibu ampu   khususnya di X IPS 4.

Mrs. Endah   : iya sama-sama mbak , saya malah senang terlibat kayak gini, siapa tahu bisa bermanfaat buat orang banyak

Rani   : Aamiin.. Sebenarnya untuk guru di kelas inklusi itu ada spesifikasi kriteria gitu apa tidak ya bu?

Mrs. Endah   : Kalau untuk guru tidak ada mbak, Cuma kelas saja yang diperhitungkan, kelas mana yang cocok untuk anak inklusi dilihat darigrade prestasinya dan juga lokasi kelas di lantai 1 yang tidak naik tangga. Kalau untuk guru tidak ada kriteria khusus. Semua guru bisa mengajar dikelas inklusi tergantung jam nya yang cocok saja.

Rani   : Background eduationnya ibu kan seperti apa ya? Apakah dulu pernah   ikut   pelatihan   mengajar   kelas   inklusi   atau   perna berpengalaman menangani siswa berkebutuhan khusus?

Mrs. Endah   : Saya lulusan sastra inggris di UNS tahun 19997 mbak, kemudian mengambil akta IV di universitas terbuka untuk mendapatkan setifikat mengajar. Kalau ikut atau mendapat materi pengajaran tentang inklusi sih tidak pernah pada saat itu. Di MAN ini saya pertama kalinya diberi tanggung jawab mengamppu kelas inklusi.

Rani   : Kalau untuk materi, metode itu gimana bu? Ada materi/metode khusus atau biasa saja kaya mengajar di kelas biasa?

Mrs. Endah   : Inklusi di MAN klaten sudah lama mbak, di speaking itu mereka tidak ada kendala, karena hafalan dan auditorynya bagus. Tapi   untuk

grammar banyak yang belum pas. Dan kalau dulu siswa inklusinya itu masih pada mau pakai hufur braille, tapi untuk yang sekarang males, lebih condong pakai hp. Tapi tidak semua siswa mau ngrekam pakai hp, ada yang Cuma diem, dan memilih mengumpulkan tugas dilain hari, itupun mereka membutuhkan oranglain entah kakak atau siapa untuk membantu membacakan soal. Akhirnya proses pembelajaran terhambat dan nilainya jadi tidak maksimal. Karena mereka tidak mau nyatat, tidak bawa laptop. Dan yang kelas 10 ini tetap auditory speaking nya bagus. Dan ada yang well-prepare untuk pembelajaran, bawa laptop, Hp sepertti yoga. Tapi ya ada juga yang cuma diem Cuma mengandalkan pendengaran aja, tidak mau menulis. Akhirnya saya ambil jalan tengah, saya ambilkan di internet materinya, terus saya kasih ke anak materinya, nanti mereka belajar sendiri. test juga seperti itu mbak, soalnya saya ketik, kemudian mereka baca lewat laptop mereka sendiri-sendiri dan bisa mengikuti meskipun hasilnya tidak begitu maksimal.

Rani   : Tapi tidak semua siswa tuna netra itu rajin seperti yoga, lha itu gimana bu?

Mrs. Endah   : Ya memang tuna netra yang sekarang itu tingkat kerajinannya menurun mbak, jarang mencatat. Karena lebih mengandalkan pendengaran itu tadi mbak.

Rani   : Untuk kondisi kelasna apakah mendukung siswa tuna netra untuk meraih prestasi yang maksimal tidak bu?

Mrs. Endah   : Ya ada teman yang suka membantu si tuna netra, tapi ya tidak maksimal mbak, soalnya kan juga pada negrjain sendiri-sendiri. terus kalau si anak tuna netranya itu diem kan temannya juga pada diem mbak. mungkin ya anaknya merasa sungkan kalau tanya tanya teman terus, akhirnya meraka melilih 'bu saya beso ya ngumpulinya"

Rani   : Tadi kan materi di carikan dulu, nanti evaluasinya gimana bu?

Mrs. Endah   : Ya sama mbak, misal kemarin saya mengajar tentang pronoun, lah itu sudah saya donlokan juga, teman yang lain sudah mencatat,kalau merak ya tergantung tingkat kerajinan mau membuka file yang saya kasih tadi nggak dirumah. Kalau belajar pasti bisa, apa yang di file itu kan sama juga dengan apa yang ditulis siswa normal.

Rani   : Berarti evaluasinya itu ya, tetap ya buk dari mendengarkan soal?

Mrs. Endah   : Iya sama, ada soal terus dimasukkan laptop meraka mendengarkan terus menjawab.

Rani : Kemarin pas obsevasi itu memang mas yoga itu paling rajin terus aktif juga bu, gimana tanggapanya?

Mrs. Endah : Sebenarnya kalau disini siswa tuna netra itu sudah banyak yang mendukung, sekolah sudah dapat bantuan mesin scan da nada bimbel e-fun depan gerbang itu yang bersedia memberikan bimbingan gratis untuk anak tuna netra, tapi yang keas 10 sampai saat ini belum ada yang berangkat kesana.Ya memang tingkat ingin belajarnya anak sekarang sudah beda mbak.

Rani : Wah berarti yang menimbukan masalah itu malah rasa malas siswa itu sendiri ya bu?

Mrs. Endah :Iya, bisa dibilang begitu mbak. ada sebagian siswa yang tidak mau bekerja keras untuk bisa. Kalau yoga itu sudah kerja keras, dengan membawa laptop, hp. Mungkin ada kendala juga buat yang lainnyatidak punaya laptop atau gimana gitu. Tapi khusus yang anak kelas 10 itu sepertinya fasilitas dari orang tua, maksudnya laptop, Hp juga sudah diberikan mbak. tapi ya Cuma yoga yang rajin bawa laptop pa sekolah.

Rani : Kalau boleh tahu ibu sudah berapa lama mengampu kelas inklusi?

Mrs. Endah : Sudah sejak 2008 mbak.

Rani : Itukan berarti kita harus menyesuaikan 2 karakter siswa, mungkin yang siswa normal ingginnya cepat tapi yang tuna netra masih perlu pemahaman lagi, nah itu mensiasatinya gimana bu?

Mrs. Endah :Ya kalau disini siswa yang normal bisa melihat saja daya pemahamannya sama daya ingin belajarnya juga tidak begitu tinggi mbak, jadi ya mereka mengikuti saja mau dibaut cepat atau lambat oleh guru mereka tetap ngikut. Ya untuk saya pribadi kalau materi di bab tertentu sudah selesai ya pindah bab, mereka juga tidak istilahnya nyusu-nyusu. Tingakat keponya anak sekarang terhadap pelajaran sudah berkuang mbak, jadi mereka pasrah saja dengan apa yang diberikan guru.

Rani : Berarti sikap anak-anak yang seperti itu lebih memeudahkan tugas ibu atau gimana buk?

Mrs. Endah : Ya dibilang lebih memudahkan ya emang iya sih mbak, tapi tantangannya kurang. Tidak semenantang kalau anak yang aktif minta materi ini itu.

Rani : Kalau masalah yang ibu temui selama mengajar kelas x ips 4 apa saja?

Mrs. Endah   : Ya itu tadi, masalah kerajinan siswa tuna netra yang sekarang sudah menurun jika dibandingkan dengan yang dulu. Sama masalah guru yang mengawasi khusu inklusi belum ada mbak. memantau setiap perkembangannya itu belum ada guru khususnya. Selama in guru pembimbing ada pas test aja. Jadi mungkin perkembangan anak tuna netra kurang terpantau.

Rani   : Kalau dari segi media gimana buk?

Mrs. Endah   : Media ya sama saja mbak, kita menggunakan media yang ada dikelas seperti LCD. tapi ya untuk siswa tuna netranya harus di kasih softfilenya, biar mereka bisa tetap mengikuti.

Rani   : Solusi untuk siswa tuna netra yang kurang bekerja keras menurut ibu gimana?

Mrs. Endah   : Ya kita tetap menganggap mereka itu siswa biasa mbak, kalau masalah nilai kurang ya jalan satu-satunya tetap mengadakan remedial sampai lulus, ataupun dengan ngasih tugas untuk tambahan nilai juga bisa. Kalau untuk diberi tambahan kelas diluar jam pelajaran sejauh ini belum ada. Sebenarnya sudah saya himbau untuk menulis/mencatat kalau dikelas, tapi mungkin karena mereka males mbak kalau mau nulis huruf braille, lama dan sedikit boros kertas juga. Lagian sekarang dimudahkan sama recording, tapi ya menurut saya lebih mantep kalau mencatat.

Rani   : Kalau tugas kelompok sudah pernah dicoba bu?

Mrs. Endah   : Pernah mbak,tapi kebanyakan tuna netra tetap memilih mengerjakan sendiri,mmereka lebih condong unutk mengumpulkan di lain hari. Siswa tuna netra lebih nyaman berkelompok dengan sesame tuna netra selama ini, padahal saya sudah mencoba untuk menyatukan mereka, biar siswa yang normal itu membimbing, tapi yang tuna netranya kalau seperti itu kurang nyaman mbak. mungkin mereka sungkan gitu selalu merepotkan atau gimana saya juga kuarang tau.

Rani   : Ya ini berarti ini bisa dibilang masalahna ya motivasi belajar ya bu?

Mrs. Endah   : Iya mbak, motivasi belajar kurang, padahal fasilitas yang diberikan orang tua, kayak laptop, hp gitu juga ada, tapi untuk membawanya kesekolah buat mndukung proses belajarnya aja malas untuk membawa. Ya itu solusi satu-satunya a dari dalam diri mereka sendiri, motivasi untuk belajar, untuk bisa. Saya kira untuk motivasi dari luar sudah mendukung mbak seperti ada bimbel yang mau memberi les gratis, sekolah dengan fasilitas, guru dengan

memberikan softfile materi, ya sekarang tinggal   merekanya   saja   mau memanfaatkan itu atau tidak.

Rani   : Ya saya kira itu dulu buk, terimaksih atas waktunya. insyaAllah kita sambung dilain kesempata buk

Mrs. Endah   : iya sama-sama mbak .. good luck yaa…

Field Note

In the first observation, On 22 May 2017, the researcher did the observation. The English teaching learning process was about recount text. The teacher explained about definition of recount text, generic structure and past tense. All of the definitions are done orally. The teacher's explanations only read what is written in English module and translate it. The teacher only wrote in the whiteboard when she explained past tense. When the teacher explained the lesson, the class's condition was little bit noisy. Some students were talking to their friends. The researcher saw that all of visual impaired students sat in front of the seat. Each visual impaired student sat beside normal students. Subject 3, one of the visual impaired students of that class took a recording when teacher was explaining the lesson by his phone. He said that he recorded the teacher's explanation because he would like to write it in his screen reader laptop when he arrived at home. So he could repeat the lesson independently, and he could more understand about the lesson that he learnt in school. But Subject 1 and subject 2 who are also visual impaired students of that class only heard the teacher's explanation. They didn't take a note or a recording. When the researcher asked them "why did they not do as Subject 3 did?" They were answered that they are lazy to take a recording. They only wanted to listen the teacher's explanation. In the closing of the lesson the teacher gave homework to the students to make a recount text based on their experience.

In the second observation on 24 May 2017, the lesson was still about recount text. The researcher still saw that all of visual impaired students sat in front of the seat. Each visual impaired student sat beside normal students. The

teacher started the lesson by asking all the students who didn't make a recount text. In a fact, there are some normal students who didn't make recount text. Then, the teacher gave a punishment to them to write three recount text based on their experience. The researcher saw that all of visual impaired students did the homework subject 1 and subject 2 brought a piece of paper. The paper was a print-out of their recount text. Subject 3 brought a laptop. He did the recount text in his laptop and collected it in softcopy. Based on the researcher's interview with Mrs. Endah as the Englih teacher, she said that she wanted to receive the visual impaired students' in hardcopy and softcopy. So it doesn't matter if subject 3 collected it in softcopy. Then the teacher asked to the students "who want to read the story?" There were two normal students that wanted to read their story. He was the first visual impaired students who wanted read the story with his initiative. He read his story with his screen reader laptop, so he listened the voice in his laptop by headphone and spoke it to the audience. His pronunciation is not bad. The story is good, only need to be careful in the use of past verb. While subject 1 and subject 2 being passive students in that session. They didn't raise the hand until the teacher asked them to read the story. In fact, they didn't bring a laptop. They only bring a piece of paper, so they couldn't read by themselves. Then, the teacher asked a friend who is sitting beside them to read the story for all audience. Based on the researcher's interview, the researcher asked "why they did not bring a laptop?" They said that the laptop is heavy to bring at school. Subject 2 added that schools' Wi-Fi is slow, so she was lazy to bring laptop in school. The lesson in that day finished and the teacher gave homework to memorize new vocabularies and learnt English module about past progressive.

In Third observation, 27 May 2017, the lesson was discussing the homework. The researcher saw that all of visual impaired students sat in front of the seat. Each visual impaired student sat beside normal students. The teacher asked the students randomly to translate the meaning of word that is said by the teacher. In that session visual impaired students followed the lesson well. Based on the researcher's interview, they said that they have scanned the English module, so they can open it in their laptop. But they claimed that the teacher sometime gave new vocabularies in softcopy so they didn't any problem with that. Then, the lesson is continued in discussing about past progressive in English module. The teacher explained detail about past progressive, and asked the students to di an exercise about past progressive in English module. Subject 3 followed the teacher's explanation well, because he brought a laptop. He did an exercise carefully. He raised his hand to answer the question. While subject 1 and subject 2 being passive students again. They didn't do the exercise because they didn't bring a laptop. They were only silent in class. Then, the teacher asked them to do it at home and collected it in the next day. Teacher also gave them the additional exercise in softcopy file. They had to collect it in the next day in softcopy or hardcopy file.

In fourth observation is held when English final examination. It is on First June 2017. In the final examination, the source of question came from religion department in Klaten district. The religion department didn't accommodate softcopy examination to visual impaired students, so when final examination they were placed in special classroom with another visual impaired students in all degree. Each degree has an assistant to read the question for them.

The class's condition was little bit noisy. Some of visual impaired students were seen confuse. Based on the researcher's interview with Mrs. Endah as English teacher, when final exam and midterm exam the visual impaired students were placed in special classroom together with all visual impaired student in all degree. The different was about the question. If the final exam the question made in by religion department in Klaten district while for midterm exam, the question is made by English teachers in MAN klaten. When the question made by English teacher in MAN Klaten, the school can accommodate to give softcopy examination for visual impaired students, so they can do it independently in their screen reader laptop. The teacher also said that when daily examination she made question in two form, softcopy and hardcopy. With doing that, visual impaired student can do the daily examination together with normal students in classroom. The teacher said that she often gave remedial in softcopy also, and gave additional task to the students who got bad score. When the researcher asked about the method to tech in inclusion class, the teacher said that the method is same with teaching in regular class. The teacher assumed that visual impaired students is same with normal students, so there is no special treatment in teaching visual impaired students, except giving them softcopy.