DIFFICULTIES IN LEARNING ENGLISH FACED BY VISUALLY IMPAIRED STUDENTS AT CENTER OF LANGUAGE DEVELOPMENT (P2B) IN STATE ISLAMIC UNIVERSITY (UIN) SUNAN KALIJAGA

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Abstract

The objectives of this research are to describe some learning strategies and difficulties faced by visually impaired students (VIS) in learning English at UIN Sunan Kalijaga and to describe some strategies of the lecturer in dealing with difficulties in English teaching and learning process for VIS at UIN Sunan Kalijaga.

The type of research is descriptive qualitative research in the form of case study. In this research, the researcher used two instruments. They are observation and interview. There are three subjects involved in this research. They are two blind students and one low vision students. The observation was done when the researcher did teaching and learning process at Class Dakwah R. The data were taken from observation and interview. The researcher used the data to analyze the VIS' difficulties in learning English.

The result shows that there are some difficulties faced by VIS. These difficulties can be put into two different categories: internal and external difficulties. Internal difficulties come from the VIS themselves which relates to VIS' sight conditions and their learning strategies. External difficulties come from the learning environment including difficulties from the lecturer, friends, materials and the facilities. VIS have different learning strategies. The lecturer should discuss some classroom adaptations such as seating arrangement, friends' assistance and peer teaching, adapted facilities and exam accommodation, for instance exam assistance, longer exam time, inclusive examination and larger print for low vision students. Finally, the lecturer should choose appropriate teaching strategies, media and teaching aids.

Key words*: VIS, language teaching, learning difficulties*

A. Introduction

"Education is a basic right for all citizens without exception". It can be found in the 1945 constitution of Indonesia, article 31(1), which states that every citizen has the right to get proper education and teaching accessibility. It includeseveryone, no matter their religions, wealth, ability, and ethnicity.

Law no. 20 of 2003, on National Education System, chapter 4, article 5, paragraph 1 and 2 also states that every citizen has the same right and opportunity to acquire qualified education. Besides, citizens who have special needs such as physical, emotional, intellectual and social disabilities are entitled to obtain special education. It means that people with disabilities have the same right as other people to study through inclusive education.

The State Islamic University (UIN) of Sunan Kalijaga is a good example of an inclusive university in Indonesia. It applies inclusive education in almost all of its faculties and departments. Hence, numerous adaptive services are provided to students with disability as well as its Centre for Disability Services (*Pusat Layanan Difabel*; PLD). It also advocates overcoming all types of discrimination in the university, especially regarding to accessibility. It provides many adaptive services such as talking computer, electronic book (eBook) production, buddy system, reading service, etc. The services are not exclusively for the needs of VIS; however, students with other types of disabilities such as individuals with mobility disability, and hearing impairment have registered to this university.

Being the inclusion university is not easy. At least the university should manage themselves with innovations for VIS to follow the process of learning well. In addition, universities also should be able to provide awareness to all academicians that undergraduate students can also follow the blind education in public universities. Restructuring the curriculum, teaching methods, teaching aids, teacher competency, evaluation, and academic services must be arranged in such a way that would take time and a substantial investment. This is because learning model requires the inclusion of media, infrastructure facilities, curriculum, teacher's competence, academic and nonacademic services in such a way to be able to serve all students without exception.

Nowadays, English learning is widely known in every level of education. English skills are considered as useful competency in highereducation. Mastering English is expected to support

academic activities such as finding resources, writing papers or presentations.However, presenting English material in an inclusive classroom can be a challenge for lectures when the students have special need, for example: visual impairments. They have different needs compared to sighted students. They ought to get a different teaching learning process. Certain teaching strategies suitable for learners without sight difficulties might not be proper for learners with visual impairment. For example, asking students to watch movies to teach certain language features in class might not be suitable for them since they cannot see the movies. Therefore, lectures should have specific design to support their inclusion in the classroom. The design should present several aspects such as relevant content, appropriate media and appropriate teaching approach and strategy. By designing specific design for them, it is expected that their motivation, self-esteem and independence will be improved.

The researcher is interested in understanding learning difficulties and strategies of VIS in learning English at Language Development Center (P2B) of UIN Sunan Kalijaga. Therefore, this research is aimed to describe some learning strategies and difficulties faced by VIS in learning English at UIN Sunan Kalijaga and to describe some strategies of the lecturer in dealing with difficulties in English teaching and learning process for VIS at UIN Sunan Kalijaga.

B. Literature Review
1. English Language Learning

Learning strategies are methods taken by students to enhance and achieve their own learning. Strategies are especially important for language learning because they are tools for developing language competence and achieving language learning. Appropriate strategies result in encouraging English proficiency and greater self-confidence. The main idea of learning strategies is to engage between action and skills for understanding, storing, and remembering new information. The term learning strategies is widely agreed by any expert to refer to techniques, behavior, action, thought process, problem solving or study skill employed by target language learners to make language learning easier, faster, more self-directed, more effective and more transferable to a new situation and enable language learners to be more independent,

autonomous, lifelong learning.[1] Learning strategies mean learner efforts to do with language proficiency attainment.

In learning English as a second language or foreign language, there are two determinant factors initiating the success of second language learning. The factors include external factors and internal factors[2]. External factors include physicals and social environment or demographic variables, cultural setting, formal teaching and the like. The internal factors, on the other hand, embody learner physical condition, aptitude, attitude toward second language, motivation, intelligence, learning styles, learning strategies and others. Of the internal factors, learning strategies are believed to be a determinant factor for the success of second or foreign language teaching and learning on the grounds that learning strategies are concerned with practical and operational efforts of how to handle the task. Added to the learning strategies establish learner autonomous learning that is applicable to deal with any task that they face. Learning strategies are very important for second language learners as learning strategies empower learners to activate their own leaning management.

Oxford (1990) in Hamida[3] identified the second language learning strategies in six categories namely: cognitive, metacognitive, memory, compensatory, affective and social strategies. Cognitive strategies are practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output. Metacognitive strategies include three strategy sets: centering your learning, arranging and planning your learning, and evaluating your learning. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. Compensatory strategies is the way that language learners guess the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words. Affective strategies are identified on learner's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Social strategies are identified as

[1] Margana, 2009. "Promoting Learning Strategies for Language Learners". In proceeding *Redefining English Studies in Non-English Speaking Countries*, Yogyakarta: Sekolah Tinggi Bahasa Asing LIA Yogyakarta. P.154

[2] Ellis, Rod. 2003. *Understanding Second Language Acquisition*. Oxford: Oxford University Press. P.67

[3] Hamida, Nurul. *Learning Styles and Strategies in Second Language Learning.*Jurnal Pengembangan Humaniora Vol. 12 No. 1, April 2012.

asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. Social strategies help the learner work with others and understand the western culture as well as the language.

2. Visually Impaired Students

Visually impaired students (VIS) are a group of students who have visual problems. WHO[4] divided four levels of visual function, according to the International Classification of Diseases -10 (Update and Revision 2006): (1) normal vision; (2) moderate visual impairment; (3) severe visual impairment and (4) blindness. Moderate visual impairment combined with severe visual impairment are grouped under the term "low vision": low vision taken together with blindness represents all visual impairment. Similarly, Manal[5] also stated that there are four categories of visual impairment: (1) partially sighted, (2) low vision, (3) legally blind and (4) totally blind. Partially sighted means that the person has some difficulties in seeing and reading information, and requires special assistance with learning and reading. Low vision indicates a more serious visual impairment, where reading at normal distances is not possible. People with low vision have to use supportive tools to read and see in their environments. They may even learn through the use of Braille. Legally blind refers to a vision less than 20/200 and a limited range of vision. People who are legally blind cannot see things clearly, whether it is near or far. Totally blind means that the person has no vision at all. Their eyes are not able to process images, and they learn through non visual resources, including Braille.

According to WHO, globally the major causes of visual impairment are: uncorrected refractive errors (myopia, hyperopia or astigmatism) (43 %), cataract, (33%) and glaucoma (2%). Besides, the age at which they become visually impairment also affects their needs. Students who were born visual impaired has different needs with students who lose their sight during their childhood or teenage.

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[4] http://www.who.int/mediacentre/factsheets/fs282/en/Visual impairment and blindness. WHO Media Centre. Retrieved at 30 June 2012.

[5] *Manal, Naima. 2012. Visual Impairment Definition. Retrieved from* http://www.ehow.com/about_4793004_visual-impairment-definition.html on 1 May 2013

3. Adaptive Learning for Visually Impaired Students

Few years ago, visually impaires students were placed in a special school for blind students and did not get any opportunity to attain higher education. Now, they can study together with sighted or normal students in regular school or university. Placing students with special needs in regular classroom is called inclusive education.

Dealing with VIS in the classroom is not a big matter as long as the lecturers and other students know how to communicate with them and understand the most appropriate ways to accommodate VIS in the classroom as well as in examination.

According to the Center for Disability Services (Pusat Layanan Difabel) of State Islamic University (UIN) Sunan Kalijaga, there are several best practices in adaptive learning that can be integrated in learning process, such as: (1) student's physical condition; (2) learning objective; (3) learning strategyand (4) learning evaluation.

The first aspect is students' physical condition. The classroom should be set based on their condition. Appropriate seating is important for a visually impaired student; since the student cannot see visual cues, he or she needs to be seated in a position to receive verbal cues. The best seat for him or she is close to the teacher so they can listen to the lecture clearly. The lecturers need to try to speak directly to the class, remember that turning our head away can muffle sound because body language and gestures cannot be seen. Besides, it is necessary to control background noise since it will distract visually impaired student's attention.

The second aspect is learning objective. The most potential English skill that they can master well is listening and speaking because VIS have sight problem, not hearing loss. Use their ability to deliver most of the content. Use general vocabularies to explain the lesson. Do not hesitate to use words such as look or see; students with vision impairments use these terms too.

The third aspect is methods. In doing the learning process, lecturers can integrate some methods and media. The lecturers can use various media, especially audio media (audio recording, speech or lecture) to support learning process. Lecturers also can ask students about learning aids that they may need during the process. Moreover, arrange computer lab accessibility with IT technician and disable center – (*multimedia-based learning*). Allow student to work with a partner or allow a volunteer in the class to support

the student (*team work*). Make sure the materials are organized and easily accessed by the student. Allow student to record result verbally instead of writing them. Verbalize every writings on the white board and spell every technical term.

This is in line with Ro'fah[6] that states that lecturer should accommodate learning needs of VIS who use different aids suitable for their disabilities and resources that they have. She said that lecturers should give soft copy of teaching material to VIS, give reference lists beforehand because they need longer time to access information. Lecturer should narrate visual teaching materials and avoid too much visual content in teaching material. In addition, lecturer should consider outdoor activity (field trip, interview) if it is regarded as problem for VIS to deal with.

The fourth, adaptation in assessment and examination for VIS must be considered, too. Assessment and examination are very useful for teacher to evaluate and find out students' development and achievement. There are some adaptations, as follow: (a) Choose appropriate test type. Lecturers can choose test type such as oral test by using interview or listening test by using audio. Besides, it is better to make close books examination instead of open book because it will be difficult for VIS to access their literatures;(b) Tests can be administered by having the questions read to the students by a volunteer or assistant. The assistant will read and write for the blind students. However, in English exam, it will be problematic when the assistant does not have good proficiency in English. Both the students and the assistant will get into trouble;(c) if the students can access computer with JAWS, they can get independent test. The lecturer just need to give the exam in soft files to the students, then they can 'read' it independently in their computer;(d) Reproduce exams in a large print if the student has a low vision. (e) Allow extra time (about 20-50% longer) for test taking in a separate and quiet setting.

C. Research Method

The type of research is descriptive qualitative research in the form of case study. In this research, the researcher used two instruments. They are observation and interview. There are three

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[6] Rofah, Andayani and Muhrisun. 2010. *Membangun Kampus Inklusif*. Best Practices Pengorganisasian Unit Layanan Difabel. Yogyakarta: Pusat Studi Lananan Difabel (PSLD) UIN Sunan Kalijaga. P.42

subjects involved in this research. The subjects of the research were the VIS in the odd semester of the academic year 2013/2014 who learn English at Center of Language Development (P2B) in UIN Sunan Kalijaga Yogyakarta. They are two blind students and one low vision student. The observation was done when the researcher did teaching and learning process at their class. The data were taken from observation and interview. The researcher used the data to analyze the VIS' difficulties in learning English. In analyzing data collected, the researcher used descriptive qualitative research. As using this technique, the researcher collects data, arranges data and presents data.

D. Finding and Discussion
1. Difficulties faced by VIS in learning English

The interviews with the VIS and classroom observations in their English class have provided some insights for the researcher on the difficulties faced by VIS in involving English class. These difficulties could be put into two different categories: difficulties coming from the VIS themselves and difficulties coming from the learning environment including difficulties from the lecturer, friends, materials and the facilities.

a. Internal difficulties

Internal difficulties come from the VIS themselves. There are some particular difficulties caused by the blind students themselves in their English learning. It relates to VIS' sight conditions and their learning strategies.

Name	Age	Level of Visual Impairment	Cause of Visual Impairment
Ningrum	19	Totally blind without light perception	Toxoplasmosis Since she was born
Romi	21	Low vision with some residual vision on left side	Cataract Since he was born
Lia	20	Totally blind with some light perception	Optical nerve damage Since few years ago

The type and severity conditions of VIS can create difficulties in learning English. Each student with visual impairment has different sight problems and conditions. There are no students with low vision who have the same functional vision even if they are diagnosed as having the same eye condition and similar acuity. As they have different eye condition, as a consequence,

they need different classroom accommodation and have different learning strategies.

VIShas different language skills with sighted students. The impact of visual impairment on language skills involves listening, speaking, reading, and writing skills.

Among all language skills, listening is the most important skill to improve for the VIS. It is because the students change their visual function to auditory function. They can catch much information and get instruction quickly from the lecturer or another auditory source through listening. Based on interview results, there are some difficulties faced by VIS in learning listening skill, such as: (1) they find it difficult to keep up; (2) they cannot understand fast, natural native speech, (3) they have limited vocabulary and (4) they get trouble with sounds.

In speaking skills,there are some problems faced by VIS, such as they have (1) lack of vocabulary, especially when have to express something directly without any preparation before. (2) problems with English intonation and (3) mother tongue use.Based on the researcher's observation, in class where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue.

In reading skill, VIS read both in Braille and soft-copy. However, in the classroom, there is neither material in Braille nor laptop to read the soft-copy. Therefore, their lecturer assigned their friend to read for them. Based on observation result, there are some difficulties in reading, such as (1) they need longer time in learning reading skill, because Braille readers use the tip of their fingers pass through two or three words of the text being read. (2) find difficulties in reading comprehension, especially in skimming and scanning pratice; (3) feel fatigue because they are not accustomed to reading.

In writing skill, the students seem a little bit slowly in writing English words. The lecturer asked them to do some writing assignments to check their understanding related to grammar that they have learnt. They may submit their writing assignments in various forms at their ease. Based on the researcher's observation, difficulties in writing faced by VIS are vocabularies and grammar.

b. External difficulties

External difficulties come from other elements instead of the students themselves. Some elements of the learning environment also cause difficulties to the blind students in learning English. These elements include the lecturer, friends, material and facilities.

There are some difficulties related to the lecturer such as: the strategy that lecturer choose to use in their classroom sometimes affect the VIS' motivation, the types of activities that lecturer choose to use in their classroom sometimes negatively affect the VIS' participation, and lecturer's ability to create conducive learning environment also contributes to the successful of teaching and learning process.

There are some difficulties related to their fully sighted friends, such as they cannot describe and explain materials, are hesitate to help VIS and make noise in the classroom.

In accordance with English material, they stated that they found difficulties in learning English using the softcopy without prior explanation from the lecturer. Regarding its facilities, P2B should improve IT as provided facility, whereas its building is already accessible for disable students.

2. Learning strategies applied by VIS in learning English

Learning strategies as one of significant factors in English language teaching and learning are concerned with learner effort to achieve a success for English language learning or other tasks. Therefore, English language learners should be familiar with part of learning strategies and make use of them as a device to attain the target language concerned. In other words, English language learners should know the nature of the learning strategies as discussed below.

First, each student with visual impairment has different learning strategies. As Ningrum said, she is blind since she was born. So, she just relies on hearing only in learning English. She usually asks someone to read for her while she is listening it carefully and translate it into Braille. She rarely learns English, since there is no English source in Braille for her except learning materials from her teachers in high school. Besides, she said that she still remembers her English material she got in high school, so she can recall the materials.

It is different from either Romi's condition that is low vision or Lia's condition who is previously low vision and then gets totally blind since few years ago. In the beginning of their English learning, Lia and Romi could either read English books or listen to English. As Romi said, he learns English by reading. Both Lia and Romi can access computers, too. So, it is easier for them to study and do their assignments using laptop with screen reader (JAWS). Their activities in learning English involve analysis, taking note in Braille, and practicing with structures and sounds. It is called cognitive learning strategies.

Second, Romi also uses dictionary on his mobile phone. However, although Romi can access dictionary easily on his mobile phone, he said that he prefers to guess the meaning from the context when he found unknown words in reading. He also uses gestures when he lost his words in expressing his idea or feeling. According to Oxford[7], this learning strategy is called compensation strategy, because he guesses the words intelligently.

Third, since it takes the VIS more time than other normal students to take notes or to read the text, they hardly have time to write down their lecturer's explanation on the white board. Besides, since they cannot see clearly what is written on the board, their friend sitting next to them should spell the words for them. From the researcher's observation, they tend to rely on their memory in learning new vocabularies or grammar. According to Oxford, this strategy is called memory strategies which are often used for memorizing vocabulary and structures in initial stages of language learning.

Fourth, another factor related to the students that can create difficulties in learning English is their self motivation in learning English. Ningrum said that she likes English. If she likes the lesson, it will be easier for her to understand the lesson. Based on researcher observation, Ningrum is eager to learn. She actively asks question to get verification when she is confused in learning. Besides, she likes cooperating with other and asking for help in doing a language task. Liaalso learns English from her peers.According to Oxford, this learning strategy is called social strategy.

Fifth, motivation also affect students; learning strategies. Lia

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[7] Oxford, R.L. 2003. Language Learning Styles and Strategies: An Overview.GALA Retrievedfromhttp://hyxy.nankai.edu.cn/jingpinke/buchongyuedu/learningstrategiesbyOxford. pdf. pp.13-15

thinks that English is difficult for her because she ever got unpleasant experience when she learnt English in her middle school. It seems that Lia has affective learning strategy. This strategy relates to identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk.

To sum up, VIS have different learning strategies. They may utilize a combination of strategies which is fit into any existing categories. For this reason, it is necessary for the lecturer to understand their learning strategies in order to help them study English better.

3. **Strategies of the lecturer in dealing with VIS' difficulties in English teaching and learning process**

Being aware of visually impaired students' difficulties while developing their English proficiency, the researcher who is also theirEnglish lecturer suggested some practical solutions towards this issue. These solutions can be seen through her interviews with VIS, as well as her observations and teaching experience. These suggestions are classified into two categories, general classroom accommodation and English teaching strategies for VIS.

a. **Classroom and exam accommodation**

Inclusion not only means to be in the same classroom together with peers. It also means that the content of the course is similar for all students but involves some type of adaptations in the classroom. In the beginning of the class days, the lecturer and VIS should discuss necessary classroom accommodations and testing adaptations early in the semester. There are some classroom adaptations which should be considered such as seating arrangement, friends' assistance and peer teaching, adapted facilities and exam accommodation.

First, appropriate seating is important for a visually impaired student; since the student cannot see visual cues, he or she needs to be seated in a position to receive verbal cues. The best seats for them are close to the lecturer so they can listen to the lecture clearly. The lecturers need to try to speak directly to the class, remember that turning our head away can muffle sound because body language and gestures cannot be seen. Besides, it necessary to control background noise since it will distract visually impaired student's attention.

Second, since VISs receive quite a lot of support from others, they often take advantage of this support in their learning. The presence of friends' assistance is extremely meaningful for students with disabilities. Therefore, the lecturer allows them to work with partners or allow volunteers in the class to support them in doing some exercises in the class. Based on the researcher's observation, peer learning method is also very useful in this case. While their lecturer could not assist them during the class activity, their peers could do so. The lecturer can assign one student who had good proficiency in English to be the assistant to help VIS during the lesson hour. The assistant should read, write and explain the materials for them. This assistance was very usual for that time. Sometimes it happened naturally without lecturer's instruction.

Third, working in group could be fun and meaningful for VIS. The lecturer can involve them in discussion group and solve problems together with the other students. Moreover, by joining discussion groups, all students become closer and bound better.

Fourth, regarding the difficulties related to facilities, in which English module is not written in Braille, some students use high technology to solve this problem. Therefore, in order to make the students easier to access the module, it is necessary to make sure materials are organized and easily accessible to the student. The lecturer should give the softcopies of the modules and slides. Besides, the student should also be familiar with other ways to make print accessible, such as eBooks.

Fifth, the lecturer should allow student to do writing assignments on a computer using appropriate hardware and software. Besides, it is also important to provide student with a copy of vocabulary words, definitions and examples ahead of time in either large print or soft copy, so they are familiar with concepts as they are introduced. In addition, as the lecturer is writing on the white board or discussing a diagram, verbalize what is written. When using technical terms, remember to spell them out or give descriptions if appropriate.

The lecture should discuss not only classroom accommodation but also exams arrangements with student early in the semester to assure that the process will be smooth when it is actually time to schedule and administer exams. The researcher who

is also their lecturer has advocated exam accommodations to overcome students' difficulties related to examination, such as assistance, exam time, inclusive examination, and larger print for low vision.

First, tests can be administered by having the questions read to the students by a volunteer. So, blind students should be assisted by two assistants or volunteers. One assistant read the questions, and the other one write the answers on the answer sheets. It is better than the last semester examination. At that time, the VIS had independent examination without any assistants; on the other hand, they did examination using their laptop with screen readers. As a consequence, this independent examination took longer time because not all of the students were familiar with laptop.

Second, even though low vision students are also assisted by assistant, however, it is necessary to reproduce exams in a large print with larger font (+ 16-18 points, Times New Roman). As stated by student with low vision that he prefers to read by himself while he is listening to the text.

Third, VIS need extra time (about 50% longer) for test taking in a separate, quiet setting. Since they will have assistants helping them during the test, therefore, it is necessary to place them in a separate class. Otherwise, other sighted students will be disturbed when the assistants read the exam for them.

Fourth, since there are some students with disabilities, however, it is necessary to make inclusive examination. The exam planner should consider this matter. They should avoid pictures, diagrams or tables since it is difficult for VIS to imagine those figures. Besides, long reading text can create fatigue and confusion for VIS. It is difficult to get the specific detail of the reading. Moreover, in listening test, it is necessary to dictate the answer choices before they listen to the listening test, otherwise, they would be left behind and the questions passed.

In conclusion, the lecturer and VIS should discuss necessary classroom accommodations and testing adaptations early in the semester. There are some classroom adaptations which should be considered such as seating arrangement, friends' assistance and peer teaching, adapted facilities and exam accommodation, for instance exam assistance, longer exam time, inclusive examination and larger print for low vision students.

b. English teaching strategies

There are four skills included in English teaching and learning process to VIS: listening, speaking, reading and writing.

VIS learn through listening, so it is important that they develop good listening skills. Based on the researcher's teaching experience, there are some considerations in teaching listening for VIS, such as (1) teaching differentiatingsound, (2) interpreting oral interpretation, (3) dictating questions before listening to recording; and(4) adjusting difficulty with students' ability.

According to the researcher's teaching experience, there are some considerations in teaching speaking skill for VIS, such as: (1) to speak directly and clearly to them, and sometimes to spell the word or explain the meaning one by one; (2) to use pleasant intonationand sense of humor to build chemistry in communication, (3) to apply group work because it can increase the sheer amount of learner talk going on in a limited period of time and also reduces the inhibitions of learners who are unwilling to speak in front of the full class; and (4) to switch language which is very helpful when the lecturer explain theories or vocabularies.

Based on the researcher's teaching experience, there are some strategies that can be applied in teaching reading for VIS. For instance: providing reading support (asking someone to read, making larger print, using JAWS screen reader, etc.), teaching skimming and scanning strategy, and creating interesting reading activities to avoid tiredness.

Actually, in learning writing skill, there are some options for taking notes for VIS, such as dictation by the teacher, a print copy is scanned by the students and then is listened to and or Brailled; record the lesson with notes to be Brailled later. Besides, they also may present their works in printed texts using JAWS (software that can read out loud all the words) in their personal computer or in difable corner. Commonly, Indonesian students have a lack of vocabularies. Moreover, they find difficulties in choosing appropriate words to be used in their sentences due to their minimum understanding in pragmatics nature. Writing assignments to write wide range of topics will increase exposure to the English language greatly. In addition, to make sure that students will use appropriate vocabularies, teacher can explain

some related vocabularies in advance. With this procedure, it can be expected that students will come to read English not only skillfully but with pleasure as well.Another difficulty in teaching writing skill is grammar. Although university students have learnt English before, sometimes they forget to use appropriate grammar in writing. To deal with this problem, many exercises which have various aspects in grammar should be assigned to students. In conclusion, there are two important matters that should be considered in teaching writing to VIS that are increasing their vocabularies and improving their grammar understanding.

c. English teaching media and teaching aids

The other things support the English teaching and learning implementation are the media used and also teaching aids by the lecturer. The lecturer should use descriptive instruction expression to explain some situations, for example: left, right, in front of, besides, behind, etc. The use of "this" or "that" must be refrained because it does not make any sense for VIS. When explaining preposition of place and movement, the use of authentic media such as ball or toys can make explanation clearer. Besides it is necessary to provide student with a copy of vocabulary words, definitions and examples ahead of time in either soft copy or Braille, so she is familiar with concepts as they are introduced

There are many ways to lower learner's anxiety, such as jokes and laughter, games, and movie. This strategy focuses on activities learners can enjoy and laugh together. What lecturers need to do is employ any meaningful activities in class in which VIS can enjoy and share laughter with their friends. Ur said that games are interesting for they provide a feeling of pleasurable tension[8]. When a lecturer just explains the materials, asks the students to do exercise and exercise, gives drilling and always corrects the students' mistakes, the students will be stressful and will not enjoy the class. This will be an obstacle in achieving the goal in the class. But, when the students play games in the class, they will have fun and can relax. If they are free from worry and stress, they will be able to acquire the subject more effectively.

Visually impaired students also like playing games.

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[8] Ur, Penny. 1988. *Grammar Practice Activities*. A practical guide for teachers. Cambridge: Cambridge University Press.

However, the lecturer should apply appropriate games that can be appropriate with their condition, for example: whispering some vocabularies, index card, and bingo. Blind studentscan play whispering games easily since they don't have any problem in hearing, so they could transfer information which they heard to their peers. Index card match was also an easy game for them since they just held the paper and their peers tried to find out their pairs. After they found their partner, then they create the sentence with his/her partner. They also enjoyed miming games like Simon says when they were learning parts of the body. Although sometimes they found difficulties, however, they could enjoy the games and share their laughter with their peers.

In conclusion, the lecturer should choose appropriate media and teaching aids in teaching students with visual impairment. The use of appropriate games also can help students to understand the material.

D. Conclusion

1. There are some difficulties faced by VIS. These difficulties can be put into two different categories: internal and external difficulties. Internal difficulties come from the VIS themselves which relates to VIS' sight conditions and their learning strategies. External difficulties come from the learning environment including difficulties from the lecturer, friends, materials and the facilities.

2. VIS have different learning strategies, such as: cognitive, memory, compensatory, social and affective learning strategies. They may utilize a combination of strategies which is suitable into any existing categories. For this reason, it is necessary for the lecturer to understand their learning strategies in order to help them study English better.

3. There are some classroom adaptations such as seating arrangement, friends' assistance and peer teaching, adapted facilities and exam accommodation, for instance exam assistance, longer exam time, inclusive examination and larger print for low vision students.

4. The lecturer should choose appropriate teaching strategies, media and teaching aids. The use of appropriate games also can help students to understand the material.

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