



A CASE STUDY OF VISUALLY IMPAIRED STUDENT ON A LEARNING STYLE AND LEARNING STRATEGIES IN ENGLISH LEARNING IN VISUALLY IMPAIRED CHARITABLE INSTITUTION AISIYAH PONOROGO

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Abstract

This research aimed to find out: (1) the difficulties that faced by Visually Impaired Students (2) the learning style that used by Visually Impaired Students (3) the learning strategies that used by Visually Impaired Students. The type of research is descriptive qualitative research in the form of case study. There are three visually impaired students, teacher, orphanage caregiver involved in this research. In this research, the researcher used observation, questionnaire and interview for instrument. Further the data analysis used Miles and Huberman model with the steps as following: data reduction, data display, and conclusion. The result shows that the difficulties appeared because there were in inclusive class. Almost of them felt difficult when the learning process was seeing the media such as presentation or watching a visual picture or videos. To overcome it they had different strategies. The researcher classified that One students had memory strategies, compensation strategies and social strategies. One student used affective strategies. One student used metacognitive strategies. Based on the learning style, the most of visually impaired students were auditory learners. It can seen from all of Visually Impaired Students said that it more easier when listening to the teachers but if they didn't understand they wrote the material first on the notebook. So, the Visually Impaired Student easier to understand the material that given by the teacher through listening. Visually Impaired Student at Charitable Institution 'AisiyahPonorogo didn't have visual learning style because they were totally blind.

Keywords: *visually impaired students, learning styles, learning strategies*

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INTRODUCTION

The students who studied in Visually Impaired Charitable Institution 'Aisiyah Ponorogo needs formal education. Visually Impaired Charitable Institution 'Aisiyah Ponorogo provides SLB at various levels of education from elementary to senior high school. SLB is a type of education that is specially for student who have special needs.

This course will be different from formal school in general which prioritize student's knowledge. In SLB, student will learn how to be more independent, be able to interact with environment and not feel isolated.

On the other side, the students from Visually Impaired Charitable Institution 'Aisiyah Ponorogo who study in formal school need more attention for learning because the majority

of students in the class are normal students. So, the formal school itself should be applied inclusive school for inclusive education.

Being the inclusion in formal school is not easy. The school can at least handle itself with developments for visually impaired students in order to pursue the learning process well. There are two factors that influence students learning. That factor are internal and external factor. Internal factor are the physical condition, skill, intelligent, interest, and learning style, External factors are learning strategy, school, friend, family and environment. The dominant factor that influence students learning is learning style. Some students can have a preferred learning style, but it may be also combination of two or three learning style. From the learning style, It will help learner to determine their strategies in learning. Strategies are general characteristics that differentiate one individual and another. Every students has a different learning strategies and almost all students have a learning strategies such as indirect and direct strategies to overcome the difficulties (Indriastuti, 2017)

According to the issue, it can be seen that learning style and learning strategies are the factor that can influence the achievement of English. There are many problem dialing with learning style and learning strategies. Both learning style and learning strategies are part of one's personality and everyone is different, especially Visually Impaired Student. So, the researcher is interested doing research on this study to find out what the learning style and learning strategies and also the difficulties that

faced by Visually Impaired Student

LITERATURE REVIEW

1) Learning Style

The learning style, according to DePorter and Hernacki (2000), is a variant of how a person absorbs and then organizes and processes knowledge. Learning styles are not only aspects of interacting with information, seeing, listening, writing and speaking, but also when reacting to something about the learning environment (absorbed abstractly and concretely)

Kinds of Learning style

Fleming and Mills (1992) propose the VARK (Visual, Auditory, Read/Write, Kinesthetic) learning style category as follows:

1. Visual Style (V)
2. Auditory Learning (A)
3. Read – Write (R)
4. Kinesthetic or Tactile Learner (K)

2) Learning Strategies

Cohen (1998) points out language strategies methods are those processes that are deliberately chosen by learners and that can contribute to steps to strengthen the acquisition of a second or foreign language or its used by storing, preserving, remembering and applying knowledge about that language.

According to Rubin and Oxford (2013), classified strategies into:

| Direct strategies | Indirect strategies |
|----------------------------|-----------------------------|
| 1. Memory Strategies | 1. Metacognitive Strategies |
| 2. Cognitive Strategies | 2. Affective Strategies |
| 3. Compensation Strategies | 3. Social Strategies |

3) Visual Impairment

Taylor and Sternberg (1989) classify visual impairment as a disorder in which the vision of the pupil adversely affects the functioning of their education. According to the International Classification of Diseases-10 (Update and Revision 2006), the WHO has split four types of visual function: (1) normal vision; (2) mild visual impairment; (3) extreme visual impairment and (4) blindness. Similarly, Manal also suggested that four types of visual disability exist: (1) partially sighted, (2) poor vision, (3) legally blind, and (4) totally blind.

4) Inclusive Education

Inclusive education is when all students are put in age-appropriate general education classes in their own community schools, regardless of any challenges they may have, according to Alquraini and Gut (2012), to receive high-quality training, initiatives and resources that enable them to achieve success in the core curriculum.

5) Language Learning of Visually Impaired Student

By listening to the teacher's explanation, the visually impaired students learn English and note taking all data that had already been clarified by using Braille. In order to attain the learning goals, the method of instructional learning is carried out efficiently and effectively. Thus, certain learning standards should be taken into account by teachers.

METHODOLOGY

This research employed a qualitative research design. Qualitative researchers aim to explain a phenomenon by concentrating on the total picture rather than breaking it down into

variables, according to Ary, Jacobs and Sorensen (2010). The qualitative research approach applied here was the case study approach. In this research, the type of case study used is ethnographic, which has been extensively investigated of learning style and learning strategies and that faced by Visually Impaired Student. The subject of the research was a Senior High School students who are Visually Impaired in Visually Impaired Charitable Institution 'Aisyiyah Ponorogo. They were Widya Nirmala, Aldenia Febrianti, and Misfu Lailatul Mahmudah

Data collection technique in this case study relied heavily on observations, direct and phone call interviews, photos, recordings and informal conversations. Data analysis techniques in this research used Miles and Huberman Model which follow:

- 1) Data Collection
- 2) Data Reduction
- 3) Data Display
- 4) Drawing Conclusion

FINDING AND DISCUSSION

Data Presentation of Observation

First Observation

The teacher sent the form to be filled with the correct answer. The question about Expressions of Persuading, Encouraging, and Hoping. Students are asked to fill in the blank answers. The three students seemed to be serious about working on the problem with the help of the voice note application

Second Observation

The students have to fill the question with the words "I'm going to..." and then recorded using

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voice notes and sent it via WhatsApp. Lailatul seemed to be listening to the question and immediately pressed the voice button to answer the question..

Third Observation

Students are directed to read the text of the procedure and observe what are its characteristics. Here the researchers saw them reading by listening to the audio from the reading text that given by the teacher.

Data Presentation of Questionnaire

1. Visual = $\frac{0}{30} \times 100 = 0\%$
2. Auditory = $\frac{21}{30} \times 100 = 70\%$
3. Read = $\frac{1}{30} \times 100 = 3\%$
4. Kinesthetic = $\frac{8}{30} \times 100 = 27\%$

Data Presentation of Interview

1. What the difficulties that they faced and also why they went and choosed school in inclusive school whether in SLB?

⇒ The difficulty is seeing pictures visually”

2. To understand unfamiliar English vocabulary, Do you like to guess?

⇒ I really like guessing, sometimes when I memorizing through a note that contain of my resume material that given by the teacher

⇒ I don't like guessing but I immediately asked the teacher when I don't remember

3. Are them looking for a friend or partner, did them like practicing English with friends?

⇒ I like to prioritize other people if other people need me, I often appointed as the group leader because I like to solve problems

DATA ANALYSIS

Data Analysis of Observation

Auditory

1. Febri listened to the voice of the question carefully
2. Widya listens
3. Lailatul seemed to be listening to the question

Kinesthetic

1. Lailatul finally kept quiet
2. Febri remained focused
3. Widya Stopped her work and waved her book to her face

Read/ write

1. Widya answering the question in a note book
2. Lailatul writes what she heard

Data Analysis of Questionnaire

Visual

Auditory

- 1) Like to talk things through.
- 2) Communicating with others through discussion.
- 3) Listen to somebody explaining it and ask questions

Kinesthetic .

- 1) Start using it and learn by trial and error

Read / write

- 1) Using a written description of their results

Data Analysis of Interview

The difficulties of school in inclusion is seeing pictures visually.

Learning strategies that Widya use is memory strategies cause she lies guessing a vocabulary

even she don't now what the meaning"

Both Lailatul and Febri used Auditory learning styles because she asked to the teacher if she don't know. It means that they talk with the teacher and they listened what they heard.

DISCUSSION

Discussion of Difficulties

The difficulties are appear cause there were in inclusive class. Almost of them are difficult when the learning process are seeing the media such as presentation or watching a visual picture or videos.

The other difficulties are when the teacher gave a material on reading.

Discussion of Learning Strategies

According to Rubin and Oxford (2013) based on his classified strategies. Firstly, every visually impaired student has different strategies for learning. The researcher classified that :

1. Widya has memory strategies and compensation strategies and also she use social strategies
2. Lailatul use affective strategies.
3. Febri use metacognitive strategies because she pay attention when someone is speaking English.

Discussion of Learning Styles

Based on the learning style data the activities of the Visually Impaired Students on the observation are reduced to the learning style category according to Fleming and Mills (1992) that propose the VARK (Visual, Auditory, Read-write, Kinesthetic) learning style category as follows:

A. Visual learning styles : This one is learning

style that visually impaired students didn't have because they were totally blind.

B. Auditory learning styles : Working on the problem with the help of the voice note application for all media on their respective cellphones.

C. Kinesthetic learning styles : Visually Impaired Students remained focused

D. The read/write learning styles : Writes what she heard

CONCLUSION

Almost of them are difficult when the learning process are seeing the media such as presentation or watching a visual picture or videos. Another challenge in learning English using the program without the lecturer's prior clarification

Every visually impaired student has different strategies for learning. The researcher classified that Widya has memory strategies and compensation strategies On the other side, based on indirect strategy Widya used social strategies. Lailatul used affective strategies. Febri used metacognitive strategies

Based on the learning style, It can be conclude that the most of visually impaired students were auditory learners. It can seem from all of Visually Impaired Students said that it more easier when listening to the teachers but if they didn't understand they wrote the material first on the notebook.

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