

Chapter I

Introduction

This chapter aims to explain the background of this research. Further, it will explain about the field which is going to be analyzed on, the basic consideration, the research problems, the research objectives and the brief explanation of the research significances. On basic consideration, it will explain about the research topic and also the problems which are going to be observed by the researcher. In the research problems, there are several questions that will be the problems in this research. Thus, the research objectives will be related to the research problems because the research objectives will answer the purposes of the research problems. Lastly, this research will also have boundary issues that would be discussed in the focus of the research.

Basic Consideration

Education is about teaching and learning skills and knowledge. Education also means helping people to learn how to do things and encouraging them to think about what they learn. It is also important for educators to teach the ways to find and use information. Education must also be given to children with special needs through a specialized learning. Education is divided into several branches. One of those branches is Ortodidaktik. Ortodidaktik means *orthos* (straight, normal, and cured) and *didaksein / didaktikos* (teaching or learning). Ortodidaktik is science education on how to educate children with special needs who have physical abnormalities such as

blind people who apply the principles of ortopedagogy. Ortopedagogy itself comes from the word meaning orthos normal, straight and true then paedos means children and the last agogos is education. Ortodidaktik and ortopedagogy is a branch of science education and aims to overcome the obstacles posed by the condition of abnormal children both physically and socially in the learning process.

Learning itself is a process or interaction between educators and learners with learning resources in order to gain the knowledge and the desired goals in a learning environment. It has a similar meaning with teaching, but the difference is in the context of education. Teachers teach the students so they can master the subject to achieve something objectively determined (cognitive aspects) that can also affect a change in attitude (affective aspect) and skills (psychomotor aspects). According to Corey (in Sagala 2003 p.61) learning is “a process where the school environment is deliberately managed to allow it in certain behavior in special conditions or generate a response to a particular situation”.

Learning English at this time becomes a very important requirement because English is the international language. By English we can communicate with people who come from other countries. Learning English is also given to children with special needs. According to Undang-Undang sidiknas No 20 tahun 2003 concerning education units nationwide Bab IV pasal 5 ayat 2 stated that children with special needs who have retardation in terms of physical or mental can be accommodated through customized educational or education inclusive. As well as a physical disorder suffered by children

with special needs who have limited visual abilities (blind). Visually impaired or is a disabling disorder where the vision is not able to see and inhibits the function itself in education, further it should be given a special assistance, which sends them in a special schools (SLB). SLB is a school that is founded to educate children with special needs and it is including the blind children. The blind students use Braille as a tool to help them in learning all the subjects including learning English. Braille itself is the obvious media for blind people and is an essential component of any educational program serving children who are blind. Braille is a tactile reading and writing system designed for being used by individuals who are blind.

In this era English learning for students with special needs including blind students still has less attention. This is evidenced by the early observation made by interviewing team teaching at SMPLB Kab. Gorontalo. One of the problems that occur is the lack of English books which use Braille. They also said that the curiosity of the children who are blind in SMPLB Kab. Gorontalo in learning English is very high, but it is limited by the source of English books that use Braille which is still inadequate. This problem proves that the education in Indonesia especially on English lesson for blind children is still very alarming.

This research must be conducted because first, this research can serve as a frame of reference for the government of Gorontalo and also the teachers' to concern about how important the English lesson for blind students is. Second, through this research, the government of Gorontalo and the teachers will pay more attention to education for

children with special needs so there is no the existence of a gap in learning and so the problems for children with special needs that occur in the world of education can be solved.

Research Problems

1. How are the ways of English teacher in teaching English for blind students?
2. What problems and solutions does the English teacher find in teaching English for blind students?

Research objectives

1. To explore the ways of English teacher in teaching English for blind students
2. To explore problems which is found by the English teacher in teaching English for blind students

Scope of Study

The focuses of this research are: first, this research is only focused on the English teacher's ways in teaching English for blind students at SMPLB Kab. Gorontalo. This issue used Jeremy Harmer's theory about three elements that need to be presented in a language classroom to help students learn effectively. Those are: *Engage*, *Study* and *Activate*. Second, this research also focused on the problems of English teacher in teaching English for blind students. This issue also used Jeremy Harmer's theory about *Common Issues in ELT*. The participants of this research were one teacher that

taught English and two blind students in SMPLB kab. Gorontalo. The participants were taken because of some consideration. Because every class in SMPLB Kab. Gorontalo was only consisting of 4-6 students with different impairment and only 2 students with visual impairment (blind). Moreover, SMPLB Kab. Gorontalo only had 1 English teacher. This research used several instruments. First was by interviewing the head master and English teacher. Second was by filling observation sheet that would be attached in documentation.

Research Significance

1) Theoretical Significance

Theoretically, the result of this research can help the readers and observers of education in Indonesia to pay more attention to *inclusive education* for children who need more attention, because in Indonesia this case is still a new thing that known by most people.

2) Practically Significance

Practically, the result of this research will become a reference for other English department students to conduct their research that they will do which is related to the implementation of English teaching learning for blind students using Braille.