

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING  
SPEAKING SKILL TO VISUALLY IMPAIRMENT STUDENTS AT SMA  
LUAR BIASA BUKESRA BANDA ACEH IN ACADEMIC YEAR 2019/2020**

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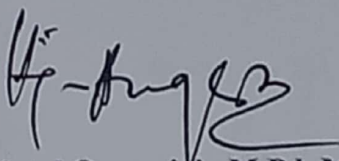
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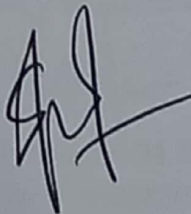
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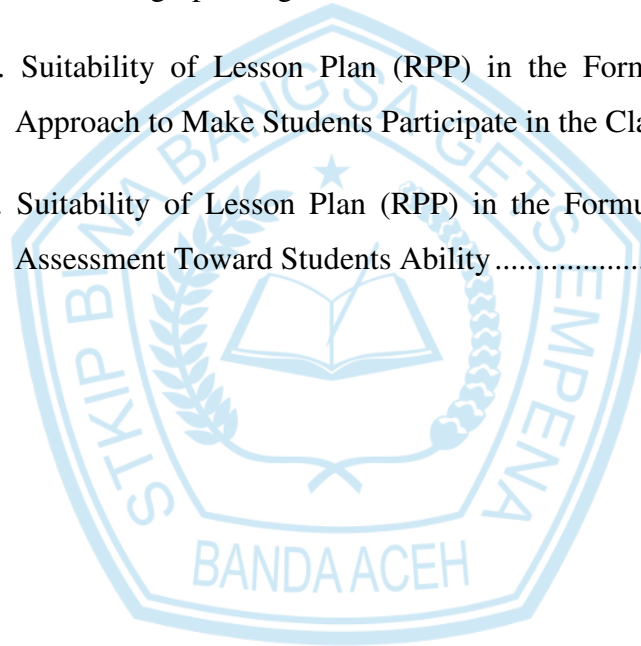
# LIST OF CONTENTS

|  | <b>Page</b> |
|--|-------------|
| <b>ACKNOWLEDGEMENT</b> .....                               | <b>i</b>    |
| <b>ABSTRACT</b> .....                                      | <b>iii</b>  |
| <b>LIST OF CONTENT</b> .....                               | <b>iv</b>   |
| <b>LIST OF TABLE</b> .....                                 | <b>vi</b>   |
| <b>LIST OF APPENDIXES</b> .....                            | <b>vii</b>  |
| <b>CHAPTER I INTRODUCTION</b> .....                        | <b>1</b>    |
| 1.1. Background of Study .....                             | 1           |
| 1.2. The Research Question of Study.....                   | 8           |
| 1.3. The Aims of Study .....                               | 8           |
| 1.4. The Scope of Study.....                               | 9           |
| 1.5. The Significance of Study.....                        | 9           |
| 1.6. Definition of Key Term .....                          | 10          |
| <b>CHAPTER II LITERATURE REVIEW</b> .....                  | <b>12</b>   |
| 2.1 Speaking.....  | 12          |
| 2.1.1 Micro Skills and Macro Skills of Speaking .....      | 14          |
| 2.1.2 Components of Speaking .....                         | 16          |
| 2.2 Students with Special Need (SSN) .....                 | 18          |
| 2.2.1. Notion of Visual Impaired .....                     | 20          |
| 2.2.2. Visually – Impairment .....                         | 21          |
| 2.3 Teaching Strategy.....                                 | 23          |
| 2.3.1. Definition of Teaching Strategy.....                | 23          |
| 2.3.2. The Components of Teaching Strategy.....            | 30          |
| 2.4 Strategy in Teaching Speaking Skill.....               | 32          |
| 2.5 Strategy in Teaching for Visual Impaired Students..... | 37          |

|   |           |
|---|-----------|
| <b>CHAPTER III RESEARCH METHODOLOGY .....</b>           | <b>44</b> |
| 3.1. The Research Design .....                          | 44        |
| 3.2. Location of Research .....                         | 45        |
| 3.3. Research Participants .....                        | 45        |
| 3.4. Research Instrument .....                          | 46        |
| 3.4.1. Interview Guide.....                             | 47        |
| 3.5. Techniques of Data Collection.....                 | 49        |
| 3.6. Data Analysis .....                                | 50        |
| 3.7. Data Validity.....                                 | 52        |
| <b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b> | <b>56</b> |
| 4.1. Research Finding .....                             | 56        |
| 4.1.1. The Result of Interview.....                     | 56        |
| 4.2. Discussion.....                                    | 68        |
| <b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>         | <b>72</b> |
| 5.1. Conclusion .....                                   | 72        |
| 5.2. Suggestion.....                                    | 73        |
| <b>REFERENCE .....</b>                                  | <b>74</b> |

## LIST OF TABLE

|  | <b>Page</b> |
|--|-------------|
| Table 4.1.1. Suitability of Lesson Plan (RPP) Components in the Formulation of Teaching Strategy Resources.....                          | 65          |
| Table 4.1.2. Suitability of Lesson Plan (RPP) in the Formulation of Media Used in Teaching Speaking .....                                | 66          |
| Table 4.1.3. Suitability of Lesson Plan (RPP) in the Formulation of Teacher Approach to Make Students Participate in the Classroom ..... | 66          |
| Table 4.1.4. Suitability of Lesson Plan (RPP) in the Formulation of Teacher's Assessment Toward Students Ability .....                   | 67          |



## **LIST OF APPENDIX**

Appendix 1 Interview Guide

Appendix 2 Trancript of Interview

Appendix 3 Sample of Disassembled Data of Participant DT

Appendix 4 Themes and Significant Statements (Reassembled Data)

Appendix 5 Autobiography



## **CHAPTER I INTRODUCTION**

In this chapter, the researcher explains some point that related to the theoretical of the study. Those points are background of the study, the research questions of study, the aim of the study, the scope of study, significance of the study, and the definition of key terms.

### **1.1 Background of Study**

Teaching means giving or transferring knowledge and making someone understand what the teachers have been taught. In teaching the teacher guides the students to learn about new knowledge. It is relevant with Brown (2000:7) that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. In teaching speaking, teacher faces so many difficulties, so that teachers should have trick and good away to improve the students' ability on speaking. To improve the speaking skill, teachers should know how to teach well. According to Gerlach and Ely in Istanto (2017:4) strategy in teaching is a ways that have chose to deliver the teaching method in teaching learning. It means that teacher needs strategy in teaching the students.

Teaching of speaking is having high concern in many language programs, which is due to the ever-growing needs for fluency of English. Given the fact, teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with ability to produce written language, whereas the latter mainly focuses on

producing oral language (Anjaniputra, 2013:1). Moreover, the strategies for teaching English skills should be made based on each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying in high school, most of students of secondary school were not able to speak English. Furthermore, those who graduated from secondary school do not have sufficient ability for English speaking since the teaching of English in Indonesia is deemed to be unsuccessful (Cahyono and Widiati, 2011:2). Therefore, the portrayal of speaking teaching strategies is going to be investigated.

Based on Fisher in Wahyuni and Yulianti (2016:16), speaking is an interaction that done by someone to someone else to gather information, share and exchange ideas using spoken language. Efficient communication is the goal for speaking learning. In teaching speaking, the teacher should use and give more opportunities for students to practice their speaking, it means building more students' self confidence. In order to optimize the application of teaching strategies, the teacher should be aware of the difficulties that faced by the students before practicing it. Teacher is suggested to know the students problem individually.

Before discussing about teaching strategies of speaking, it is better to see the principles of designing speaking strategies that suggested by Brown (2007:331) there are some strategies in teaching speaking skill including: (1) focusing on both fluency and accuracy, depending on your objectives, (2) providing intrinsically motivating strategies, (3) encouraging the use of authentic

language in meaningful contexts, (4) providing appropriate feedback and correction, (5) capitalizing on the natural link between speaking and listening, (6) giving students opportunities to initiate oral communication and encouraging then development of speaking strategies. Whatever the strategy that will be used, the teacher should consider those principles. It is important in order to achieve the goal of learning.

Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it (Untari, 2017:14). From those information above it was likely to lead to problems in teaching and learning speaking skill. The limited area of the language may influence students' interest in speaking. Thus, the strategies of teacher was very important not any to maintain the class but also to encourage, support and build students' interest in the subject that he taught. Even though it is not an easy thing to do by teacher but he should find the appropriate strategy to apply in the classroom which suit the learners' level. There are so many strategies that could be used by teacher but not all of the strategies could be appropriate and suit the learners' level.

Nevertheless, a lot of students have difficulty in learning speaking by communicating improperly in expressing ideas, choosinng words, and having the confidence to speak. Being a teacher is not as easy as the people think, because the teacher carry out in emergent their identifiable in developing their own professional knowledge and practice (Loughran, 2010:1). Supported by Agnyoto (2012:1-3) interaction and expressing ideas are problems faced by the students in communicating because they usually feel insecure about their level of

English. They turn into models for their students. Thus, the teacher's feelings and conduct would mainly be expected to be imitated by their students in the class. Therefore, teachers are supposed to be the cause of their students' objectives to be achieved for the reason that they completely depend on them.

According to Pinter (2017:54) the teachers' basic to build the flourishing activities are based on students' requirements in language learning. In addition, with that statement, Harmer (2007:102) teachers are required to make an effort to equal their actions into lessons with the students in teaching and learning activity. Thus, the statements above suggest that it is essential for a teacher to consider the students' need in selecting activities to deliver the material.

On the other hand, teaching students with special needs requires different strategies. There are many types of disability in the classroom, one of the disorders is vision impairment. Newman (2004:12) emphasizes that students with learning disabilities need further help, stimulation, and encouragement to enlarge skills than other students. It can be concluded that teaching English to disabled students is different from teaching enabled ones since they have diverse abilities and learning needs. These differences can be on the teaching activities that should be developed by the teacher.

Speaking is symbolized as a mode for people to put across their feelings to others. Through speaking, humans are capable to join their watch out in every bearing of life. They preserve contribute to their opinions, thoughts, and draw their emotion. Hence, limitations in vision in blind students, they are better off learning through audio and oral means because that is one of the most necessary

skill in English teaching for the students with special needs. However, there are some problems in teaching speaking in the class because the ability to speak English is a very complex task considering the nature of what is involved in speaking (Safitri, 2013:2). The problems are visual impaired students have different needs, and have limited skills for learning especially learning English, students are confused what the teacher told to them because of different words which have different letter but similar sound like she, see and sea. Then supported by obstacles during the learning process such as students less understand as enable students of the material, and students have to take long process to memorize the story. Along with the ideas above, Wulandari in Safitri (2013:2) proposes: teaching speaking is teaching students to produce the English speech sound and sound patterns, use word and sentence stress, intonation patterns and the rhythm of language, select appropriate words and sentences, and use the language quickly and confidently with few unnaturall pause, which is called as fluency. By considering those complexities, one aspect in teaching speaking which is important dor teacher to be taken care of is the development of activities.

Being visual impaired students in inclusion class is difficult. It can be seen in the result of Pre-research. Based on Untari (2017:16-17) visual impaired students have to learn English together with normal. They did not get special treatment by the teacher to more understanding the lesson. They also learnt the same English material with normal students, without any special method, visual impaired students less understand of the material that delivered by the teacher and the understanding level of visual impaired students is not fast as normal students.

Many researches have been conducted on teaching strategies in teaching speaking to normal students. One of which is a research that conducted by Widyaningsih and Rosbiasih in 2018 under the title “Teacher’s Strategies In Teaching Speaking Skill For Eleventh Grade Students at SMA Bopkri 2 Yogyakarta”. Based on the data analysis as mention in finding and discussion, it can be concluded that the teacher only used and applied six strategies in teaching speaking of eleventh grade. The teacher could not apply four teaching speaking strategies, because she just applied the strategies based on students’ need. The four teaching speaking strategies that could not apply by the teacher were Summarizing New Learning in a Graphical Way, Getting Students Working Together (In Productive Ways), Teaching Strategies Not Just Content, and Nurture Meta-Cognition. Teaching speaking strategies used and applied by the English teacher of SMA BOPKRI 2 Yogyakarta could help students active in the teaching and learning process, because the strategies in teaching speaking was already applied in a good way.

In addition, another previous study conducted by Wijayanti in 2018 under the title “Strategies Used by the Teacher in Teaching Speaking Skill at the Seventh Grade Students of *Full Day* Class in MTsN 6 Boyolali Academic Year 2018/2019”. This research show that, there are some strategies that use by the teacher during teaching in speaking skill that are:keep students to speak the target language, base the activities on easy language, the teacher used the group work, give some instruction or training in discussion skills, the activities on easy

language. The researcher hoped that was inspired the English teacher to use these strategies in teaching learning process

However, there has been a few research reported on teacher strategy in teaching speaking to visual impairment students. The researcher, therefore investigated the strategy in teaching speaking skill to vision impaired students. There are some researches conducted about visually impairment students, but they were not focus on the teacher's strategies in teaching speaking. For instance, a research that conducted by Safitri from University Pendidikan Indonesia 2013. The research is about "Activities in teaching the Speaking Skill to the Students with Vision Impairment."

Moreover, another research with focus on the other skill was also done visually impaired students. This research was done by Kartikasari and Lestino in 2017 under the title "Strategies in Teaching English Reading to Visually Impaired Student". Based on the result of analysis the data, the writer found that the English teacher used six strategies. One of which was identifying the purpose of reading. The English teacher asked the visually impaired student to predict the content of the biography text from the tittle.

Based on the previous studies conducted on teachers' strategies in teaching speaking to special needs students, therefore, the researcher would like to conducted a research on teacher's strategy in teaching speaking but in particular for visually impairment students. Based on the researcher's observation while observing the conditions at the SMA Luar Biasa BUKESRA Banda Aceh in October 20<sup>th</sup> 2019, as children with special needs, especially those students who

were Visiually-Impairment learnt English enthusiastically. There was encouragement by the teacher the implementing various strategies to achieve the goal of the study during the learning process.

In conclusion, this study is concerned with the teaching speaking skill which were conducted by the teacher in a special needs class with vision impaired students. Therefore, the researcher was conducted a research entitled **“An Analysis of Teacher’s Strategies in Teaching Speaking Skill to Visually Impairment Students at SMA Luar Biasa BUKESRA Banda Aceh in Academic Year 2019/2020”**

### **1.2 The Research Questions of Study**

This research is conducted to find the answers to the following questions:

1. What are the strategies used by the teacher in teaching speaking skill in a special needs class with visually-impaired students?
2. What are the obstacles faced by the teacher in applying strategies to teach speaking skill in a special need class with visually-impairment students?

### **1.3 The Aims of Study**

This study will be conducted to obtain information related to the research question. The goals of this study are as follows:

1. To explore the strategies used by the teacher in teaching speaking skill in special needs class with visually-impaired students.
2. To find out the obstacles faced by the teacher in applying strategies to teach speaking class in a special need class with visually-impairment students.

#### **1.4 The Scope of Study**

The main focus of the research is the strategies conducted by the teacher in the teaching speaking skill toward the vision impairment students in special needs class. It is explained what is learning strategies and speaking skill. This research describes about learning strategy that used an English teacher in a second-grade of Senior high school level of visually-impaired students in SMALB BUKESRA Banda Aceh.

#### **1.5 Significance of the Study**

The result of study is estimated and expected to give the theoretical and practical contribution, as follows:

##### **1. Theoretical**

- a. The finding of this research will give good information related to the teachers' strategies in teaching speaking skill to students. Especially to visual impairment students.
- b. The finding of this research gives a profitable description to any further researcher who wants to research the same case, so this study becomes a helpful information and useful reference for the next study.

##### **2. Practical**

###### **a. For the Students**

By using an appropriate strategies the researcher hopes that the students will get enjoyable in teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

b. For the Teacher

It enables teachers to get information and to select a suitable strategy in teaching speaking skill to the learner. It is an important thing for the teacher to develop the strategy in their classroom in order to make the students interested in the subject.

### 1.6 Definition of Key Term

To avoid misconception and to know the term used in this research, in this study several terms are clarified as follow:

1. Teaching strategy is a unified set of action or something to be done as the students learning process provided by the teacher (Cameron, 2001:22). However, in this study teaching strategies include any strategy which are conducted by the teachers in teaching speaking skill in the classroom with vision impaired students.
2. Speaking skills are learned by visually-imparment students through any strategies conducting by the teacher in oral mode.
3. Speaking skill refer to what Hammer (2007:87) said that students are using any and all language at their command to perform some kinds of oral task. In this study, it means that all tasks which should be completed by the students, such us language games, conversation and discussion.
4. Visually – Impairment students refer to students who medically verified visual impaired accompanied by limitations in sight that rinterfere with acquiring information or interaction with the environment to the extent

that special education instruction and related services may be needed

(Safitri, 2013:5)

