

**CHALLENGES FACED BY A TEACHER IN TEACHING ENGLISH FOR
VISUALLY IMPAIRED STUDENTS IN SLB-A YKAB SURAKARTA IN
THE COVID-19 PANDEMIC**

THESIS

**Submitted As A Partial Fulfillment of The Requirements for The
Undergraduate Degree in English Language Education**



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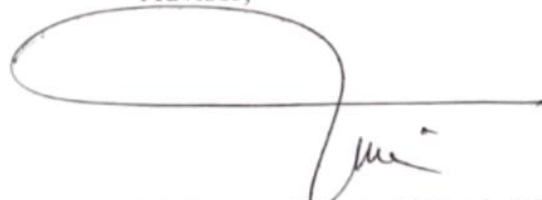
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Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

Surakarta, September 15th 2022

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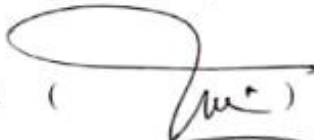
RATIFICATION

This is to certify the *Sarjana* thesis entitled "Challenges Faced by A Teacher in Teaching English for Visually Impaired Students in SLB-A YKAB Surakarta in the Covid-19 Pandemic" by Ervica Yuniar Maulida has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education, Faculty of Cultures and Languages in Raden Mas Said Islamic State University of Surakarta.

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DEDICATION

This thesis is dedicated to:

1. Allah SWT who has blessed and give the best way for me to finish my thesis.
2. Our Prophet Muhammad SAW who gives the best example to human life.
3. My beloved parents Mr. Tri Hadpono and Mrs. Sarwi Kristiyani who always pray and support me in everything.
4. My self, Ervica Yuniar Maulida who has survived, did the best and never gives up until now.
5. My Almamater UIN Raden Mas Said Surakarta.
6. All Lecturers of English Language Education Study Program, especially Mr. Muhammad Husin Al Fatah, M.Pd., Mr. Zainal Arifin, S.Pd., M.Pd., and Mrs. Maria Wulandari, M.Pd. As my thesis examiners.
7. My beloved brother and sister, Reno Bahari Firmansyah and Heny Putri Astuti who always give support for me.
8. My beloved cousin, Nurul Hidayah who always help me to finish my research.
9. My bestfriend, Oksa Brillin Aryanto who becomes support system and brings positive vibes for me.
10. Mr.Ernesta as the Headmaster of SLB-A YKAB Surakarta.
11. Mr.Wisnu Prasetyo and Mrs.Ersa as English teachers of Junior High School level at SLB-A YKAB Surakarta.
12. All of my family members of Trah Padmo-who become part of my process.

MOTTO

“And He found you lost and guide (you)”

(Ad-Duha: 7)

“Whatever become your destiny, will seek the way to find you”

(Ali bin Abi Thalib)

*“Dunia itu memang tempat capek, nanti kalau sudah pulang, semuanya akan
hilang”*

(Adi Hidayat)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “Challenges Faced by A Teacher in Teaching English for Visually Impaired Students in SLB-A YKAB Surakarta in the Covid-19 Pandemic” is my real masterpiece. The things out of my masterpiece in 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 sanction in the form of repealing my thesis and academic degree.

Sukoharjo, November 24th 2022

Stated by,



Ervica Yuniar Maulida

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Alhamdulillah, all praises raised to our mighty God, Allah SWT, the single power, the Lord of the universe, master of the day judgement, for all blessing and mercies so the researcher was able to finish this thesis entitled “Challenges Faced by A Teacher in Teaching English for Visually Impaired Students in SLB-A YKAB Surakarta in the Covid-19 Pandemic”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher believes that this thesis would not have been completed without the help, support, and advice from various parties. Therefore, the researcher would like to express the deepest gratitude to all parties who have helped, supported, and provided advice during the process of writing this thesis. This goes to:

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4. Wildan Mahir Muttaqin, MA. TESL as the Coordinator of English Language Education Study Program,
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mistakes during the entire process of writing this thesis, also for the motivation and encouragements to the researcher.

The researcher realizes that this thesis is still far from “perfect”. The author hopes that this thesis will be useful for other researchers in particular and readers in general.

Sukoharjo, November 24th 2022

The researcher,

A handwritten signature in black ink, appearing to read 'Ervica Yuniar Maulida', written in a cursive style.

Ervica Yuniar Maulida

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ABSTRACT

Ervice Yuniar Maulida. 2022. *Challenges Faced by A Teacher in Teaching English for Visually Impaired Students in SLB-A YKAB Surakarta in the Covid-19 Pandemic*. Thesis. English Education Department. Cultures and Languages Faculty.

The purpose of this study was (1) to describe the process of teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022 and (2) to find out the challenges faced by a teacher in teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022.

This research used descriptive qualitative research. The subject of this study was seventh and ninth grades of visually impaired students at SLB-A YKAB Surakarta. The researcher collected data using observation and interview. To prove the reliability of the data, the researcher used methodological triangulation.

The results of this study indicate that the process of teaching-learning in visual impairment classes in the pandemic of Covid-19 was found that it includes seven of the nine points contained in Thompson's theory with differences and similarities in application of online and face-to-face learning models. Either in online or face-to-face learning, the teacher has to understand about types of visual impairment of the students, plan the learning materials and methods adapting with students' need, give the instruction of assignment clearly, and use technological equipment (smartphone) in teaching English. Conditioning the students and the classroom, write down and read the explanation of the material, read the instruction of the assignment are applied in teaching English of face-to-face classes. In online classes, the teacher only sends the material in form of link video from Youtube and write down the instruction of assignment through personal chat by Whatsapp. In addition, it was found that different classification types of visual impairment can study together in the same class and also the teacher uses Whatsapp and Youtube videos as learning medias. Based on the results of the interview, it is also known that there are six challenges faced by a teacher in teaching visually impaired students in the pandemic of Covid-19 which conducted blended learning model consist of attracting students' attention to follow the lessons, mantaining student concentration and focus during face-to-face classes, encouraging students' self-confidence during face-to-face classes, information access limitations and difficulties, lack of students' ability in using learning aids (stylus and riglet) and lack of school staffs. Nevertheless, the teacher can overcome these challenges uses different approaches between online and face-to-face learning. This research can be a consideration to the improvement of special educational system in Indonesia specifically, or even in the world.

Keywords: Challenges, Teaching English, Visual Impairment Students

CHAPTER I

INTRODUCTION

A. Background of the Study

English as a foreign language in Indonesia is taught at all educational levels. It is including kindergarten, primary school, junior high school, senior high school, university and special school. Indonesia has special school called *Sekolah Luar Biasa*. English is also as a learning subject in special school.

Sekolah Luar Biasa or SLB is a school specifically designed to support and facilitate special education for children with special needs or disabilities. Special education is provided by adapting the needs of special students. In special schools, a lot of children who have several kinds of disabilities gather in the same place. Therefore, they will not feel isolated and will not weaken their intentions to get the same education as other normal children.

There are different types of disabilities classified as special needs. Speech, mobility, physical, intellectual, visual, auditory, brain injury, and others are all included as the classification. From the various disabilities, one of them is visual impairment.

According to Ackland, Resnikoff, & Bourne (2017), they estimated there were 253 million people with visual impairment worldwide in 2015; 36 million were blind and 217 million had moderate to severe visual impairment (MSVI), the prevalence of people with distance visual

impairment being 3.44 percent, of whom 0.49 percent were blind and 2.95 percent had MSVI.

Teaching English to students with disabilities is different from teaching English to students without disabilities. According to Marianna & Simoni (2017) statement, students with special needs require more attention in order to afford them the opportunity to adapt and familiarize themselves after previously confining themselves. Patience and motivation were more needed in teaching them. Teachers should use special ways in teaching English to students with disabilities who require special treatment. They have the same right for a good education like everyone else.

In terms of ability, visually impaired students are capable to follow English lessons like non-disability people. It is because neurotically students with visual impairment only have limitation in the ability to see, but their nerves help them develop their other senses in cognitive functions such as memory and language (Sibley et al., 2019). Nevertheless, communicating with visually impaired students has difficulty and be a challenge for teachers in teaching process.

Based on a study was conducted by Kocyigit and Artar (2015) had purpose to picture the situation of visually impaired students in their learning environment. The teachers and students faced challenges in teaching-learning processes, ways for overcoming these challenges as well as the special needs of learners were respectfully discussed using teaching techniques and methods, the subject matter provided, and the opportunities designed to help them to take advantage of learning and/or teaching.

For teachers, teaching students with visual impairment will be more challenging than teaching normal students. Especially in the context of the Covid-19 pandemic experienced whether in Indonesia or around the world. Teachers must be able to communicate with students in order to make them understand the material presented.

The pandemic of Covid-19 brings a very big impact for all countries in all sectors including education. Since March 17, 2020 the Minister of Education and Culture of the Republic of Indonesia has directed all schools at all levels to implement online learning (Mendikbud, 2020b). Students and teachers have to change from face-to-face teaching-learning in the classroom into teaching-learning from their home. These all are done for pushing down the spread of Covid-19 and maintaining students' and teachers' health (Mendikbud, 2020a).

Everyone, including teachers and students, is trying to adapt in today's global era. The technological progress has greatly increased. Particularly during the Covid-19 pandemic, in which either the teachers or students must communicate via online using digital platform and internet network.

The researcher considers English as an important thing to be learned for all people. It is because English is an international language as a bridge to connect the world in many aspects. There are no exceptions for people with disabilities, such as visually impaired students. Because visually impaired students have limited vision ability, they require a special method of learning English.

From the previous explanations above, the researcher is really curious to know the English teaching process in SLB-A *Yayasan Kesejahteraan Anak Buta* (YKAB) Surakarta. This special school is under the shade of intitution called *Yayasan Kesejahteraan Anak Buta* or Blind Children Wealth Foundation which was established to achieve certain goals in social and humanitarian aspects, especially for children with visual impairment.

The researcher chose SLB-A YKAB Surakarta because of several reasons. First, there were still few researchers who did research in this school. Second, there were still few researchers who conducted research about teacher's challenge in teaching English to visually impaired students in special school. Third, this school is also carrying online teaching-learning during the Covid-19 pandemic where both teachers and students need to adapt with the new model of teaching-learning process.

Based on interviews with English teachers in SLB-A YKAB Surakarta, the learning process carried out both online through Whatsapp or face-to-face in classroom had some difficulties faced by teachers during Covid-19 pandemic. According to the statements of the teachers are as follow:

- 1) Online learning is less effective at providing explanation.
- 2) Students are not actively asking questions to the teachers during online learning.

3) When school tried apply face-to-face learning again in January 2022 to obey city government instruction, there are some students who were lazy to attend school because they were used to studying at home.

Those all became strong reasons of the considerations for researcher to find out how teaching-learning process in SLB-A YKAB Surakarta takes place during the pandemic of Covid-19 which applies online and face-to-face learning (blander learning).

Based on the reasons explained above, the researcher is interested in conducting a study entitled “CHALLENGES FACED BY A TEACHER IN TEACHING ENGLISH FOR VISUALLY IMPAIRED STUDENTS IN SLB-A YKAB SURAKARTA IN THE COVID-19 PANDEMIC”.

B. Problem Identification

There are a few issues that can be identified. This study's identifications are as follows:

1. Teaching English by online class is not easy for visually impaired students at SLB-A YKAB Surakarta in academic year 2021/2022.
2. Students at SLB-A YKAB Surakarta with visual impairments need a different way to understand English in online classes.
3. Challenges faced by teachers in teach English for visually impaired students.
4. Teacher at SLB-A YKAB Surakarta need different way to teach English for students with visual impairment in online class.

5. There are different facilities in carrying online class and face-to-face class.

C. Limitation of the Problem

To clarify the study and avoid misunderstandings, the researcher focused on the process of teaching English to students with visual impairment at junior high school level of SLB-A YKAB Surakarta in the academic year 2021/2022. It focused on two groups of students, namely the seventh and ninth grade students of SLB-A YKAB Surakarta which totally there are four students.

The researcher took those two groups of students based on the a consideration after interviewing one of the teachers there. The teacher said there are more communicative classes and more passive classes. Seventh and ninth grade students are more communicative and active than eight grade students. Since face-to-face learning again in January 2022, the eight grade students are not willing go to school. Besides that, the teacher faced challenges in the process of teaching English but not until the assessment process. English was taught for all skills (listening, speaking and writing) except reading skill. Those are the reasons why the researcher chose the seventh and ninth grades students of SLB-A YKAB Surakarta as research subjects to help facilitate the data collection process.

D. Problem Statement

1. How is the process of teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022?
2. What are the challenges faced by a teacher in teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022?

E. The Objectives of the Study

Based on the problem statement above, the objectives of this study are as follow:

1. To describe the process of teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022.
2. To find out about the challenges faced by an English teacher in teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022.

F. The Benefit of the Study

1. Theoretically:
 - a. This study will be supporting a few theories in teaching English especially for visually impaired students.

- b. The result of this study can give more information related to the challenges faced by teacher in teaching English to visually impaired students.
- c. This study can make us realize that children with disabilities deserve a good education same with the other children

2. Practically:

- a. For the researcher

This study is expected to give better understanding in teaching English for visually impaired students. Hopefully, this study will improve the knowledge and experience in the field of education and research, as well as a real contribution to our education.

- b. For the teachers

They can pay attention to things that need to be done in the classroom by students and teachers in order to make the teaching-learning process more effective. Especially, those who teach English to visually impaired students.

- c. For the school institution

This study is expected will be a reference of improvement in facilitating and supporting teaching-learning activities for students with visual impairment. Beside that, this study can be taken into consideration to achieve the education goals for students with visual impairment.

- d. For the reader or the other researchers

This research result hopefully can provide helpful information for them who want to do research about teacher's challenges in teaching English. Moreover, it is expected will encourage them to conduct deeper studies about teaching-learning English especially for the visual impairment.

G. Definition of Key Terms

1. Challenge

The definition of challenge based on the online version of Kamus Besar Bahasa Indonesia (KBBI, 2021), A challenge is an object or thing that creates a determination to improve the ability to overcome problems; stimulation to work harder, etc.; difficulty to work harder; things or objects that need to be addressed. The term "challenge" also implies an encouragement or stimulus to work even harder in overcoming various difficulties and current problems.

2. Teaching

Teaching is assisting someone to learn about doing something, guiding in the study of something, giving instruction, providing knowledge, and causing someone to know or understand something (Brown, 2000). Furthermore, Suzanne claims that teaching is a collaborative effort between students and teachers (Miller et al., 2006).

Teaching can be defined as an activity containing instructions, directions, and guidance from teacher to assist students in learning a

knowledge or skill from not knowing and understanding before become to knowing and understanding after being taught.

3. Teaching English

Teaching English to visual impaired students is different from students in general. Visual impaired students need extra treatment from the teacher because they have limited vision. Teachers are required to convey using media, methods and teaching techniques that involve the activities of the four senses of students in addition to the sense of sight.

4. Visual Impairment and Blindness

Visual impairment includes low vision and blindness. Visual impairment is the level of interference with a people's ability to see that affects their daily life. Blindness is technically defined as the total absence of vision. However, another term that frequently used is a severe visual impairment that necessitates the use of nonvisual sensory information.

Low vision impairment is more likely to cause visual impairment that is not as severe as blindness, although it still impacts a person's ability to complete daily activities to some extent. People with low vision must use tools and some techniques to improve their ability to use their limited vision, or they may require to use nonvisual methods to complete their work. (W. Sapp, 2010)

5. SLB-A YKAB Surakarta

SLB stands for Sekolah Luar Biasa or special school. SLB-A YKAB Surakarta is a special school for children with visual impairments under the shade of a institution called YKAB (*Yayasan Kesejahteraan*

Anak Buta) with Notarial Deed number: 531959 dated January 26, 1959. SLB-A YKAB Surakarta is located at HOS Cokroaminoto Street, number 43, Jagalan, Jebres District, Surakarta City, Central Java Province. This school was founded in 1967.

This school has a vision of “stepping independently, advancing, and achieving achievements armed with knowledge and faith”. Meanwhile, the school's mission is to “implement effective learning and guidance so that every student recognizes his potential and can develop optimally, and fosters self-confidence to use knowledge as a window to reveal the darkness and make skills as suggestions for life”.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. The Concept of Teaching

1. Definition of Teaching

Teaching is the one of the primary activities in education that involves an interaction between teacher and learner. According to Amidon (1967) as cited in Rajagopalan (2019), teaching is a process of communicative interaction that takes place in the classroom during certain activities that have been scheduled before. In teaching, the communication happens both teacher and learner.

The definition of teaching based on Brown (2000:8) is “showing or assisting someone to learn how to do something, giving instructions, providing knowledge, guiding in the study of something, and causing to know or understand”. Teaching is an activity that helps others in learning something until they know or understand about something that they did not know or understand previously by giving instructions, providing knowledge of the study and guiding the study of something.

Schelechty (2004) defines teaching as "the art of leading the learners in many ways that are assumed to be learning, including the effort to induce the learners to do so." The process of teaching is carried out by the teacher by transferring knowledge or skill to the learner with the goal of increasing the learner's knowledge and ability. A teacher must create an

environment that facilitates learning and encourages students to be interested in what she or he is teaching them.

Based on some definitions above, teaching is a process to facilitate students so they can be guided by teachers to know about things that were previously unknown in order to students to learn effectively and to achieve learning goals. Teaching can be defined as a continuous process of knowledge transfer.

2. Teaching and Learning Process

Teaching and learning process consist of three main steps, they are plan or preparation, main activity and evaluation of a lesson. The descriptions of those steps are as follow:

1) Plan or Preparation of A Lesson

When good teachers walk into the classrooms, they have some kind of plan. A lesson plan is a very useful tool that serves as a guide, resource, and historical document that reflects the teaching philosophy, student population, textbooks, and the most important is the students' goals. Many metaphors, such as road map, blueprint, or game plan, can be used to describe it. However, regardless of the analogy, a lesson plan is necessary for new teachers and useful for experienced teachers (Murcia, 2001:403).

According to Richard (2001:262), the processes involved in creating effective teaching materials are similar to those involved in planning and teaching a lesson. It is critical for preservice teachers because they may feel a greater need to exert control

before the lesson begins. Furthermore, Mulyasa (2009:156) states that standard materials that are developed and used as study material by students should be adjusted to their needs and abilities, containing the value of the functional, practical, and adapted to the conditions and needs of the environment, school, and region.

2) The Main Activity of A Lesson

The true measure of language teaching and learning success is when students can communicate in English both inside and outside of the classroom. Successful teachers and institutions differ in many ways, but they share some characteristics. Among these are routine English communication in class, an emphasis on practice rather than explanation, and teacher collaboration (Davies, 2002:15).

According to Richard and Lockhart (1994:114), lessons are organized into sequences and how the momentum of the lesson is achieved. This is known as *structuring*. The emphasis will be on four aspects of structuring: (a)Opening or the start of a lesson; (b)Sequencing or the way of a lesson is divided into sections and how the sections relate to one another; (c)Pacing or the way of achieving a sense of movement within a lesson and then; (d)Closure or the way of a lesson is brought to an end.

a. Opening

The procedure used by the teacher to focus the students' attention on the lesson's learning objectives is

described as the opening of lesson. According to teaching research, the opening has function in order to focus students' attention on the goals of teaching and learning. The first five minutes of a lesson are typically devoted to the opening or "entry" which can have a significant impact on how much students learn (Kind Willen and Ishler in Richards and Lockhart, 1994:114).

b. Sequencing

Sequencing is the process by which a teacher analyzes the overall goals of a lesson and the content to be taught and then plans a sequence of activities to achieve those goals (Richards and Lockhart, 1994:118). When thinking about specific types of activities, experienced teachers frequently have a mental format in mind.

A number of principles have emerged in second or foreign language teaching for determining the internal structure of lessons. These principles are based on various perspectives on the skills and processes underlying various aspects of second language learning, as well as how learning can be accomplished most effectively.

c. Pacing

Pacing refers to how well a lesson maintains momentum and communicates a sense of progression (Richards and Lockhart, 1994:122). The amount of time

allotted to each component of a lesson is thus an important decision that teachers must make when planning or teaching a lesson.

d. Closure

Making effective closure is another important aspect of structuring a lesson. Closure refers to the parts of a lesson that serve to: (a) reinforce what was learned in a lesson, (b) integrate and review the content of a lesson, and (c) prepare students for further learning. The closing sequence of a lecture was typically used to reinforce what had been presented by reviewing key points covered in the lesson. This may include the teacher questioning the students to see how much they have understood (Richards and Lockhart,1994:124)

3) Evaluation of A Lesson

The process of examining a subject and rating it based on its important characteristics known as evaluation. Evaluations describe and assess program materials and activities. Materials will most likely be examined while programs are being developed as a check on the appropriateness of the approach and procedures that will be used in the program.

Evaluation in English teaching should be much more than simply administering tests to students. Improving English teaching requires evaluating and developing syllabuses, materials, teaching,

and testing (Davies, 2000:181). Furthermore, he divided evaluation into three parts: (1) evaluating learning, (2) evaluating teaching, and (3) evaluating courses.

Test is the only method of assessing learning. This concept is used to assess how effectively students communicate in free conversation and group work, how well they use the language in homework compositions, and even to solicit students' opinions on their progress.

The results of learners' tests are used to evaluate teaching. Good teaching should produce good results, but the results are only as valid and reliable as the tests. Courses can then be evaluated using learner test results, questionnaires distributed to learners and teachers, and class observations (Davies, 2000:183). Finally, teaching, teaching materials, and courses, as well as learning, should be evaluated.

B. The Concept of Teaching English

1. Definition of Teaching English

The term "English teacher" refers to someone who imparts language knowledge and prepares students to communicate in English. Based on the Minister of Education and Culture's Decree No. 060/U/1993 dated 25C February 1993 and the 1989 Constitution on the National Education System, the goal of teaching English in schools (cited in

Rachmajanti, 2008) is to prepare students to communicate effectively in English during the globalization era.

Nowadays, English is widely recognized as a global communication tool. A lot of researchs have been conducted about teacher education field and teacher training with the aim of improving effective English learning lessons in the classroom in order to increase the teacher knowledge and abilities of English teachers and foreign language teachers (Lin & Chien, 2010).

English is being taught to the citizens in every country. The role of English varies in every country is different based on the political situation and acceptances by people with their different characteristics and proficiencies, so teaching English is being interpreted in several ways (Lin & Chien, 2010:2).

Teaching English can be understood by teaching international languages to communicate with other people from different countries with different mother tongues. English as a learning subject taught by a teacher in the school or classroom for education in every country to prepare the citizens facing the globalization era.

2. Terms in Teaching English

Base on the book that is written by Lin & Chien (2010), teaching English can be portrayed in three ways, such as; Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and Teaching English as Other Language (TESOL).

a. Teaching English as a Second Language (TESL)

In some countries that apply teaching English as a second language (TESL) have their official institutions language, societies and communities. According to Napitupulu & Kisno (2014), TESL is used in a large number of territories which were colonized by the English. In common, it is used in country which has many immigrant citizens such as in Singapore and Malaysia.

b. Teaching English as a Foreign Language (TEFL)

According to Napitupulu & Kisno (2014), teaching English as a foreign language (TEFL) serves English as the language with no purposes with their own countries. No purposes with their own countries mean when the language is used instead of being used as a communication tool among different countries, it is used as an official language or primarily educational language. The emphasis of TEFL is on teachers and English learners of various mother tongues. Example of the country such as Indonesia.

c. Teaching English for Speaker of Other Languages (TESOL)

The term of teaching English for speaker of other languages (TESOL) is emphasized in the learning methodologies and English teaching professions. Usually, It is used by teacher training institutions and instructor-education programs for English teachers, as well as language learning organizations for extending circle learners. (Lin & Chien, 2010, p. 2).

From the different terms that were explained before, it can be seen that teaching English is an educational activity to make the various

learners be able to speak English as their International communication tool with other people. Even though, the purpose of teaching English in general is to make the students enable to communicate using the language itself.

C. Visual Impairment

1. The Definition of Visual Impairment

There are various definitions of visual loss or visual impairment. The terms that usually used are blindness, low vision, visual disorder, visual disability, vision loss and visual impairment. Another different terms are used in several fields depending on the terms are used in medicine, rehabilitation or education field. Basically, two kinds of criteria namely visual acuity and field of vision can indicate someone has no vision or has only partial vision.

According to layman's terms, visual impairment means when at least one part of the eye is not functioning properly. Visual disturbances experienced include parts of the eye such as the cornea, retina, lens, vitreous, and optic nerve. There is no limit or age range a person can experience visual impairment with varying degrees of damage.

In medicine field, the World Health Organization classifies a person as "blind" (or with "low vision") if his or her visual acuity in the better eye has a best correction of less than 0.3 (normal vision is 1.0) or the field of vision from the center is less than 30 degrees of which the normal field of vision is 180 degrees; a person is truly "blind" if his or her

visual acuity in the better eye has a best correction of less than 0.05 (3/60) or the field of vision from the center is less than 10 degrees (WHO, 2010).

In rehabilitation field, the term most often used is “visual impairment”, and this definition is associated with the presence of social barriers and the need for additional assistance. Regarding this study, the term used in education is blind or visual impairment.

For education field, 'blind' or 'visual impairment' is a condition of a person with a need for special education. According to Castellano (2005:15), a vision impairment that even after correction has a negative impact on educational performance. Beside that definition, Carol Castellano recommends using the skill definition of blindness or visual impairment. According to this, blindness or visual impairment (BVI) necessitates the use of alternative skills and tools as a substitute or additional sight in order to obtain information or perform tasks (Castellano, 2005:16).

Sketchily, visual impairment is a condition where people cannot read ordinary printed text without special assistive tools or adaptation due to their loss of vision. In this study, the term visual impairment based on the definition of WHO and the definition used in education are kept in mind. However, there is no distinction in the context between people who are blind and those who have low vision/visual impairment.

2. Classifications of Visual Impairment

Based on their visual acuity, visual impairment can be classified into two, namely low vision and blind. People who have low vision if they

have visual acuity of 6/20-6/60 meters or 20/70-20/200 feet, while people who are classified as blind if they have visual acuity less than 6/60 meters or less than 20/200 feet (Desiningrum, 2016:81). Blind categorization has another classifications. It is divided into those who can distinguish between dark and light, those who can see hand movements and those who have 0 (zero) vision.

Based on the ability of their eyesight, visual impairment can also be classified as follows (Nafi, 2015:5):

a. Mild blind

People with mild visual impairment are those who have visual impairments but are still able to participate in educational programs and activities that use other visual functions.

b. Half-Severe blind

People with semi-severe blindness are those who have lost part of their vision and need a magnifying glass or large print to follow the learning process.

c. Severely blind

People with severe visual impairment are those who are completely unable to see.

In addition to the classification based on visual acuity, the visually impaired can be classified based on the time of blindness as follows:

- 1) Blind before and from birth, meaning that someone has been blind since the womb or before the age of one year

- 2) Toddler blindness, meaning that a person experiences blindness before the age of three years
- 3) Blind children under five years, meaning that a person is visually impaired when he is 3 to 5 years old
- 4) School-age blindness, meaning that a person is visually impaired at the age of 6 to 12 years
- 5) Teen blindness, meaning that a person experiences blindness at the age of 13 to 19 years and
- 6) Adult blindness, meaning that a person experiences blindness when he is over 19 years old.

From the previous descriptions, the classifications of visually impairment are based on visual acuity, ability of the eyesight and time of occurrence. Based on visual acuity, the visually impairment is divided into blind and low vision. Based on the ability of the eyesight, visual impairment is divided into mild, half-severe and severely blind. Based on the time of occurrence, visual impairment is divided into blind before and from birth, toddler blindness (children age before 3 years), blind children under five years, school age blindness, teen blindness and adult blindness.

3. The Development of Speech in Visually Impaired Children

In general, experts said that vision loss does not significantly affect the ability to understand and use language. They concluded that the language of blind children is not defective (Hallahan & Kauffman, 1991; Kingsley, 1999; Umstead, 1975; Zabel, 1982). They said that studies

comparing blind and sighted children did not find differences in key aspects of language development.

Zabel (1982) believed that the language of blind children has a deficiency namely the high level of verbalism in their language in which the use of words without being verified by concrete experience. However, this theory has been refuted by several other researchers.

According to DeMott (Umstead, 1975), sighted children and visually impaired children are conceptually the same because the meaning of words is learned through context and language use. Like all children, visually impaired children will learn the words they hear, even if these words have nothing to do with real experience and have no meaning for them.

According to the findings of Laundau and Gleitman (1985), the vocabulary and syntax development of blind children was compared to that of vision and blind children of the same age. They discovered that even if the blind children began speaking later but within the normal range, there was no significant difference by the age of three.

Visually impaired children go through the identical stages as sighted children, however they learn at a slower speed. Warren claimed that (1994:4) “much practice and many intervention applications have been based totally on this premise. Their purpose is to intervene in order to purpose children with visible impairments to show the equal rate of development as sighted children. The implicit concept publicating this reasoning can be referred to as the developmental lag theory”. (p.4)

According to Hoff (2001), blind children have a more diverse and slower phonological acquisition. Blind children make more errors than sighted children when producing speech sounds with highly visible articulatory movements (such as /b/, /m/, /f/), but they do not differ from sighted children when producing speech sounds with nonvisible articulatory movements (such as /t/, /k/, /h/).

From the previous Hoff statement, it showed that visual information such as lip configuration helps phonological development in sighted children. Despite the fact that an affected phonology is not always an unavoidable result of a visual impairment, blindness is not the only cause of language delay. (Hoff, 2001:339)

Warren (1994) proposes an approach for analyzing the development of children with visual impairments that rejects the Comparative Approach in relation to Chronological Age (CA). It is because this approach implicitly assumes a "blindness as deficit" model, in which the differences found are attributed to the variable that distinguishes the two groups, namely the presence or absence of vision. By this approach, then someone be able to deduce what the consequences of a lack of vision are.

The approach believed that there was a chance to learn from the development of sighted children. Furthermore, it is assumed that the associated variables to visual impairment act as additional causes of change in the children's development. Warren (1994) examined several premises of the adaptive tasks approach:

1. the developing child is faced with a variety of adaptive tasks

2. the child approaches these adaptive tasks with a set of personal abilities and characteristics.
3. not only does the environment influence the nature of adaptive tasks, but it also influences the child's set of abilities and characteristics; and
4. There are differences in the tasks, abilities and characteristics, and environmental circumstances for the child with a visual impairment that must be considered in order to understand development and its causality. (Waren, 1994, pp. 6-7)

Our senses permit us to have physical and social experiences. However, the information available does not represent a limitation. Warren (1994:4) stated that humans remember events in previous experiences, they learn about situations by experiencing them and reasoning about situations that may occur, and so on. With cognitive skills, humans can be helped in understanding all of the world's concepts. He classified cognitive abilities into three groups: language, concept formation, and classification. (Waren, 1994)

There are also arguments about the connection between cognitive development and language acquisition in blind children. If language acquisition is dependent on cognitive development, then in all factors that affect cognitive development will also affect language (Mills, 1993:151). The same opinion was expressed by Jean Piaget that cognitive development and language acquisition have a close relationship. In

contrast, Chomsky claimed about the relationship between cognitive development and language acquisition are round about.

Warren (1994, cited in Guinan, 1997) summarized the findings of various researchers on the acquisition of a first language by visually impaired children, including Fraiburg (1977), Garman (1983), Mulford (1983), and Werth (1983):

1. Visual impairment does not seem to interfere with the development of basic interpersonal communicative skills.
2. A lack of vision can impair social language use, such as determining whether or not a conversational partner is paying attention, initiating a conversation, determining the level of interest in a person to whom one is speaking, and finding acceptable ways to interrupt.
3. The meaning of words for sighted children is richer and more elaborate than the meaning of words for visually impaired children. Children's vision appears to allow them to generalize and broaden semantic associations.
4. A language delay specifically in blind children is the inability to determine what a pronoun refers to.
5. It is difficult to separate the formation of language from the formation of basic cognitive concepts. Language is the medium of thought; as a result of language, positional, spatial, classification, association, and even body concepts emerge.

After studying language acquisition in visually impaired children, Pérez-Pereira and Conti-Ramsden (2004) agreed that compensatory

mechanisms exist to aid in the process. They are more aware and attentive to language, for example, than children who can see. They also employ techniques such as prepared phrases, routines, modeled speech, and chunking. Furthermore, they are constantly imitating, repeating, and employing their verbal memory. Perez Pereira (2006) Showed data about modeled speech has a progressive role in language development of children.

The study conducted by Umstead (1975) about language and speech development in visual impairment and sighted toddlers, it was found out sighted and visually impaired children go through the same process in how to learn language and speech. Before the age of four, these two groups have mastered the basic rules of language. Like normal children, if children with visual impairment experiences lateness in their physical development, the language acquisition process will be slower as well.

At the beginning of speech development, some visually impaired children show a lateness perhaps because these children cannot observe other people's lip movements. The limitations of auditory learning without visual input seem can reduce the efficiency of their speech development but do not cause significant difficulties. Lack of vocal stimulation can have a negative effect on children's speech development. Babies with visual impairments who are not spoken to and treated with affection, generally have stunted speech development.

Many children with visual impairment are slow in developing their vocabulary, but it depends on how adults treat them. Vocabulary growth will be normal if the child is given concrete experience with the same object and is involved in the same activity so they can participate in the conversation about the activity.

From several findings above show that even if visually impaired children experience barriers to language development, it is not the only direct result of their blindness but it is related to the way other people treat them. Blindness or visual impairment does not impede information processing or understanding language rules.

D. Teaching English for Visually Impaired Students

Arenas (2012) claimed that learning foreign languages is not difficult for a person with visual impairment. People with visual impairment rely on oral and memorizing ability in learning language. It is possible for visually impaired people to learn more than one foreign language because their physical condition improves other skills such as; memory, ear, and attention.

According to Couper (1996) cited in Arenas (2012:9) people who have main impairment in their sight, then it should achieve more enhanced hearing, concentration and memory skills. From a statement made by Santana (2003), as cited in Arenas (2012), visually impaired students have good listening and writing skills.

Teachers should use other intact senses of visually impaired students, according to Sacks and Silberman (1998) and Thomas Ozel (1998,2000), as cited by Bacha (2004). They stated that visualization is an important facilitator for learning and comprehension, but visually impaired students can use it through verbal description and tactile materials such as objects, mounted materials, and raised pictures.

Look at Gardner's theory about multiple intellegences, learning a new language entails more than just linguistic intellegence; it uses a variety of intellegence focused on communication and meaning. Many researchers have found that learners using their multiple intellegences much more remember and interested in what they have learned. They are able to use flexible and innovative ways in new situation.

Teaching how to speak, write and read in foreign language to a child with visual impairment is possible by modifying techniques and materials and taking into account other factors such as good hearing and memory (Nikolic, 1987). Because there is no specific method for teaching foreign languages to visually impaired students, teachers must be familiar with the characteristics of existing methods and choose which the best and will work to help visually impaired learners in the process of learning (Nikolic, 1987:63).

According to some researchers, visually impaired students struggle to learn a foreign language because their teachers do not provide adequate support and assistance. Tactile stimuli is an important part of the learning process for visually impaired students. The more senses that are engaged,

the better the learning environment and performance (Thomas-Ozel, 1998; Kashdan et al 2005; Seng, 2005 cited in Bacha, 2007, p. 272).

Visually impaired students are acutely aware of intonation, stress, and rhythm (Bacha, 2007). Because they cannot examine facial expressions, they must rely on other elements to understand the attitude and pragmatic meaning of words.

Kamalı Arslantaş (2017) argues that visually impaired people can learn foreign languages if their needs are met. There are three categories to meet these requirements, namely equal treatment, auditory input, and assistive technology. Equal treatment implies that all students (regardless of disability) should be treated equally. Every person has the right to an education without discrimination.

For students with visual impairments, auditory input is a more efficient way of accessing information than reading (Nolan & Morris, 1973 in Kamal Arslantaş, 2017). Efficient hearing skills will help students with visual impairments in their communication and reading skills. Roder et al. (2000), as cited in Kamal Arslantaş (2017), demonstrated that using auditory tasks increases activation in the occipital cortex of visually impaired people's brain.

Base on the results of three studies that conducted by Smeds (2015), it could be summarized that there are memory benefits for visually impaired people, such as recognition memory and phonological short term memory, which are essential for learning a second or foreign language. Smeds (2015:185) said that a visually impaired person has a different

neurological development, which results in favorable cognitive conditions for second language acquisition.

According to Thompson's theory (2012:112) there are some instructions to the teacher to teach students with visual impairment in the learning process, as follows:

- 1) Understanding what types of visual impairment a child experiences
- 2) During teaching and learning process, the teacher offering the visual aids
- 3) Planning the learning materials and methods that will be used based on consideration of students' needs related to their vision
- 4) In conditioning the classroom, the teachers setting the student seats and adequate lighting
- 5) When needed, the teachers using printed modules with capital letters and colored paper
- 6) In Explaining materials, teachers write down and read the material clearly and loudly.
- 7) In giving assignments, the teachers read the instructions clearly and loudly
- 8) Giving the student some opportunities to gain practical experience while working on assignments.
- 9) Developing the student's independence using technological equipment.

From several explanations above, teaching English for visually impaired students can be defined as a process of transfer knowledge about

English as a foreign language in a whole skill, done by teacher through appropriate teaching techniques, methods, assistive technology, materials and equal treatments to be applied in visual impairment class by adjusting the needs of visually impaired students.

E. The Concept of Special School or SLB (Sekolah Luar Biasa)

1. Definition of SLB

According to Pramatha (2015) Education is a conscious effort made by humans in developing personality in accordance with the values and norms that applicable in society therefore humans can develop and improve knowledge, skills, values, attitudes and behavior patterns that are useful for life.

According to Zen and Zelhendri (2017), education is a deliberate and planned effort to create a learning environment and learning process for students so that they are actively able to develop their potential, personality, intelligence, character, and skills required by themselves, society, nation, and state.

Special education is one type of education which is contained in an educational institution called a special school or in Indonesia it is called an *Sekolah Luar Biasa* or SLB. A special school is a formal educational institution that teaches children with special needs. As an educational institution, a special school is made up of many elements that work together to achieve educational goals, the primary process of which is learning for students.

SLB is a special educational institution that organizes educational programs for children with disabilities. In the 2003 Law Article 1 paragraph 1 states that the learning process is so that students actively develop their potential. Based on that goal, every educational institution, including the special school, must be carried out from beginning to end until the goal point of an educational process that can ultimately realize the occurrence of learning as a process of actualizing the potential of students into competencies that can be useful in life.

According to Syafaruddin (2002) in the Indonesian national education system, schools have a strategic role as an institution providing educational activities. Therefore, obviously the special school has a heavy but important task. It means that it is hard because you have to always fight against various weaknesses, threats and challenges in order to harmonize program activities that are realized with the dynamics of the development of science and technology which is moving relatively fast.

Based on the preceding explanations, it is possible to conclude that *Sekolah Luar Biasa* is a school for students with special needs that provide special education by adjusting the needs and physical potentials of special students in order to achieve educational goal that is student competences.

2. Types of Special Schools

Special Schools are schools for children with special needs who cannot be aligned with other children. Special Schools (SLB) consist of:

- Special School part A, specifically for children with special needs with visual impairments (blind)

- Special School part B, specifically for children with special needs with hearing loss (deaf)
- Special School section C, specifically for children with special needs with intellectual disabilities (tunagrahita)
- Special School section D, specifically for children with special needs with physical and motor disorders (handicapped)
- Special School section E, specifically for children with special needs with behavioral disorders (tunalaras)
- Special School section G, specifically for children with special needs who have more than one disorder or multiple disabilities.

After knowing the types of special schools above, it can be said that the types of special schools are categorized according to the different needs of children due to their different disabilities and special needs.

F. Visual Impairment Education Service

1. Model of Visual Impairment Education Service

Educational services for the blind can be provided in various models. According to Desiningrum (2016: 86-87) there are three models of educational services for the blind that are implemented in Indonesia as follows:

- a. SLB-A (special school for visual impairment)

SLB-A is a special school focus on serving visually impaired students. In this case, visually impaired students refer to totally blind and low vision.

b. SDLB (special elementary school)

SDLB is a model of educational services for children with various special needs such as visually impaired, physically disabled, deaf and mentally retarded at the elementary school level. Similar to SDLB, SMPLB and SMALB are special schools at the middle and senior secondary levels. Teachers at SDLB, SMPLB, and SMALB have different skill qualifications according to the special needs that are handled.

c. Integrated and Inclusive School

The integrated education system is a type of education that combines children with special needs with children who do not have special needs (Latifah, 2020). The merger can be partial or integration within the framework of socialization or it can even be comprehensive. This system aims to provide education that allows children with special needs to have the opportunity to participate in the educational process together with normal children in order to develop themselves optimally.

Inclusive education is a system of providing education that is open to children with special needs together with normal children in an educational environment (Shofa, 2018). Some special services provided by inclusive schools such as: public class programs with shadow teachers, teacher visit programs and resource room programs (Desiningrum, 2016:84).

There is a difference between integrated and inclusive education system. Integrated schools require visually impaired students to adapt with the curriculum and school conditions, whereas inclusive schools provide opportunities for visually impaired students to access the curriculum, environment and social interaction with normal students but keep pay attention to the obstacles they have (Wathoni, 2013:102).

According to the National Education Law (UUSPN) No. 2 of 1989 which is regulated by Government Regulation no. 72 year 1991, *Sekolah Luar Biasa* (SLB) and *Sekolah Dasar Luar Biasa* (SDLB) are forms of the segregated education system.

Etymologically, segregation comes from the word segregate which means separating or separation. Many scientists define segregation as the process of separating one group from another. If it is connected with special education, segregation is an education system for children with special needs that is separated from the education service system for normal children (Casmini, 2007).

Segregated education system is not only the separation of educational location but also the entire implementation program that is separated between children with special needs and normal children. Segregated education system appeared due to the assumption that children with special needs are not the same as normal children in general. It means there are differences in both of

them, so it makes some worries about the ability of children with special needs when combined with normal children in general. (Latifah, 2020)

According to study conducted by Triutari (2014) shows the results that people with disabilities assume that education with a segregation model is superior to integration. This is because in terms of infrastructure, facilities and self-development programs at the segregation school model are more complete than integration and inclusion school model.

According to Desiningrum's (2016:122) statement, education in integrated and inclusive models also have advantages. Schools with integrated and inclusive models provide opportunities for blind students to be able to study with normal students in regular schools so that all students will learn about diversity, collaborate in differences, tolerate differences, be responsive, and eliminate discrimination.

Based on the explanations above, it can be concluded that educational services for the blind can be provided with segregation, integration and inclusion models in which each model of educational service has its own advantage. The implementation of education for visual impairment with segregated, integrated and inclusive models have their own privilege.

2. Assistive Technology for Visually Impaired Students

From a functional point of view, visually impaired people need technology or special aids in order to be able to follow a good educational process. According to the Big Indonesian Dictionary (KBBI, 2021) defines technology as a scientific method or applied science that is used to achieve practical goals.

There are several assistive technologies that can be used in the education of visually impaired children. Technologies which enable to be used by people with visual impairment through their hearing and touching ability. Some of the technologies include: real objects, imitation objects such as two-dimensional and three-dimensional models, preserved original objects, tools for reading Braille letters (letterboard and optacon), tools for writing Braille letters (reglette, stylus, and Braille typewriter), tools for counting (cubarithm, abacus and speech calculator), as well as audiobooks and tape recorders.

Desiningrung (2016: 86) mentions several uses of assistive technology for the education of visually impaired children including the stylus and reglette that can be used to write Braille manually, letter boards and machines can be used to introduce Braille letters for low grade students, tape recorders can be used to help the memory of visual impairment, large print reading materials, magnifying glass (lup), optacon and reading machines can be used to translate writing into sound.

In addition to technology that helps in reading, counting and writing, people with visual impairments also need a stick as an important

technology in education and in daily activities. According to Sijabat (2012: 2), this tool can help people with visual impairments to move and get to know their surroundings.

Based on several previous explanations, it can be concluded that there are various types of assistive technology in the education of blind people. Technologies which enable to be used by people with visual impairment through their hearing and touching ability. The types of assistive technology are distinguished according to their purpose. Several aids were created and developed to assist people with visual impairments in writing, reading, letter recognition, calculation processes, and mobility.

3. Teaching Methods Possibly Used by Visually Impaired Students

Teachers usually consider what methods they are going to use for teaching students. Many teachers nowadays use the grammar-translation method or it is usually called with GTM. GTM is a foreign language teaching method that focus on the translation of texts, grammar, and vocabulary

GTM means that classes are taught in the students' native language; that vocabulary is taught in the form of isolated word lists and elaborate grammar explanations; that grammar instruction provides the rules for putting words together; that instruction focuses on word inflection and form; and that the only drills are often translated disconnected sentences from the target language into the mother tongue, and vice versa (Mora, 2002).

Besides GTM, teaching methods such as audio-lingual method and communicative approach are suitable for use in language classes for people with visual impairment. Audio-lingual method is seen as a solution for students who do not engage in writing or who expect to write gradually, since “the skills of language are taught in the order of listening, speaking, reading, and writing” (Richard, 1986).

The Audio Lingual Method is a method of teaching foreign languages that emphasizes listening and speaking before reading and writing. What makes different from audio-lingual method with the other methods is drill and pattern-practice exercises in which students listen, repeat, and respond without the need for writing.

According to Jill Mora (2002), “In the audio-lingual method, vocabulary is learned in context strictly limited. Grammatical explanations are little provided or even there is not any, grammar is taught inductively. At the beginning of the course, there is an extended pre-reading period. Many abundant use of language laboratories, tapes and visual aids”. Visual aids are mentioned in Jill Mora statement but the method does not rely on them, and the other features are useful for teaching blind students.

The audio-lingual method incorporates the user's mother tongue into the application, which may be beneficial at the start of language learning. It is used because gestures, miming, and other visuals cannot be used to convey word meaning, and only a limited amount of vocabulary can be explained using real objects.

The communicative approach is another effective method for teaching language to visually impaired students. It begins with Richard Dawkins's theory of language as communication (1986). According to him, the goal of language instruction is to teach students "communicative competence," or the ability to communicate (Richard, 1986).

The principle of communicative approach is meaningfulness of the language used to carrying out the meaningful tasks. Real communication involves in the activities. "Compare sets of pictures and note of similarities and differences, sort possible events in a set of pictures or find missing features in a map or picture" (Richard, 1986).

Even though communicative approach may seems difficult to do for visually impaired students, but when some features are altered, they may become more valuable. Real objects can be used in place of visuals, and music or any other audio recording can be used as a stimulus for talking, interacting, sharing information, and negotiating meaning. Students are exposed to real-life situations through listening rather than pictures—the stimuli of those who are not visual but auditory.

4. Principles of Learning for Visually Impaired Students

In general, learning for children with normal vision and visual impairment is not much different. However, to achieve optimal learning goals for blind children, several principles are needed.

According to Sunanto (2005:186-193), several principles that need to be considered in the learning of children with visual impairments include: concreteness in minimizing verbalism, unifying experiences in

order to obtain a complete and comprehensive understanding and active learning.

According to Desiningrum (2016: 84), several learning principles for visually impaired children include: optimizing the remaining vision of students with low vision, activating the sense of touch for students who are totally blind, and developing optimal hearing abilities.

There are several principles that need to be considered in the implementation of learning for students with visual impairments are as follows (Smart, 2017:83-87):

- a. Individual. Teachers are required to consider the inherent characteristics of each blind student. Examples of individual characteristics such as physical characteristics, health, mental and level of blindness.
- b. The sensory experience. Visually impaired students need direct experience to be able to understand what they learn. Therefore, the sensory experience is important for the understanding that visually impaired students get.
- c. Totality. Teachers are required to be a facilitator for visually impaired students in learning the material by utilizing other senses that are still functioning in order to obtain a complete and thorough understanding.
- d. Independent activity. Teachers are required to be facilitators and motivators for visually impaired students to be willing and able to learn actively and independently.

Based on the opinions of these experts, it can be concluded that learning for visually impaired students requires several principles that must be considered. Principles related to environmental modification, optimization of residual vision, and activation of functioning senses. In addition, the implementation of learning for visually impaired students also needs to pay attention to individual principles, concreteness or sensing experience, totality or unification experience, as well as independent learning.

G. The Challenges in Teaching Visually Impaired Students

1. Definition of Challenge

According to Oxford learner's dictionary, a challenge is a new or difficult task that tests someone's ability and skill. Problems are not the same as challenges. The distinction is that a problem does not necessitate any effort, whereas a challenge necessitates some effort to obtain something. It means that if someone faces a challenge, he or she must act and figure out how to solve it.

When the learning process takes place, sometimes teachers face challenges in the process of delivering learning material. The challenges faced by teachers in teaching visually impaired students are related to the difficulties and challenges of students with visual impairment in learning process. One of which is in language learning such as English.

2. Difficulties of Visually Impaired Students

Learning difficulties are experienced not only in normal students but also in students with special needs. A teacher observing the following in a learner in the classroom environment may lead to the identification and diagnosis problems faced by a learner who struggling with visual impairment (Nel & Grosser 2016:84):

- a. Inadequate attention, memory, and organizational abilities.
- b. Inadequate sensory integration.
- c. A substantial disparity between academic potential and achievement.
- d. Difficulties with reading and writing, which may be caused by incorrect information reception and lead to difficulty comprehending and responding appropriately.
- e. Taking time to think.
- f. Emotional and social problems

According to some of the above identifications, this can occur because visually imapired students become frustrated when they have difficulty or feel impossible for them to do something. Factors rushing at work or appearing to be slow in doing something, particularly those requiring good eyesight. As a result, visually imapired students are less optimally developed to achieve the expected cognitive level, and slowness generally indicates difficulty seeing or understanding assignments.

Another problems faced by students is difficulty in reading or even writing. A learner with visual impairment may demonstrate a reasonable level of understanding and potential in class, but this is not consistent with the learner's academic achievement. As a result, such a learner may

withdraw from peers and find it difficult to develop interpersonal and communication skills, potentially leading to low self-esteem as a result of feeling isolated.

In terms of sensory integration, teachers must be aware that other conditions, such as diseases or environmental factors, can cause or result in visual impairment. As a result, teachers must keep in mind that a learner who cannot see well may also be unable to hear well. Poor hearing can have an impact on vision. Other senses that are not functioning properly may also have a negative impact on vision.

Working at a slow pace or rushing through tasks. Based on some problems above, English teachers must ensure that their materials are properly prepared. The amount of time allotted for English teaching-learning should be customized to the student's ability to accept the material. English teachers must work harder and be more creative. Adaptation of material from various sources is either done by a teacher to be more relevant to students' basic knowledge. The internet can be a valuable resource when used correctly.

3. Teacher Role in Providing Support for Visually Impaired Students in A Challenging Context

The focus falls on ways in which teachers may provide support to students with visual impairment, in as many systems as possible. According to Bronfenbrenner's bio-ecological systems theory (1979; Donald et al, 2010; Swart&Pettipher, 2019) teachers may provide individual system, classroom system and school system supports for

visually impaired students. The individual system support can be directed at physical, emotional, social and cognitive. The descriptions are as follow:

1) Individual System

a. Physical Support

Physical support from teachers is required by visually impaired students. In the ECC or Expanded Core Curriculum for students with visual impairment, it focuses on skills needed to be taught to visually impaired students in addition to the regular academic curriculum containing reading, writing, spelling, mathematics, etc (Perkins Schools for the Blind n.d.; TSBVI 2017), also the subjects O&M (Fazzi 2014; Jacobson 2013) containing daily living skills and recreation. We should keep in mind that visually impaired students do not learn through incidental learning but rather through verbal descriptions and direct instructions.

Based on the facts found in the field, many schools and learners do not have access to O&M (Orientation and Mobility) specialist. O&M specialist is a person who teaches individuals with visual impairments to travel safely, confidently and independently in their environment. By knowing some skills and concepts which are taught in O&M, teachers can continue the learning process by incorporating or infusing the skills and concepts in general

classwork. They can also provide general support and encouragement with O&M for learners. By encouraging O&M, teachers will ultimately support the independence of learners with visual impairment.

Providing physical support in daily living skills and recreation or leisure activities are closely related to O&M. It is not only important for physical and mental health but can also create independency for visually impaired students and promote social interaction.

b. Emotional Support

The goal of emotional support is to help them regain emotional equilibrium. In addition to the expected emotional ups and downs of most other learners, learners with visual impairment may require additional support in terms of self-esteem, self-confidence, and self-determination. Supporting learners with visual impairments to improve their self-esteem also improves their self-confidence, or the 'belief and expectation that one will typically perform well or be successful in most circumstances in one's life' (Wolffe & Rosenblum 2014:475).

c. Social Support

Social skills are learned by children through observing and imitating others. In this case, students with

visual impairment need special attention from teachers and parents. To facilitate social inclusion for the learner with visual impairment, social skills must be taught, interaction opportunities must be provided, and responses from others must be favorable.

Through body language, social communication, effective communication patterns, cooperation skills, social interaction and etiquette, relationships across the life span, self-awareness, interpretation of others' social behavior, and monitoring of one's own social behavior are the basic components of socialisation (Sacks 2014; TSBVI 2016).

Self-awareness may pose a challenge to the acquisition of social skills, for some learners with visual impairment are often unaware of themselves, not being able to see themselves or the space that they occupy. In such cases, teachers need to support the learners to become self-aware, in order for them to be able to learn socially acceptable behavior. For example such as self-awareness as a student should act in the classroom during the teaching-learning process. They should be aware of inappropriate mannerisms such as cannot bring the focus in learning class, have no attention and concentration while the teacher explains the materials. Therefore, teachers must help students become self-aware in order for them to learn

socially acceptable behavior especially in the teaching-learning process.

d. Cognitive Support

For a teacher who teaches in a special school for visual impairment should ensure that they gain in-depth knowledge of visual impairment and these learners through; (1)experience, such as becoming reflexive practitioners, or joining virtual or real support groups for teachers; (2)observation, such as visiting schools and observing some of the classes; (3)mentorship and guidance by experienced colleagues, and/or training such as consulting reputable websites (including Open Education Resources), attending accredited workshops, short courses or training opportunities and consulting lecturers at medical or education faculties of universities, etc.

2) Classroom System

A supportive learning place is also required for visually impaired students to learn. A classroom can be viewed as a microsystem that interacts with individuals via proximal processes. According to Lansberg (2019) and Arter (1999), teachers should create a supportive classroom environment for visually impaired students. It includes classroom arrangements (student seating and lighting), appropriate workspaces for visually impaired students,

creating classroom with quite atmosphere, and preparing assistive devices available in schools for visually impaired students.

3) School System

Landsberg (2019) and Arter (1999) offer some suggestions for teachers to adapt to the school environment in order to support visually impaired students. In addition to adapting the school environment, most schools have support systems in place for students who face household, academic, social, emotional, behavioral, and/or physical challenges.

In this context, school-based support teams (SBST) will be approached. The SBST is typically composed of the class teacher, school staffs, and whoever is relevant and involved in the learner's life, such as a therapist, a previous teacher, and/or the parent. The school system support also included the following elements:

a. Curricular Support and Differentiation

By providing curricular support, teachers will provide cognitive support to the learner with visual impairment. The content of school subjects cannot be changed; however, students with visual impairment frequently require curriculum differentiation.

Curriculum differentiation does not mean imply inferior version of the real curriculum but implies some changes to the curriculum that can support accessibility to the subject content. Models of real objects or animals will

require such descriptions for learners with visual impairment. Furthermore, changes in terms of the level of complexity, for example South African learners with visual impairment may not understand snow, but probably be able to understand cold, windy, and rainy.

b. Language of learning and teaching

Despite the fact that language acquisition is not only rely on vision, learners with visual impairment may face a variety of challenges in school which are related to language (Landsberg 2019), such as a slower understanding of abstract words, difficulty forming hypotheses about word meanings and limited experiences that may support the understanding of words in context. Teachers can also make use of code-switching which involves translating words from the language of learning and teaching into a language the learners are familiar with (Nel & Nel 2019).

c. Teaching Pace, Methods and Processes

The teaching methods and processes used to deliver learning content to visually impaired students should be modified. The class teacher is constantly expected to come up with new and creative ways of teaching and making curriculum content accessible to learners with visual impairments. One such teaching method will necessitate the teacher explaining the learning content step by step (Bardin

2014) and breaking down tasks into small steps. Furthermore, teachers can teach and then gradually withdraw support by reducing physical or verbal assistance, limiting visual, verbal, or situational cues, and/or increasing task complexity.

d. Learning Material and Equipment

Generally, policy determine the provision of learning and teaching material needs for visually impaired learners and refer to the training of teachers to use appropriate learning and teaching material (DoE 2001), in fact in challenging contexts frequently applied differently. Lack of knowledge by learners to use assistive devices and the assistive devices are not always available are the challenge. More specifically, because the materials and equipment (assistive devices such as audio material, optical aids such as magnifiers, and braille typewriters) required by learners with visual impairment are typically expensive.

In addition to assistive devices and technology, teachers can provide other materials and equipment based on the type of visual impairment. When accessing written text, for example, some students may benefit from enlarged print. The use of a stylus and a riglet can replace the costly braille typewriter. The examples of pictures, graphs, diagrams and maps can be adapted for visually impaired

learners by simplifying the content without losing the meaning of the picture (DoE 2001; TSBVI 2017). Those can be replaced with written descriptions or substituted by a real items (DoE 2011).

H. Previous Studies

The researcher presents the previous study dealing with the topic. The first thesis from Dika Pranadwipa Koeswiryono (2013). The title is “Teaching and Learning Process of Reading Comprehension to Students with Visual Impairment, A Descriptive Research at the Seventh and Eight Grade of SMP YKAB Surakarta in 2012/2013 Academic Year”. His study aims to describe the process of teaching and learning English specially in reading comprehension to visually impaired students at the seventh and eight grades in SMP YKAB Surakarta.

His research has similarity with this study about to know the process in teaching English subject for students with visual impairment at Junior High School level. From knowing the process, he found there are some problems and solves faced by the teacher in teaching English reading comprehension for students with visual impairment (Koeswiryono, 2013).

He conducted his research in normal situation, unlike now. Today is still in Covid-19 pandemic situation which is all schools implement teaching-learning activities by online using digital media and internet. The researcher think that online learning has differences with face-to-face

learning which means can bring problems or even challenges in teaching English process for students with visual impairment.

This research is not only for knowing the process teaching English in reading comprehension but teaching English in a whole at seventh and ninth grades students with visual impairment of SLB-A YKAB Surakarta. Moreover, the main focus in this research is for knowing the teacher's challenges in process of teaching English for visually impaired students.

The second thesis from Afifah Linda Sari (2013) with title "The Implementation of English Teaching and Learning Process to Students with Visual Impairment, A Case Study on the Ninth Grade of Junior High School at SMP YKAB Surakarta in the Academic Year of 2012/2013".

The aims of Afifah's research is to (1) describe the implementation of English teaching and learning process to students with visual impairment; (2) to find the problems faced by English teacher, (3) to find proposed solutions given by English teacher; and (4) to know about students' achievement in the implementation of teaching English method used by English teacher.

She concluded that the implementation of English teaching-learning process to visually impaired students gives some contribution to English education for special needs (Sari, 2013). Her research is align with this study that the researchers wanted know about the implementation of English teaching-learning process for students with visual impairment at Junior High School level. Her research is about teaching English in a whole, not only about the specific skill.

Similar with Dika's research, Afifah conducted her research not in pandemic Covid-19 situation. Now in pandemic of Covid-19, all schools implement teaching-learning activities by online or work from home. However, this research was conducted involve seventh and ninth grade students of SLB-A YKAB Surakarta, not only ninth grade students. This research has main focus for knowing the teacher's challenges in teaching English visually impaired students, despite the researcher also want to know about the English teaching process as well.

The third thesis from Ika Widy Prasetyaningsih (2011), "A Descriptive Study of The English Teaching and Learning Process of Children with Visual Impairment in Second Grade of Junior High School at SLB A YAAT Klaten in Academic Year 2009/2010". The aims of this study is to know the problems, the process, the supportive factors in the process of teaching and learning English to Children with visual impairment at SLB A Yaad Klaten.

The research conducted by Ika Widy Prasetyaningsih (2011) found out (1) there are some supportive factors in English teaching and learning process in visual impairment class; (2) there are some problems faced by the school and the teacher. It can be seemed that eventhough used supportive factors, it was still found problems in English teaching and learning process in visual impairment class.

Here are some similarities and differences between Ika's research and this research. From Ika's research, this study has similarity with hers. The similarity is about to know English teaching and learning process at

Junior High School level of visual impairment class. The differences between her research and this research is also about the difference situation. She conducted her research in ordinary way or face-to-face teaching-learning, but this research conducted in pandemic of Covid-19 situation that using online media and internet for teaching-learning activities.

Different way in teaching-learning may bring different obstacles or challenges in teaching English process for students with visual impairment at Junior High School level. This research is about seventh and ninth grade students of SLB-A YKAB Surakarta, not only second grade students like what Ika's research done. Moreover, the main focus in this research is for knowing the teacher's challenges in process of teaching English for visually impaired students.

Another research had been done by Nihat Kocyigit & Pinar Sabuncu Artar (2015). "A challenge: Teaching English to visually-impaired learners". It was conducted with qualitative method by using unstructured in-depth interviews to learners and their teacher to collect the data.

The purpose of their research is to picture the conditions of visually-impaired learners in their learning environment. The research found that (1) teachers taught students with their own technique through trial and error; (2) there is no academic and pedagogical guidance from outside sources; (3) they have to rely on their own intuition in making

decisions about techniques and methods for the learning process to meet the needs of respective students.

Look at the research conducted by Nihat Kocyigit & Pinar Sabuncu Artar (2015), it has similarity with this study about the researcher doing the research to know the teacher's challenge in teaching English to visually impaired students. However, there are some differences between their research and this research. This research using data collection technique; observation and semi-structured interview. Again, this research conducted in the situation of Covid-19 pandemic.

Furthermore, the research was conducted by Febtiningsih, Ardiya & Wibowo (2021) with title "Teachers' Challenges in Teaching English Writing Skills for Visually Impaired Students at Indonesian Special Senior High Schools". It was conducted with qualitative method by using semi-structured interview to get specific information related on the research purpose.

The research purpose is to investigate the teachers' challenges in teaching English writing at Indonesian special senior high schools for visually impaired students. This research found several challenges encountered by the teachers in teaching writing that made the teachers difficult in teaching English writing.

Look at the research conducted by Febtiningsih, Ardiya & Wibowo (2021), it has similarity and difference with this study. Her research same with this research about for knowing the teacher's challenge in teaching English to visually impaired students in the situation of Covid-19

pandemic. However, this research using data collection technique; semi-structured interview and observation. They conducted the research at senior high school level, unlike this research at junior high school level. Another different thing is their research is about teaching English writing skill, whereas this research is about teaching English in a whole, not specific skill.

Mostly, several previous studies have been conducted to know about the process and problems faced by teachers in teaching English for students with visual impairment during the direct or face-to-face learning. There is still a few or rarely research has yet investigated the challenges faced by teacher in teaching English for visually impaired students during Covid-19 Pandemic era which apply online learning and face-to-face learning.

In this study, the researcher was interested to know what are the challenges faced by teacher in teaching English to visually impaired students during this recently situation of Covid-19 pandemic. It means all schools have to do both online and face-to-face teaching-learning including at Junior High School level in SLB-A YKAB Surakarta.

During the Covid-19 Pandemic in 2022, every school tends to apply blended learning (face-to-face combined with online learning). In the beginning of the year 2022, face-to-face learning started carried out again. Then on march, the government turned back to online learning activity because of the unstable situation caused by the increasing number of cases with coronavirus 19 variant Omicron. Started April until now the

face-to-face learning is carried out again because the situation has stabled,
the number of cases with coronavirus 19 is low.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research was qualitative research with descriptive approach. According to Hancock (2009:7), qualitative research is concerned with developing explanations for social phenomena. According to Bodgan and Taylor in Meleong (2010:4), a qualitative method is a research method that produces descriptive data in the form of written or spoken words of people and human behaviors that can be observed.

Descriptive research is defined as a design to obtain information concerning the current status of a phenomenon and to determine the natural situation as it exists at the time of the study. It is described with written or spoken words scientifically and systematically.

In this study, the researcher used the descriptive qualitative design because this study aims to describe the teacher challenges when teaching English to visually impaired students at SLB-A YKAB Surakarta during the Covid-19 pandemic. It does not provide treatment, manipulation or alteration of the variables under the study.

The researcher as an observer had no specific interaction with the research subjects other than gathering data from observation and interviews. As a result, all of the data was derived from what the

researcher discovered in the field. This study explains the object's phenomena and describes the answers to all research questions.

B. Research Setting

1. The Setting of Place

a. Description of SLB-A YKAB Surakarta

SBL-A YKAB Surakarta is the setting of place to conducted the study, especially at seventh and ninth grade students. YKAB itself is the abbreviation of *Yayasan Kesejahteraan Anak Buta* or Blind Children Wealth Foundation. It was established to achieve certain goals in social and humanitarian aspects, especially for children with visual impairment.

This school is located on HOS Cokroaminoto street, number 43, Jagalan, Jebres District, Surakarta City, Central Java Province which obtained its operation permit in March 7th 1989. SLB-A YKAB Surakarta serves children with special needs from kindergarten (TKLB), elementary school (SDLB), junior high school (SMPLB) and senior high school (SMALB) levels. SLB-A YKAB Surakarta has vision and mission in educational program:

- Vision: step forward independently and superiorly with knowledge and faith.
- Mission:

- 1) Implement effective learning and guidance so that every student recognize their potential and be able to develop optimally.
- 2) Cultivate self-confidence to make knowledge as a window to reveal the darkness and take skills for life supplies.

b. Description of Facilities in SLB-A YKAB Surakarta

This school is equipped with numbers of educational support facilities. Beside classrooms, the school provides a female dormitory located in the school environment, as well as male dormitory located approximately a half kilometre away from the school. Those two dormitories were established in accomodating students whose hometown is far from Surakarta.

Other facilities are braille computers and printers which were set up to support the teaching and learning process. There was a machine of Braille printer in the room. The teachers there converted sight text into Braille and printed it with the machine. In order to prepare students to able to survive with the disability, the school provided massage workshop, audio music workshop, gamelan workshop, and gymnasium that also used as auditorium as well.

2. The Setting of Time

The researcher conducted the research from November 2021 to September 2022. The research schedule carried out by researcher was as follows:

Activities	Month					
	November- Januari	February	March	April- May	June- August	September
Proposal writing and guidance	X		X			
Proposal seminar		X				
Research data collection				X		
Report writing and guidance					X	
Thesis examination						X

C. Subject and Object of Research

1. Research Subject

According to Arikunto (2002), A subject is a thing or person to whom the data of a related variable is attached. The research subject is

something that is being studied by a person, an object, or an institution (organization). Essentially, the research subject is people or things who will be affected by the findings of the study. The subjects taken in this study were humans, more specifically an English teacher who teaches at junior high school level of visually impaired students in SLB-A YKAB Surakarta and the situation while teaching-learning process happened but not until the assessment process. The name of English teacher is Mr. Wisnu Prasetyo.

2. Research Object

The nature of the state of an object or person that is the center of attention and research target is referred to as the object of research. The nature of the state is attributed to bias in the form of biased nature, quantity and quality in the form of activities, behavior, views, pros and cons, judgments, opinions, sympathy, inner state, and bias in the form of processes. The object of this study focuses on challenges faced by a teacher in teaching English process at seventh and ninth grade students with visual impairment in SLB-A YKAB Surakarta in the academic year 2021/2022.

D. Research Instrument

According to Bogdan and Biklen's statement in Meleong (2010:27), the researcher is the primary instrument of qualitative research. The researcher will be involved in the entire research process. During research, the researcher serves as the research's designer, data collector, analyst,

data interpreter, and result reporter. The secondary instrument in this research are observation guideline, interview guideline and list of interview questions.

E. Research Data Collection

1. Interview

Researcher used interview in collecting data and information about the challenges faced by a teacher when teaching English for visually impaired students at seventh and ninth grade of SLB-A YKAB Surakarta in pandemic of Covid-19. Interview is a process to obtain information by means of questions and answers that was done face to face between informant and the interviewer where are get involved in social life for long period of time, with or without using interview guidelines for research purposes (Bungin, 2007).

In this study, the researcher were coming to SLB-A YKAB Surakarta and interacting with the teacher directly. It was done to ask certain information about the challenges faced by the teacher when teaching English for visually impaired students at seventh and ninth grade during the pandemic of Covid-19 in SLB-A YKAB Surakarta in the academic year 2021/2022. The interview was done at May 20, 2022.

2. Observation

Observation is defined as a way of collecting data in the field by the researcher for the research. Sugiono (2012:217) defines observation as the process of gathering data, which is what the researcher did in this study

by observing the activities of the teaching-learning process in the classroom. The teacher assisted the researcher in obtaining the necessary data.

In addition to the interview, the researcher used observation to gather data and information about the English teaching process for visually impaired students at seventh and ninth grade in SLB-A YKAB Surakarta. Observation was carried out by the researcher at seventh and ninth grades classes on April 12, 2022 until May 19, 2022. It was done directly through face-to-face learning. The researcher joined in each class and sitting in the back of the classroom without interacting either with the teacher or students.

F. Research Data Analysis

As a data analysis model, the Miles and Huberman model was used in this study. According to Miles and Huberman (1994), as cited in Sugiyono (2013), three types of activities in qualitative research results are data reduction, data display, and drawing or verifying conclusions. These are as follows:

1. Data Reduction

Data reduction refers to the process of selecting, narrowing one's focus, simplifying, abstracting, and transforming existing data from field interviews. Data reduction steps:

- a. The first step is observation of process teaching-learning in the classroom at seventh and ninth grade of visually impaired students in

SLB-A YKAB Surakarta. It is done by joining the class to watch teaching-learning activities conducted through face-to-face learning in the classroom.

- b. The second step is interview. Interview was conducted with a teacher by asking some questions about teaching process and teaching challenges after the observation was completely done.
- c. Next, the researcher discovered the teaching process and teaching challenges faced by the teacher in teaching English to visually impaired students in the seventh and ninth grades of SLB-A YKAB Surakarta after get data results from observations and interview.

2. Data Display

A data display is a collection of information that has been organized in such a way that a conclusion can be drawn from it. The writer explained the data display from the data reduction result made as a report reasonably and systematically understandable of those data were got in the field. Qualitative data can be displayed in a variety of ways, including simple explanation, draft, brief descriptions, charts, categorization and so on.

In this study, all selected data is presented in the narration or description form. The researcher will be showing the data about the challenges that a teacher face in teaching English for visually impaired students at seventh and ninth grades in SLB-A YKAB Surakarta then arranging the data, description or narration to reach a conclusion

3. Verification of Data and Conclusion

After reducing and displaying the collected data, the final step is to draw conclusions and verify the data. This activity is aimed for checking and concluding the challenges that a teacher face in teaching English for visually impaired students at seventh and ninth grade in SLB-A YKAB Surakarta. The researcher chose the relevant data toward the research problems. She explained the data in simply explanation.

G. **Trustworthiness of the Data**

The researcher used triangulation to determine the research's validity and reliability. Moleong defines triangulation as a technique for examining the trustworthiness of data by comparing or checking the data with something other of excluding data (Moleong, 2000). The use of data triangulation is already used in many sectors to strengthen the conclusions of research findings and to reduce the risk of false interpretation (Hales, 2010).

Data triangulation is used in this research to verify the collected data from the interview with the respondents and from the observation of the situation in English teaching process to know teacher's challenge in teaching English for visually impaired students. Based on Denzin in Lexy (2000:178) in qualitative study, there are four popular approaches that can be used to address validity and reliability, namely: triangulation by using resources, triangulation by using methods, triangulation by using theories and triangulation by using investigator.

In this section, the writer used triangulation by using resources and triangulation by using methods. The researcher compared and validated the credibility of the answers from interviews with respondent and another English teacher. Then, the researcher checked the credibility of the research data from interviews with another research data from another data collection technique, namely observation to analyze their compatibility.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The researcher will explain about the research findings and discussion in this chapter. The first section is research findings of the result from analyzing of the data to answer the problem statement mentioned in chapter I, namely: (1) The process of teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022; (2) The challenges faced by a teacher in teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022. The second section of this chapter is discussion. It deals with the discussion of the data analysis.

1. The Teaching English Process for Visually Impaired Students at Seventh and Ninth Grades of SLB-A YKAB Surakarta in the Academic Year 2021/2022

Teaching is a means of showing or helping someone to learn how to do something, giving instruction, causing to know or understand. Based on the results of interviews and observations, it is known that the teaching-learning process of English for visually impaired students in grades VII and IX at SLB-A YKAB Surakarta in the 2021/2022 academic year includes the points contained in Thompson's theory (2012:112). There are totally nine points, however two points were not applied in the process. Some points contained in the English teaching-learning process for

visually impaired students in grades VII and IX at SLB-A YKAB Surakarta in the 2021/2022 academic year are as follows:

a. Understanding the Types of Visual Impairment

Based on the results of interviews with English teacher of SLB-A YKAB Surakarta who teach students with visual impairment at junior high school level in the academic year of 2021/2022, Mr. Wisnu Prasetyo stated that before planning the lesson, the teacher should understand about the types of visual impairment. Specifically, the classification of visual impairment for each seventh and ninth grade students there. As in the interview results as follows:

“Ya, ada perbedaan untuk pengklasifikasiannya. Ada yang blind dan ada yang low vision.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Yes, there are the differences for the classifications. There are blind and low vision. (Wisnu Prasetyo, personal communication, May 20, 2022)

“Ya.. kalau yang dimaksud itu klasifikasi, di tunanetra ada 2; blind sama low vision. Nah low vision nanti masih dibagi juga, misal yang dia yang hanya punya sisa penglihatan center, atau yang sisa penglihatan periferal (samping). Untuk yang blind ini bisa dibagi juga, yang masih bisa persepsi cahaya atau yang benar-benar gelap. Murid-murid tunanetra disini termasuk yang keduanya; blind dan low vision. Murid saya kelas 7 Ayu sama Royhan tergolong low

vision. Kalau yang kelas 9 Mukhlis tergolong low vision, tapi untuk Debora tergolong blind persepsi cahaya.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Yes... if what is meant is classification, there are 2; blind and low vision. low vision will still be divided, for example, those who only have centralized vision or those who have peripheral (side) vision. For blind can also be classified again into totally blind and blind who still have the perception of light. The visually impaired students here include both; blind and low vision. My 7th grade student Ayu and Royhan are classified as low vision. For my 9th grade students, Mukhlis is classified as low vision, but for Devara, she is classified as blind who still have the perception of light. (Wisnu Prasetyo, personal communication, May 20, 2022)

“Kelas 7, 8 dan 9 masing-masing kelas ada 2 siswa. Totalnya ada 6 siswa.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Class 7, 8 and 9 each class has 2 students. There are 6 students in total. (Wisnu Prasetyo, personal communication, May 20, 2022)

“Tidak, disesuaikan tingkatan kelasnya. Yang low vision masih bisa sekelas dengan yang blind. Jadi untuk tingkat kelasnya itu berdasarkan umur saat pendaftaran dan tingkat kemampuan siswa. Umurnya tidak sama seperti di tingkatan kelas sekolah pada umumnya. Murid saya yang SD kelas 1 usianya ada yang 8 tahun,

ada yang 9 tahun. Terus kaya murid saya Royhan itu dia usianya 14 tahun tapi masih kelas 7. Untuk Ayu saya kurang tau umurnya. Kalau siswa-siswa yang kelas 9 itu umurnya 15 tahun dan 16 tahun.”

(Wisnu Prasetyo, personal communication, May 20, 2022)

No, depending on the grade level. The low vision can still be in the same class as the blind. So the grade level is based on the age at registration and the student's ability level. His age is not the same as at the school grade level in general. Some of my first grade elementary school students are 8 years old, some are 9 years old. It's like my student Royhan is 14 years old but still in 7th grade. For Ayu, I don't know her age. The 9th grade students are 15 years old and 16 years old. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of the interview above, it is known that in the teaching and learning process, the teacher understand the types of classification for visual impairment, especially in seventh and ninth grade students of visual impairment. He can mention two types of classification for visual impairment, namely blind and low vision. Each of its types can still be categorized into more specific categories. He explained that blind is categorized into totally blind and blind who still have the perception of light. While low vision consists of central vision and peripheral (side) vision. For students who are taught in seventh and ninth grade students of visual impairment, the classification consists of the low vision and blind who still have the perception of light.

In addition, students with different classifications of visual impairment can study together in the same class. This is because the determination of the grade level for visually impaired students at SMPLB (junior high school level) is not based on the type of visual impairment, but based on the age at the beginning of school enrollment and the level of student academic ability.

b. Planning the Materials, Methods and Media of Learning

Based on the results of interviews with an English teacher of SLB-A YKAB Surakarta in the 2021/2022 academic year, Mr. Wisnu Prasetyo explained that before starting the lesson, the teacher planning the materials, media and method to be taught according to the student's needs. As in the interview results as follows:

“Ya. saya mempersiapkan dan merencanakan materi, media dan metode untuk pembelajaran hari itu.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Yes. I prepared and planned the materials, media and methods for learning that day. (Wisnu Prasetyo, personal communication, May 20, 2022)

“Kalau buku pedoman tidak menyusun sendiri, cuman kalau menyusun persiapan materi iya dan itu saya ambil dari buku paket kemendikbud 2013 SD dan SMP. Walaupun tingkat SMP, tetapi materinya memang saya ambil dari buku SD sebagian besarnya dan

buku SMP sedikit mba. Dikarenakan mereka tidak mendapatkan pelajaran bahasa Inggris saat bangku sekolah dasar. Ditambah lagi mereka memiliki kekurangan, jadi bukunya disesuaikan dengan kapasitas mereka mbak.” (Wisnu Prasetyo, personal communication, May 20, 2022)

For the guiding book does not compile by myself, but I arrange the material I take from the 2013 Ministry of Education and Culture Elementary and Middle School textbooks. Even though it is at the junior high school level, but the material I take is mostly from elementary school books and a little from junior high school books, miss. This is because they did not get English lessons when they were in elementary school. Plus they have a shortage, so the book is adjusted to their capacity, miss. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of the interviews above, it is known that the teacher planning the learning material, method and media before the lesson. He arranged the learning materials taken from the 2013 Ministry of Education and Culture textbooks for elementary and junior high schools. The material given to middle school students with visual impairments is different from that of junior high school students in general. The learning materials provided adapt to the abilities of those with special needs and their lack of experience in learning English while in elementary school.

That is why most of the material provided is very basic English as taught to elementary school students.

“Untuk metode mengajar disesuaikan dengan siswanya. Untuk tunanetra karena mempunyai kekurangan dalam fungsi penglihatan, maka saya lebih mengajarkan mengenai hafalan vocabulary dan juga menulis dengan braille supaya nanti bisa dipelajari lagi dirumah.”

(Wisnu Prasetyo, personal communication, May 20, 2022)

“The teaching method is adapted to the students. For the visual impairment, because they have a deficiency in visual function, I teach more about memorizing vocabulary and also writing in braille so that later they can be studied again at home.” (Wisnu Prasetyo, personal communication, May 20, 2022)

“Saya mengajar bahasa Inggris melalui penjelasan saya secara langsung. Dikarenakan siswa tunanetra menggunakan kemampuan pendengaran dan taktual atau meraba. Jadi mengajar siswa tunanetra itu lebih kepada hafalan, pengucapan dan menulisnya sedikit.”

(Wisnu Prasetyo, personal communication, May 20, 2022)

I teach English through my direct explanation. It is because visually impaired students use hearing and tactile or touch abilities. So teaching visually impaired students are more about memorization, pronunciation and a little bit writing. (Wisnu Prasetyo, personal communication, May 20, 2022)

From the teacher statement above, it can conclude that he uses direct method and audio lingual method. The teacher stated that he explains the material directly. Visually impaired students rely on the ability to hear (audio) and touch (tactual). Therefore, learning English is more focused on vocabulary memorization (listening), pronunciation (speaking) and a little bit writing.

“Sementara ini media mengajar masih sebatas yang ada dikelas seperti riglet, stylus, kertas yang agak tebal, papan tulis, spidol. Belum membuatkan media seperti alat peraga untuk mengajar siswa tunanetra. Saya juga gunain lagu-lagu bahasa Inggris seperti mengenai subject pronoun, trus lagu anak-anak fly fly fly butterfly. Biasanya diputar lewat Youtube mba. Kalau pas PJJ itu guru ngirim link video materi dari Youtube ke Whatsapp murid atau orang tuanya trus nanti orang tuanya yang dampingin belajar.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Meanwhile, teaching media is still limited to those in the classroom such as riglet, stylus, thick paper white board, markers. Have not developed media such as teaching aids to teach blind students. I also use English songs about the subject pronoun, then the children's song fly fly fly butterfly. Usually, it is played Youtube, Ms. If during online learning, the teacher sends a video link of material from Youtube to the student or parents by Whatsapp, then their parents will

accompany them to study. (Wisnu Prasetyo, personal communication, May 20, 2022)

Mr. Wisnu also uses the media in teaching visually impaired students at the seventh and ninth grade class. During online learning, the teacher sends a video link of material from Youtube to the student or parents by personal chat on Whatsapp, then their parents will accompany them to study. Meanwhile in face-to-face learning, the media used are English songs from Youtube (nursery rhyme). In addition to teaching media, it is also known that in teaching visually impaired students, teachers use teaching aids including riglets, styluses, thick papers, whiteboard, markers and personal handphone (smartphone).

c. Conditioning the Students and the Classroom

From the interview and the observation results with English teacher of SLB-A YKAB Surakarta who teach junior high school level students in the academic year of 2021/2022, the teacher stated that he tried to conditioning the students and classroom during the learning process in the visual impairment class. As in the observation results as follows:

1) First Observation at Seventh Grade Class (April 12, 2022)

The observation result showed the teacher tried to conditioning the classroom during the learning process in the visual impairment class:

Mr. Wisnu : “Duduknya sini aja...menghadap ke meja.”
Ayu : (Memposisikan duduk)

Mr. Wisnu : (Membuka pintu untuk meningkatkan pencahayaan lalu menarik kursi kemudian duduk berhadapan dengan Ayu). “Oke, kita mulai ya... Assalamualaikum warahmatullahi wabarakaatuh.”

The observation result showed the teacher tried to conditioning the students during the learning process in the visual impairment class:

- a. Mr. Wisnu : “Bahasa inggrisnya meja?”
Ayu : “Table.” (memundurkan tempat duduk).
Mr. Wisnu : “Bentar...coba dibenarkan dulu duduknya.” (sambil mengembalikan posisi duduk semula).
Ayu : (Kembali duduk menghadap ke guru lalu memainkan riglet).
- b. Mr. Wisnu : “Iya. Yang udah meja, kursi, lantai, terus apalagi ya tadi ya...pintu pintu?”
Ayu : “Dor.” (menggeserkan bangku yang diduduki kemeja sebelah).
Mr. Wisnu : “Iya dor. Ayu mau kemana?”
Ayu : “Ini tase sopo?” (sambil meraba tas milik siswa lain yang terletak dibangku sebelahnya).
Mr. Wisnu : “Tasnya mas Royhan. Yuk duduknya kembali lagi. Duduknya yang bener lagi yuk!”
Ayu : (Mengembalikan posisi duduk ke tempat semula).
- c. Ayu : (Menggeser bangku yang diduduki kebelakang).
Mr. Wisnu : “Kok mundur mundur? Ayo agak maju duduknya.”
Ayu : (Menggeser bangku kedepan).
Mr. Wisnu : “Ya sebelah sini ayu.” (mendekatkan bangku siswa dengan meja yang terletak didepan). “Chair artinya kursi. Kalau floor artinya?”
Ayu : (Memainkan riglet).

Mr.Wisnu : “Ayo fokus dulu Ayu. Boleh dipegang tapi jangan dimainin ya...floor artinya?” (tegur guru dengan suara lembut).

Ayu : “Floor.”

d. Murid-murid dari kelas lain: (Mengintip dari depan pintu kelas).

Mr.Wisnu : “Sudah selesai?” (guru menyapa murid-murid dari kelas lain yang mengintip di depan pintu kelas).

Murid-murid dari kelas lain: “Sampun”

Mr.Wisnu : “Ya sudah, naik naik masuk kelas!” tegur guru.

Ayu : “Sopo?”

Mr.Wisnu : “Anu...mba Dita sama mas Wildan sama mas Tegar.”

Ayu : “Ngopo?”

Mr.Wisnu : “Habis sholat dhuha. Ayu suka pelajaran apa?”

e. Mr.Wisnu : “Kalau maeman, Ayu suka maem apa?” (duduk mendekat ke siswa).

Ayu : (Siswa semakin tidak fokus mendengarkan dan lebih tertarik dengan sekelilingnya dengan merabara-raba menggunakan tangan benda benda disekitar tempat duduknya).

Mr.Wisnu : “Dengerin pak Wisnu dulu!” (meraih tangan murid untuk menghentikannya).

2) The Second Observation at Ninth Grade Class (April 14, 2022)

The observation result showed the teacher tried to conditioning the classroom during the learning process in the visual impairment class:

- a. Mr. Wisnu : “Ayo yang ketiga apa?”. (bangun dari tempat duduk untuk menutup pintu lalu kembali duduk).
Devara : “Book”
- b. Mr. Wisnu : “...Boleh keluarkan riglet sama stylusnya? Boleh?”
Devara : “Boleh”. (mengambil dan mengeluarkan riglet, stylus dan buku dari tasnya).
Mukhlis : (Mengambil dan mengeluarkan riglet dan stylus dari tasnya).
Mr. Wisnu : (Bangun dari kursi untuk membuka pintu kelas). “Ini ngga nyala ya? panas ya?” (mencoba menyalakan kipas angin).
Mukhlis : “Itu mati pak”
Mr. Wisnu : (Masih berusaha menyalakan kipas angin). “Masa mati?”
Mukhlis : “Rusak pak”
Mr. Wisnu : (Kembali duduk). “Ngga kepanasan?”
Mukhlis : “Engga pak”
Devara : “Ya sebenarnya kepanasan”
Mukhlis : “Iya, tapi dah biasa”

The observation result showed the teacher tried to conditioning the students during the learning process in the visual impairment class:

- Mukhlis : “Oh ya, Jumat koe rono Dev?”
Devara : “Yo genah.”
Mr. Wisnu : “Mau kemana?”
Devara : “Mau ketempat temenku yang lama.”
Mukhlis : “Koe wae ya sing rono. Aku mbo wakili wae ndak emosi aku karo cah kui.”
Mr. Wisnu : “Wiih kenapa kok emosi Mukhlis? tetep berteman baik ya. Oke itu ya, kalo yang sekarang itu enak ya

tinggal nambahin saat ini, sekarang, sedang. Terus kalo yang masa depan, nanti, minggu depan.”

3) The Third Observation at Seventh Grade Class (May 17, 2022)

The observation result showed the teacher tried to conditioning the classroom during the learning process in the visual impairment class:

Guru dan murid berada dikelas pukul 08.25. Guru mengatur meja dan kursi murid dengan posisi berhadapan dengan meja dan kursi guru. Setelah itu guru memulai pembelajaran pada pukul 08.30.

Mr.Wisnu : (Guru duduk berhadapan dengan murid).
“Bismillahirrohmanirrohim, Assalamualaikum warahmatullahi wabarakatuh.”

Royhan : “Wa’alaikumsalam warahmatullahi wabarakatuh”
(murid duduk dengan tenang).

The observation result showed the teacher tried to conditioning the students during the learning process in the visual impairment class:

Mr.Wisnu : “Wah sip ya pintar.”

Murid-murid dari kelas lain : (Memperhatikan dibalik jendela).
“Ciye... Sunday minggu, Monday senin hahahahaha. ”

Mr.Wisnu : (Bangun dari tempat duduk dan menghampiri murid-murid ada dibalik jendela). “Emang udah selesai kok udah pada keluar?”

Murid-murid dari kelas lain: “Udah og pak”

Mr.Wisnu : “Boleh lihat tapi ngga boleh ganggu ya. Atau ngga nunggu guru

dikelas, kan masih ada kelas kalian.”
(tegur guru).

Murid-murid dari kelas lain: “Nggih pak”

Mr. Wisnu : (Kembali duduk ketempat semula).
“Royhan lagi, minggu?”

4) The Fourth Observation at Ninth Grade Class (May 19, 2022)

The observation result showed the teacher tried to conditioning the classroom during the learning process in the visual impairment class:

Mr. Wisnu : (Guru memasuki ruang kelas sambil menutup pintu). “Good morning students”

Mukhlis : “Good morning pak”

Devara : “Good morning pak”

As in the interview results as follows:

“Kalau itu sih biasanya misal ada suara bising murid-murid lain diluar (kelas) gitu saya coba tengok dulu trus saya tegur pelan, bisa juga karena bising suara motor mobil lalu lalang. Soalnya ini deket banget ya sama jalan raya, jadi ramai suara kendaraan. Biasanya saya tinggal tutup aja pintunya biar agak kedap. Kalau siswanya ramai bicara sendiri dikelas, saya akan tegur juga perlahan. Saya juga suka bercandain mereka. Anak-anak tu kan suka cerita, jadi saya ngikutin alur mereka dulu kalo pada cerita saya nimbrung juga, ngga lama setelah itu saya balikin lagi ke topik pelajaran. Ya gimana caranya ngajarnya ngga kaku mba, nanti anak gampang bosan kalau terlalu strict. Lagipula yang saya ajar kan anak-anaknya spesial. Harus ekstra sabar pastinya.” (Wisnu Prasetyo, personal communication, May 20, 2022)

If in case, for example, there are noises from other students outside (class), I'll try to take a look first and then warn them. It could also be the noise of motorcycles and cars passing by. The problem is this place is very close to the highway, so there's a lot of vehicle noise. I usually close the door to make it a bit tight. If the students are busy talking to others in the class, I will also scold them slowly. I also like joking with them. The children love telling stories, so I followed their plot first by getting involved in their talking, not long after that I returned to get back to the topic of the lesson. Yeah, how the way you teach is not rigid miss, the child gets bored easily if it's too strict. After all, I teach special students. Of course you have to be extra patient. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of the observations and the interviews above, it is known that the teacher manages the classroom situation and the condition of students during the learning process in the visual impairment class. There are differences in the character of students and their level of intelligence. The teacher is able to condition certain students who are disturbed by things and other people around during class learning to stay focused, concentrated and conducive during learning. He approaches, gives direction, touches, reprimands and motivates students during learning. He is also adjusting seating, lighting, noise interference and air circulation or temperature in the classroom to ensure students are comfortable while studying.

d. Write Down and Read the Explanation of Material Clearly and Loudly

Based on the results of observations and interviews with English teacher of SLB-A YKAB Surakarta who teach junior high school level students in the academic year of 2021/2022, Mr. Wisnu Prasetyo stated that during the teaching process in the visual impairment class, the teacher is writing and reading the explanation of material clearly and loudly. As in the interview results as follows:

“Diawali pembukaan yaitu salam pembuka, menanyakan kondisi, berdoa, ngobrol sebentar seperti menanyakan sudah sarapan belum?, siapa yang mengantar kesekolah? dan tidak lupa kita beri motivasi belajar juga, kemudian me-review materi yang sudah dipelajari dipertemuan sebelumnya. Lanjut ke materi pembelajaran sekitar 25 menit. Dalam inti pembelajaran kebanyakan (kurang lebih 15 menit) digunakan untuk mengulang materi sebelumnya, sisanya untuk mengajarkan materi baru. Pada pembelajaran tatap muka, materi diberikan dan dijelaskan full dari guru. Pembelajaran diakhiri dengan penutup yaitu ucapan terimakasih, permohonan maaf, tugas seperti hafalan dan terakhir salam penutup. Di PJJ itu sama seperti itu, ada pembukaan inti materi sama penutup.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Starting with the opening, namely greetings, asking for conditions, praying, chatting for a while like asking have you had breakfast yet?, who takes you to school?, don't forget to give motivation to learn as well, then review the material that has been studied at the previous meeting. Continue to the learning material for about 25 minutes. In the core of learning mostly (approximately 15 minutes) is used to repeat the previous material, the rest is to teach new material. In face-to-face learning, the material is given and fully explained by the teacher. The lesson ends with a closing, namely say thankyou,

apologies, giving tasks such as memorizing vocabulary and the last is closing greetings. (Wisnu Prasetyo, personal communication, May 20, 2022)

“Saya biasanya memberikan pengantarnya dulu pada awal pertemuan supaya nanti bisa mengetahui kemampuan pengetahuan siswanya. Ibaratnya 80% sumber informasi diserap dari penglihatan. Karena tidak demikian maka harus diarahkan dahulu, misal tentang sistem tata bahasa yang berbeda seperti mengapa ada tambahan huruf tertentu kemudian disamakan dengan analogi bahasa Indonesia atau bahasa Jawa. Contohnya see you di bahasa Inggris sama seperti sik ya dalam bahasa Jawa, kemudian persamaan pengucapan bahasa Inggris school dan skul dalam bahasa Jawa yang sama hanya saja artinya berbeda. Jadi kita kalo nerangin materi itu pakai bahasa yang ngga berbelit-belit, trus suaranya yang lantang dan ngomongnya juga jelas biar anak-anak ngga salah denger. Setelah diarahkan demikian barulah dijelaskan tujuan hari ini kita mau belajar apa. Jadi intinya anak itu dikenalkan atau di brainstorming dulu sebelum pembelajaran. Ini karena selama pandemi ini anak banyak mengalami lost learning, ketika diulang lagi ternyata masih banyak yang belum paham dan lupa.” (Wisnu Prasetyo, personal communication, May 20, 2022)

I usually give the introduction first at the beginning of the meeting so that later I can know the knowledge ability of the students. It's like 80% of information sources are absorbed by sight ability. Because they are not, it must be directed first, for example about different grammatical systems such as why certain letters are added and then equated with the analogy of Indonesian or Javanese. For example, see you in English is the same as sik ya in Javanese, then the English pronunciation of school and skul in Javanese is the same, but the meaning is different. So when we explain the material, we use language that is not complicated, then the voice is loud and the

speaking is clear so that the children don't hear it wrongly. After being directed that way, then we will explain what the purpose of lesson we want to learn that day. So basically, children are introduced or brainstormed before learning. This is because during this pandemic many children have lost learning, when it is repeated again, it turns out that many of them do not understand and forget. (Wisnu Prasetyo, personal communication, May 20, 2022)

“Untuk pembelajaran jarak jauh kemarin materi yang diberikan berupa video pembelajaran dari Youtube. Saya mengirim link video materi ke masing-masing murid atau ke orang tua murid. Jadi saya japri, nggak ada WA grup. Setiap pembelajaran daring, chat yang saya kirim itu berisi salam assalamualaikum dan sapaan kayak good morning atau kalau ke orang tua murid ya sugeng enjang gitu, menanyakan kabar, memberikan kalimat-kalimat penyemangat. Terus saya juga sering mengingatkan untuk segera mengumpulkan tugas dari pertemuan sebelumnya. Setelahnya, baru saya cantumkan link video materi yang baru atau melanjutkan materi (dipertemuan) sebelumnya. Yang paling bawah diakhiri dengan penutup yaitu ucapan terimakasih, tidak lupa saya mengingatkan anak-anak supaya stay at home, menjaga kesehatan dan memakai masker. Kemudian saya beri tugas dan terakhir salam penutup.” (Wisnu Prasetyo, personal communication, May 20, 2022)

For online learning yesterday, the material provided was in the form of learning videos from Youtube. I sent the video link of the material to each student or to the parents of students. So it is through personal chat, there is no Whatsapp group. In every online meeting, the chat that I send contains greetings assalamualaikum and good morning or *sugeng enjang* for the student's parents, asking how is their condition, giving some encouraging words. Then, I also often remind them to immediately collect assignments from the previous meeting. After that, I put the video link for the new material or continue the previous

(meeting) material. The bottom one ends with a closing, namely say thankyou, and don't forget to remind the children to stay at home, take care of their health and wear masks assignments. Then, I gives an assignment and finally closing greetings. ... (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of the interview above, it is known that in the teaching and learning process, the explanation of material given entirely by teacher. The teacher stated that at the beginning of the meeting, he gave directions or brainstorm as an introduction to how the different grammatical systems are, the difference between how to write and pronounce English words. When explaining the material, he uses the analogy of similarities between Indonesian or Javanese and English they are familiar with. Instead of using complicated words, he chooses to make it simple, uses clear pronunciation and loud voice in explaining the material.

The process of learning English in face-to-face class is started with the opening which consists of greeting, praying, asking about their condition, explaining the learning objectives for that day. Then, the main of learning consists of repeating the material at the previous meeting and teaching new material. The last one is closing which consists of thanking, apologizing, giving assignments and greeting.

The process of learning English in online class is mostly the same. The online teaching-learning conducted through personal chat using Whatsapp, there is no Whatsapp group. In every online meeting, the message that the teacher sends including the opening which consists of

greeting, asking about their condition, motivating students, and reminding the submission of previous assignment. Then, the main of learning which is in the middle message consist of the new material or the continued material from previous meeting in form of Youtube video link. For closing, the bottom of message consist of say thankyou, suggestion about health matter, giving an assignment and closing greeting.

As in the observation results as follows:

1) First Observation at Seventh Grade Class (April 12, 2022)

- a. Mr.Wisnu : “Coba kalo bahasa inggrisnya pintu. Suara tembakan gimana?”
Ayu : “Dor...”
Mr.Wisnu : “Nah... pintu itu dor. Kalau tembok?”

- b. Mr.Wisnu : “Coba nulis M inget ngga? Titik 1,3,4.”
Ayu : “Gini” Menunjukkan tulisan ke guru.
Mr.Wisnu : “Titik 1 dipojok kiri atas ini, yang bawahnya itu titik 2, trusnya lagi 3, trus 4 dimana?”
Ayu : “Sini”
Mr.Wisnu : “Yang ini titik ke 4.” (Membetulkan dengan menggerakkan tangan siswa). “Ayo diulangi lagi ya...”
Ayu : “Pak wisnu ngajarin ayu?”
Mr.Wisnu : “Iya pak wisnu ngajarin ayu. Ayo coba lagi sambil diraba.”

- c. Mr.Wisnu : “Rumah itu house.”
Ayu : “House”
Mr.Wisnu : “House kayak mau minum ya, haus.”
Ayu : “House”
Mr.Wisnu : “Kalo sekolah. Sekolah itu apa?”

Ayu : (Mendengarkan dan memperhatikan penjelasan guru).
Mr. Wisnu : “Sekolah itu school. Ayu tau skul?”
Ayu : “Engga”
Mr. Wisnu : “Skul itu kalo orang Jawa bilang nasi, skul.”

2) Second Observation at Ninth Grade Class (April 14, 2022)

a. Mr. Wisnu : “Membaca itu read, r-e-a-d.” (guru mengeja kata).
“Terus apalagi? Baru 8. Berpi..kir, berpikir itu aktifitas bukan?”

Mukhlis : “Yes”

Mr. Wisnu : “Ya. Aktifitas otak ya. Berpikir itu think. Pernah dengar istilah thinking? Think itu berpikir. T-h-i-n-k. Satu lagi!” (guru mengeja kata).

Devara : “Mendengarkan”

Mr. Wisnu : “Ya mendengarkan itu listen. Lis..sen tulisannya listen. Berarti udah ada 10. Pak Wisnu ulangi lagi ya. Nanti silahkan diingatkan. Sleep artinya?”

Mukhlis : “Tidur”

b. Mr. Wisnu : “Terus menulis? Me-nu-lis?”

Devara : “Write”

Mr. Wisnu : “Pinter. Write ya.”

Mukhlis : “Alright”

Mr. Wisnu : “Kalo write menulis itu tulisannya w-r-i-t-e. Kalo alright a-l-r-i-g-h-t ya.” (guru mengeja kata).
“Terus membaca?”

c. Mr. Wisnu : “Itu ya 1 sampai 10. Nanti coba diulangi lagi rumah. Nah, materi baru kali ini Pak Wisnu pingin buat kalimat simple present tense. Di bahasa Inggris itu kayak di bahasa Indonesia kurang lebih. Jadi ada yang namanya kalimat. Kalo

yang diawal tadi apa? Kata...? Kata kerja. Jadi kalimat ini tu bisa berbentuk dua. Dulu sudah pak Wisnu jelasin, yang satu kalimat kata kerja, yang satu kalimat nomina. Nomina itu bukan yang melakukan suatu kegiatan. Jadi kalimat itu bisa berisi tentang benda, bisa berisi tentang sifat. Misalkan, Mukhlis adalah anak yang baik. Nah itu termasuk kalimat yang berisi sifat. Kalau kalimat yang berisi kata kerja itu Mukhlis belajar matematika, misalnya itu. Itu ada dua hal yang berbeda. Coba kita bikin kalimat yang berisi kata kerja. Boleh keluarkan riglet sama stylusnya? Boleh?”

- d. Mr.Wisnu : “Contoh lagi, Devara adalah murid yang pintar. Itu contoh kalimat yang berisi kata sifat ya, bukan aktifitas. Nah, pak Wisnu akan menjelaskan tentang simple present tense. Yang pertama itu tentang tenses dulu ya. Tenses itu bisa dipahami sebagai kalimat berdasarkan waktu. Jadi di bahasa Inggris itu ada yang namanya waktu. Waktu itu ada apa aja? Sekarang, terus masa..?”

Mukhlis : “Depan”

Mr.Wisnu : “He’e masa depan, terus masa lalu ya.”

- e. Mr.Wisnu : “Oke, lanjut ya... nah jadi yang kita pelajari pertama ini simple present tense. Present itu sekarang. Nanti di bahasa inggris, sekarang sama yang sedang terjadi itu berbeda ya namanya continuous, tapi itu nanti. Oke, tadi sekarang itu apa? Pre...? Sent. coba ditulisa ya, simple.. tulisannya s-i-m-p-l-e. Ayo sim-p-l-e!” (guru mengeja kata).

Mukhlis : “P-l-e?” (murid mengeja kata).

Mr.Wisnu : “He’e”

Mukhlis : “Simple?”

Mr.Wisnu : “He em, spasi pre..sent. Tulisannya p-r-e.” (guru mengeja kata).

Mukhlis : “P-r-e pak?” (murid mengeja kata).

Mr.Wisnu : “He em”

Mukhlis : “P-r-e” (murid mengeja kata).

Mr.Wisnu : “He em, s-e-n-t.” (guru mengeja kata).

Mukhlis : “S..?”

Mr.Wisnu : “S-e-n-t” (guru mengeja kata).

Devara : “S-e-n-t” (guru mengeja kata).

3) The Third Observation at Seventh Grade Class (May 17, 2022)

a. Mr.Wisnu : “Okay senin Monday. pak Wisnu sambil nulis gapapa ya Royhan ya. jadi kita belajar days of the week. day itu hari. Monday tulisannya m-o-n-d-a-y. hari-hari itu diakhiri sama kata day, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Pak Wisnu tulis dulu ya. Nanti kita belajarnya pake lagu.” (guru menuliskan nama-nama hari dalam bahasa Inggris beserta artinya pada papan tulis didepan kelas).

b. Mr.Wisnu : “Kita belajar hari yang pertama... minggu. Kenapa minggu jadi hari pertama? Minggu itu nama lainnya ahad. Ahad itu berapa?”

Royhan : (Diam).

Mr.Wisnu : “Ahad itu berapa sih? Sat..?”

Royhan : “Tu”

- Mr. Wisnu : “Kayak kulhuallahuahad. Ahad itu esa, satu. Minggu itu bahasa inggrisnya Sunday.”
- Royhan : “Sunday”
- c. Mr. Wisnu : “Iya Tuesday.” (kemudian guru memutar audio pronunciation pada kamus online).
“Terus Wednesday.”
- Royhan : “Wednesday”
- Mr. Wisnu : “D-nya agak hilang Wednesday.”
- Royhan : “Wednesday”
- d. Mr. Wisnu : “Nah tadi kita udah belajar tentang nama-nama hari ya. Sekarang kalo pak Wisnu mau tanya nama hari, hari ini hari apa? Kira kira gimana?”
- Royhan : (Diam).
- Mr. Wisnu : “What day is today? What-day-is-today?” (membacakan dengan pemenggalan). “Hari apa sekarang?”
- Royhan : “Selasa”
- Mr. Wisnu : “Ya. Selasa tadi apa?”
- Royhan : “Tuesday”
- Mr. Wisnu : “Jadi apa namanya... What itu apa, day hari, today hari ini. Hari ini hari apa? Diulangi ya, what day is today? What day is today? 1 2 3!”
- Royhan : “What day is today?”
- Mr. Wisnu : “Today itu hari in, kalau kemarin yesterday, kalau besok tomorrow.”
- Royhan : “What itu apa pak?”
- Mr. Wisnu : “Apa”
- Royhan : “What”
- Mr. Wisnu : “Iya what itu apa”
- Royhan : “Hehehe...” (tertawa).

Mr.Wisnu : “Ya what itu artinya apa hehehehe” (ikut tertawa). “Di bahasa inggris itu ada apa, siapa gitu ya. Oke, what day is today? Hari ini hari apa? Apa Royhan?”

Royhan : “Tuesday”

Mr.Wisnu : “Tuesday okay. Lebih sopan lagi dijawab hari ini hari selasa. Jawabannya kalau bahasa inggris, today is Tuesday. Jadi pakenya is ya. Nanti kita bahasa lagi dilain kesempatan. Ikuti pak Wisnu dulu ya! Today hari ini.”

5) The Fourth Observation at Ninth Grade Class (May 19, 2022)

- a. Mr.Wisnu : “Sip bagus. Okay bapak terangkan lagi yang secara singkat. Simple present itu salah satu tenses dalam bahasa Inggris yang merupakan bentuk kalimat di masa sekarang yang menggunakan kata kerja bentuk pertama atau verb 1 atau kalau dalam kalimat yang mengandung nomina itu menggunakan tobe is/am/are ya. Contoh kalimatnya, I like read books, She always goes to school at 7 o'clock, He studies English, They are smart students. Dari contoh yang bapak sebutkan tadi, kata apa saja yang merupakan verb atau kata kerja?”

Mukhlis : “Read”

Mr.Wisnu : “Benar, trus apalagi? Goes termasuk ngga?”

Mukhlis : “Engga”

Mr.Wisnu : “Goes itu go ya. Tapi karna he maka pakai yang ada s dibelakangnya, jadi goes.”

- b. Mr.Wisnu : “Iya. Kalo they-are-smart?” (membaca dengan pemenggalan). “Smart kata kerja bukan?”

Mukhlis : “Bukan no pak. Lha itu ada are-nya”

- c. Mr.Wisnu : “Smart itu pintar, cerdas juga bisa. Jadi termasuk kata sifat, sifat orang ada yang pintar, baik, rajin, malas, dan lain-lain. Paham sampai sini?”

Mukhlis&Devara : “Paham pak”

- d. Mr.Wisnu : “Nah untuk yang bentuk present, simple present itu punya keterangan waktu seperti always selalu, usually biasanya, often sering, never tidak pernah, seldom jarang, sometimes itu kadang-kadang, trus ada setiap apa itu pakai every trus belakangnya tinggal diganti aja bisa setiap hari berarti everyday atau setiap minggu berarti every week atau setiap saat/waktu berarti everytime, gitu. Okay sekarang coba dihafalkan dulu bersama-sama kata keterangan waktu yang tadi. Ada 7 ya, dimulai dari always, ayo ikuti.” sambil menuliskan kata di papan tulis.

Mukhlis&Devara : “Always”

- e. Mr.Wisnu : “Yak kalimatmu itu benar, tapi lebih umum orang pakai sometimes diawal atau akhir kalimat. Kalau diubah jadi I study English sometimes atau sometimes I study English. Bisa dipahami?”

Mukhlis&Devara: “Bisa pak”

- f. Mr.Wisnu : “Okay tadi sudah ada always, often, sometimes dan seldom. Kemudian ada juga never, usually dan every. Never itu artinya tidak pernah, usually itu biasanya, kalo every itu setiap, bisa setiap saat, setiap jam, setiap hari, setiap bulan dan lain-lain. Ikuti pak Wisnu ya! Never tidak pernah.” (sambil menuliskan kata di papan tulis).

Mukhlis&Devara: “Never tidak pernah.”

- g. Mr.Wisnu : “Sip good job semua. Nah setelah kita tau kata keterangan waktu untuk simple present, kita gunakan kata-kata itu untuk bikin kalimat simple present. Bapak kasih contoh kalimatnya ya. I go to school everyday, saya pergi ke sekolah setiap hari. He usually rides bicycle, dia laki-laki biasanya mengendarai sepeda. They often come to the library, mereka sering datang ke perpustakaan.” (Sambil menuliskan contoh kalimat dipapan tulis). “Coba sekarang masing-masing bikin satu contoh kalimat simple present yang menggunakan kata kerja dan kata keterangan waktu.”
- h. Mr.Wisnu : “Jadi diinget-inget ya bedanya yang I, you, they, we sama he, she, it. Kalau cara gampangnya buat inget-inget, Ayu Dewi ngga suka es. Maksudnya kalo ada subjek I, you, they, sama we berarti dibelakang kata kerjanya ngga ada S-nya. Sebaliknya buat He, She, It dibelakang kata kerjanya ada S-nya. kayak contoh tadi yang go jadi goes, study jadi studies. Ini ga boleh kebalik lho ya jadi harus diperhatikan betul. Sekarang kita ulang lagi hafalan kata keterangan waktu, oh ya maaf lupa bahasa inggris kata keterangan waktu itu adverb of time, time itu waktu, adverb itu kata keterangan. Adverb of time itu kata keterangan waktu. Ayo ikutin! Adverb of time.”

Based on the results of the observations above, the teacher is writing down the explanation of the material clearly. The teacher writes

the material on the whiteboard in front of the class while explaining the material. He wrote the letters large enough for students to read. During class, the teacher explains the material in Indonesian, Javanese and English. Frequently, he spells out the letters of English words to clarify how the letters are written.

Besides that, the teacher is reading the explanation of the material clearly and loudly. The teacher was doing repetition to pronounce the English words and sentences. The use of language analogy such as *Ayu Dewi ngga suka es* (Indonesian language) aims to make it easier for students to understand the material. In addition, the use of sound similarities between English and Indonesian or Javanese, such as *skul* (Javanese language) with school, *haus* (Indonesian language) with house, decapitation when pronouncing sentences such as “What-day-is-today?” and “They-are-smart” aims to clarify the correct pronunciation of English words. These are all forms of teacher explanations by reading the explanation of the material clearly and loudly.

e. Write down and Read the Instructions of Assignment Clearly and Loudly

Based on the results of observation in seventh and ninth grade class of SLB-A YKAB in the academic year of 2021/2022, the teacher read the instruction of assignment clearly and loudly at the end of teaching-learning process in the face-to-face class. As in the observation results as follows:

1) The First Observation at Seventh Grade Class (April 12, 2022)

Teacher : “Dah dulu bahasa Inggrisnya sampe sini dulu ya. Untuk tugas Ayu dirumah menghafalkan 10 nama-nama benda didalam kelas dan 5 nama-nama tempat yang sudah bapak ajarkan hari ini. Nanti sampe rumah diinget inget lagi ya. Nanti pas ayu duduk dikursi, kursi bahasa inggrisnya apa? chair gitu. Nanti bisa minta tolong sama mba suruh bukain kamus. Kurang lebihnya pak Wisnu mohon maaf. Assalamualaikum warahmatullaahi wabarakaatuh”

Ayu : “Walaikumsalam warahmatullaahi wabarakaatuh”

2) The Fourth Observation at Ninth Grade Class (May 19, 2022)

Mr.Wisnu : “Kalau yang nomina kita bahas dipertemuan selanjutnya ya. Hari ini cukup sekian materinya. Tolong dipelajari lagi dirumah supaya ngga gampang lupa dan tetep nempel terus dikepala. Nah biar makin paham bapak kasih tugas masing-masing bikin 3 saja contoh kalimat simple present tense pakai verb dan adverb of time tapi ngga boleh pakai I. Harus selain I, bisa you, we, she, he. Tugasnya direkam suara saja trus dikumpulkan ke bapak maksimal besok lusa ya.”

Mukhlis : “Wah kok cepet banget pak waktunya?”

Mr.Wisnu : “Kan mumpung masih anget hafalannya jadi kalo segera bikin bisa makin paham nanti. Pasti bisa lah ya. Ngga banyak kan cuma 3. kalimatnya bebas apa aja, kalau mau bikin tapi ngga tau Inggrisnya kata kerja lari atau bermain bisa di translate dulu jadi kalian juga nambah vocab nya. Bisa dipahami ya tugasnya?”

Devara : “InshaAllah bisa pak”

From the results of interview in seventh and ninth grade class of SLB-A YKAB in the academic year of 2021/2022, the teacher write down

the instruction of assignment clearly at the end of teaching-learning process of online class. As in the interview results as follows:

“... Tugasnya apa juga saya jabarkan mba, misal hafalan 10 hewan dalam bahasa Inggris beserta artinya, direkam dengan voice note di Whatsapp.” (Wisnu Prasetyo, personal communication, May 20, 2022)

... I also described about what the assignment is. For example, memorizing 10 animal names in English and their meanings, record it with voice notes on Whatsapp. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of observation and interview above, the instructions of the assignment during online class and face-to-face class given by teacher using different ways. The teacher read the instruction of assignment clearly and loudly at the end of teaching-learning process in the class. Whereas, the teacher write down the instruction of assignment clearly at the end of teaching-learning process in the online class. Nevertheless, The instructions are the same consist of telling what is the assignment, how to do it, how to submit it, and giving the examples of the answer as well.

f. The Use of Technological Equipment

Based on the results of interviews and observations with English teacher of SLB-A YKAB Surakarta who teach junior high school level students in the academic year of 2021/2022, Mr. Wisnu Prasetyo stated that

he uses technological equipment during teaching and learning process. As in the interview as follows:

“Ya. Selain untuk pembelajaran jarak jauh, juga menggunakan handphone saat pembelajaran tatap muka. Untuk pembelajaran jarak jauh kemarin melalui Whatsapp dan vidio Youtube. Sedangkan kalau PTM, saya ngajar juga memakai HP buat memutar lagu bahasa Inggris di kelas saya. Karena murid-murid banyak yang membawa HP, maka selama dikelas saya perbolehkan menggunakannya hanya untuk merekam penjelasan materi dan membuka kamus online. Sebenarnya sekolah mempunyai komputer bicara sebagai fasilitas belajar tunetra, cuman belum diterapkan untuk pembelajaran bahasa inggris. Untuk komputer bicara ada mata pelajarannya sendiri.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Yes. In addition to distance learning, mobile phones also use face-to-face learning. During online learning, I taught via Whatsapp and Youtube videos. Meanwhile in face-to-face learning, I use my cellphone to teach by playing English songs in my class. Because many students carry handphones, I am allowed them to use it in my class only to record material explanations and open online dictionaries. Actually, the school has a *komputer bicara* as special facility for visual impairment, but it has not yet been implemented for learning English. For *komputer bicara*, there is a subject of its own. (Wisnu Prasetyo, personal communication, May 20, 2022)

As in the observation results as follow:

1) The Second Observation at Ninth Grade Class (April 14, 2022)

Mr.Wisnu : “Udah siap belajar berarti ya. Yang bawa Hp boleh kalau mau ngerekam selama pelajaran. Hari ini kita mau belajar tentang simple present tense, tapi sebelumnya kita ulangin dulu materi dipertemuan sebelumnya.”

Mukhlis : (Mengeluarkan Hp dan memulai untuk merekam).

- 2) The Third observation at Seventh Grade Class (May 17, 2022)
- a. Mr.Wisnu : “Kalau jumat Friday”
 Royhan : “Friday”
 Mr.Wisnu : (Guru memutar audio pronunciation pada kamus online). “Iya Friday.”
 Royhan : “Friday”
- b. Mr.Wisnu : “Nah kurang lebih seperti itu.” (kemudian memutar lagu dari video youtube). “Monday, Sunday, Tuesday, Wednesday, Thursday, Friday, Saturday. Minggu, Senin, Selasa, Rabu, Kamis, Jumat dan Sabtu.” (menyanyikan dengan nada lagu naik-naik ke puncak gunung).
 Mr.Wisnu : (Kemudian memutar lagu lagi dari video youtube).
 Mr.Wisnu&Royhan: (Bernyanyi bersama-sama).
 Mr.Wisnu : “Sekarang coba sendiri ya.” (kemudian memutar lagu lagi dari video youtube).
 Royhan : (Menyanyikan lagu).

Based on the interview and the observation results above, it is known that in the teaching and learning process, the teacher uses technological equipment such as personal cellphone (smartphone). Especially in seventh and ninth grade students of visual impairment. He uses personal cellphone (smartphone) during online learning by Whatsapp and to open online dictionary and videos on Youtube to play the English songs in face-to-face learning processes. He also recommended and allowed the visually impaired students to record his explanation of material using their own smartphones during the teaching-learning process in the class.

2. The Challenges Faced by A Teacher in Teaching English for Visually Impaired Students at Seventh and Ninth Grades of SLB-A YKAB Surakarta in the Academic Year 2021/2022

Teaching visually impaired students requires more preparation than teaching sight students. Based on the results of the interview in which the interview questions based on Bronfenbrenner's bio-ecological systems theory (1979; Donald et al, 2010; Swart&Pettipher, 2019) related with teaching visually impaired students in challenging context, it was known that the challenges of the teacher in teaching visually impaired students at Seventh and Ninth Grades of SLB-A YKAB Surakarta in the academic year 2021/2022 are As follows:

a. Attract Students' Attention

Based on the results of the interview, it is known that the first challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is to attract students' attention to follow lessons as in the following interview results:

“... Dari pengalaman mengajar pembelajaran jarak jauh kemarin beberapa siswa slow respon membalas chat. Saya mencoba dengan cara sering menyapa mereka dan menanyakan kabar mereka, diluar konteks pembelajaran. Dengan begitu mereka mulai lebih cepat merespon ketika saya memberikan materi atau tugas. Kalau untuk pembelajaran tatap muka biasanya saya coba pakai persamaan kata di bahasa Indonesia dengan bahasa Inggris dan bahasa Jawa dengan bahasa Inggris. Misal kaya di bahasa jawa kan ada ungkapan perpisahan sik ya.. nah kalo di bahasa Inggris itu

juga ada tapi see you, trus kalo bahasa jawanya badan panas itu kan sumeng nah di bahasa Inggris juga ada kata summer yang artinya musim panas, dan macem-macem mba. Jadi mereka bisa berfikir oh, ternyata anu ya... mirip-mirip ya... dan dengan cara begitu siswa jadi agak tertarik dan mau memperhatikan.” (Wisnu Prasetyo, personal communication, May 20, 2022)

...From my experience of teaching online, some students were slow to respond chat. I tried to frequently say hallo to them and ask how they are condition, outside the context of learning. From that way, they started responding more quickly when I gave materials or assignments. For face-to-face learning, I usually try to use the meaning similarity in Indonesian with English and Javanese with English. For example, in Javanese there is an expression *sik ya...* In English it means see you. If in Javanese, fever is *sumeng*, in English there is also the word summer which means summer and so on. So they can think, it turns out that they have similarities. And in that way, students be a bit interested. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of the interview above, it is known that the first challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is to attract students' attention to follow the lessons, either in online learning or face-to-face learning. This is because during online learning, there are some students who giving slow respond when teacher sharing either the learning material or assignment. During face-to-face learning being applied again, attracting children's attention at the beginning of learning affects

students who are easier to understand the material and make better learning progress.

In addition, the results of the interviews above showed that there are some solutions that are applied by the teacher in attracting students' attention to follow the lesson either online or face-to-face learning. During online learning, the teacher tried to greet them often and ask for their news outside of learning hours so that children feel cared and they were willing to take part in English learning.

Meanwhile, during face-to-face learning, he used the analogy of the similarity of Indonesian, Javanese and English words. For example, the expression of saying bye *sik ya* in Javanese with see you in English has the same meaning and similar pronunciation. The other example, the word *sumeng* in Javanese means hot body temperature and summer in English means hot weather, so the two words have a similar meaning of hot. Therefore, students think that English is easy so that they are happy and willing to pay attention to the lesson.

b. Maintain Student Concentration and Focus

Based on the results of the interview, it is known that the second challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is to maintain student concentration and focus during the lessons as in the following interview results:

“Ya, itu menurut saya menjadi tantangan. Siswa tunanetra disini punya tingkat intelegensi yang berbeda-beda. Contohnya murid saya Ayu kelas 7, dia itu berbeda dengan siswa lain yang lebih mudah menerima materi. Dia sulit fokus saat pelajaran dan mudah terdistract dengan hal-hal sekitar. Untuk mengatasi gagal fokus atau konsentrasi siswa yang menurun, saya coba dengan pendekatan taktual atau sentuhan seperti menepuk pundak. Murid-murid bisa berkonsentrasi, entah itu dengan dijeda sebentar dan diselingi guyon guyon atau bercerita tentang suatu kejadian yang mereka alami dirumah trus saya kembalikan lagi ke topik pembelajaran dan mereka bisa kembali berkonsentrasi lagi. Dengan begitu kami sebagai guru juga senang kalau murid konsentrasi dikelas. Mereka jadi jauh lebih mudah menyerap materi yang kita sampaikan.”(Wisnu Prasetyo, personal communication, May 20, 2022)

Yes, I think that's a challenge. Blind students here have different levels of intelligence. For example, my student Ayu is in 7th grade, she is different from most other students who are more receptive to material. She is difficult to focus during lessons and is easily distracted by things around him. To overcome the failed focus or low concentration of students, I tried a tactile approach or a touch such as patting the shoulder. Students can concentrate, either by taking a short pause and being given a joke or telling stories about an incident that they experienced at home and then I direct them to the topic of learning and they can concentrate again. Thus, we as teachers are also happy when students concentrate in class. They become much easier to absorb the material we convey. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of the interview above, it is known that the second challenge faced by a teacher in English at 7th and 9th

grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is maintain student concentration and focus to follow the lessons, especially in face-to-face learning. There are some students who easily to lose focus and have low concentration. They easily distracted by things around them. Giving some short pause or breaktime and ice-breaking in the middle of a lesson is works to make them be concentrate in learning again.

c. Encouraging Students' Self-Confidence

Based on the results of the interview, it is known that the third challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is encouraging studens' self-Confidence during the lessons as in the following interview results:

“Ya termasuk juga mba. Murid yang percaya diri itu dia akan lebih berani, berlatih buat menyampaikan pengetahuannya, dan itu bisa mengasah kemampuannya. Ee... yang saya sudah terapkan itu dengan memberikan contoh sih... misal ayo si X udah bisa kamu pasti juga bisa. Jadi lebih ke nyemangatin bukan membandingkan. Karena kebanyakan anak itu ngga suka dibanding-bandingin sama kaya kita. Selain itu juga diperbanyak apresiasi kaya tepuk tangan dan pujian.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Yes, that includes Ms. Students who are confident will be more brave conveying their knowledge and it can practice their abilities. Umm... I've implemented it by giving an example, come on, X, you can do it, you can do it too. So it's more about encouraging, not comparing them. Because most kids don't like

being compared, neither do we. In addition, multiply giving appreciation such as applause and praise. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of the interview above, it is known that the third challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is encouraging students' self-Confidence to follow lessons especially in face-to-face learning. The way teachers do to overcome this is by supporting to speak up bravely and giving students appreciation such as compliments and applause during learning.

d. Information Access Limitations and Difficulties

Based on the results of the interview, it is known that the fourth challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is information access limitations and difficulties to follow lessons as in the following interview results:

“Iya. Ini jadi tantangan terutama untuk siswa dengan kurangnya penglihatan. Ibaratnya, 80% informasi yang bisa kita dapat dengan melihat itu sudah hilang. Kalau kita melek set gitu ya... kita udah langsung dapat banyak informasi oh ini meja, ini kursi, warna, bentuk, dan sebagainya. Akses informasi melalui indra penglihatan ini yang utama kurang. Otomatis kami pun kesulitan mengajar dengan metode visual. Hanya mengandalkan audio (pendengaran) dan taktualnya saja. Yang kedua, keterbatasan dan kesulitan akses teknologi

informasi. Misal saat pembelajaran jarak jauh ada siswa yang masih pakai HP orangtuanya. Sedangkan orang tua mereka bekerja pakai HP juga. Otomatis harus gantian sama orang tua. Itu yang bikin lama pengumpulan tugasnya. Belum lagi kalau hambatan sinyal atau kuotanya habis tapi mereka ngga sadar kalau habis jadi ada WA masuk dari guru mereka ngga tau. Kalau solusinya sih paling saya chat orang tuanya kalau murid telat atau tidak segera mengumpulkan tugas.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Yes. This is a challenge, especially for visually impaired students. It's like, 80% of the information we can get by seeing is gone. From just looking, we immediately get a lot of information about tables, chairs, colors, shapes, and so on. Especially access to information through the sense of sight is lacking. Automatically we also have difficulty teaching with the visual method. Only rely on audio (hearing) and tactual. Second, the limitations and difficulties of access to information technology. For example, during online learning, there are students who still use their parents' handphone. Meanwhile, their parents work using cellphones as well. Automatically they have to take turn with their parents. That is a reason the collection of assignments takes so long. Moreover, if the signal is difficult or the quota runs out, they don't realize the incoming Whatsapp chat from the teacher. I overcome this by chatting with parents if they are late or don't submit assignments immediately. (Wisnu Prasetyo, personal communication, May 20, 2022)

“Ya itu termasuk tantangan juga. Kaya kita bangun pengetahuan baru ya... dan misal kita udah berikan tapi masih suka lupa. Nah, itu jadi PR juga untuk guru supaya gimana caranya jadi inget. Ntah itu dengan repetisi atau ketika

menjelaskan materi tu dianalogikan. Maka dari itu sebelum menjelaskan materi baru, saya selalu mereview materi yang diajarkan dipertemuan sebelumnya karena anak sering kali lupa dengan apa yang sudah pelajari. Kalau lewat PJJ guru masih sulit memantau ya gimana progres anak. Sejauh mana hafalan dan pemahamannya. Karena selama PJJ ini saya cuma ngirim link video Youtube ke Whatsapp. Ya kalau dibuka, kalau engga ya mereka ngga belajar. Walaupun ngasih tugas, bisa saja mereka membuka hp, browsing internet untuk cari jawaban tugas.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Yes. That includes challenges as well. Like building new knowledge, we have given it but students still often forget it. Well, that is a homework for the teacher so that students can remember it. Whether it is by doing repetition or when explaining the material using analogies. Therefore, before explaining new material, I always review the material taught at the previous meeting because children often forget what they have learned. In online learning, the teacher is still difficult to monitor how the children are progressing, how far their understanding and their memorization. Because during online learning, I only sent a Youtube video link to Whatsapp. If it's opened, if it's not then they don't learn. Even though they have been given assignments, they are likely to open their handphones and browse the internet to find answers to assignments. (Wisnu Prasetyo, personal communication, May 20, 2022)

“Kalau berkomunikasi disini yang dimaksud berbicara seperti orang normal pada umumnya, saya rasa tidak berpengaruh dengan ketunetraan. Menurut saya tidak termasuk tantangan. Tetapi lebih berpengaruh kepada penyerapan informasi. Bagi

guru, untuk menyampaikan sesuatu yang bentuk visual biar bisa dipahami secara verbal dan audio, nah itu tantangannya. Untuk guru ngga ada masalah untuk komunikasi. Cuma gurunya ini harus pandai mengolah katanya biar anak itu paham bahwa ini tuh konsep yang seharusnya di pahami dengan mudah pakai visual. Jadi disini cara penyampaian informasinya yang menjadi tantangan. Makanya pakai analogi-analogi juga.” (Wisnu Prasetyo, personal communication, May 20, 2022)

If the communication here refer to speak like normal people in general, I don't think it has any effect on visual impairment. I don't think it's a challenge. But it has more effect on the absorption of information by children with visual impairment. For me, to convey a visual form so that it can be understood verbally and audio, that is the challenge. For teachers there is no problem in communication. However, teachers must be good at processing words so that children understand the concepts that should be understood easily by visual ability. So here, how to convey information correctly and easily is a challenge for teachers. That is why I use analogies too. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of the interview above, it is known that the fourth challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is information access limitations and difficulties to follow lessons. Teachers have limitations to apply teaching methods that use visuals to visually impaired students. Teachers only rely on auditory and tactual methods. How to convey information correctly and easily is a challenge for a teacher. A teacher must be good at processing words so that children

understand the concepts that should be understood easily by visual ability but they use other senses.

In addition, the limitations of information technology such as mobile phones and internet data, network signal difficulties become obstacles in conveying information. This causes the delivery of material information in online learning to be long. The solution given by the teacher is, the teacher is reviewing material they have learned from previous meeting, doing repetition and using analogies while explaining the material in face-to-face learning. For online learning, the teacher tries to contact the students' parents to ask about the delay in submitting student assignments.

e. Low Ability in Using Learning Assistive Devices (Riglet And Stylus)

Based on the results of the interview, it is known that the fifth challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is low ability in using learning assistive devices as in the following interview results:

“Iya. Buat nanti belajar ulang siswa. Kalau siswa tidak menggunakan itu untuk mencatat materi yang dijelaskan guru, maka lebih susah untuk siswa mempelajari ulang materi. Sedangkan beberapa siswa belum diajarkan menggunakan riglet dan stylus disekolah sebelumnya. Untuk siswa yang sudah bisa, terkadang masih suka lupa. Kalaupun ingat, saat

saya cek lagi ternyata hurufnya salah. Selain itu, hambatannya nulisnya jadi lama karna masih suka lupa dan salah tadi. Untuk hal itu saya meminta murid-murid yang bawa handphone ke sekolah buat merekam selama pembelajaran disekolah. Jadi mereka bisa mendengarkan kembali dirumah. Disini diperbolehkan bawa HP mba, asalkan ngga main HP saat pelajaran.” (Wisnu Prasetyo, personal communication, May 20, 2022)

Yes. It is for students to re-study. If students do not use it to note the material described by the teacher, it is more difficult for students to re-study the material. While some students have not been taught using riglet and stylus in previous schools (elementary school). For students who are already able to use it, sometimes still tend to forget. Even if they remember, when I checked again it turned out that the letters were wrong. In addition, the obstacle is writing it so long because they still tend to forget and do wrong writing. For that, I ask students who bring mobile phones to school to record during English class. So they can listen back at home. Here it is allowed to bring cellphone, as long as you don't play your cellphone during the lesson. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of interviews above, the English teacher who teach visually impaired students at seventh and ninth grade in SLB-A YKAB Surakarta stated that low ability of students in using learning aids, specifically riglet and stylus is included the teacher's challenge. Riglet and stylus are used to take notes the material described by the teacher during the learning process in the classroom. Some students do not know how to it because they have not been taught in previous school (elementary school). While

other students are still not expert in using them. They forget and wrong in writing letters frequently. This is because during the online class, they only use digital media. In fact, taking notes the material described by the teacher is important for students to be able to study at home.

To overcome this challenge, the teacher asks students who bring mobile phones to school to record material explanation during learning English in class. Thus, students can play the recording at home and re-study the material given by the teacher. This is done because writing riglet and stylus takes a long time. However, students are still taught to write with a riglet and stylus by the teacher during English class.

f. Lack of school staff

Based on the results of the interview, it is known that the sixth challenge faced by a teacher in teaching English at 7th and 9th grade class in SLB-A YKAB Surakarta in the academic year of 2021/2022 is lack of school staff as in the following interview results:

“Staff pendukung disini saya artikan kaya SarPras (sarana dan prasarana) sama TU (Tata Usaha) gitu ya.. kalau itu ya kurang. Karena disini staff TU (Tata Usaha), admin (administrasi) yang kaya gitu tu ngga ada. Jadi guru yang muda-muda merangkap jadi itu. Kalau staff pendukungnya kurang, bahkan guru yang merangkap jadi staff sekolah juga, otomatis pekerjaan guru bertambah. Persiapan mengajar bisa jadi

kurang optimal untuk eksplora metode dan media mengajarnya karena kebanyakan tanggung jawab pekerjaan dalam sekaligus.” (Wisnu Prasetyo, personal communication, May 20, 2022)

The support staff here, I mean it's like SarPras (facilities and infrastructure) and TU (Administrative) staffs, okay... yes, that is limited. Here, the TU (Administration) staff and SarPras staff are not available. So the teachers who are young here have double job as them. If the supporting staff is lacking, even teachers are also be as school staffs, automatically the teacher's work will increase. Teaching preparation can be less than optimal for exploring teaching methods and media because there is too much responsibilities at the same time. (Wisnu Prasetyo, personal communication, May 20, 2022)

Based on the results of interviews above, the English teacher who teach visually impaired students at seventh and ninth grade in SLB-A YKAB Surakarta stated that lack of school staff is included the teacher's challenge. There is no specific staffs like facilities and infrastructure or administrative staffs to support the educational system in inclusive schools. Therefore, young teachers there also become as school staffs. In effect, excessive work responsibilities have an impact on teacher performance in teaching students. Teachers be able to become less than optimal for exploring methods and media in preparing teaching preparations.

B. Discussion

The researcher has completed the research and obtained complete data from all data collection techniques, including interviews and

observation. To achieve the research objectives, the researcher analyzed in order to provide a meaningful interpretation and draw conclusions about the object of the evaluation.

In the research findings, the researcher explained about the description of the main point of research findings concerning with the teacher's challenges in teaching English for visually impaired students in SLB-A YKAB Surakarta in the academic year of 2021/2022. The main points are: (1) The process of teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022; (2) The challenges faced by a teacher in teaching English for visually impaired students at seventh and ninth grades of SLB-A YKAB Surakarta in the academic year 2021/2022.

There are some things to take note of from the research findings presented above. It will be organized based on the main points as what it stated before. In this discussion session, the researcher tried to justify the description of the research findings based on the following explanation.

1. The Process of Teaching English for Visually Impaired Students at Seventh and Ninth Grades of SLB-A YKAB Surakarta in the Academic Year 2021/2022

Teaching definition based on Brown (2000:8) is “showing or assisting someone to learn how to do something, giving instructions, providing knowledge, guiding in the study of something, and causing to know or understand”. Ayuningrum (2012:10) states teaching is a process to transfer the knowledge and the materials to the students by using some

method that is suitable to the matter in the learning process. Besides that, in using of the method, the teacher should know what the material and about the condition of the student itself.

Teaching English can be understood with teaching international language that connecting different mother tongue of different countries. Based on the Minister of Education and Culture's Decree No. 060/U/1993 dated 25C February 1993 and the 1989 Constitution on the National Education System, the goal of teaching English in schools (cited in Rachmajanti, 2008) is to prepare students to communicate effectively in English during the globalization era.

Teaching English for visually impaired students can be defined as a process of transfer knowledge about English as a foreign language in a whole skill, done by teacher through appropriate teaching techniques, methods, assistive technology, materials and equal treatments to be applied in visual impairment class by adjusting the needs of visually impaired students. According to Desiningrum (2016: 84), several learning principles for visually impaired children include: optimizing the remaining vision of students with low vision, activating the sense of touch for students who are totally blind, and developing optimal hearing abilities.

Based on their visual acuity, visual impairment can be classified into two, namely low vision and blind. People who have low vision if they have visual acuity of 6/20-6/60 meters or 20/70-20/200 feet, while people who are classified as blind if they have visual acuity less than 6/60 meters or less than 20/200 feet (Desiningrum, 2016:81). Blind categorization has

another classifications. It is divided into those who can distinguish between dark and light, those who can see hand movements and those who have 0 (zero) vision.

According to Thompson theory (2012, 112), the first point to teach language for visually impaired students is understanding the types of visual impairment a child experiences. The interview results showed that the teacher be able to mention types of visual impairment of each students in seventh and ninth grade of SLB-A YKAB Surakarta.

The teacher stated there are two types of classification for visual impairment, namely blind and low vision. Each of its types can still be categorized into more specific categories. He explained that blind is categorized into totally blind and blind who still have the perception of light. While low vision consists of central vision and peripheral (side) vision. For students who are taught in seventh and ninth grades with visual impairment, the classification consists of the low vision and blind who still have the perception of light.

In addition, it was known from the results of the interview that the students with different classification types of visual impairment can study together in the same class. This is because the determination of the grade level for visually impaired students at SMPLB (junior high school level) is not based on the classification types of visual impairment, but based on the age at the beginning of school enrollment and the level of student academic ability.

Based on the observation and the interview results in the research findings above, it is known that during the pandemic Covid-19 in the year 2022, learning has been conducted in online and face-to-face classroom (blended learning) model. This situation causes teachers must be able to use either methods or materials adapting to the student's needs and the application of blended learning model. To overcome this, the teachers use students' hearing and tactual abilities to plan teaching methods and materials.

The second point for teacher to teach language for visually impaired students is planning the learning materials and methods that will be used based on consideration of students' needs related to their vision. From the interview results showed that the material given to middle school students with visual impairments is different from middle school students in regular school.

The teacher arranged the materials taken from the 2013 Ministry of Education and Culture textbooks for elementary school mostly and junior high schools partially. The learning materials provided adapt to the abilities of those with special needs and their lack of experience in learning English while in elementary school. The teacher uses direct method and audio lingual method (ALM) for both online and face-to-face learning. He explained the material rely on their hearing and tactual abilities. Therefore, English learning is more focused on vocabulary memorization (listening), pronunciation (speaking) and a little bit writing.

From the research findings, it was known that the teacher uses

learning media as well in teaching visually impaired students at seventh and ninth grade class of SLB-A YKAB Surakarta in the academic year 2021/2022. It was mentioned that during online learning, he uses Whatsapp and learning videos on Youtube. He sends the material in form of video link through personal message by Whatsapp. While during face-to-face learning, he plays nursery rhyme videos from Youtube in front of the class. In addition, the teacher also uses teaching aids including riglets, styluses, thick papers, whiteboard and markers.

The third point for teacher to teach language for visually impaired students is conditioning the students and the classroom such as the teachers setting the student seats and adequate lighting. In addition, it was known from the research findings that there are different characteristics of students and their levels of intelligence.

From the results of observation and the interview above, it showed that the teacher is able to handle certain students who are distracted by things and other people around them during class to stay focused, concentrated and conducive during face-to-face class. He approaches, gives direction, touches, reprimands and motivates students during learning. He is also adjusting seating, lighting, noise interference and air circulation or temperature in the classroom to ensure students are comfortable while studying.

The next point to be applied by teacher to teach language for visually impaired students is writing down and reading clearly and loudly while explaining the material. Based on the observation results above, the

teacher wrote the material on the whiteboard in front of the class while explaining the material. He wrote the letters large enough for students to read. During English class, the teacher explains the material in Indonesian, Javanese and English. Frequently, he spells out the letters of English words to clarify how the letters are written.

Besides that, the teacher reads the explanation of the material clearly and loudly. The teacher was doing repetition to pronounce the English words and sentences. The use of language analogy such as *Ayu Dewi ngga suka es* (Indonesian language) aims to make it easier for students to understand the material. In addition, the use of sound similarities between English and Indonesian or Javanese, such as *skul* (Javanese language) with school, *haus* (Indonesian language) with house, decapitation when saying sentences such as *What-day-is-today?* and *They-are-smart* aims to clarify the correct pronunciation of English words.

From the interview results above showed that the explanation of material given entirely by teacher. The teacher stated that at the beginning of the meeting, he gave directions or brainstorms as an introduction to how the different grammatical systems are, the difference between how to write and pronounce English words. When explaining the material, he uses the analogy of similarities between Indonesian or Javanese and English they are familiar with. Instead of using complicated words, he chooses to make it simple, uses clear pronunciation and loud voice in explaining the material.

In addition, it was known from the results of observation above

that the process of learning English in class includes: (1) the opening which consists of greeting, praying, asking about their condition, explaining the learning objectives for that day, (2) and then the main of learning consists of repeating the material at the previous meeting and teaching new material, (3) the last one is closing which consists of thanking, apologizing, giving assignments and greeting.

Therefore, the results of interview above showed that the process of learning English in online class is mostly the same such as face-to-face class, the difference is the online teaching-learning conducted through personal chat using Whatsapp. In every online meeting, the message that the teacher sends including: (1) the opening which consists of greeting, asking about their condition, motivating students, reminding the submission of previous assignment, (2) and then the main of learning which is in the middle message consist of the new material or the continued material from previous meeting in form of Youtube video link, (3) and for closing, the bottom of message consist of say thankyou, suggestion about health matter, giving an assignment and closing greeting.

Another point to be applied by teacher to teach language for visually impaired students is write down and read the instructions clearly and loudly while giving assignments. In the following results of observation and interview above, the instructions of the assignment during online class and face-to-face class given by teacher using different ways. The teacher read the instruction of assignment clearly and loudly at the end of teaching-learning process in front of the class. Whereas, the teacher

write down the instruction of assignment clearly at the end of teaching-learning process in the online class through personal chat by Whatsapp. Nevertheless, The instructions are the same consist of telling what is the assignment, how to do it, how to submit it, and giving the examples of the answer as well.

The last point to be applied by teacher to teach language for visually impaired students is using technological equipment during teaching-learning process. In the following results of the interview and the observation above, it is known that in the teaching and learning process, the teacher uses personal cellphone (smartphone). Especially in seventh and ninth grade students of visual impairment. He uses personal cellphone (smartphone) during online learning by Whatsapp and to open online dictionary and play nursery rhyme videos on Youtube in classroom. Not only the teacher, the students was also recommended and allowed by the teacher to record his explanation of material using their own smartphones during the teaching-learning process in the class.

There are two point of Thompson's theory in application of English teaching-learning process in seventh and ninth grade of visual impairment classes at SLB-A YKAB Surakarta in the academic year 2021/2022 consist of the teacher offering the visual aids and giving the student some opportunities to gain practical experience while working on assignments. The teacher stated that visual aids such as glasses is not help a lot, it is just for accessories and for student's better look. Whereas, practical experience can be applied if the basis are given. However, during the pandemic of

Covid-19, students had lost learning in which students got less understanding in online classes.

2. The Challenges Faced by A Teacher in Teaching English for Visually Impaired Students at Seventh and Ninth Grades of SLB-A YKAB Surakarta in the Academic Year 2021/2022

Based on the interview results in the research findings above, it was known that there are six challenges faced by a teacher in teaching English at the seventh and ninth grades students with visual impairment in SLB-A YKAB Surakarta in the academic year 2021/2022. These challenges include: (1) attracting students' attention to follow the lessons either online or face-to-face learning, (2) maintaining student concentration and focus during learning in the classroom, (3) encouraging students' self-confidence during learning in the classroom, (4) information access limitations and difficulties, (5) students' low ability in using learning assistive devices, specifically riglet and stylus, and then (6) lack of school staffs.

To overcome some of these challenges, the teacher uses some approaches for online learning. During online learning, the teacher frequently greets the students and ask for their news outside of learning hours so that children feel cared and they were willing to take part in English learning. He tries to contact the students' parents to ask about the delay in submitting student assignments.

Meanwhile, the approaches for face-to-face learning used by the teacher is different with online learning. During face-to-face learning, the teacher uses the analogy of the similarity between Indonesian, Javanese and English meaning and pronouncing words. Therefore, students think that English is easy so that they are willing to pay attention to the lesson. Not forget, the teacher gives some breaktime and ice-breaking in the middle of a lesson to make them be concentrate in learning again. He also supports the students to speak up bravely and gives them appreciation such as compliments and applause during English class. He allows the students who bring cellphones to school to record material explanation during English class, so students can play and hear the recording at home to re-study the material given by the teacher.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

After describing and analyzing the data, the researcher can draw conclusions. Based on the results of the observations and interviews, it is found that the teaching-learning process of English for visually impaired students in grades VII and IX at SLB-A YKAB Surakarta in the Covid-19 pandemic includes seven of the nine points contained in Thompson's theory with differences and similarities in application of online and face-to-face learning models.

There are some similarities in application of online and face-to-face learning models. Either online or face-to-face learning, the teacher has to understand about types of visual impairment of the students, plan the learning materials and methods adapting with students' need, give the instruction of assignment clearly, and use technological equipment (smartphone) in teaching English. The classification types of visually impairment at seventh and ninth grades students consist of low vision and blind who still have the perception of light. The teacher uses direct method and audio lingual method that relies on hearing and touching abilities so that English teaching is more focused on memorization (listening), pronunciation (speaking) and writing.

It is also found some differences in application of online and face-to-face learning models. Conditioning the students and the classroom,

write down and read the explanation of the material, read the instruction of the assignment are applied in teaching English of face-to-face classes. In online classes, the teacher only sends the material in form of link video from Youtube and write down the instruction of assignment through personal chat by Whatsapp.

In addition, it was known that different classification types of visual impairment can study together in the same class and the use of learning media by teacher. The teacher uses Whatsapp and learning videos on Youtube for online learning, while he uses nursery rhyme videos on Youtube for face-to-face learning. The determination grade at junior high school level based on the age at the beginning of school enrollment and the level of student academic ability.

Based on the results of the interview, it is also known there are six challenges faced by a teacher in teaching visually impaired students in the pandemic of Covid-19 which conducted blended learning. These challenges consist of attracting students' attention to follow the lessons, maintaining student concentration and focus during face-to-face classes, encouraging students' self-confidence during face-to-face classes, information access limitations and difficulties, lack of students' ability in using learning aids (stylus and riglet) and lack of school staffs.

To overcome some of these challenges, the teacher uses different approaches between online and face-to-face learning. During online learning, the teacher frequently greets students, ask for their news outside of learning hours so that children feel cared and they were willing to take

part in English learning, he reminds the students' parent for the submitting assignment. Meanwhile during face-to-face learning, the teacher uses the analogy of the similarity between Indonesian, Javanese and English meaning and pronouncing words, so students think that English is easy and then want to pay attention to the lesson, the teacher gives some breaktime and ice-breaking in the middle of a lesson to maintain their focus, also giving supports and appreciation such as compliments and applause to push the students to speak up bravely during English class.

B. Sugestion

After obtaining the result of the research, the researcher would like to give some suggestion. The following are the suggestions that may be useful for the students, English teachers, and the researcher.

1. For the students

Firstly, it is expected that students will be confident and not ashamed to ask the teacher for material that has not been understood. Secondly, they more concentrate and stay focus during teaching-learning process. Moreover, they will be interested in learning English.

2. For English teachers

For English teachers can be pay attention to the students who has slow response in receiving the material and make the students more active and excited in learning process by using a more interesting teaching model or technique.

3. For the next researchers

For next researchers, the results of this study are expected to be used as comparison and reference material for research. Moreover, It is used as consideration for further deepening further research by using different research methods or using more complete data collection techniques.

4. For Education Office of Surakarta

The researcher expects that the Education Office of Surakarta will be pay attention to the problem about lack of school staff in special schools. Then, it is hoped there will be a solution from the Education Office of Surakarta regarding this problem.

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LIST OF APPENDICES

Appendix 1: Rubric of Interview

Rubric of Interview

Concept	Indicator
<p>Theory by Thompson (2012:112) there is instruction to the teacher to teach for students with visual impairment, as follows:</p> <ol style="list-style-type: none"> 1) Understanding what types of visual impairment a child experiences 2) During teaching and learning process, the teacher offering the visual aids 3) Planning the learning materials and methods that will be used based on consideration of students' needs related to their vision 4) In conditioning the classroom, the teachers setting the student seats and adequate lighting 5) When needed, the teachers using printed modules with capital letters and colored paper 	<ol style="list-style-type: none"> 1) Understanding the types of visual impairment 2) Offering the visual aids 3) Planning the learning materials and methods 4) Conditioning the students and the classroom 5) The use of printed modules 6) Write down and read the explanation of material clearly and loudly 7) Read the instructions of assignment clearly and loudly 8) Giving practical assignments 9) The use of technological equipment.

<p>6) In Explaining materials, teachers write down and read the material clearly and loudly.</p> <p>7) In giving assignments, the teachers read the instructions clearly and loudly</p> <p>8) Giving the student some opportunities to gain practical experience while working on assignments.</p> <p>9) Developing the student's independence using technological equipment.</p>	
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Appendix 2: Instrument of Interview

Instrument of Interview

No.	Questions	Yes	No
1	Apakah ada perencanaan dan persiapan sebelum pembelajaran?	√	
2	Apakah Anda menyusun persiapan materi dan buku pedoman anda dalam mengajar?	√	
3	Apakah ada perencanaan untuk menentukan metode yang digunakan dalam mengajar?	√	
4	Apakah Anda menggunakan media pembelajaran dalam mengajar?	√	
5	Apakah Anda menggunakan alat bantu penglihatan kepada siswa tunanetra dalam mengajar?		√
6	Apakah Anda menggunakan alat bantu mengajar saat mengajar?	√	
7	Apakah Anda menggunakan peralatan berteknologi dalam mengajar?	√	
8	Apakah Anda menjelaskan tentang materi apa yang akan dipelajari?	√	
9	Apakah Anda menyampaikan pembelajaran bahasa inggris untuk murid-murid?	√	
10	Apakah siswa juga aktif dalam kegiatan pembelajaran bahasa inggris pak?	√	
11	Apakah Anda melakukan interaksi khusus dengan siswa saat mengajar?	√	
12	Apakah cara pembelajaran untuk mereka sama antara murid normal dengan siswa berkebutuhan khusus?		√
13	Apakah Anda melaksanakan pembelajaran mengacu pada kurikulum yang dianut oleh sekolah?		√
14	Apakah ada fasilitas dan infrastruktur sekolah yang	√	

	mendukung kegiatan belajar-mengajar?		
15	Apakah dari kelima siswa berkebutuhan khusus memiliki tingkatan level gangguan penglihatan yang berbeda beda?	√	
16	Apakah kelas mereka disendirikan sesuai dengan tingkatan level gangguan penglihatannya?		√
17	Apakah bapak mengkondisikan siswa dan ruang kelas saat mengajar?	√	
18	Apakah Anda menemui masalah/hambatan saat mengajar siswa tunanetra?	√	
19	Apakah Anda memiliki solusi untuk mengatasi masalah yang anda alami saat mengajar?	√	

Appendix 3: Interview Question

A. Interview Question

1. Apakah anda membuat perencanaan dan persiapan sebelum pembelajaran?
2. Apakah anda menyusun persiapan materi dan buku pedoman anda dalam mengajar?
3. Kurikulum apa yang digunakan oleh sekolah?
4. Bagaimana perencanaan untuk menentukan metode yang akan digunakan dalam mengajar dikelas?
5. Metode apa saja yang bapak gunakan saat mengajar bahasa inggris?
6. Media apa saja yang bapak/ibu gunakan dalam mengajar?
7. Apa saja alat bantu penglihatan yang bapak gunakan dalam mengajar?
8. Apakah bapak menggunakan peralatan berteknologi untuk mengajar?
9. Peralatan berteknologi apa yang bapak gunakan untuk mengajar?
10. Apakah bapak menjelaskan tentang materi apa yang akan dipelajari?
11. Bagaimana proses guru menyampaikan pembelajaran bahasa Inggris untuk para siswa dikelas tatap muka?
12. Bagaimana proses guru menyampaikan pembelajaran bahasa Inggris untuk para siswa dikelas pembelajaran jarak jauh?
13. Bagaimana interaksi guru dengan siswa atau bahasa apa saja yang guru gunakan saat mengajar?
14. Bagaimana cara guru melakukan penilaian untuk melihat kompetensi yang sudah siswa capai?
15. Apa saja yang menjadi inti evaluasi pembelajaran?
16. Apakah siswa-siswi aktif dalam kegiatan pembelajaran bahasa inggris?
17. Bagaimana cara guru agar siswa lebih aktif didalam kelas?
18. Bagaimana minat siswa dalam pelajaran bahasa inggris?
19. Dalam mengajar bahasa inggris, apakah sudah mencakup 4 aspek. Yaitu reading, writing, listening dan speaking?
20. Berapa kali pertemuan yang dibutuhkan untuk satu materi pelajaran?
21. Apakah bapak memahami jenis-jenis gangguan penglihatan pada anak?
22. Berapa jumlah siswa dalam tiap kelas?

23. Apakah diantara siswa SMP baik kelas 7 hingga kelas 9 mempunyai tingkatan level gangguan penglihatan yang berbeda-beda?
24. Apakah kelas mereka disendirikan sesuai dengan tingkatan disabilitasnya atau semuanya dijadikan satu dalam satu kelas?
25. Apakah bapak mengkondisikan siswa dan ruang kelas saat mengajar?
26. Bagaimana cara bapak mengkondisikan siswa dan ruang kelas saat mengajar?
27. Masalah apa saja yang bapak/ibu temui saat mengajar siswa dengan pembelajaran jarak jauh?
28. Masalah apa saja yang bapak temui saat mengajar siswa dengan pembelajaran tatap muka?
29. Bagaimana cara bapak menangani masalah tersebut?
30. Apakah pelaksanaan pembelajaran sudah sesuai dengan kurikulum yang dianut oleh sekolah?
31. Apakah kurikulum yang berlaku bersifat kaku atau fleksibel?
32. Apakah fasilitas dan infrastruktur sekolah sudah mendukung kegiatan belajar-mengajar?

B. List Interview

1. Apakah menarik perhatian siswa dalam proses pembelajaran bahasa inggris itu termasuk tantangan bagi seorang guru dalam mengajar? Apa alasannya?
2. Apakah membuat siswa menjaga konsentrasinya dalam proses pembelajaran menjadi tantangan bagi seorang guru? Apa alasannya? Dan bagaimana cara guru menjaga konsentrasi siswa?
3. Apakah menumbuhkan rasa kepercayaan diri siswa dalam proses pembelajaran bahasa inggris termasuk tantangan bagi seorang guru? Apa alasannya dan bagaimana mengatasinya?
4. Apakah menumbuhkan sikap kesadaran diri (self-awareness) siswa untuk bersosialisasi dalam proses pembelajaran bahasa inggris termasuk tantangan bagi seorang guru? Apa alasannya dan bagaimana mengatasinya?

5. Kesulitan atau keterbatasan akses dalam menyampaikan informasi siswa tunanetra untuk memperoleh informasi dalam proses pembelajaran bahasa Inggris apakah menjadi tantangan bagi guru? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?
6. Karena kesulitan atau keterbatasan akses tadi anak tunanetra mengalami kesulitan dalam memahami informasi baru atau materi baru, bagaimana guru mengatasi kesulitan itu? Apakah itu juga menjadi tantangan bagi guru dalam proses pembelajaran?
7. Apakah keterbatasan penglihatan siswa tunanetra mempengaruhi siswa dalam menambah kosa kata dan menggunakan kata baru untuk berkomunikasi? apakah itu menjadi tantangan seorang guru dalam mengajarkan siswa kosa kata baru? Bagaimana cara guru untuk menambahkan kosa kata pada siswa?
8. Apakah penggunaan alat-alat bantu seperti braille, reglet, dll dalam proses pembelajaran bahasa Inggris termasuk tantangan bagi seorang guru? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?
9. Apakah kurikulum yang kaku atau tidak fleksibel dalam proses pembelajaran bahasa Inggris untuk murid berkebutuhan khusus menjadi tantangan bagi guru? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?
10. Apakah materi pembelajaran yang terlalu mendasar dan kurang menyesuaikan perkembangan teknologi saat ini menjadi tantangan guru dalam proses mengajar bahasa Inggris? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?
11. Apakah kurangnya staff pendukung disekolah segregasi yang membantu dalam persiapan pembelajaran bahasa Inggris untuk anak-anak berkebutuhan khusus menjadi tantangan bagi seorang guru? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?

Appendix 4: Interview Sheet

A. Interview Sheet 1

The Result Data of Interview

Hari/Tanggal : Jumat, 20 Mei 2022

Mata Pelajaran : Bahasa Inggris

Nama Guru : Wisnu Prasetyo

Tempat Wawancara : Ruang kelas 9 SLB-A YKAB Surakarta



1. Apakah anda membuat perencanaan dan persiapan sebelum pembelajaran?
Jawaban: “Ya. saya mempersiapkan dan merencanakan materi, media dan metode untuk pembelajaran hari itu.”
2. Apakah anda menyusun persiapan materi dan buku pedoman anda dalam mengajar?
Jawaban: “Kalau buku pedoman tidak menyusun sendiri, cuman kalau menyusun persiapan materi iya dan itu saya ambil dari buku paket kemendikbud 2013 SD dan SMP. Walaupun tingkat SMP, tetapi materinya memang saya ambil dari buku SD sebagian besarnya dan buku SMP sedikit mba. Dikarenakan mereka tidak mendapatkan pelajaran bahasa Inggris saat bangku sekolah dasar. Ditambah lagi mereka memiliki kekurangan, jadi bukunya disesuaikan dengan kapasitas mereka mbak.”
3. Kurikulum apa yang digunakan oleh sekolah?

Jawaban: “Kalau sekolah sih menggunakan kurikulum pemerintah, kurikulum 2013. Tetapi ada wacana mau ikut kurikulum merdeka belajar. Kemungkinan semester depan atau tahun depan.”

4. Bagaimana perencanaan untuk menentukan metode yang akan digunakan dalam mengajar dikelas?

Jawaban: “Untuk metode mengajar disesuaikan dengan siswanya. Untuk tunanetra karena mempunyai kekurangan dalam fungsi penglihatan, maka saya lebih mengajarkan mengenai hafalan vocabulary dan juga menulis dengan braille supaya nanti bisa dipelajari lagi dirumah.”

5. Metode apa saja yang bapak gunakan saat mengajar bahasa inggris?

Jawaban: “Saya mengajar bahasa Inggris melalui penjelasan saya secara langsung. Dikarenakan siswa tunanetra menggunakan kemampuan pendengaran dan taktual atau meraba. Jadi mengajar siswa tunanetra itu lebih kepada hafalan, pengucapan dan menulisnya sedikit.”

6. Media apa saja yang bapak/ibu gunakan dalam mengajar?

Jawaban: “Sementara ini media mengajar masih sebatas yang ada dikelas seperti riglet, stylus, kertas yang agak tebal, papan tulis, spidol. Belum membuat media seperti alat peraga untuk mengajar siswa tunanetra. Saya juga gunain lagu-lagu bahasa Inggris seperti mengenai subjeck pronoun, trus lagu anak-anak fly fly fly butterfly. Biasanya diputar lewat Youtube mba. Kalau pas PJJ itu guru ngirim link video materi dari Youtube ke Whatsapp murid atau orang tuanya trus nanti orang tuanya yang dampingin belajar.”

7. Apa saja alat bantu penglihatan yang bapak gunakan dalam mengajar?

Jawaban: “Selama ini dalam mengajar bahasa inggris belum pernah menggunakan alat bantu penglihatan. Ada murid tunanetra yang menggunakan kacamata, tetapi itu tidak membantu banyak untuk fungsi penglihatan tunanetra, paling cuma untuk lebih enak dipandang saja.”

8. Apakah bapak menggunakan peralatan berteknologi untuk mengajar?

Jawaban: “Ya menggunakan terutama saat pembelajaran jarak jauh.”

9. Peralatan berteknologi apa yang bapak gunakan untuk mengajar?

Jawaban: “Ya. Selain untuk pembelajaran jarak jauh, juga menggunakan handphone saat pembelajaran tatap muka. Untuk pembelajaran jarak jauh

kemarin melalui Whatsapp dan vidio Youtube. Sedangkan kalau PTM, saya ngajar juga memakai HP buat memutar lagu bahasa Inggris di kelas saya. Karena murid-murid banyak yang membawa HP, maka selama dikelas saya perbolehkan menggunakannya hanya untuk merekam penjelasan materi dan membuka kamus online. Sebenarnya sekolah mempunyai komputer bicara sebagai fasilitas belajar tunetra, cuman belum diterapkan untuk pembelajaran bahasa Inggris. Untuk komputer bicara ada mata pelajarannya sendiri.”

10. Apakah bapak menjelaskan tentang materi apa yang akan dipelajari?

Jawaban: “Saya biasanya memberikan pengantarnya dulu pada awal pertemuan supaya nanti bisa mengetahui kemampuan pengetahuan siswanya. Ibaratnya 80% sumber informasi diserap dari penglihatan. Karena tidak demikian maka harus diarahkan dahulu, misal tentang sistem tata bahasa yang berbeda seperti mengapa ada tambahan huruf tertentu kemudian disamakan dengan analogi bahasa Indonesia atau bahasa Jawa. Contohnya see you di bahasa Inggris sama seperti sik ya dalam bahasa Jawa, kemudian persamaan pengucapan bahasa Inggris school dan skul dalam bahasa Jawa yang sama hanya saja artinya berbeda. Jadi kita kalo nerangin materi itu pakai bahasa yang ngga berbelit-belit, trus suaranya yang lantang dan ngomongnya juga jelas biar anak-anak ngga salah denger. Setelah diarahkan demikian barulah dijelaskan tujuan hari ini kita mau belajar apa. Jadi intinya anak itu dikenalkan atau di brainstorming dulu sebelum pembelajaran. Ini karena selama pandemi ini anak banyak mengalami lost learning, ketika diulang lagi ternyata masih banyak yang belum paham dan lupa.”

11. Bagaimana proses guru menyampaikan pembelajaran bahasa Inggris untuk para siswa dikelas tatap muka?

Jawaban: “Diawali pembukaan yaitu salam pembuka, menanyakan kondisi, berdoa, ngobrol sebentar seperti menanyakan sudah sarapan belum?, siapa yang mengantar kesekolah? dan tidak lupa kita beri motivasi belajar juga, kemudian me-review materi yang sudah dipelajari dipertemuan sebelumnya. Lanjut ke materi pembelajaran sekitar 25 menit. Dalam inti pembelajaran kebanyakan (kurang lebih 15 menit) digunakan untuk mengulang materi

sebelumnya, sisanya untuk mengajarkan materi baru. Pada pembelajaran tatap muka, materi diberikan dan dijelaskan full dari guru. Pembelajaran diakhiri dengan penutup yaitu ucapan terimakasih, permohonan maaf, tugas seperti hafalan dan terakhir salam penutup.”

12. Bagaimana proses guru menyampaikan pembelajaran bahasa Inggris untuk para siswa dikelas pembelajaran jarak jauh?

Jawaban: “Untuk pembelajaran jarak jauh kemarin materi yang diberikan berupa video pembelajaran dari Youtube. Saya kirim link video materi ke masing-masing murid atau ke orang tua murid. Jadi saya jipri, nggak ada WA grup. Setiap pembelajaran daring, chat yang saya kirim itu berisi salam assalamualaikum dan sapaan kayak good morning atau kalau ke orang tua murid ya sugeng enjang gitu, menanyakan kabar, memberikan kalimat-kalimat penyemangat. Terus saya tulis singkat review materi sebelumnya, misalkan kemarin membahas kosakata nama-nama hewan. Saya juga sering mengingatkan untuk segera mengumpulkan tugas dari pertemuan sebelumnya. Setelahnya, baru saya cantumkan link video materi yang baru atau melanjutkan materi (dipertemuan) sebelumnya. Yang paling bawah diakhiri dengan penutup yaitu ucapan terimakasih, tidak lupa saya mengingatkan anak-anak supaya stay at home, menjaga kesehatan dan memakai masker. Kemudian saya beri tugas dan terakhir salam penutup. Tugasnya apa juga saya jabarkan mba, misal hafalan 10 hewan dalam bahasa Inggris beserta artinya, direkam dengan voice note di Whatsapp.”

13. Bagaimana interaksi guru dengan siswa atau bahasa apa saja yang guru gunakan saat mengajar?

Jawaban: “Untuk interaksi siswa kelas 7, dia cukup pasif dan kurang responsif. Untuk siswa-siswi kelas 8 tidak ada yang mau masuk sekolah sudah beberapa minggu atau bulan selama diterapkan lagi pembelajaran tatap muka, jadi mereka hanya diberikan materi melalui link yang dishare melalui Whatsapp tapi itu juga dirasa nggak efektif karena seperti yang kita ketahui bahwa selama anak belajar dirumah, lost learningnya banyak. Untuk siswa-siswi kelas 9 ini lumayan aktif. Mereka bisa diajak berinteraksi dan suka pakai sentuhan juga atau taktual seperti tepuk tangan untuk apresiasi. Bahasa

yang digunakan yaitu bahasa Indonesia, bahasa Jawa dan bahasa Inggris. Untuk menjelaskan yaitu bahasa Indonesia dan bahasa Jawa, hanya pada bagian materi pembelajarannya saja yang menggunakan bahasa Inggris.”

14. Bagaimana cara guru melakukan penilaian untuk melihat kompetensi yang sudah siswa capai?

Jawaban: “Untuk PTM, guru melihat dari kemampuan siswa selama pembelajaran dikelas seperti kemampuan menghafal dan mengingat materi yang sudah dipelajari sebelumnya, contohnya hafalan 10 nama-nama benda dikelas dan lain sebagainya. Tidak ada penilaian atau pengumpulan tugas selama penerapan PTM kembali. Penilaian diambil dari tugas-tugas dan ujian yang diberikan selama PJJ kemarin, tapi itupun belum tentu hasil pekerjaan siswa sendiri. Guru tidak bisa memantau apakah siswa membuka buku atau tidak saat mengerjakan ujian, dibantu orang tua atau tidak, searching internet atau tidak.”

15. Apa saja yang menjadi inti evaluasi pembelajaran?

Jawaban: “Indikator pembelajarannya yang dievaluasi, misal hafalan, sudah mampu membuat kata atau kalimat berbahasa Inggris dengan baik atau belum.”

16. Apakah siswa-siswi aktif dalam kegiatan pembelajaran bahasa Inggris?

Jawaban: “Untuk kelas 7 siswanya lumayan pasif, siswa-siswi kelas 8 pasif dan siswa-siswi kelas 9 cukup aktif.”

17. Bagaimana cara guru agar siswa lebih aktif didalam kelas?

Jawaban: “Untuk siswa-siswi kelas 9 saya kadang ngobrol dengan mereka diluar hal. Contohnya siswa saya Mukhlis itu dia suka cerita kejadian dirumahnya entah tentang dia yang punya kucing atau dia sering berantem dengan saudara, dan lain-lain, kemudian siswa saya Debora (teman sekelas) menanggapi. Mukhlis juga suka menanyakan hal-hal yang berkaitan dengan bahasa Inggris pasca mengerjakan ujian, tetapi diluar materi pembelajaran bahasa Inggris dikelas. Untuk siswa kelas 7 lebih kepada pendekatan dengan siswa dan lebih banyak interaksi taktual (sentuhan), jadi belum mengenai tentang gaya belajarnya. Untuk siswa kelas 8 saya belum tahu karena muridnya belum pernah masuk selama PTM.”

18. Bagaimana minat siswa dalam pelajaran bahasa Inggris ?

Jawaban: “Untuk siswa-siswi kelas 8 saya kurang tahu, untuk kelas siswa kelas 7 saya rasa dia kurang berminat. Kalau siswa-siswi kelas 9 nampak ada minat dengan pelajaran bahasa Inggris dibuktikan dengan pertanyaan-pertanyaan pasca mengerjakan ujian. Selama PJJ minat siswa terhadap bahasa Inggris tidak terlihat karena mereka semua pasif dan tidak ada yang bertanya, hanya mengerjakan tugas dan mengumpulkan tugas yang diberikan. Itu pun bisa jadi dibantu mengerjakan oleh orang-orang dirumah. Bahkan ada yang sama sekali tidak mengumpulkan tugas. Namun selama PTM ini dapat terlihat yang berminat dalam belajar bahasa Inggris hanya siswa-siswi kelas 9.”

19. Dalam mengajar bahasa Inggris, apakah sudah mencakup 4 aspek. Yaitu reading, writing, listening dan speaking?

Jawaban: “Belum mencakup semua. Baru speaking dan listening. Kalau readingnya belum karna perlu menyiapkan print-print braille, kan harus diraba ya.. dan itu printernya beda atau khusus. Kalau kita kan pakai printer tinta, sedangkan itu printer yang menghasilkan kertas bertekstur timbul. Untuk listening itu masih sederhana banget dari lagu-lagu itu. Fokusnya kan ke speaking kaya vocab, tata bahasa. Nah yang satu lagi itu writing, baru dilakukan 2 pertemuan terakhir. Itu pun masih sederhana banget. Baru beberapa kata, kalimat pun belum. Jadi hanya speaking, listening sama writing. Reading yang belum sama sekali.”

20. Berapa kali pertemuan yang dibutuhkan untuk satu materi pelajaran?

Jawaban: “Ini mungkin tergantung materinya juga ya mba.. kalau materi tentang hafalan vocab itu saya rasa 2 kali pertemuan, yang pertama buat jelasin yang kedua buat review (materi). Mungkin buat yang susah-susah kaya tata bahasa itu saya rasa perlu 2-3 pertemuan. Kurangnya fungsi penglihatan itu berpengaruh banget sih ke nanti belajarnya dia. Saat diterangkan sih oke. Tapi pas nanti dia belajar lagi, nah itu yang susah. Kalau kita (dengan fungsi penglihatan normal) kan punya catatan. Bisa nyatat cepet gitu. Kalau mereka aku rasa kurang nyatetnya. Jadi buat belajar lagi, mempelajari ulang itu yang lama. Nah itu yang bikin siswa ngga paham-paham atau lupa.”

21. Apakah bapak memahami jenis-jenis gangguan penglihatan pada anak?
Jawaban: “Ya.. kalau yang dimaksud itu klasifikasi, di tunanetra ada 2; blind sama low vision. Nah low vision nanti masih dibagi juga, misal yang dia yang hanya punya sisa penglihatan center, atau yang sisa penglihatan periferal (samping). Untuk yang blind ini bisa dibagi juga, yang masih bisa persepsi cahaya atau yang benar-benar gelap. Murid-murid tunanetra disini termasuk yang keduanya; blind dan low vision. Murid saya kelas 7 Ayu sama Royhan tergolong low vision. Kalau yang kelas 9 Mukhlis tergolong low vision, tapi untuk Debora tergolong blind persepsi cahaya.”
22. Berapa jumlah siswa dalam tiap kelas?
Jawaban: “Kelas 7, 8 dan 9 masing-masing kelas ada 2 siswa. Totalnya ada 6 siswa.”
23. Apakah diantara siswa SMP baik kelas 7 hingga kelas 9 mempunyai tingkatan level gangguan penglihatan yang berbeda-beda?
Jawaban: “Ya, ada perbedaan untuk pengklasifikasiannya. Ada yang blind dan ada yang low vision.”
24. Apakah kelas mereka disendirikan sesuai dengan tingkatan disabilitasnya atau semuanya dijadikan satu dalam satu kelas?
Jawaban: “Tidak, disesuaikan tingkatan kelasnya. Yang low vision masih bisa sekelas dengan yang blind. Jadi untuk tingkat kelasnya itu berdasarkan umur dan pendaftarannya. Umurnya tidak sama seperti di tingkatan kelas sekolah pada umumnya. Murid saya yang SD kelas 1 itu usianya ada yang 8 tahun, ada yang 9 tahun. Terus kaya murid saya Reihan itu dia usianya 14 tahun tapi masih kelas 7. Untuk Ayu saya kurang tau umurnya. Kalau siswa-siswa yang kelas 9 itu umurnya 15 tahun dan 16 tahun.”
25. Apakah bapak mengkondisikan siswa dan ruang kelas saat mengajar?
Jawaban: “Tentu mba”
26. Bagaimana cara bapak mengkondisikan siswa dan ruang kelas saat mengajar?
Jawaban: “Kalau itu sih biasanya misal ada suara bising murid-murid lain diluar (kelas) gitu saya coba tengok dulu trus saya tegur pelan, bisa juga karena bising suara motor mobil lalu lalang. Soalnya ini dekat banget ya sama jalan raya, jadi ramai suara kendaraan. Biasanya saya tinggal tutup aja

pintunya biar agak kedap. Kalau siswanya ramai bicara sendiri dikelas, saya akan tegur juga perlahan. Saya juga suka bercandain mereka. Anak-anak tu kan suka cerita, jadi saya ngikutin alur mereka dulu kalo pada cerita saya nimbrung juga, ngga lama setelah itu saya balikin lagi ke topik pelajaran. Ya gimana caranya ngajarnya ngga kaku mba, nanti anak gampang bosan kalau terlalu strict. Lagipula yang saya ajar kan anak-anaknya spesial. Harus ekstra sabar pastinya.”

27. Masalah apa saja yang bapak/ibu temui saat mengajar siswa dengan pembelajaran jarak jauh?

Jawaban: “Eh.. ini mungkin umum ya mba. Pembelajaran jarak jauh itu banyak lost learning nya. Saya merasa dari materinya sendiri tidak masuk (murid tidak mengerti), belum lagi ada gangguan-gangguan yang lain seperti godaan (menonton) televisi, godaan main, dan hambatan teknis seperti kuota terbatas, sinyal, atau HP nya digunakan orang tua kerja. Malah menurut saya lebih banyak hambatannya dari pada keuntungannya, khususnya buat anak berkebutuhan khusus.”

28. Masalah apa saja yang bapak temui saat mengajar siswa dengan pembelajaran tatap muka?

Jawaban: “Yang pertama itu dari sisi gurunya dulu, kurangnya pengalaman guru menggunakan metode mengajar untuk para siswa tunanetra terutama dalam pembelajaran bahasa Inggris. Karena belum pernah mengampu mata pelajaran bahasa Inggris untuk mengajar anak luar biasa, saya juga bukan dari jurusan bahasa Inggris. Jadi cuma bisa sepengetahuan saya saja. Yang kedua, dari sisi anaknya yang punya kekurangan pada fungsi penglihatan maka media visual kaya vidio itu tidak bisa maksimal. Yang ketiga, untuk belajar ulang atau mengulang materi, murid masih susah karena mencatatnya hanya sedikit, yang dipelajari ulang hanya yang diingat saja. Apalagi kalau tidak ada tugas merekam atau vidio. Yang keempat yaitu, anak masih malas untuk masuk sekolah karena sudah terbiasa sekolah dari rumah sejak awal pandemi. Seperti kasus yang terjadi pada murid-murid saya kelas 8 yang sampai saat ini tidak mau masuk sekolah.

29. Bagaimana cara bapak menangani masalah tersebut?

Jawaban: “Saya coba-coba dengan cara hafalan, lagu dan meminta anak untuk menulis. Untuk yang mengenai pengulangan materi yang susah atau minimnya media untuk mengulang kembali pelajaran, itu masih dengan himbauan saja. Misal, saya minta untuk membuka video youtube untuk mendengarkan lagu bahasa Inggris, atau nanti membuka kamus online yang ada di HP saat dirumah dan mendengarkan cara membacanya. Pemberian tugas hafalan salah satunya untuk mengatasi itu juga, cuma itu lebih untuk mengukur kemampuan pemahaman siswanya saja.”

30. Apakah pelaksanaan pembelajaran sudah sesuai dengan kurikulum yang dianut oleh sekolah?

Jawaban: “Untuk yang bahasa Inggris, yang saya laksanakan sih masih belum. Diawal pertemuan, saya melihat kemampuan anak-anak jika dibandingkan dengan kurikulum masih terlalu loncat (tertinggal) akibat dari lost learning itu tadi. Tapi kalau mata pelajaran yang lain saya kurang tahu. Jadi kurikulum yang digunakan sekolah dalam penerapannya menjadi lebih fleksibel. Tidak begitu berpatokan pada kurikulum pemerintah. Tapi kalau pas ujian itu ya sesuai kurikulum mba, terutama ujian sekolah atau ujian yang dilaksanakan serentak oleh pemerintah.”

31. Apakah kurikulum yang berlaku bersifat kaku atau fleksibel?

Jawaban: “Sejauh ini penerapannya bisa fleksibel ya mba.”

32. Apakah fasilitas dan infrastruktur sekolah sudah mendukung kegiatan belajar-mengajar?

Jawaban: “Ya belum sepenuhnya mendukung mba, fasilitasnya masih kurang lengkap.”

B. Interview Sheet 2

The Result Data of Interview

Hari/Tanggal : Jumat, 20 Mei 2022

Mata Pelajaran : Bahasa Inggris

Nama Guru : Wisnu Prasetyo

Tempat Wawancara : Ruang kelas 9 SLB-A YKAB Surakarta

1. Apakah menarik perhatian siswa dalam proses pembelajaran bahasa Inggris itu termasuk tantangan bagi seorang guru dalam mengajar? Apa alasannya?

Jawaban: "Iya, termasuk mba. Kalo menurut saya, ini tuh seperti diawal-awal pembelajaran kita punya sesuatu hal yang menarik. Kita punya sesuatu yang istimewa. Untuk pembelajaran daring kemarin proses pembelajarannya melalui media Whatsapp. Dengan begitu, untuk menarik perhatian siswa cukup sulit karena murid tidak langsung berinteraksi dengan guru. Dari pengalaman mengajar pembelajaran jarak jauh kemarin beberapa siswa slow respon membalas chat. Saya mencoba dengan cara sering menyapa mereka dan menanyakan kabar mereka, diluar konteks pembelajaran. Dengan begitu mereka mulai lebih cepat merespon ketika saya memberikan materi atau tugas. Kalau untuk pembelajaran tatap muka biasanya saya coba pakai persamaan kata di bahasa Indonesia dengan bahasa Inggris dan bahasa Jawa dengan bahasa Inggris. Misal kaya di bahasa Jawa kan ada ungkapan perpisahan sik ya.. nah kalo di bahasa Inggris itu juga ada tapi see you, trus kalo bahasa jawanya badan panas itu kan sumeng nah di bahasa Inggris juga ada kata summer yang artinya musim panas, dan macem-macem mba. Jadi mereka bisa berfikir oh, ternyata anu ya... mirip-mirip ya... dan dengan cara begitu siswa jadi agak tertarik dan mau memperhatikan. Jadi menurut saya, kenapa perhatian siswa terhadap apa yang mereka pelajari itu penting karena siswa khususnya yang berkebutuhan khusus akan lebih mudah paham dan terlihat progresnya kalau mereka memperhatikan pelajaran."

2. Apakah membuat siswa menjaga konsentrasinya dalam proses pembelajaran menjadi tantangan bagi seorang guru? Apa alasannya? Dan bagaimana cara guru menjaga konsentrasi siswa?

Jawaban: “Ya, itu menurut saya menjadi tantangan. Siswa tunanetra disini punya tingkat intelegensi yang berbeda-beda. Contohnya murid saya Ayu kelas 7, dia itu berbeda dengan siswa lain yang lebih mudah menerima materi. Dia sulit fokus saat pelajaran dan mudah terdistract dengan hal-hal sekitar. Untuk mengatasi gagal fokus atau konsentrasi siswa yang menurun, saya coba dengan pendekatan taktual atau sentuhan seperti menepuk pundak. Murid-murid bisa berkonsentrasi, entah itu dengan dijeda sebentar dan diselingi guyon guyon atau bercerita tentang suatu kejadian yang mereka alami dirumah trus saya kembalikan lagi ke topik pembelajaran dan mereka bisa kembali berkonsentrasi lagi. Dengan begitu kami sebagai guru juga senang kalau murid konsentrasi dikelas. Mereka jadi jauh lebih mudah menyerap materi yang kita sampaikan.”

3. Apakah menumbuhkan rasa kepercayaan diri siswa dalam proses pembelajaran bahasa inggris termasuk tantangan bagi seorang guru? Apa alasannya dan bagaimana mengatasinya?

Jawaban: “Ya termasuk juga mba. Murid yang percaya diri itu dia akan lebih berani, berlatih buat menyampaikan pengetahuannya, dan itu bisa mengasah kemampuannya. Ee... yang saya sudah terapkan itu dengan memberikan contoh sih... misal ayo si X udah bisa kamu pasti juga bisa. Jadi lebih ke nyemangatin bukan membandingkan. Karena kebanyakan anak itu ngga suka dibanding-bandingin sama kaya kita. Selain itu juga diperbanyak apresiasi kaya tepuk tangan dan pujian.”

4. Apakah menumbuhkan sikap kesadaran diri (self-awareness) siswa untuk bersosialisasi dalam proses pembelajaran bahasa inggris termasuk tantangan bagi seorang guru? Apa alasannya dan bagaimana mengatasinya?

Jawaban: “Ini tidak termasuk tantangan ya menurut saya. Karena para siswa malah aktif bersosialisasi didalam maupun luar kelas. Bahkan itu tadi mba,

ada siswa yang suka ngobrol pas pelajaran. Tapi ngga selalu ngobrol yang bercanda sih, kadang mereka cuma nanyain PR dari guru A tentang pelajaran matematika atau pelajaran lain. Mereka juga suka cerita ke saya tentang aktivitas mereka kalau dirumah. Kaya murid saya Muhlis itu dia cerita soal kucingnya atau saudaranya yang suka berantem sama dia. Begitu...”

5. Kesulitan atau keterbatasan akses dalam menyampaikan informasi siswa tunanetra untuk memperoleh informasi dalam proses pembelajaran bahasa Inggris apakah menjadi tantangan bagi guru? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?

Jawaban: “Iya ini jadi tantangan terutama untuk siswa dengan kurangnya penglihatan. Ibaratnya, 80% informasi yang bisa kita dapat dengan melihat itu sudah hilang. Kalau kita melek set gitu ya... kita udah langsung dapat banyak informasi oh ini meja, ini kursi, warna, bentuk, dan sebagainya. Akses informasi melalui indra penglihatan ini yang utama kurang. Otomatis kami pun kesulitan mengajar dengan metode visual. Hanya mengandalkan audio (pendengaran) dan taktualnya saja. Yang kedua, keterbatasan dan kesulitan akses teknologi informasi. Misal saat pembelajaran jarak jauh ada siswa yang masih pakai HP orangtuanya. Sedangkan orang tua mereka bekerja pakai HP juga. Otomatis harus gantian sama orang tua. Itu yang bikin lama pengumpulan tugasnya. Belum lagi kalau hambatan sinyal atau kuotanya habis tapi mereka ngga sadar kalau habis jadi ada WA masuk dari guru mereka ngga tau. Kalau solusinya sih paling saya chat orang tuanya kalau murid telat atau tidak segera mengumpulkan tugas.”

6. Karena kesulitan atau keterbatasan akses tadi anak tunanetra mengalami kesulitan dalam memahami informasi baru atau materi baru, bagaimana guru mengatasi kesulitan itu? Apakah itu juga menjadi tantangan bagi guru dalam proses pembelajaran?

Jawaban: “Ya itu termasuk tantangan juga. Kaya kita bangun pengetahuan baru ya... dan misal kita udah berikan tapi masih suka lupa. Nah, itu jadi PR juga untuk guru supaya gimana caranya jadi inget. Ntah itu dengan repetisi

atau ketika menjelaskan materi tu dianalogikan. Maka dari itu sebelum menjelaskan materi baru, saya selalu mereview materi yang diajarkan dipertemuan sebelumnya. Karena anak sering kali lupa dengan apa yang sudah pelajari. Kalau lewat PJJ guru masih sulit memantau ya gimana progres anak. Sejauh mana hafalan dan pemahamannya. Karena selama PJJ ini saya cuma ngirim link video Youtube ke Whatsapp. Ya kalau dibuka, kalau engga ya mereka ngga belajar. Walaupun ngasih tugas, bisa saja mereka membuka hp, browsing internet untuk cari jawaban tugas.”

7. Apakah keterbatasan penglihatan siswa tunanetra mempengaruhi siswa dalam menambah kosa kata dan menggunakan kata baru untuk berkomunikasi? apakah itu menjadi tantangan seorang guru dalam mengajarkan siswa kosa kata baru? Bagaimana cara guru untuk menambahkan kosa kata pada siswa?

Jawaban: “Kalau berkomunikasi disini yang dimaksud berbicara seperti orang normal pada umumnya, saya rasa tidak berpengaruh dengan ketunanetraan. Menurut saya tidak termasuk tantangan. Tetapi lebih berpengaruh kepada penyerapan informasi. Bagi guru, untuk menyampaikan sesuatu yang bentuk visual biar bisa dipahami secara verbal dan audio, nah itu tantangannya. Untuk guru ngga ada masalah untuk komunikasi. Cuma gurunya ini harus pandai mengolah katanya biar anak itu paham bahwa ini tuh konsep yang seharusnya di pahami dengan mudah pakai visual. Jadi disini cara penyampaian informasinya yang menjadi tantangan. Makanya pakai analogi-analogi juga.”

8. Apakah penggunaan alat-alat bantu seperti braille, reglet, dll dalam proses pembelajaran bahasa inggris termasuk tantangan bagi seorang guru? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?

Jawaban: “Iya. Buat nanti belajar ulang siswa. Kalau siswa tidak menggunakan itu untuk mencatat materi yang dijelaskan guru, maka lebih susah untuk siswa mempelajari ulang materi. Sedangkan beberapa siswa belum diajarkan menggunakan riglet dan styllus disekolah sebelumnya.

Untuk siswa yang sudah bisa, terkadang masih suka lupa. Kalaupun ingat, saat saya cek lagi ternyata hurufnya salah. Selain itu, hambatannya nulisnya jadi lama karna masih suka lupa dan salah tadi. Untuk hal itu saya meminta murid-murid yang bawa handphone ke sekolah buat merekam selama pembelajaran disekolah. Jadi mereka bisa mendengarkan kembali dirumah. Disini diperbolehkan bawa HP mba, asalkan ngga main HP saat pelajaran.”

9. Apakah kurikulum yang kaku atau tidak fleksibel dalam proses pembelajaran bahasa inggris untuk murid berkebutuhan khusus menjadi tantangan bagi guru? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?

Jawaban: “Itu tidak termasuk tantangan mba. Seperti yang saya sebutkan sebelumnya. Kurikulumnya pakai kurikulum 2013. pada menyesuaikan dengan kondisi siswa dan situasi yang ada saat ini mba. Jadi bisa berlaku fleksible.”

10. Apakah materi pembelajaran yang terlalu mendasar dan kurang menyesuaikan perkembangan teknologi saat ini menjadi tantangan guru dalam proses mengajar bahasa inggris? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?

Jawaban: “Menurut saya itu tidak termasuk. Materi pembelajaran terutama bahasa Inggris untuk murid-murid disabilitas pastinya diberikan menyesuaikan kondisi dan kemampuan mereka. Walaupun sudah SMP tapi kalau belum dapat pembelajaran bahasa Inggris sebelumnya di SD, ya jelas kita ajarkan materi-materi dasar bahasa Inggris yang ada di SD kaya vocabulary, ungkapan-ungkapan yang sederhana seperti How are you?, I am fine, How about you?, lalu I am sorry, Today is Sunday, dan lain-lain. Walaupun belum diberikan pelajaran bahasa Inggris di SD, tapi seenggaknya murid-murid pernah mendengar beberapa kata bahasa Inggris seperti I am sorry tadi. Entah dari pembicaraan orang atau dari lagu bahasa Inggris yang baru tranding atau game online. Jadi untuk materi bahasa Inggris yang dasar itu bukan suatu tantangan, tapi lebih kepada cara penyampaian materinya

yang tepatlah yang menjadi tantangan guru dalam mengajar siswa berkebutuhan khusus.”

11. Apakah kurangnya staff pendukung disekolah segregasi yang membantu dalam persiapan pembelajaran bahasa inggris untuk anak-anak berkebutuhan khusus menjadi tantangan bagi seorang guru? Kenapa itu menjadi tantangan bagi seorang guru dan bagaimana cara bapak mengatasinya?

Jawaban: “Staff pendukung disini saya artikan kaya SarPras (sarana dan prasarana) gitu ya.. kalau itu ya kurang. Karena disini staff TU (Tata Usaha), admin (administrasi) yang kaya gitu tu ngga ada. Jadi guru yang muda-muda merangkap jadi itu. Menurut saya justru yang kurang adalah guru lulusan bahasa Inggrisnya sih yang belum ada. Jadi kalau staff pendukungnya kurang, bahkan guru yang merangkap jadi staff sekolah juga, otomatis pekerjaan guru bertambah dan pas persiapan mengajar jadi kurang optimal untuk explore metode dan media mengajarnya.”

Appendix 5: The Result Data of Observation in the Classrooms

1. The First Observation at Seventh Grade Class (April 12, 2022)



Picture 5.1 First Observation

Guru memasuki kelas pukul 07.30.

Mr.Wisnu : “Pada bawa riglet ngga?”

Ayu : “Engga”

Royhan : “Tidak tuh pak”

Mr.Wisnu : Menghampiri meja Ayu. “Besuk lagi dibawa rigletnya ya.”

Ayu : “Iya.”

Mr.Ernest : Mengetuk pintu. (tok tok tok...) “Permisi pak, Royhan jadwalnya massage.

Mr.Wisnu : “Oh...nggih pun.”

Mr.Ernest : “Mas Royhan ayo di massage dulu.”

Royhan : Bangun dari tempat duduk lalu berjalan ke pintu menghampiri Mr.Ernest. “Tas nya ditinggal disini aja pak?”

Mr.Ernest : “Iya.” sambil mengangguk.

Mr.Wisnu : Menepuk pundak Royhan sambil berkata “Yaudah massage dulu ya.”

Ayu : “Opo?”

Mr.Wisnu : “Kenapa?”

Ayu : “Opo?”

Mr.Wisnu : “Apa pak Wisnu...”

Ayu : Diam.

Mr.Wisnu : “Pak Wisnu ambilin riglet dulu ya. Ayu bisa belum?”

Ayu : “Bisa”

Mr.Wisnu : “Beneran?”

Ayu : “Iya”

Mr.Wisnu : “Besok-besok bawa ya”

Ayu : “Ya”

Mr.Wisnu keluar kelas untuk mengambilkan riglet dikantor guru. Beberapa menit kemudian beliau masuk kedalam kelas dengan membawa riglet. Lalu kembali menghampiri meja Ayu.

Mr.Wisnu : “Mas Royhan ikut massage wi, Ayu sendirian ya?”

Ayu : Mengangguk.

Mr.Wisnu : “Duduknya sini aja...menghadap ke meja.”

Ayu : Memposisikan duduk.

Mr.Wisnu : Membuka pintu untuk meningkatkan pencahayaan lalu menarik kursi kemudian duduk berhadapan dengan Ayu. “Oke, kita mulai ya... Assalamualaikum warahmatullahi wabarakaatuh.”

Ayu : Siswa diam tidak menjawab salam.

Mr.Wisnu : “Assalamualaikum warahmatullahi wabarakaatuh.”

Ayu : “Waalaikumsalam warahmatullahi wabarakaatuh.”

Mr.Wisnu : “Ayu gimana kabarnya?”

Ayu : “Baik”

Mr.Wisnu : “Hari ini puasa ngga?”

Ayu : “Engga. Loh iki rung dipasang.” sambil memegang riglet.

Mr.Wisnu : “Belum”

Ayu : “Ah pak wisnu wi...”

Mr.Wisnu : “Coba pasang sendiri bisa ngga”

Ayu : Mencoba memasang sendiri riglet ke kertas.

Mr.Wisnu : “Eh kebalik. Belum.. belum pas” membantu siswa memasangkan riglet ke kertas.

Mr.Wisnu : “Ini pasin dulu, dilurusin sama pinggiran kertasnya.”

Ayu : Mengubah arah posisi duduk.

Mr.Wisnu : “Nah... sip dah bisa. Coba ayu inget ngga kemarin kita belajar tentang apa?”

Ayu : “Nggak”

Mr.Wisnu : “Tentang kosa kata..? Kosa kata apa?”

Ayu : Diam.

Mr.Wisnu : “Kosa kata benda-benda di kelas. Contohnya bahasa inggrisnya meja. Meja bahasa inggrisnya apa? Ayo inget ngga?”

Ayu : “Engga”

Mr.Wisnu : “Kalau kursi? Bahasa inggrisnya apa?”

Ayu : Diam.

Mr.Wisnu : “Ayu lupa?”

Ayu : “Iya”

Mr.Wisnu : “Coba kalo bahasa inggrisnya pintu. Suara tembakan gimana?”

Ayu : “Dor!”

Mr.Wisnu : “Nah... pintu itu dor. Kalau tembok?”

Ayu : “Dor”

Mr.Wisnu : “Bukan. Kalo dor tadi apa?”

Ayu : “Pintu”

Mr.Wisnu : “Ya. Kalau tembok? Ayu lupa juga?”

Ayu : “Iya”

Mr.Wisnu : “Kalau buku bahasa inggrisnya apa?”

Ayu : “Buku”

Mr.Wisnu : “Buku itu book. Kalau jendela? Masa lupa semua?”

Ayu : “Iya”

Mr.Wisnu : “Kalau lantai? Lantai? Oke coba kita inget-inget lagi ya. Meja itu table. Meja bahasa inggrisnya apa Ayu?”

Ayu : “Table”

Mr.Wisnu : “Table itu artinya apa?”
Ayu : “Meja”
Mr.Wisnu : “Bahasa inggrisnya meja?”
Ayu : “Table” memundurkan tempat duduk.
Mr.Wisnu : “Bentar, coba dibenarkan dulu duduknya.” sambil mengembalikan posisi duduk siswa ketempat semula.
Ayu : Kembali duduk menghadap ke guru dan memainkan riglet.
Mr.Wisnu : “Coba nulis M inget ngga? Titik 1,3,4.
Ayu : “Gini” menunjukan tulisan ke guru.
Mr.Wisnu : “Titik 1 dipojok kiri atas ini, yang bawahnya itu titik 2, trusnya lagi 3, trus 4 dimana?”
Ayu : “Sini”
Mr.Wisnu : “Yang ini titik ke 4” membetulkan. “Ayo diulangi lagi ya...”
Ayu : “Pak wisnu ngajarin Ayu?”
Mr.Wisnu : “Iya pak wisnu ngajarin Ayu. Ayo coba lagi sambil diraba.”
Ayu : “Kertase diwalik.”
Mr.Wisnu : “Ya nanti ngga bisa dibaca no... dah biarin gini aja. Ayo dari titik 1 pojok kiri atas, terus titik 3, terus titik 4.”
Ayu : Mencoba bersama guru.
Mr.Wisnu : “Ini berarti Ayu belum bisa?”
Ayu : “Belum nok.”
Mr.Wisnu : “Katanya kemarin sudah bisa?”
Ayu : “Belum”
Mr.Wisnu : “Berarti nanti kita belajar lagi ya habis belajar bahasa inggris.”
Ayu : “Iya”
Mr.Wisnu : “Yuk coba ulangi yang tadi. Meja tadi bahasa inggrisnya apa Ayu?”
Ayu : “mmm...”
Mr.Wisnu : “Meja itu table. Meja apa ayu?”
Ayu : “Table”
Mr.Wisnu : “Iya pinter. Ayu duduk diatas apa?”
Ayu : “Kursi”
Mr.Wisnu : “Kalau kursi bahasa inggrisnya chair. Kursi tadi apa Ayu?”
Ayu : “Chair”
Mr.Wisnu : “He em pinter. Kalau lantai itu floor. Lantai apa ayu?”
Ayu : “Floor”
Mr.Wisnu : “Iya... lantai floor. Coba apalagi (benda) yang dikelas?”
Ayu : “Buku...”
Mr.Wisnu : “Buku itu book. Nih... bukunya bu Eva. Kenal ngga bu Eva?”
Ayu : “Kenal”
Mr.Wisnu : “Tadi buku tadi apa ayu?”
Ayu : “Book”
Mr.Wisnu : “Pinter... tos sik tos sik...” mengangkat dan mendekatkan telapak tangan ke siswa.
Ayu : “Tos...” (*prok) menepuk telapak tangan guru.
Mr.Wisnu : “Terus... ayu punya pensil. Kalau bahasa inggrisnya pensil ya pensil ya?”
Ayu : “Pencil”

Mr.Wisnu : “Terus ada spidol. Spidol itu boardmarker.” sambil memegang spidol.
Ayu : “Ayu wae sing nyekel.” mengambil spidol dari guru.
Mr.Wisnu : “Coba ulangi dari awal.” (*Tek tek tek) mengetuk meja. “Ini bahasa inggrisnya apa?”
Ayu : “Meja”
Mr.Wisnu : “Table. Ayu duduk diatas?”
Ayu : Diam.
Mr.Wisnu : “Kursi tadi apa ayu? Kursi itu chair.”
Ayu : “Chair”
Mr.Wisnu : “Pinter. Kalau lantai? Lantai bahasa inggrisnya apa?”
Ayu : Diam.
Mr.Wisnu : “Lantai itu floor.”
Ayu : “Floor”
Mr.Wisnu : “Iya. Yang udah meja, kursi, lantai, terus apalagi ya tadi ya... pintu pintu?”
Ayu : “Dor” menggeserkan bangku yang diduduki kemeja sebelah.
Mr.Wisnu : “Iya dor. Ayu mau kemana?”
Ayu : “Iki tase sopo?”
Mr.Wisnu : “Tasnya mas Royhan. Yuk duduknya kembali lagi. Duduknya yang bener lagi yuk!”
Ayu : Mengembalikan posisi duduk ke tempat semula.
Mr.Wisnu : “Sudah ya... pak Wisnu menjelaskan lagi. Buku apa tadi?”
Ayu : Diam.
Mr.Wisnu : “Buku? bu.. ku.. buku apa?”
Ayu : Diam.
Mr.Wisnu : “Buku itu book.”
Ayu : “Book”
Mr.Wisnu : “Udah 5 ya berarti.”
Ayu : Hendak membereskan alat tulis, riglet, kertas.
Mr.Wisnu : “Belum... belum selesai. Baru mulai kita. Yok 5 tadi diulangi lagi ya...” (*tek tek tek) membunyikan meja. “Ini apa ini?”
Ayu : “Meja”
Mr.Wisnu : “Bahasa inggrisnya?”
Ayu : “Book”
Mr.Wisnu : “No... meja itu table. Terus kalau kursi bahasa inggrisnya? Apa?”
Ayu : Memainkan kertas.
Mr.Wisnu : “Bahasa inggrisnya chair. Terus... lantai lantai?”
Ayu : “Chair”
Mr.Wisnu : “Bukan. Chair itu kursi. Lantai itu floor.”
Ayu : “Floor”
Mr.Wisnu : “Terus yang ketiga buku. Buku apa tadi?”
Ayu : Tidak menjawab.
Mr.Wisnu : “Buku itu book. Terus yang keempat pensil. Bahasa inggrisnya pensil apa?”
Ayu : “Pencil”
Mr.Wisnu : “Iya... pencil”
Ayu : Tepuk tangan.

Mr.Wisnu : “Coba sekarang dibalik ya. Nanti pak wisnu bilang bahasa inggrisnya, Ayu sebutin artinya ya.”

Ayu : “Iya”

Mr.Wisnu : “Table artinya apa?”

Ayu : “Eh kertase mau endi?”

Mr.Wisnu : “Ini ada, tapi nanti dulu. Table artinya apa?”

Ayu : “Table artinya...meja.” (*tek tek tek) membunyikan meja.

Mr.Wisnu : “Iya pinter... table artinya meja. Kalau chair artinya?”

Ayu : Menggeser bangku yang diduduki kebelakang.

Mr.Wisnu : “Kok mundur mundur? Ayo agak maju duduknya.”

Ayu : Menggeser bangku kedepan.

Mr.Wisnu : “Ya sebelah sini Ayu” mendekatkan bangku siswa dengan meja yang terletak didepan. “Chair artinya kursi. Kalau floor artinya?”

Ayu : Memainkan riglet.

Mr.Wisnu : “Ayo fokus dulu Ayu. Boleh dipegang tapi jangan dimainin ya... floor artinya?” tegur guru dengan suara lembut.

Ayu : “Floor”

Mr.Wisnu : “Ayu nginjek apa ini?” (*bak bak...) menghentakan kaki pelan kelantai.

Ayu : “Lantai”

Mr.Wisnu : “Iya.. floor itu lantai. Kalau book artinya apa?”

Ayu : “Buku”

Mr.Wisnu : “He’e pinter. Terus kalau pencil?”

Ayu : “Pensil”

Mr.Wisnu : “Iya sama pensil juga. Sip... udah bisa 5 ya... apa aja tadi Ayu?”

Ayu : “Pensil, buku, kursi...”

Mr.Wisnu : “Terus?”

Ayu : “Meja, lantai”

Mr.Wisnu : “Ditambah lagi ya... pintu tadi apa? ”

Ayu : “Dor” memainkan riglet lagi.

Mr.Wisnu : “Terus dinding. Dinding itu...” memperhatikan siswa. “Hayo tadi pak wisnu bilang gimana? Jangan buat mainan dulu!” tegur guru dengan suara lembut.

Ayu : Meletakan riglet.

Mr.Wisnu : “Dinding itu wall.”

Ayu : “Wall”

Mr.Wisnu : “Wall”

Ayu : “Wall”

Mr.Wisnu : “Kalau jam itu clock.”

Ayu : “Clock”

Mr.Wisnu : “Selain itu ada jendela. Jendela itu window.”

Ayu : “Window”

Mr.Wisnu : “Tu ada kertas. Kertas itu paper.”

Ayu : “Table”

Mr.Wisnu : “Table itu meja. Paper...”

Ayu : “Paper”

Mr.Wisnu : “Oke. Coba ulangi lagi dari pintu. Pintu apa bahasa inggrisnya?”

Ayu : Diam.

Mr.Wisnu : “Suara tembakan”
Ayu : “Dor... pinter sip”
Mr.Wisnu : “He’e. Dinding itu bahasa inggrisnya apa tadi?”
Ayu : Diam.
Mr.Wisnu : “Dinding itu wall.”
Ayu : “Wall”
Mr.Wisnu : “Kalau pintu tadi apa?”
Ayu : “Dor”
Mr.Wisnu : “Kalau dinding?”
Ayu : “Wall”
Mr.Wisnu : “Terus apalagi ya tadi... jam itu clock”
Ayu : “Clock”
Mr.Wisnu : “Terus apalagi ya... terus apalagi ayu? Ee.. jendela jendela. Jendela window. Win..?”
Ayu : “Dow”
Mr.Wisnu : “Terus satu lagi kertas. Kertas itu paper.”
Ayu : “Table”
Mr.Wisnu : “Bukan, kalo itu meja. Kertas itu paper.” memperbesar suara.
Ayu : “Paper”
Mr.Wisnu : “Sekarang pak wisnu sebut bahasa inggrisnya kaya tadi nanti Ayu sebutin artinya ya... kalau dor apa?”
Ayu : “Pintu”
Mr.Wisnu : “Iya. Kalau wall? Din..?”
Ayu : “Dinding”
Mr.Wisnu : “Dinding. Kalau window, window jen..?”
Ayu : “Dela”
Mr.Wisnu : “Window jendela, kalau paper? Tuh ayu pegang apa barusan?”
Ayu : Diam.
Mr.Wisnu : “Pegang ker?”
Ayu : “Kertas”
Mr.Wisnu : “Iya kertas. Kalau clock itu jam.”
Ayu : “Jam” mengubah arah posisi duduk.
Mr.Wisnu : “Nah udah dapet 10. Oke, kita coba ulang lagi ya dari awal. Ayu menghadapnya kesini dulu!” guru kembali menegur siswa dengan suara lembut.
Ayu : Membetulkan posisi duduk.
Mr.Wisnu : “Bahasa inggrisnya meja?”
Ayu : “Meja?”
Mr.Wisnu : “He’em. Apa? Ta..?”
Ayu : “Ble”
Mr.Wisnu : “He’em table. Kursi itu chair.”
Ayu : “Chair”
Mr.Wisnu : “Lantai itu floor.”
Ayu : “Floor”
Mr.Wisnu : “Floor. Terus e... pensil bahasa inggrisnya apa?”
Ayu : “Pensil ndi?”
Mr.Wisnu : “Pensilnya ditempat pensil. Pensil bahasa inggrisnya pen..?”
Ayu : “Cil”

Mr.Wisnu : “He’em pensil ya pencil. Kalo buku apa buku?”
Ayu : Diam.
Mr.Wisnu : “Book”
Ayu : “Book”
Mr.Wisnu : “He’em. Terus e... pintu tadi apa Ayu?”
Ayu : “Door” mengubah arah posisi duduk.
Mr.Wisnu : “He’e pintu door. Terus dinding wall.”
Ayu : “Wall” mengubah arah posisi duduk.
Mr.Wisnu : “Hadapnya sini dulu Ayu. Hadapnya sini dulu... ke meja ya...”
Ayu : Mengubah ke arah posisi duduk seperti semula.
Mr.Wisnu : Terus... kertas pa..?”
Ayu : “Per”
Mr.Wisnu : “Paper. Terus jam itu clock.”
Ayu : “Clock”
Mr.Wisnu : “Dah 10 itu ya”
Ayu : “Iya”
Mr.Wisnu : “Ayu biasa gimana kalo belajar dirumah?”
Ayu : “Kertas. Kertase mau didokok kene.”
Mr.Wisnu : “Kertas? Iya.. sik pak Wisnu mau tanya dulu. Ayu kalo belajar biasanya gimana caranya?”
Ayu : “Belajar og dirumah”
Mr.Wisnu : “Iya.. belajarnya baca braile atau...”
Ayu : “Ndak og”
Mr.Wisnu : “Terus apa?”
Ayu : Diam.
Mr.Wisnu : “Sama mbah? Belajar ngga dirumah?”
Ayu : “Iya to”
Mr.Wisnu : “Gimana belajarnya?”
Ayu : “Bu Yuni”
Mr.Wisnu : “Kok bu Yuni” tersenyum. “Kan dirumah bukan di sekolahan. Kalo disekolah sama bu Yuni. Kalo dirumah belajarnya gimana?”
Ayu : “Ya dikertas”
Mr.Wisnu : “Di kertas?”
Ayu : “Di kertas gini lho...” sambil memegang kertas yang ada dilaci meja.
Mr.Wisnu : “Coba coba tunjukin contohin Pak Wisnu lihat. Contohin belajarnya gimana kalo pake kertas.”
Ayu : “Ngene” mengambil kertas yang ada dilaci meja dan melipatnya.
Mr.Wisnu : “Terus belajarnya gimana?”
Ayu : “Kalo pasang kertas harus pas.”
Mr.Wisnu : “Ya... besuk dibawa ya...”
Ayu : “Opo? Kertase?”
Mr.Wisnu : “Iya, berarti Ayu dirumah ngga belajar ya?”
Ayu : “Endak”
Mr.Wisnu : “Nah nanti coba ya diulangi lagi dirumah. Misal udah sampe rumah ni...”
Ayu : “Urung og”
Mr.Wisnu : “Ngga, misalnya. Misal nanti sore atau nanti siang.”

Ayu : “Ngko sore rapopo?”
Mr.Wisnu : “Nanti sore ngapain?”
Ayu : “Buko nuk”
Mr.Wisnu : “Iya, nanti sore buka. Nanti kalo Ayu udah dirumah lagi duduk duduk dikursi, nah kursi itu apa ya bahasa inggrisnya? Kursi chair. Trus Ayu mau maem nasi. Nasi apa bahasa inggrisnya. Nanti misal Ayu bingung bisa tanya ke mbah ya. Mbah tolong bukain kamus, bahasa inggrisnya nasi apa. Nanti trus bisa keluar suaranya, ya?”
Ayu : “Kertase besuk dibawa?”
Mr.Wisnu : “Ya... kertas sama riglet.”
Ayu : “Ngga punya”
Mr.Wisnu : “Coba nanti tanya bu Yuni ya biar dicarikan bu Yuni.”
Ayu : “Ya”
Mr.Wisnu : “Ini mau nambah lagi sih tentang...”
Ayu : “Ndak”
Mr.Wisnu : “Hehe, ngga kita mau belajar lagi tentang tempat. Tempat itu bahasa inggrisnya place.”
Ayu : “He he...”
Mr.Wisnu : “Place. Ayu suka belajar bahasa Inggris ngga?”
Ayu : “Engga”
Murid-murid dari kelas lain : Mengintip dari depan pintu kelas.
Mr.Wisnu : “Sudah selesai?” guru menyapa murid-murid dari kelas lain yang mengintip di depan pintu kelas.
Murid-murid dari kelas lain : “Sampun”
Mr.Wisnu : “Ya sudah, naik naik masuk kelas!” tegur guru.
Ayu : “Sopo?”
Mr.Wisnu : “Anu...mba dita sama mas Wildan sama mas Tegar.”
Ayu : “Ngopo?”
Mr.Wisnu : “Habis sholat dhuha. Ayu suka pelajaran apa?”
Ayu : Meraba benda benda disekitar tempat duduk.
Mr.Wisnu : “Itu meja”
Ayu : “Iki opo?” memegang tas milik peneliti.
Mr.Wisnu : “Itu tas”
Ayu : “Wek e sopo?”
Mr.Wisnu : “Punya mba nya”
Ayu : “Mba e ndi?”
Mr.Wisnu : “Dibelakangnya situ hehe. Berdiri mba nya. Ayu sukanya apa?”
Ayu : Diam.
Mr.Wisnu : “Kalo maeman, maeman ayu suka maem apa?” duduk mendekat ke siswa.
Ayu : Siswa semakin tidak fokus mendengarkan dan lebih tertarik dengan sekelilingnya dengan meraba-raba menggunakan tangan benda benda disekitar tempat duduknya.
Mr.Wisnu : “Dengerin pak Wisnu dulu!” meraih tangan murid untuk menghentikannya.
Ayu : Suara benda. “Eh mba e?”
Mr.Wisnu : “Iya mba nya. Ayu paling suka maem apa?”
Ayu : Menggeser bangku ke meja belakang.

Mr.Wisnu : “Kok kesitu?”
Ayu : Meraba benda-benda disekitar tempat duduk.
Mr.Wisnu : “Oke, tempat itu place.”
Ayu : “Mba e ndi?”
Mr.Wisnu : “Mba nya berdiri. Place itu tem..? tem..?”
Ayu : Diam sambil menoleh ke kanan kiri.
Mr.Wisnu : Tempat.
Ayu : Tempat.
Mr.Wisnu : “Place itu artinya apa Ayu?”
Ayu : Diam sambil menoleh ke kanan kiri.
Mr.Wisnu : “Place itu artinya tempat. Tempat itu kira kira apa aja ayu?”
Ayu : Tidak menjawab sambil meraba benda benda disekitar tempat duduk.
Mr.Wisnu : “Yang pertama ru..? rumah”
Ayu : “Rumah”
Mr.Wisnu : “Terus apalagi? Se..? Ini Ayu dimana?”
Ayu : Tidak menjawab sambil meraba benda benda disekitar tempat duduk.
Mr.Wisnu : “Se..ko..?”
Ayu : “Lah”
Mr.Wisnu : “Sekolah. Terus didalem sekolah ada ke..?”
Ayu : “Las”
Mr.Wisnu : “Kelas. Pinter... terus ada mas..?”
Ayu : “Jid”
Mr.Wisnu : “Masjid. Terus ada apa lagi ya? Ee.. rumah, sekolah, kelas, masjid terus kamar.”
Ayu : Memegang tas peneliti.
Mr.Wisnu : “Itu tasnya mba”
Ayu : “Mba e ngopo?”
Mr.Wisnu : “Mba nya berdiri”
Ayu : “Ning ndi?”
Mr.Wisnu : “Disamping kursi. Yuk balik lagi. Ada rumah, sekolah, kelas, kamar sama masjid. Nah... coba kita ngenal bahasa inggrisnya ya. Coba kalo rumah itu apa bahasa inggrisnya?”
Ayu : Mendengarkan dan memperhatikan penjelasan guru.
Mr.Wisnu : “Rumah itu house.”
Ayu : “House”
Mr.Wisnu : “House kayak mau minum ya, haus.”
Ayu : “House”
Mr.Wisnu : “Kalo sekolah. Sekolah itu apa?”
Ayu : Mendengarkan dan memperhatikan penjelasan guru.
Mr.Wisnu : “sekolah itu school. Ayu tau skul?”
Ayu : “Engga”
Mr.Wisnu : “Skul itu kalo orang jawa bilang nya nasi, skul.”
Ayu : “Mba e ndi?” menggeser bangku ke meja belakang.
Mr.Wisnu : “Dah fokus kesini dulu aja. Kalo dah selesai bisa ngobrol sama mba nya. School itu tadi apa?”
Ayu : Diam

Mr.Wisnu : “Se..?”
Ayu : “Kolah” tepuk tangan.
Mr.Wisnu : “Ayo kita lihat ya nanti. Pasti bisa! School itu sekolah. Kelas itu bahasa inggrisnya classroom.”
Ayu : “Room”
Mr.Wisnu : “Classroom”
Ayu : “Room”
Mr.Wisnu : “Ulangi, classroom”
Ayu : “Classroom”
Mr.Wisnu : “e... masjid. Masjid itu mosque, coba ulangi. Masjid itu mosque.”
Ayu : “Mosque”
Mr.Wisnu : “Coba ulangi dulu. Tadi rumah bahasa inggrisnya apa? Kayak mau minum.”
Ayu : “House”
Mr.Wisnu : “House. Nah... ho’o pinter”
Ayu : Tepuk tangan.
Mr.Wisnu : “Terus, sekolah?”
Ayu : Diam.
Mr.Wisnu : “School. Kalau kelas, classroom.”
Ayu : “Classroom”
Mr.Wisnu : “Trus satu lagi masjid. Masjid itu mosque.”
Ayu : “Mosque”
Mr.Wisnu : “Coba ulangi lagi. Rumah bahasa inggrisnya?”
Ayu : Diam.
Mr.Wisnu : “Kayak mau minum.”
Ayu : “House”
Mr.Wisnu : “Ya house. Terus sekolah?”
Ayu : “Sekolah”
Mr.Wisnu : “School. Terus kelas, kelas itu bahasa inggrisnya classroom.”
Ayu : “Classroom”
Mr.Wisnu : “Terus masjid. Masjid itu bahasa inggrisnya mosque.”
Ayu : “Mosque”
Mr.Wisnu : “Sekarang pak Wisnu balik ya. Pak Wisnu sebutin bahasa inggrisnya, trus ayu artiin. Misal pak Wisnu bilang house, house itu rumah. Terus school, school itu sekolah. Class room, classroom itu kelas. Terus mosque, mosque itu masjid. Nah coba ya, pak Wisnu bilang bahasa inggrisnya. Ee.. house artinya apa?”
Ayu : Diam.
Mr.Wisnu : “House artinya ru..?”
Ayu : “Mah”
Mr.Wisnu : “School. Ayu sekarang dimana?”
Ayu : “Disekolah”
Mr.Wisnu : “Ya disekolah, school. Terus di dalem sekolah ada classroom. Classroom apa?”
Ayu : “Opo?”
Mr.Wisnu : “Ke..?”
Ayu : “Las”
Mr.Wisnu : “He’e kelas. Terus kalo sholat itu di mosque.”

Ayu : “Masjid”
 Mr.Wisnu : “Dah dulu bahasa Inggrisnya sampe sini dulu ya. Untuk tugas ayu dirumah menghafalkan 10 nama-nama benda didalam kelas dan 5 nama-nama tempat yang sudah bapak ajarkan hari ini. Nanti sampe rumah diinget inget lagi ya. Nanti pas ayu duduk dikursi, kursi bahasa inggrisnya apa? chair gitu. Nanti bisa minta tolong sama mbah suruh bukain kamus. Kurang lebihnya pak Wisnu mohon maaf. Assalamualaikum warahmatullahi wabarakaatuh”
 Ayu : “Waalaikumsalam warahmatullahi wabarakaatuh”
 Mr.Wisnu : “Tos dulu” mengangkat telapak tangan mendekati ke siswa.
 Ayu : Menepuk telapak tangan guru. *pak
 Mr.Wisnu : “Yang kenceng” mengangkat telapak tangan mendekati ke siswa lagi.
 Ayu : Menepuk telapak tangan guru lebih keras. *pak
 Mr.Wisnu : “Oke”
 Ayu : Tepuk tangan.
 Mr.Wisnu : “Dah istirahat dulu. Tunggu pelajaran selanjutnya ya...”

2. The Second Observation at Ninth Grade Class (April 14, 2022)



Picture 5.2 Second Observation

Murid-murid duduk diruang kelas menunggu Guru. Selang 5 menit guru memasuki ruang kelas untuk memulai pembelajaran. Pembelajaran dimulai pukul 07.30 WIB.

Mr.Wisnu : “Oke kita mulai ya... Assalamualaikum warahmatullahi wabarakaatuh.”

Mukhlis & Devara: “Waalaikumsalam warahmatullahi wabarakaatuh.”

Mr.Wisnu : “Sudah pada sarapan belum dirumah?”

Mukhlis : “Sudah pak”

Devara : “Sudah”

Mr.Wisnu : “Udah siap belajar berarti ya. Yang bawa Hp boleh kalau mau ngerekam selama pelajaran. Hari ini kita mau belajar tentang simple present tense, tapi sebelumnya kita ulangin dulu materi dipertemuan sebelumnya.”

Mukhlis : Mengeluarkan Hp dan memulai untuk merekam.
Mr.Wisnu : “Coba sekarang satu per satu menyebutkan 10 kata kerja bahasa Inggris. Siap?”
Devara : “Wah 10 ya pak?”
Mr.Wisnu : “Iya kan sudah. Yok dari Mukhlis dulu. Sebutkan 10 kata kerja.”
Mukhlis : “Mmm... eat pak.”
Mr.Wisnu : “Artinya apa?”
Mukhlis : “Makan”
Mr.Wisnu : “Yak satu betul. Trus?”
Mukhlis : “Sleep tidur”
Mr.Wisnu : “Yak. Tiga?”
Mukhlis : “Memasak pak, cook”
Mr.Wisnu : “Ya”
Mukhlis : “Chair”
Mr.Wisnu : “Chair itu apa?”
Mukhlis : “Kursi”
Mr.Wisnu : “Bukan ya, kursi itu kata benda bukan kata kerja. Bapak udah pernah suruh ngafalin 10 kata kerja kan?”
Mukhlis : “Udah”
Mr.Wisnu : “Kapan?”
Mukhlis : “Kemarin”
Mr.Wisnu : “Em em emm... udah seminggu yang lalu.”
Mukhlis : “Eh iya seminggu yang lalu.”
Mr.Wisnu : “Baru tiga ya tadi. Tidur apa tadi?”
Mukhlis : “Sleep”
Mr.Wisnu : “He em. Terus?”
Mukhlis : “Cook”
Mr.Wisnu : “Terus?”
Mukhlis : “Makan”
Mr.Wisnu : “Hmm?”
Mukhlis : “Makan”
Mr.Wisnu : “Makan apa?”
Mukhlis : Diam.
Mr.Wisnu : “Makan eat. Terus minum?”
Mukhlis : “Drink”
Mr.Wisnu : “Drink oke. Nah sekarang coba giliran Devara. Sebutkan 10 kata kerja ya.”
Devara : “Baru lima”
Mr.Wisnu : “Baru lima? coba apa aja”
Devara : “Sit”
Mr.Wisnu : “Apa artinya?”
Devara : “Duduk”
Mr.Wisnu : “He em pintar”
Devara : “Kalo kue?”
Mr.Wisnu : “Kue itu termasuk kata kerja bukan?”
Devara : “Bukan”
Mr.Wisnu : “Bukan. Kue itu kata benda ya. Apalagi?”
Devara : “Hmm...Cook”

Mr. Wisnu : “Nah cook. Itu artinya?”
Devara : “Memasak”
Mr. Wisnu : “Memasak pinter, dua. Terus ketiga?”
Devara : Diam.
Mr. Wisnu : “Ayo yang ketiga apa?”. bangun dari tempat duduk untuk menutup pintu lalu kembali duduk.
Devara : “Book”
Mr. Wisnu : “Book?”
Devara : “Buku”
Mr. Wisnu : “Buku itu kata kerja atau kata benda?”
Devara : “Benda”
Mr. Wisnu : “Hayo.. pada belajar ngga ini?”
Devara : “Iya belajar”
Mr. Wisnu : “Kapan?”
Devara : “Kemarin Selasa”
Mr. Wisnu : “Oh berarti dua hari yang lalu ya. Tadi baru apa?”
Devara : “Baru...”
Mr. Wisnu : “Baru cook sama sit. Terus apalagi?”
Devara : “Glass”
Mr. Wisnu : “Glass itu apa?”
Devara : “Gelas”
Mr. Wisnu : “Gelas itu kata kerja apa bukan?”
Devara : “Bukan”
Mr. Wisnu : “Bukan. Masih dua. Apalagi ayo?”
Devara : “Drink”
Mr. Wisnu : “Yak drink artinya?”
Devara : “Minum”
Mr. Wisnu : “Minum pinter. Baru tiga. Terus?”
Devara : “Chair”
Mr. Wisnu : “Chair itu apa?”
Devara : “Kursi”
Mr. Wisnu : “Kursi itu termasuk kata?”
Devara : “Benda”
Mr. Wisnu : “He’e. Terus?”
Mukhlis : “Nek kata benda ngono penak banget ki”
Mr. Wisnu : “Apa ayo?”
Devara : “Door”
Mr. Wisnu : “Door adalah?”
Devara : “Pintu”
Mr. Wisnu : “Pintu termasuk kata?”
Mukhlis : “Benda”
Devara : “Benda”
Mr. Wisnu : “He’e. Ituu masih tiga, belum lagi nih kata kerjanya nih. Ayo selain duduk. Kata kerja tu apa sih? Kata yang menunjukkan suatu aksi..?”
Mukhlis : “Fitas”
Devara : “Fitas”
Mr. Wisnu : “Fitas atau kegiatan”

Devara : "Oh eat"
 Mr.Wisnu : "Ya, eat. Artinya?"
 Devara : "Makan"
 Mr.Wisnu : "He'e makan. Terus selanjutnya. Udah 4 ni yok! Apalagi yang kira-kira menunjukkan aktifitas atau kegiatan? Belajar, membaca, mendengarkan itu termasuk kata kerja. Ayo yang diinget apa?"
 Devara : "Belajar itu..."
 Mr.Wisnu : "He'e. belajar itu stu..."
 Devara : "Stu..dy"
 Mr.Wisnu : "Ya, study. Ada lagi. Kemarin belajarnya lewat apa?"
 Devara : "Dari radio"
 Mr.Wisnu : "Radio HP?"
 Devara : "Radio beneran"
 Mr.Wisnu : "Oh radio beneran. Kok ada bahasa inggrisnya?"
 Devara : "Iya..."
 Mr.Wisnu : "Oh...darimana?"
 Mukhlis : "Itu temennya Devara pak radionya"
 Mr.Wisnu : "Gimana gimana?"
 Mukhlis : "Maksudnya radionya devara itu ada..apa itu.. ada..bahasa inggrisnya"
 Mr.Wisnu : "mmm.. ya oke sip. Pak Wisnu mau lanjutin dulu buat 10 kata kerja ini. Biar nanti bener-bener dihafalkan. Tadi Mukhlis bilang apa aja tadi Mukhlis?"
 Mukhlis : "Drink"
 Mr.Wisnu : "Drink minum. Terus?"
 Mukhlis : "Eat"
 Mr.Wisnu : "Devara bilang apa aja?"
 Devara : "Sit"
 Mr.Wisnu : "Terus?"
 Devara : "Cook"
 Mr.Wisnu : "Memasak. Belajar tadi apa?"
 Devara : "Study"
 Mr.Wisnu : "He'e terus?"
 Devara : "Eat"
 Mr.Wisnu : "Iya eat. 1,2,3,4,5,6 Yang dikumpulkan baru dapet 6. kita sebutkan yang lain. Bahasa indonesianya dulu apa? Apalagi yang kira-kira menunjukkan aktifitas."
 Devara : "Menulis?"
 Mr.Wisnu : "Menulis iya. Menulis itu write. Bahasa indonesianya dulu aja."
 Devara : "Memasak kue?"
 Mr.Wisnu : "Memasak tadi udah. Kenapa pak Wisnu minta suruh hafalin, supaya nanti untuk masuk ke materi berikutnya. Tadi menulis, temennya menulis ada apa?"
 Devara : "Membaca"
 Mr.Wisnu : "Membaca itu read r-e-a-d. Terus apalagi? Baru 8."
 Mukhlis : "Diam."
 Devara : "Diam."
 Mr.Wisnu : "Berpi..kir. Berpikir itu aktifitas bukan?"

Mukhlis : “Yes”
Mr.Wisnu : “Ya. Aktifitas otak ya. Berpikir itu think. Pernah dengar istilah thinking? Think itu berpikir. T-h-i-n-k. satu lagi!”
Devara : “Mendengarkan”
Mr.Wisnu : “Ya mendengarkan itu listen. Lis..sen tulisannya listen. Berarti udah ada 10. Pak Wisnu ulangi lagi ya. Nanti silahkan diingatkan. Sleep artinya?”
Mukhlis : “Tidur”
Devara : “Tidur”
Mr.Wisnu : “He em. Eat?”
Mukhlis : “Makan”
Devara : “Makan”
Mr.Wisnu : “Drink?”
Mukhlis : “Minum”
Devara : “Minum”
Mr.Wisnu : “Sit?”
Mukhlis : “Duduk”
Devara : “Duduk”
Mr.Wisnu : “Memasak?”
Devara : “Cook”
Mr.Wisnu : “Cook memasak ya Mukhlis. Study?”
Mukhlis : “Study English”
Mr.Wisnu : “Ya study English. Study itu?”
Devara : “Ee...”
Mr.Wisnu : “Be..?”
Devara : “Belajar”
Mukhlis : “Belajar.. belajar.”
Mr.Wisnu : “Write?”
Devara : “Write?”
Mr.Wisnu : “Me..nu..?”
Mukhlis : “Lis”
Mr.Wisnu : “Menulis. Read?”
Devara : “Membaca”
Mukhlis : “Membaca”
Mr.Wisnu : “Think?”
Devara : “Berpikir”
Mukhlis : “Berpikir”
Mr.Wisnu : “Listen?”
Mukhlis : “Ee...”
Devara : “Mendengarkan”
Mr.Wisnu : “Iya mendengarkan. Oke pak Wisnu ulangi lagi. Tidur?”
Mukhlis : “Sleep”
Devara : “Sleep”
Mr.Wisnu : “Sleep, pinter. Makan?”
Devara : “Eat”
Mukhlis : “Eat”
Mr.Wisnu : “Pinter. Minum?”
Mukhlis : “Drink”

Devara : “Drink”
 Mr.Wisnu : “Duduk?”
 Mukhlis : “Sit”
 Devara : “Sleep”
 Mr.Wisnu : “No, duduk sit ya.. terus memasak?”
 Devara : “Cook”
 Mr.Wisnu : “Apa Mukhlis?”
 Mukhlis : “Cook pak”
 Mr.Wisnu : “He em. Belajar?”
 Devara : “Study”
 Mr.Wisnu : “He em study betul. Apa Mukhlis?”
 Mukhlis : “Study”
 Mr.Wisnu : “Terus menulis? Me-nu-lis?”
 Devara : “Write”
 Mr.Wisnu : “Pinter. Write ya.”
 Mukhlis : “Alright”
 Mr.Wisnu : “Kalo write menulis itu tulisannya w-r-i-t-e. kalo alright a-l-r-i-g-h-t ya. Terus membaca?”
 Mukhlis : “Berpikir”
 Mr.Wisnu : “No, membaca.”
 Devara : “Ee...”
 Mr.Wisnu : “Membaca itu awalnya r. R-e-a-d bacanya read.”
 Mukhlis : “Read”
 Devara : “Read”
 Mr.Wisnu : “Terus berpikir. Apa tadi berpikir?”
 Devara : “Think”
 Mukhlis : “Ayu ting-ting”
 Mr.Wisnu : “Terus mendengarkan. Lis..?”
 Mukhlis : “Listen”
 Mr.Wisnu : “No, lisen. Tulisannya listen ya. Ada yang pernah dengan thinkerbell?”
 Devara : “Belum”
 Mukhlis : “Adek ku pak. Itu... terus nyetelnya hehehe” tertawa kecil.
 Mr.Wisnu : “Hehe... adeknya?” tertawa lirih. “Oke, pak Wisnu minta satu-satu dulu deh sebelum nanti lanjut ke materi selanjutnya. Tadi Mukhlis ya, sekarang Devara duluan sebutkan lagi!”
 Devara : “Read”
 Mr.Wisnu : “Artinya?”
 Devara : “Membaca”
 Mr.Wisnu : “He em terus?”
 Devara : “Eat makan”
 Mr.Wisnu : “Iya”
 Devara : “Drink minum”
 Mr.Wisnu : “Iya. Muhlis sambil inget-inget ya. Nanti kalo gilirannya harus bisa.”
 Devara : “Write”
 Mr.Wisnu : “Ya, apa?”
 Devara : “Memba..ca. eh bukan, menulis.”

Mr. Wisnu : “Iya menulis. Terus?”
Devara : “Think berfikir”
Mr. Wisnu : “Pinter, 5”
Devara : “Cook memasak”
Mr. Wisnu : “He em, 6”
Devara : “Study belajar”
Mr. Wisnu : “Iya pinter, 7. Yes bener apalagi? Duduk?”
Devara : “Sit”
Mr. Wisnu : “He em, 8. Terus? Berfikir?”
Devara : “Think”
Mr. Wisnu : “He’e, 9. Terus yang terakhir”
Devara : “Read”
Mr. Wisnu : “Read udah. Mendengarkan?”
Devara : “Listen”
Mr. Wisnu : “He’e pinter sip. Tepuk tangan untuk Devara” tepuk-tangan. “Oke, terus sekarang gilirannya Mukhlis. Yok! One?”
Mukhlis : “Sleep tidur”
Mr. Wisnu : “Yes, two?”
Mukhlis : “Eat makan”
Mr. Wisnu : “Yes, right. Three?”
Mukhlis : “Drink minum”
Mr. Wisnu : “Right. Four?”
Mukhlis : “Study”
Mr. Wisnu : “Study?”
Mukhlis : “Study...”
Mr. Wisnu : “Study itu be..?”
Mukhlis : “Belajar”
Mr. Wisnu : “Yes. Six mm.. five?”
Mukhlis : “Ee... cook”
Mr. Wisnu : “Yes”
Mukhlis : “Cook adalah duduk pak?”
Mr. Wisnu : “No, apa cook?”
Mukhlis : “Cook belajar”
Mr. Wisnu : “No, yang berbau dengan makanan. Membuat makanan. Biasanya ibu-ibu suka cook didapur. Apa?”
Mukhlis : “Hehe memasak” tertawa kecil.
Mr. Wisnu : “Ya, cook memasak. Terus six?”
Mukhlis : “Mm.. opo neh lali”
Mr. Wisnu : “Membaca?”
Mukhlis : “Oh membaca.. lupa i pak”
Mr. Wisnu : “Apa Devara membaca?”
Devara : “Read”
Mukhlis : “Oh iya read”
Mr. Wisnu : “Seven menulis?”
Mukhlis : “Menulis...”
Mr. Wisnu : “Ayo inget ngga? Yang tadi mirip alright.”
Mukhlis : “Write”
Mr. Wisnu : “Terus 8 eight. Berpikir? Thinkerbell”

Mukhlis : “Think”
Mr.Wisnu : “Terus nine, mendengarkan?”
Mukhlis : “Nine mendengarkan?”
Mr.Wisnu : “Nine itu 9.”
Mukhlis : “Oh nine itu 9”
Mr.Wisnu : “Mendengarkan? Ayo Devara bisa dibantu mendengarkan?”
Devara : “Listen”
Mr.Wisnu : “He em. Apa Mukhlis?”
Mukhlis : “Listen”
Mr.Wisnu : “Iya pintar. Yang terakhir belajar.”
Mukhlis : “Belajar...”
Mr.Wisnu : “Belajar apa Devara? Stu..?”
Devara : “Study”
Mukhlis : “Study”
Mr.Wisnu : “Tadi pak Wisnu menyebutkan one, two, three tau ngga artinya apa?”
Devara : “123”
Mr.Wisnu : “Ya coba. One?”
Mukhlis&Devara: “Satu”
Mr.Wisnu : “Two?”
Mukhlis&Devara: “Dua”
Mr.Wisnu : “Three?”
Mukhlis&Devara: “Tiga”
Mr.Wisnu : “Four?”
Mukhlis&Devara : “Empat”
Mr.Wisnu : “Five?”
Mukhlis : “Lima”
Mr.Wisnu : “Six?”
Mukhlis&Devara: “Enam”
Mr.Wisnu : “Seven?”
Mukhlis&Devara: “Tujuh”
Mr.Wisnu : “Eight?”
Devara : “Delapan”
Mukhlis : “Delapan”
Mr.Wisnu : “Nine?”
Mukhlis&Devara: “Sembilan”
Mr.Wisnu : “Ten?”
Mukhlis : “Tujuh”
Devara : “Sepuluh”
Mukhlis : “Eh sepuluh og tujuh”
Mr.Wisnu : “Eight?”
Devara : “Sebelas”
Mr.Wisnu : “Eight?”
Mukhlis : “Tigabelas”
Mr.Wisnu : “No, eight? Hayo pak Wisnu ngulang loh. Habis seven.”
Devara : “Ee...tujuh”
Mr.Wisnu : “No, seven tujuh. Habis seven?”
Devara : “Delapan”

Mr.Wisnu : “Six?”
Mukhlis : “Sembilan”
Mr.Wisnu : “Six?”
Devara : “Lima”
Mr.Wisnu : “Bukan, lima itu five.”
Devara : “Ee.. enam”
Mr.Wisnu : “Yak enam. Coba menghitung 1 sampai 10 pakai bahasa inggris Devara!”
Devara : “One, two, three, four, five, six, seven, eight, nine, ten.”
Mr.Wisnu : “Coba Mukhlis!”
Mukhlis : “One, two, cri...”
Mr.Wisnu : “Three”
Mukhlis : “Ten”
Mr.Wisnu : “No, habis tiga itu four.”
Mukhlis : “Four”
Mr.Wisnu : “Terus?”
Mukhlis : “Seven”
Mr.Wisnu : “Seven tu berapa?”
Mukhlis : “Enam”
Mr.Wisnu : “Seven itu tujuh. Four itu berapa?”
Mukhlis : Diam.
Mr.Wisnu : “Four em..pat, habis empat berarti lima. Lima itu five.”
Mukhlis : “Five”
Mr.Wisnu : “Terus.. six”
Mukhlis : “Six”
Mr.Wisnu : “Seven”
Mukhlis : “Seven”
Mr.Wisnu : “Eight. Delapan eight.”
Mukhlis : “Eight”
Mr.Wisnu : “Terus sembilan nine.”
Mukhlis : “Nine”
Mr.Wisnu : “Sepuluh?”
Mukhlis : “Sepuluh...”
Mr.Wisnu : “Ten”
Mukhlis : “Sten”
Mr.Wisnu : “Ten”
Mukhlis : “Ten”
Mr.Wisnu : “Itu ya 1 sampai 10. nanti coba diulangi lagi rumah. Nah, materi baru kali ini pak Wisnu pingin buat kalimat simple present tense. Di bahasa inggris itu kayak dibahasa indonesia kurang lebih. Jadi ada yang namanya kalimat. Kalo yang diawal tadi apa? Kata? Kata kerja. Jadi kalimat ini tu bisa berbentuk dua. Dulu sudah pak Wisnu jelasin. Yang satu kalimat kata kerja, yang satu kalimat nomina. Nomina itu bukan yang melakukan suatu kegiatan. Jadi kalimat itu bisa berisi tentang benda, bisa berisi tentang sifat. Misalkan, Mukhlis adalah anak yang baik. Nah itu termasuk kalimat yang berisi sifat. Kalau kalimat yang berisi kata kerja itu Mukhlis belajar matematika, misalnya itu. Itu ada dua hal yang berbeda. Coba kita

bikin kalimat yang berisi kata kerja. Boleh keluarkan riglet sama stylusnya? Boleh?

Devara : “Boleh” mengambil dan mengeluarkan riglet, stylus dan buku dari tasnya.

Mukhlis : Mengambil dan mengeluarkan riglet dan stylus dari tasnya.

Mr.Wisnu : Bangun dari kursi untuk membuka pintu kelas. “Ini ngga nyala ya? Panas ya?” mencoba menyalakan kipas angin.

Mukhlis : “Itu mati pak”

Mr.Wisnu : Masih berusaha menyalakan kipas angin. “Masa mati?”

Mukhlis : “Rusak pak”

Mr.Wisnu : Kembali duduk. “Ngga kepanasan?”

Mukhlis : “Engga pak”

Devara : “Ya sebenarnya kepanasan”

Mukhlis : “Iya, tapi dah biasa”

Mr.Wisnu : “Oke, ini nanti ada rumusnya. Kita masuk ke jenis-jenis kalimat

Mukhlis : “Bukune lali dev.” mencari buku tulis didalam tas.

Devara : “Ha?”

Mukhlis : “Buku” mengeluarkan buku tulis.

Mr.Wisnu : “Oke, tadi pak Wisnu sudah menyinggung kalimat ya. Satu yang berisi kata kerja atau aktifitas, satu kata benda atau e.. sifat yang menjelaskan sesuatu. Tadi contohnya yang berisi kata sifat apa? Mukhlis adalah anak yang..?”

Mukhlis : “Baik”

Mr.Wisnu : “Contoh lagi, Devara adalah murid yang pintar. Itu contoh kalimat yang berisi kata sifat ya, bukan aktifitas. Nah, pak Wisnu akan menjelaskan tentang simple present tense. Yang pertama itu tentang tenses dulu ya. Tenses itu bisa dipahami sebagai kalimat berdasarkan waktu. Jadi di bahasa Inggris itu ada yang namanya waktu. Waktu itu ada apa aja? Sekarang, terus masa..?”

Mukhlis : “Depan”

Mr.Wisnu : “He’e masa depan, terus masa lalu ya.”

Mukhlis : “Wah masa laluku pait.” dengan nada gurauan.

Mr.Wisnu : “Kenapa?”

Mukhlis : “Berantem terus og pak.”

Mr.Wisnu : “Suka berantem ya cowo ya. Nah, kurang lebih itu. Nanti kita akan belajar tentang itu. Kalau dibahasa indonesia kan enak. Tinggal misal kalau masa lalu kemarin atau tadi, terus apalagi?”

Mukhlis : “Hari ini”

Mr.Wisnu : “No no... masa lalu. Kata yang menunjukan sudah terjadi. Kemarin kan udah kejadian, terus tadi, apalagi?”

Devara : “Dua tahun yang lalu.”

Mr.Wisnu : “Nah dua tahun yang lalu.”

Mukhlis : “Sesuk opo Dev dinone?”

Mr.Wisnu : “Besuk Jum?”

Mukhlis : “Oh ya, Jumat koe rono Dev?”

Devara : “Yo genah.”

Mr.Wisnu : “Mau kemana?”

Devara : “Mau ketempat temenku yang lama.”

Mukhlis : “Koe wae ya sing rono. Aku mbo wakili wae ndak emosi aku karo cah kui.”

Mr.Wisnu : “Wiih kenapa kok emosi Mukhlis? tetep berteman baik ya. Oke itu ya, kalo yang sekarang itu enak ya tinggal nambahin saat ini, sekarang, sedang. Terus kalo yang masa depan, nanti, minggu depan.”

Mukhlis : “Masa lalu?”

Mr.Wisnu : “Masa lalu kan tadi udah.”

Mukhlis : “O... iyo. Wah banter banget wi bu Yuni. Ning kelas piro ya?”
membicarakan guru yang mengajar dikelas lain.

Mr.Wisnu : “Oke, lanjut ya... nah jadi yang kita pelajari pertama ini simple present tense. Present itu sekarang. Nanti dibahasa inggris, sekarang sama yang sedang terjadi itu berbeda ya. Namanya continuous, tapi itu nanti. Oke, tadi sekarang itu apa? Pre..? Sent. Coba ditulisa ya, simple... tulisannya s-i-m-p-l-e.” Mendikte “Ayo sim-p-l-e.”

Mukhlis : “P-l-e?” menulis.

Mr.Wisnu : “He’e”

Mukhlis : “Simple?” menulis.

Mr.Wisnu : “He em, spasi pre..sent. Tulisannya p-r-e” mendikte.

Mukhlis : “P-r-e pak?” menulis.

Mr.Wisnu : “He em”

Mukhlis : “P-r-e” menulis.

Mr.Wisnu : “He em, s-e-n-t” mendikte.

Mukhlis : “S...?” menulis.

Mr.Wisnu : “S-e-n-t” mendikte.

Devara : “S-e-n-t” menulis.

Mr.Wisnu : “Terus...”

Devara : “Tunggu pak!”

Mr.Wisnu : “Belum?”

Devara : “Belum”

Mukhlis : “T pak?”

Mr.Wisnu : “Sudah belum?”

Mukhlis : “Sudah”

Devara : “Sudah pak”

Mr.Wisnu : “Tau ngga kegunaan simple present tense untuk apa?”

Mukhlis : “Buat apa pak?”

Mr.Wisnu : “Simple present tense itu digunakan untuk mengungkapkan kalimat yang menunjukkan bisa suatu kebiasaan, rutinitas, dan fakta atau kebenaran umum yang terjadi dimasyarakat atau dalam semesta. Kebiasaan atau rutinitas itu kan aktifitas yang dilakukan berulang-ulang. Contoh, saya berolah raga setiap hari. Kalau kebenaran umum itu suatu hal yang banyak orang tahu dan memang terjadi demikian. Contohnya, matahari terbit disebelah timur, tumbuhan adalah makhluk hidup. Sampai disini bisa dipahami ya?”

Mukhlis : “Bisa...”

Mr.Wisnu : “Devara paham?”

Devara : “InsyaAllah paham pak”
Mr.Wisnu : “Okay bapak lanjutkan. Syarat suatu kalimat itu ada subjek sama verb atau predikat atau kata kerja, itu aja. Kalau selain itu cuma tambahan, tapi yang terpenting harus ada dua itu dulu. Untuk simple present tense itu ada dua jenis kata kerja sesuai subjek kalimatnya. Kalau he, she, it itu pakai verb yang ditambahin s dibelakangnya, contohnya she goes to school. She itu dia perempuan, he artinya dia laki-laki, kalau it artinya itu atau kata ganti benda. She goes to school berarti dia perempuan pergi ke sekolah. Goes artinya pergi sama kaya go, cuman karna subjek kalimatnya she jadi ada akhiran s diakhir. Jadi bukan she go to school, tapi she goes to school. Coba she tadi apa artinya Devara?”

Devara : “Dia perempuan”
Mr.Wisnu : “Pinter, kalau he berarti?”
Devara : “Dia laki-laki”
Mr.Wisnu : “Kalau it tadi apa?”
Devara : “Itu”
Mr.Wisnu : “Iya. It bisa diartikan itu atau kata benda. Itu buku, itu kursi, itu bolpoin, itu nasi, itu rumah, dan sebagainya. Sampai disini paham untuk he, she, it?”

Devara : “Paham paham”
Mukhlis : “InsyaAllah”
Mr.Wisnu : “Nah kalau selain he, she, it kayak saya I, kamu you, mereka they, kami atau kita we, I, you, they, we pakainya verb yang ga ditambah s dibelakangnya. Contoh, you go to school, I study English. Go tetap go, study juga ngga ada s dibelakangnya.

Mukhlis : “I, you, they, we”
Mr.Wisnu : “He em, I, you, they, we. Buat inget-ingetnya biar gampang. Ayu dewi ngga suka es.”

Mukhlis : “Ayu dewi ngga suka es”
Devara : “Ayu dewi ngga suka es”
Mr.Wisnu : “Iya. Gampang kan? Paham ya semua?”
Mukhlis : “Oke oke pak siap”
Mr.Wisnu : “Baik, bapak cukupkan dulu pelajaran hari ini. Jadi kita sudah belajar tentang apa saja? 10 Verbs, kemudian angka-angka 1 sampai 10, kemudian simple present tense untuk kalimat yang berisi verbs ya. Yang kalimat nomina belum dulu. Ada dua macam simple present tense yang pakai verb, yaitu he, she, it yang pake verb s sama ayu dewi yang ngga suka es. Bapak minta sampai dirumah ini diinget-inget lagi, kalau perlu rekamannya di putar lagi biar inget ya. Sama satu lagi, belajar bikin kalimat sendiri terus ditulis atau direkam juga boleh. Kalau ngga tau bahasa Inggrisnya kan bisa buka kamus online trus didengerin, oh bahasa Inggrisnya tidur itu sleep. Oke?”

Mukhlis : “Oke siap”
Mr.Wisnu : “Thankyou so much sudah hadir pada hari ini. Bapak minta maaf kalau ada salah atau kekurangan. Kita tutup pembelajaran hari ini dengan membaca hamdalah dan doa bersama-sama. Alham...”

Mr. Wisnu, Mukhlis & Devara: “Dulillahirabbil’alamin. Subhanakallah humma wabihamdika asyhaduallailaaha illa anta astagfiruka waatuubuilaih.”

Mukhlis & Devara: Memasukan alat tulis, riglet dan buku kedalam tas masing-masing.

Mr. Wisnu : “Wassalamu’alaikum warahmatullahi wabarakatuh.” bangun dari tempat duduk dan bersiap meninggalkan kelas.

Mukhlis & Devara: “Wa’alaikumsalam warahmatullahi wabarakatuh.”

Mr. Wisnu : Berdiri didepan pintu kelas sambil memperhatikan kearah gerbang sekolah. “Devara sudah dijemput bapak itu. Hati-hati ya pulangnya. Mukhlis boleh kalau mau nunggu didalam kelas.”

Mukhlis : “Mau diluar aja pak.”

3. The Third Observation at Seventh Grade Class (May 17, 2022)



Picture 5.3 Third Observation

Guru dan murid berada dikelas pukul 08.25. Guru mengatur meja dan kursi murid dengan posisi berhadapan dengan meja dan kursi guru. Setelah itu guru memulai pembelajaran pada pukul 08.30.

Mr. Wisnu : Guru duduk berhadapan dengan murid.
 “Bismillahirrohmanirrohim, Assalamualaikum warahmatullahi wabarakatuh.”

Royhan : “Wa’alaikumsalam warahmatullahi wabarakatuh” murid duduk dengan tenang.

Mr. Wisnu : “Okay, how are you today? Bagaimana kabarnya?”

Royhan : “Baik”

Mr. Wisnu : “Kalau Royhan semalem tidur jam berapa?”

Royhan : “Jam 9 lebih”

Mr. Wisnu : “Jam 9 lebih ya... gapapa tidur awal. Ya oke, kalau sama pak Wisnu berarti pelajarannya apa?”

Royhan : “Bahasa inggris”

Mr.Wisnu : “Coba, how are you today itu artinya apa?”
Royhan : Diam.
Mr.Wisnu : “Artinya bagaimana kabarmu. Jawabnya saya baik berarti I am fine atau I am okay. Coba jawabnya I am fine gitu ya. Okay pak Wisnu ulangi ya. I am fine. I am fine.”

Royhan : “I am fine”
Mr.Wisnu : “I am fine”
Royhan : “I am fine”
Mr.Wisnu : “Kalau yang satunya, I am okay.”
Royhan : “I am okay”
Mr.Wisnu : “I am okay”
Royhan : “I am okay”
Mr.Wisnu : “I am great”
Royhan : “I am great”
Mr.Wisnu : “I am great”
Royhan : “I am great”
Mr.Wisnu : “Oke gitu ya. How are you today?”
Royhan : “I am fine”
Mr.Wisnu : “Oke sip Royhan. Tadi sudah berdoa belum? Sudah?”
Royhan : “Sudah”
Mr.Wisnu : “Ee... today hari ini kita akan belajar. We will learn about, tentang hari-hari. Ada yang sudah hafal hari-hari?”

Royhan : “Senin Monday”
Mr.Wisnu : “Okay senin Monday. Pak Wisnu sambil nulis gapapa ya Royhan ya.” guru menuliskan nama-nama hari dalam bahasa Inggris beserta artinya pada papan tulis didepan kelas. “Jadi kita belajar days of the week. Day itu hari. Monday tulisannya m-o-n-d-a-y. Hari-hari itu diakhiri sama kata day, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, berarti ada tujuh ya. Kalau Royhan pernah nyatet pake Braile?”

Royhan : “Nyatet apa?”
Mr.Wisnu : “Nyatet pelajaran atau misal guru jelasin apa...”
Royhan : “Pernah”
Mr.Wisnu : “Mungkin nanti bisa dibiasakan lagi. Lebih enak nyatet atau engga pake braile itu? Atau gimana?”

Royhan : “Ya... enak aja kalau dicatet.”
Mr.Wisnu : “Iya biar nanti bisa dipelajari ulang buat dibaca-baca. Kalau engga boleh direkam. Nanti habis pelajaran bisa didengerin lagi sambil latihan ngomong sendiri, tadi baca ini... misal minggu bacanya Sunday atau senin Monday, trus kalau pas malem atau pas mau ujian jadi inget.”

Royhan : “Iya pak”
Mr.Wisnu : “Kita belajar hari yang pertama... minggu. Kenapa minggu jadi hari pertama? Minggu itu nama lainnya ahad. Ahad itu berapa?”

Royhan : Diam.
Mr.Wisnu : “Ahad itu berapa sih? Sat..?”
Royhan : “Tu”

Mr. Wisnu : “Kayak kulhuallahuahad. Ahad itu esa, satu. Minggu itu bahasa Inggrisnya Sunday.”

Royhan : “Sunday”

Mr. Wisnu : “Ulangi ya, Sunday.”

Royhan : “Sunday”

Mr. Wisnu : “Trus habis minggu, senin Monday.”

Royhan : “Monday”

Mr. Wisnu : “He’eh. Lagi, Monday”

Royhan : “Monday”

Mr. Wisnu : “Terus Selasa Tuesday”

Royhan : “Tuesday”

Mr. Wisnu : “Iya Tuesday.” Kemudian guru memutar audio pronunciation pada kamus online. “Terus Wednesday.”

Royhan : “Wednesday”

Mr. Wisnu : “D nya agak hilang Wenesday”

Royhan : “Wenesday”

Mr. Wisnu : “Thursday”

Royhan : “Thursday”

Mr. Wisnu : “Kalau jumat Friday”

Royhan : “Friday”

Mr. Wisnu : Guru memutar audio pronunciation pada kamus online. “Iya Friday.”

Royhan : “Friday”

Mr. Wisnu : “Kalau sabtu Saturday”

Royhan : “Saturday”

Mr. Wisnu : “Sa-tur-day”

Royhan : “Saturday”

Mr. Wisnu : “Yak sip. Coba ulang lagi Royhan. Minggu?”

Royhan : “Sunday”

Mr. Wisnu : “Senin?”

Royhan : “Monday”

Mr. Wisnu : “Selasa?”

Royhan : “Thurs...day”

Mr. Wisnu : “Tuesday”

Royhan : “Tuesday”

Mr. Wisnu : “Rabu?”

Royhan : “We..we...”

Mr. Wisnu : “Wed...?”

Royhan : “Wednesday”

Mr. Wisnu : “Okay pinter. Kamis?”

Royhan : “Thursday”

Mr. Wisnu : “Thursday he’eh. Jumat?”

Royhan : “Friday”

Mr. Wisnu : “Okay. Sabtu?”

Royhan : “Saturday”

Mr. Wisnu : “Pinter. Selasa?”

Royhan : Diam.

Mr. Wisnu : “Tues tues tues tues...”

Royhan : "Tuesday"
Mr.Wisnu : "Okay pinter. Terus... sabtu?"
Royhan : "Saturday"
Mr.Wisnu : "Okay sip. Day itu tadi hari ya. Kalau week itu pekan. Jadi days of the week itu hari-hari dalam sepekan. Baik, ini ada lagu ya. Pernah denger lagu naik-naik ke puncak gunung? Tau ndak lagunya?"
Royhan : "Tau pak"
Mr.Wisnu : "Gimana Royhan?"
Royhan : "Naik.. naik.. ke puncak gunung, tinggi.. tinggi sekali..." menyanyikan lagu.
Mr.Wisnu : "Pinter. Kiri kanan kulihat saja, banyak pohon cemara..." menyanyikan lagu. "Okay kita nyanyinya pake lagu itu tapi diganti liriknya."
Royhan : "Senin Monday, selasa Tuesday" menyanyikan dengan nada lagu naik-naik kepuncak gunung.
Mr.Wisnu : "Nah kurang lebih seperti itu." kemudian memutar lagu dari video youtube. "Monday, Sunday, Tuesday, Wednesday, Thursday, Friday, Saturday. minggu, Senin, Selasa, Rabu, Kamis, Jumat dan Sabtu." menyanyikan dengan nada lagu naik-naik kepuncak gunung.
Mr.Wisnu : "Kemudian memutar lagu lagi dari video youtube"
Mr.Wisnu&Royhan: "Bernyanyi bersama-sama"
Mr.Wisnu : "Sekarang coba sendiri ya." kemudian memutar lagu lagi dari video youtube.
Royhan : Menyanyikan lagu.
Mr.Wisnu : "Tepuk tangannya!"
Mr.Wisnu&Royhan : Tepuk tangan.
Mr.Wisnu : "Sip. Nah itu tadi nama-nama hari. Coba pak Wisnu kasih tebakan ya trus nanti coba jawab, okay siap?"
Royhan : Mengangguk.
Mr.Wisnu : "Ee... arti Wednesday"
Royhan : "Rabu"
Mr.Wisnu : "Okay pinter. Arti Tuesday?"
Royhan : "Selasa"
Mr.Wisnu : "Arti senin?"
Royhan : "Monday"
Mr.Wisnu : "Pinter..." tertawa. "Arti kamis?"
Royhan : "Thursday"
Mr.Wisnu : "Thursday iya pinter. Arti minggu?"
Royhan : "Sunday"
Mr.Wisnu : "Pinter... kalau jumat?"
Royhan : "Friday"
Mr.Wisnu : "Okay pinter. Arti sabtu?"
Royhan : "Saturday"
Mr.Wisnu : "Wah sip ya pinter."
Murid-murid dari kelas lain: Memperhatikan dibalik jendela. "Ciye... Sunday minggu, Monday senin hahahahaha"

Mr. Wisnu : Bangun dari tempat duduk dan menghampiri murid-murid ada dibalik jendela. "Emang udah selesai kok udah pada keluar?"

Murid-murid dari kelas lain: "Udah og pak"

Mr. Wisnu : "Boleh lihat tapi ngga boleh ganggu ya. Atau ngga nunggu guru dikelas, kan masih ada kelas kalian." tegur guru.

Murid-murid dari kelas lain: "Nggih pak"

Mr. Wisnu : Kembali duduk ketempat semula "Royhan lagi, minggu?"

Royhan : "Sunday"

Mr. Wisnu : "Oke. Kamis?"

Royhan : "Thursday. Terus selasa?"

Mr. Wisnu : "Tuesday. Okay ini kita istirahat dulu 10 menit, nanti kesini lagi. Wassalamu'alaikum warahmatullahi wabarakaatuh."

Royhan : "Wa'alaikumsalam warahmatullahi wabarakaatuh"

Mr. Wisnu : "Royhan mau diluar aja? Atau mau didalem ya boleh."

Royhan : "Disini aja pak"

Mr. Wisnu : "Ya boleh"

-JEDA ISTIRAHAT-

Mr. Wisnu : "Oke Assalamualaikum warahmatullahi wabarakaatuh"

Royhan : "Wa'alaikumsalam warahmatullahi wabarakaatuh"

Mr. Wisnu : "Nah tadi kita udah belajar tentang nama-nama hari ya. Sekarang kalo pak Wisnu mau tanya nama hari, hari ini hari apa? Kira kira gimana?"

Royhan : Diam.

Mr. Wisnu : "What day is today? What-day-is-today? Hari apa sekarang?"

Royhan : "Selasa"

Mr. Wisnu : "Ya. Selasa tadi apa?"

Royhan : "Tuesday"

Mr. Wisnu : "Jadi apa namanya... What itu apa, day hari, today hari ini. Hari ini hari apa? Diulangi ya, what day is today? What day is today? 1 2 3"

Royhan : "What day is today?"

Mr. Wisnu : "Today itu hari in, kalau kemarin yesterday, kalau besok tomorrow."

Royhan : "What itu apa pak?"

Mr. Wisnu : "Apa"

Royhan : "What"

Mr. Wisnu : "Iya what itu apa"

Royhan : "Hehehe..." tertawa pelan.

Mr. Wisnu : "Ya what itu artinya apa" ikut tertawa. "Di bahasa inggris itu ada apa, siapa gitu ya. Oke, what day is today? Hari ini hari apa? Apa Royhan?"

Royhan : "Tuesday"

Mr. Wisnu : "Tuesday okay. Lebih sopan lagi dijawab hari ini hari selasa. Jawabannya kalau bahasa inggris, today is Tuesday. Jadi pakenya is ya. Nanti kita bahasa lagi dilain kesempatan. Ikuti pak Wisnu dulu ya, today hari ini."

Royhan : "Today hari ini"

Mr. Wisnu : "Yesterday kemarin"

Royhan : “Yesterday kemarin”
Mr.Wisnu : “Yesterday kemarin”
Royhan : “Yesterday kemarin”
Mr.Wisnu : “Tomorrow besok”
Royhan : “Tomorrow besok”
Mr.Wisnu : “Tomorrow besok”
Royhan : “Tomorrow besok”
Mr.Wisnu : “Oke. Tadi today artinya apa?”
Royhan : “Hari ini”
Mr.Wisnu : “Ya, hari ini today. Yesterday?”
Royhan : “Kemarin”
Mr.Wisnu : “Okay, tomorrow?”
Royhan : “Besuk”
Mr.Wisnu : “Yesterday?”
Royhan : “Kemarin”
Mr.Wisnu : “Today?”
Royhan : “Hari ini”
Mr.Wisnu : “Nah, today is Tuesday. Yesterday is..?”
Royhan : “Monday”
Mr.Wisnu : “Pinter... lagi ya. Yesterday is Sunday, tomorrow is...?”
Royhan : “Senin?”
Mr.Wisnu : “Lagi, yesterday is Sunday, tomorrow is...?”
Royhan : “Wednesday”
Mr.Wisnu : “No.. kemarin itu minggu, besok hari?”
Royhan : “Oh Tuesday”
Mr.Wisnu : “Nah iya Selasa”
Royhan : “Oh Sunday wi minggu og ya, lupa pak.”
Mr.Wisnu : “Oke coba lagi ya. Tomorrow is Saturday, today is...?”
Royhan : “Friday”
Mr.Wisnu : “Good. Tomorrow is Sunday, yesterday is...?”
Royhan : “Besuk minggu, sekarang berarti Sabtu. Friday pak”
Mr.Wisnu : “Royhan sudah paham ya berarti?”
Royhan : “Alhamdulillah pak paham.”
Mr.Wisnu : “Jadi belajar apa aja tadi kita?”
Royhan : “Nama-nama hari”
Mr.Wisnu : “Belajar apa selain nama hari?”
Royhan : Diam.
Mr.Wisnu : “Keterangan hari ya”
Royhan : “Iya”
Mr.Wisnu : “Kemarin, hari ini sama besok. Nanti jangan dilupakan, diulang-ulang lagi ya dirumah. Misal ditanyain bapak, le iki dino opo tanggal piro? Jawabnya today is Wednesday, today is Thursday hahaha” tertawa. “Koe ki ngomong opo to le dengan nada bercanda. “Pokoknya intinya jangan dilupakan, diterapkan. Bahasa itu kalau ngga digunakan berulang-ulang akan lupa. Kayak dulu bapak ibu kita itu pinter ya bahasa Jawa kromo alus alus gitu. Sekarang kita susah karna ngga terbiasa. Okay kita tutup yuk. Masih ada pelajaran lagi ngga?”

Royhan : “Engga”
 Mr.Wisnu : “Okay kita tutup. Lets pray together. Mari kita berdoa bersama-sama. Pray begin. Berdoa dimulai.”
 Mr.Wisnu&Royhan: “Ya tuhanku kami mohon kepadamu, lindungilah kami dalam perjalanan pulang dan besok bisa sekolah lagi. Subhanakallaahumma wabihamdika asyhadualla ilaaha illa anta astagfiruka wa atuubuilaih.”
 Mr.Wisnu : “Kurang lebihnya mohon maaf. Wassalamualaikum warahmatullahi wabarakatuh”
 Royhan : “Wa’alaikumsalam warahmatullahi wabarakatuh”

4. The Fourth Observation at Ninth Grade Class (May 19, 2022)



Picture 5.4 Fourth Observation

Mr.Wisnu : Guru memasuki ruang kelas sambil menutup pintu “Good morning students”
 Mukhlis : “Good morning pak”
 Devara : “Good morning pak”
 Mr.Wisnu : “How are you today?”
 Mukhlis : “Alhamdulillah baik pak”
 Mr.Wisnu : “In English dong jawabnya. Ulangi ya, how are you today?”
 Mukhlis : “I’m fine teacher”
 Devara : “I’m fine thank you. How about you?”
 Mr.Wisnu : Duduk dibangku depan kelas “I feel good today. Before we start our lesson, lets pray together. Mari kita berdoa bersama-sama. Pray begin, berdoa dimulai.”
 Mr.Wisnu, Mukhlis dan Devara: “Bismillahirrahmanirrahim rodhitubillaahirobba wabil islaamidiina wabimuhammadinnabiyyawwarasula rabbizidni’ilma warjuqni fahma.”
 Mr.Wisnu : Bangun dari duduk dan berdiri mendekat kesebelah siswa-siswi “Okay, dipertemuan sebelumnya kita sudah belajar tentang simple present ya. Ada yang masih inget simple present itu apa?”
 Devara : mmm...

Mr. Wisnu : “Ya Devara, coba bisa menjelaskan lagi simple present itu bentuk kalimat apa?”

Devara : “Di masa sekarang bukan pak?”

Mr. Wisnu : “Ya benar. Lalu apalagi Devara?”

Devara : “Hehe lupa pak”

Mr. Wisnu : “Mukhlis masih ingat? Coba menambahkan dari Devara.”

Mukhlis : “Ada kata kerja sama nomina pak.”

Mr. Wisnu : “Sip bagus. Okay bapak terangkan lagi yang secara singkat. Simple present itu salah satu tenses dalam bahasa Inggris yang merupakan bentuk kalimat di masa sekarang yang menggunakan kata kerja bentuk pertama atau verb 1 atau kalau dalam kalimat yang mengandung nomina itu menggunakan to be is/am/are ya. Contoh kalimatnya, I like read books, She always goes to school at 7 o'clock, He studies English, They are smart students. Dari contoh yang bapak sebutkan tadi, kata apa saja yang merupakan verb atau kata kerja?”

Mukhlis : “Read”

Mr. Wisnu : “Benar, trus apalagi? Goes termasuk ngga?”

Mukhlis : “Engga”

Mr. Wisnu : “Goes itu go ya. Tapi karna he maka pakai yang ada s dibelakangnya, jadi goes.”

Mukhlis : “Oh iyo deng. He, she, it og ya.”

Mr. Wisnu : “Nah itu inget kan berarti. Sama yang kalimat nomina yang ngga ada kata kerjanya, berarti makai kata bantu is/am/are. Berarti goes tadi kata kerja bukan?”

Mukhlis&Devara: “Iya”

Mr. Wisnu : “Trus ada apalagi? Studies termasuk ngga?”

Devara : “Iya”

Mr. Wisnu : “Iya. Kalo they-are-smart, smart kata kerja bukan?”

Mukhlis : “Bukan no pak. Lha itu ada are nya”

Mr. Wisnu : “Sip pintar, berarti kata apa Mukhlis?”

Mukhlis : “Nomina pak”

Mr. Wisnu : “Kalau kalimatnya namanya kalimat nomina, bapak tanya artinya smart apa?”

Mukhlis : “Ngga tau pak”

Mr. Wisnu : “Smart itu pintar, cerdas juga bisa. Jadi termasuk kata sifat, sifat orang ada yang pintar, baik, rajin, malas, dan lain-lain. Paham sampai sini?”

Mukhlis&Devara: “Paham pak”

Mr. Wisnu : “Bagus nih pintar-pinter semua. Coba sekarang kalau keterangan waktu di simple present ada apa aja tau ngga?”

Mukhlis : “Lupa pak kalo itu”

Mr. Wisnu : “Emang belum ya kemarin hehe. Dalam tenses yang membedakan bentuk simple past, present, future atau continuous itu karna ada keterangan waktu terjadinya. Kemarin bapak udah menyebutkan yang sekarang, besok, kemarin, itu udah ya?”

Devara : “Sudah pak”

Mr. Wisnu : “Nah untuk yang bentuk present, simple present itu punya keterangan waktu seperti always selalu, usually biasanya, often sering, never tidak pernah, seldom jarang, sometimes itu kadang-kadang, trus ada setiap apa itu pakai every trus belakangnya tinggal diganti aja bisa setiap hari berarti everyday atau setiap minggu berarti every week atau setiap saat/waktu berarti everytime, gitu. Okay sekarang coba dihafalkan dulu bersama-sama kata keterangan waktu yang tadi. Ada 7 ya, dimulai dari always, ayo ikuti.” sambil menuliskan kata di papan tulis.

Mukhlis&Devara: “Always”

Mr. Wisnu : “Selalu”

Mukhlis&Devara: “Selalu”

Mr. Wisnu : “Often”

Mukhlis&Devara: “Often”

Mr. Wisnu : “Sering”

Mukhlis&Devara: “Sering”

Mr. Wisnu : “Sometimes”

Mukhlis&Devara: “Sometimes”

Mr. Wisnu : “Kadang-kadang”

Mukhlis&Devara: “Kadang-kadang”

Mr. Wisnu : “Seldom”

Mukhlis&Devara: “Seldom”

Mr. Wisnu : “Jarang”

Mukhlis&Devara: “Jarang”

Mr. Wisnu : “Okay 4 dulu. Always selalu, often sering, sometimes kadang-kadang, seldom jarang. Always apa tadi?”

Mukhlis&Devara: “Selalu”

Mr. Wisnu : “Often?”

Mukhlis : “Sering”

Devara : “Sering”

Mr. Wisnu : “Sometimes?”

Mukhlis&Devara: “Kadang-kadang”

Mr. Wisnu : “Seldom?”

Mukhlis&Devara: “Jarang”

Mr. Wisnu : “Sekarang kalian yang sebutkan bahasa Inggrisnya. Selalu bahasa Inggrisnya apa?”

Devara : “Always”

Mr. Wisnu : “Benar. Kalau sering?”

Devara : “Often”

Mr. Wisnu : “Betul, yang lebih tepat itu t nya ngga dibaca, jadi bacanya ofen.”

Mukhlis&Devara: “Ofen”

Mr. Wisnu : “Ya. Trus kalau kadang-kadang?”

Mukhlis : “Seldom”

Mr. Wisnu : “Itu jarang Mukhlis. Ayo S yang satunya coba apa?”

Mukhlis : “Aduh s... lupa pak”

Mr. Wisnu : “Sometimes”

Mukhlis : “Oh iya sometimes.”

Mr. Wisnu : “Trus kalau jarang tadi apa?”

Mukhlis&Devara: "Seldom"

Mr.Wisnu : "Okay, sekarang coba satu satu menyebutkan 4 kata keterangan waktu tadi dengan artinya. Coba ayo Devara dulu."

Devara : "Selalu always, sering often, terus... jarang seldom, kalau kadang-kadang itu sometimes."

Mr.Wisnu : "Sip tepuk tangan untuk Devara" lalu tepuk tangan.

Mukhlis&Devara: Tepuk tangan.

Mr.Wisnu : "Sekarang gantian Mukhlis, ayo sebutkan dari selalu tadi apa?"

Mukhlis : "Selalu itu always, terus kadang-kadang itu sometimes, sering itu often, terus kalo seldom itu jarang, benar pak?"

Mr.Wisnu : "Tepuk tangan juga buat Mukhlis"

Mr.Wisnu, Mukhlis & Devara: Tepuk tangan.

Mr.Wisnu : "Okay tadi sudah ada always, often, sometimes dan seldom. Kemudian ada juga never, usually dan every. Never itu artinya tidak pernah, usually itu biasanya, kalo every itu setiap, bisa setiap saat, setiap jam, setiap hari, setiap bulan dan lain-lain. Ikuti pak Wisnu ya! Never tidak pernah."

Mukhlis&Devara: "Never tidak pernah."

Mr.Wisnu : "Usually biasanya."

Mukhlis&Devara: "Usually biasanya."

Mr.Wisnu : "Every setiap."

Mukhlis&Devara: "Every setiap."

Mr.Wisnu : "Sekarang coba diulangi Devara"

Devara : "Never tidak pernah, usually biasanya, every setiap."

Mr.Wisnu : "Gantian Mukhlis"

Mukhlis : "Never tidak pernah, usually biasanya, every setiap."

Mr.Wisnu : "Sip good job semua. Nah setelah kita tau kata keterangan waktu untuk simple present, kita gunakan kata-kata itu untuk bikin kalimat simple present. Bapak kasih contoh kalimatnya ya. I go to school everyday, saya pergi ke sekolah setiap hari. He usually rides bicycle, dia laki-laki biasanya mengendarai sepeda. They often come to the library, mereka sering datang ke perpustakaan." Sambil menuliskan contoh kalimat dipapan tulis. "Coba sekarang masing-masing bikin satu contoh kalimat simple present yang menggunakan kata kerja dan kata keterangan waktu."

Mukhlis : "I always eat rice pak."

Mr.Wisnu : "Ya bagus Mukhlis. Kalau diartikan artinya apa Mukhlis?"

Mukhlis : "Saya selalu makan nasi."

Mr.Wisnu : "Sip, lanjut bikin lagi yang lain ayok."

Mukhlis : "I sometimes study English."

Mr.Wisnu : "Yak kalimatmu itu benar, tapi lebih umum orang pakai sometimes diawal atau akhir kalimat. Kalau diubah jadi I study English sometimes atau sometimes I study English. Bisa dipahami?"

Mukhlis&Devara: "Bisa pak"

Mr.Wisnu : "Okay Devara ayok udah ketemu belum contoh kalimatnya?"

Devara : "mmm... kalau gini pak, You never read book?"

Mr.Wisnu : "Yak benar Devara, nah itu bisa."

Devara : Tepuk tangan dan tersenyum.

Mr. Wisnu : “Jadi diinget-inget ya bedanya yang I, you, they, we sama he, she, it. Kalau cara gampangnya buat inget-inget, Ayu Dewi ngga suka es. Maksudnya kalo ada subjek I, you, they, sama we berarti dibelakang kata kerjanya ngga ada S-nya. Sebaliknya buat He, She, It dibelakang kata kerjanya ada S-nya. kayak contoh tadi yang go jadi goes, study jadi studies. Ini ga boleh kebalik lho ya jadi harus diperhatikan betul. Sekarang kita ulang lagi hafalan kata keterangan waktu, oh ya maaf lupa bahasa inggris kata keterangan waktu itu adverb of time, time itu waktu, adverb itu kata keterangan. Adverb of time itu kata keterangan waktu. Ayo ikutin! Adverb of time.”

Devara : “Adverb time”

Mr. Wisnu : “Adverb of time”

Devara : “Adverb time”

Mukhlis : “Adverb time”

Mr. Wisnu : “Ya. Kita udah belajar 7 adverb of time untuk simple present tense. Kita sebutkan ulang lagi ya. Ada apa tadi?”

Devara : “Always selalu”

Mr. Wisnu : “Iya”

Devara : “Sometimes”

Mukhlis : “Sometimes kadang-kadang”

Mr. Wisnu : “Ada of...?”

Mukhlis : “Often sering, seldom jarang”

Mr. Wisnu : “Iya. Sudah one, two, three, four?”

Devara : “Never pak, tidak pernah”

Mr. Wisnu : “Yes four. Five?”

Devara : “Every setiap”

Mr. Wisnu : “Yes five. Six?”

Mukhlis : “mmm... always, sometimes, seldom, often, never, every, udah 6 tu pak.”

Mr. Wisnu : “Oh iya six ya maaf, berarti kurang satu ni ayo apa?”

Mukhlis : “Waduh saya lupa pak.”

Devara : “Anu... yang itu lho. Aduh... lupa saya.”

Mr. Wisnu : “Baik pak Wisnu ingetin. Artinya itu biasanya, kalo dibahasa Inggris jadi apa?”

Devara : “Ya itu pak masih lupa.”

Mr. Wisnu : “Hehe oke nggapapa. Biasanya itu usually. Coba ikuti!”

Mukhlis : “Oiyu usually.”

Devara : “Usually”

Mr. Wisnu : “Usually biasanya”

Mukhlis&Devara: “Usually biasanya”

Mr. Wisnu : “Iya... kalau untuk sometimes tadi biasanya diletakan dimana kalo dalam kalimat?”

Mukhlis : “Didepan atau belakang pak.”

Mr. Wisnu : “Iya... diawal atau a...?”

Mukhlis&Devara: “Khir...”

Mr. Wisnu : “Ayu dewi ngga suka es, kalau He, She, It pakai S. Simple present tense itu bentuk kalimat dimasa kapan?”

Devara : “Sekarang”

Mr.Wisnu : “Kalau kalimat nomina itu yang tidak ada kata kerjanya berarti pakai apa kalo dikalimat? Is/am/are bukan?”

Mukhlis&Devara: “Iya”

Mr.Wisnu : “Kalau yang nomina kita bahasa dipertemuan selanjutnya ya. Hari ini cukup sekian materinya. Tolong dipelajari lagi dirumah supaya ngga gampang lupa dan tetep nempel terus dikepala. Nah biar makin paham bapak kasih tugas masing-masing bikin 3 saja contoh kalimat simple present tense pakai verb dan adverb of time tapi ngga boleh pakai I. Harus selain I, bisa you, we, she, he. Tugasnya direkam suara saja trus dikumpulkan ke bapak maksimal besok lusa ya.”

Mukhlis : “Wah kok cepet banget pak waktunya?”

Mr.Wisnu : “Kan mumpung masih anget hafalannya jadi kalo segera bikin bisa makin paham nanti. Pasti bisa lah ya. Ngga banyak kan cuma 3. kalimatnya bebas apa aja, kalau mau bikin tapi ngga tau Inggrisnya kata kerja lari atau bermain bisa di translate dulu jadi kalian juga nambah vocab nya. Bisa dipahami ya tugasnya?”

Devara : “InshaAllah bisa pak”

Mr.Wisnu : “Baik, sekian yang bisa bapak sampaikan. Kurang lebihnya mohon maaf. Mari kita akhiri kelas kita padi hari ini dengan membaca Alhamdulillah dan berdoa bersama-sama. Alhamdulillahirobbil’alamin.”

Mukhlis&Devara: “Alhamdulillahirobbil’alamin”

Mr.Wisnu : “Pray begin. Berdoa dimulai.

Mr.Wisnu, Mukhlis&Devara: “Ya tuhanku, kami mohon kepadamu, lindungilah kami dalam perjalanan pulang dan besok bisa sekolah lagi. Subhanakallaahumma wabihamdika asyhadualla ilaaha illa anta astagfiruka wa atuubuilaih.”

Mr.Wisnu : “Hati-hati dijalan ya. Yang belum dijemput boleh nunggu dulu dikelas nggapapa.” Kemudian bangun dari duduk dan meninggalkan kelas menuju ke ruang guru.