

**THE STRATEGY OF TEACHING SPEAKING TO
THE LOW VISION STUDENTS**

PAPER

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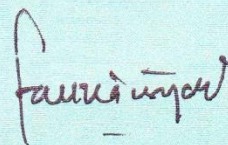
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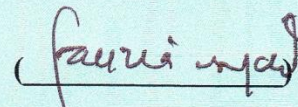
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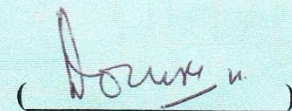
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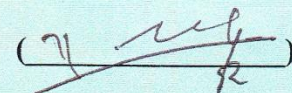
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ABSTRAK

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Siswa - siswa tuna netra memiliki keterbatasan dan karakteristik khusus yang berbeda dari siswa yang memiliki penglihatan atau siswa normal dalam hal perolehan pendidikan. Karena keterbatasan dan karakteristik yang mereka miliki itu seorang guru tunanetra memerlukan strategi khusus dalam proses belajar mengajar agar bias memberikan pendidikan yang layak dan bermutu bagi masa depan mereka. Dalam pengajaran bahasa, seorang tunanetra dinilai cukup mampu dan sama dengan siswa normal. Hanya saja perkembangan ketrampilan wicara dan bahasa siswa tunanetra lebih lambat dari siswa normal karena kelemahan mereka atau kurang mampuan untuk menggunakan penglihatan dalam mengasosiasikan kata-kata dengan benda. Mereka harus mengandalkan panca indera yang lain seperti pendengaran, perabaan, penciuman dan pengecapian serta kinestetik untuk mendapatkan informasi atau memahami konsep tertentu. Walau demikian, wicara anak-anak ini akan lancar secara normal setelah mereka mempelajarinya dengan mempergunakan strategi pengajaran khusus dari guru mereka. Dalam pengajaran ketrampilan berbicara bahasa Inggris kepada siswa tunanetra ini, seorang guru tunanetra atau guru mata pelajaran bahasa Inggris berkewajiban menghadirkan pengajaran yang bermakna, menyenangkan, kreatif, dinamis dan dialogis serta memfasilitas kebutuhan siswa dengan tetap berpedoman pada kurikulum. Penerapan strategi pengajaran semestinya disesuaikan dengan karakteristik peserta didik, kebutuhannya dan tujuan pembelajaran. Dengan demikian diharapkan terciptanya suasana belajar yang kondusif dan sesuai dengan tujuan sebagaimana yang tercantum dalam kurikulum pendidikan KTSP 2006 dan standar kompetensi kelulusan yang tercantum dalam Permendiknas No 23/2006.

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CHAPTER I INTRODUCTION

A. Background of The Problem

English is not only learned by students in regular schools, but also students with disabilities in special schools. Basically, learning foreign languages in this case English aims to make a student able to communicate orally and in writing properly and correctly. Each individual is able to learn and be eligible for language learning, including students with special needs. Students with special needs are students who need special education and services to develop their potential they possess. (Hallahan and Kauffman, 2006).

In addition to this, on the basis of government regulation of the Republic of Indonesia no 20/2003 states that special education is the education provided to the children with special needs, such as visual impairment, deaf, deaf and mute and many others, those who hinder the proper functioning of the body and five senses for the education without the use of special materials, special training or other assistance, in particular.

In fact, physical impairment is not a prevention to learn a language as Gardner said that one of the human intelligences is language intelligence. (Intelligent Language). There are many proves that people who have the physical impairment are able to do something better than one who is in normal condition, such as ; Ludwig Beethoven, he was deaf but became the biggest classic composer in the world, Stevie Wonder, a famous blind pianist and singer, Helen Keller, a blind and deaf woman who could master four languages,

France, German, Greek and Latin and many others are able to do their best for the human being for the whole life although they have physical impairment.

In the Regulation of Education and Culture Minister no 23/2006 is about the graduate competency standard for basic and middle education unit. It explains that the graduate competency standard for all subjects is the same for all educational unit, they are regular, vocational and special school. English is one of compulsory subjects that must be mastered by the students with special needs.

The liability for learning English is leading to a separated dimensions for both teachers and students with special needs. How the teacher and students build the understanding of English language concepts with all the limitations of students, and how teaching and learning English process in a special school reflects the ability of the four English skills, listening, speaking, reading and writing are interesting to be studied.

One of the special schools is the special school for the low vision students. Carney, et al (2003) explains that the low vision refers to a significant loss of vision, even though the person may wear corrective lenses.

Vision is a sense that connects us to the world that we know everything around us, imitate someone or something, learn something from gestures or body language and obtain information easily by using our vision. However, the students with low vision are not able to do such activities because of their visual limitation.

In language learning, the sighted students obtain the language from hearing, reading, imitating someone's voice and looking at the movement, facial

expressions, gestures and body language. How about the low vision students? They are able to hear and imitate the voice they hear but they can not see all movement, facial expression, gestures and body language even they are not easy to get information because most of information is in script that they are not able to read it. The students with low vision are too dependent upon the braille or very big script. Consequently, these students are lack of the vocabulary development. The sighted students have many varieties of words in meaning. For examples, the word 'night' it can be the beautiful night or nightmare. But the these students only have one meaning for 'night' is 'dark'.

Lowenfeld, an art and special school educator explained in Ganda (2009) that because of the visual impairment these students have three limitations, those are first, the limitation of control environment and the self in relation to the environment that may affect the acceptance of information in social interaction, second, the limitation of mobility and third, the limitation of concept diversity. The last is the main issue which influence on the students life because of the development of the concept is the basic of academic, social and learning psicomotor.

Generally the students with low vision have similar needs to the sighted students in education. However, some diversities are found in educational process for the low vision students. As Lowenfeld also explains in Ganda (2009 : 58) that there are three principles used in educational process for these students, they are a) a concrete experience, the low vision students do not obtain the environmental experiences through vision but they obtain them through hearing, touching , tasting or smelling something in order to know the

quality, shape, size, texture and some orientation which is difficult to understand, b) a unifying experience, these students do not obtain the life experiences as a unit. They need exploration and experiences in sequence through someone else's senses, c) learning by doing, the low vision students need to be involved and active in teaching and learning process because of the visual limitation to obtain

From these explanation above, it is required an understanding from all teachers including English teacher that in teaching and learning process, these students need the proper strategies, media and assistance in order to achieve the aims of education.

B. Limitation of The Problem

This paper only focuses on the discussion on the strategy of teaching speaking to the low vision students..

A. Formulation of The Problem

Based on the limitation of the problem, the formulation of the problem is as follows, “What is the strategy of teaching speaking that improve speaking skill and build the character and self confidence to the low vision students?”

D. Purpose of The Study

The main purpose of this paper is to suggest some strategies of teaching speaking which improve the speaking skill and build the character and self-confidence to the low vision students.