

PROCEEDINGS
5th SRS-TEFLIN NATIONAL SEMINAR
Volume 2

DEVELOPING REFLECTIVE ENGLISH
LANGUAGE TEACHING

Editors:
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Sriwijaya University
Palembang
2016

420

SRS SRS-TEFLIN Conference
Proceedings of the 5th Southern Region of Sumatera TEFLIN National Seminar
2016 Volume 2: **Developing Reflective English Language Teaching**
diselenggarakan di Palembang pada tanggal 27 Februari 2016 / editors
Chuzaimah Dahlan Diem ... [et al]. -- Palembang : Sriwijaya University Press,
2016.

x, 167 hlm. : 21cm.
ISBN. 979-587-603-1

- I. Judul
- II. Indonesia. Southern Region of Sumatera-TEFLIN
- III. Diem, Chuzaimah Dahlan

1. Bahasa Inggris -- Studi dan Pengajaran

Proceeding of the 5th SRS-TEFLIN National Seminar 2016
Developing Reflective English Language Teaching

Sriwijaya University Press
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Fax: +62 711 317 202 – 330 310
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FOREWORD

The seminar on *Developing Reflective English Language Teaching* is intended to be a medium for teachers, lecturers, and graduate students of English to share ideas, studies, and or reflections of their best practices in English Language Teaching (ELT) in accordance with their professional development.

This book of the 5th SRS-TEFLIN Seminar Proceedings is published in two volumes – One and Two—in order to reach more readers to what have been discussed in the one-day Seminar which was conducted on February 27th, 2016. It is also intended to encourage the other SRS-TEFLINers to write what they have thought and practiced in their daily ELT activities in particular and all the readers in general for our future proceedings.

Hopefully, this sort of publication will lead the readers to participate, write, and be continuously waited for them as the future participants of the next 6th SRS-TEFLIN Seminar.

Palembang, December 2016

Editors,

Chuzaimah Dahlan Diem
Handoyo Puji Widodo
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Report of Committee

Honourable Governor of South Sumatera
Honourable Coordinator of national TEFLIN
Respectable Rector and Dean of Faculty of Teacher Training and Education, Sriwijaya University

Distinguished Coordinator of Southern Region of Sumatera TEFLIN
Respectable speakers, presenters, and participants
Assalaamu'alaikum Warahmatullaahi Wabarakaatuh.

I am glad to welcome you to the 5th Annual Southern Region of Sumatera TEFLIN National Seminar. This seminar is intended as a medium to share and discuss knowledge or best practices of teaching English as foreign language in Indonesia among educators, lecturers, teachers, and teacher candidates. I would like to inform that this seminar is held by Southern Region of Sumatera TEFLIN in collaboration with Faculty of Teacher Training and Education, Sriwijaya University. The seminar theme for this year is **Developing Reflective English Language Teaching**.

I would also like to report that, in this occasion, we have invited presenters and participants from all over Indonesia. I am pleased to inform that we have paper-presenters from Central and East Java, Jogjakarta, East Kalimantan, Southeast Sulawesi, Maluku, and of course from southern region of Sumatera. There are totally 68 papers that will be presented by 90 presenters. These papers will be delivered in three different parallel sessions in various rooms as listed in seminar program book. 2 Key-note speakers will present their papers in plenary keynote speaker session, and 2 invited speakers are also going to present their papers in the invited talks session. It is privilege for us that there are about 300 participants from various universities, colleges, and schools attending this annual seminar.

Lastly, I would like to thank all Sriwijaya University lecturers, faculty members, committee members, and every person who has helped us in conducting the seminar. We deeply hope that this seminar will be beneficial for betterment of our English teaching practice.

Thank you very much

Ana Rosasi
Chair of the Committee

Greetings from SRS-TEFLIN Coordinator

Honorable Governor of South Sumatera,
Esteemed Rector and Dean of Faculty of Teacher Training and Education, Sriwijaya University
Invited Vice President of TEFLIN
Distinguished keynote speakers, presenters, and participants
Ladies and Gentlemen

Assalamu'alaikum wr. wb.
Good morning,

It is my pleasure to welcome you all to the 5th SRS-TEFLIN Annual Conference, especially those colleagues and representatives coming from West Sumatera, Riau, North Sumatera, Java, Kalimantan, Sulawesi and Maluku. Allow me to appreciate your thousand-mile journey to attend this academic event. I sincerely hope that your attendance will be worthwhile for your both personal and professional developments.

To all who come from the five provinces of the Southern Region of Sumatera, such as Bangka Belitung, Bengkulu, Jambi, Lampung, and South Sumatera, especially those who are TEFLINers, on behalf of SRS-TEFLIN Coordinator, I am proud of you for making our organization this big. More than 250 TEFLINers either as teachers or lecturers are from this part (*Sumatera Bagian Selatan*) of Indonesia.
Ladies and Gentlemen,

It has been acknowledged that the quality of English language teaching (ELT) partly depends on the role of the teachers. Developing pedagogical and professional competencies through teaching reflections is very much required. Regarding the importance of reflective teaching, this conference focuses on the exploration of some ELT challenges, problems, and solutions for the betterment of English teaching and learning activities in Indonesia, especially in this area.

We believe that the theme for the theme for the 5th SRS-TEFLIN this year has challenged the practitioners, teachers and lecturers, to share their best practices in teaching English using new teaching strategies, up-to-date learning materials, and also various ways of doing evaluation.

Since every year the SRS-TEFLIN conference is held with interesting topics, we always try to invite ELT experts from either university in Indonesia or overseas. In keeping with the theme of this year conference, we have Dr. Handoyo Puji Widodo from State Polytechnic of Jember, Indonesia and Jo-Ann Netto-Shek from Nanyang Technological University, Singapore as our keynote speakers. We are also grateful to RELO-Jakarta for sending their fellows and staff to participate in workshops, and or to talk about Education in USA.

Last but not least, this conference would not have been successful without the support from the Faculty of Teacher Training and Education, Sriwijaya University. Therefore, I would extend my thanks to my colleagues and graduate students for their

great efforts and commitment in planning and conducting this annual teachers and students of English gathering.

Enjoy your conference and wassalamu'alaikum wr. wb.

February 27, 2016

Chuzaimah Dahlan Diem
Coordinator of SRS-TEFLIN

Words from Dean of Faculty of Teacher Training and Education of Sriwijaya University

The honorable Governor of South Sumatra Province, Rector of Sriwijaya University, Respected guests, presenters, participants, ladies and gentlemen

I would like to welcome and thank you for your kind presence here today. My precious thanks to all the participants who traveled far and near to share experience and to engage with each other. I truly believe the engagement of ELT colleagues from different universities attending today will certainly make this seminar fruitful and productive.

This event has been held as an annual agenda by students of English Education program of Graduate School of Sriwijaya University since several years ago. And in the seminar held today, the Teacher Training and Education Faculty also becomes part of it. I am very pleased that this faculty is able to collaborate with Southern Region of Sumatra TEFLIN to run this event, which I hope, will give a lot of contribution to the English Teaching and Learning in Indonesia.

It would be an ideal resource for professional development planners and teachers. Teachers could work together and identify issues and questions in their teaching setting and learn to articulate the research questions they want to explore. This is the most challenging work in reflective teaching. With the theme, "**Developing Reflective English Language Teaching**," I do hope that in this 5th SRS TEFLIN National Seminar, we can share our experience, thought and opinion in English language teaching and learning.

Finally, I hope this annual agenda can be continued in the future and I also wish you all good time during the seminar.

Prof. Sofendi, M.A., Ph.D.

Dean of Faculty of Teacher Training and Education of Sriwijaya University

Welcoming Remark from Rector of Sriwijaya University

Respectable Dean of faculty of Teacher Training and Education of Sriwijaya University, Distinguished Keynote speakers, Respected Guests, Dear participants, ladies and gentlemen.

It is my proud privilege to warmly welcome all of you to this fifth Southern Region of Sumatera TEFLIN National Seminar with the theme "Developing Reflective English Language Teaching" organized by Southern Region of Sumatera TEFLIN.

I would like to express my profound gratitude especially to the coordinator of the association, SRS TEFLIN, and also the organizing committee in the common interest in developing reflective English language teaching. My thanks also go to all presenters and participants for their valuable and meaningful contribution to this seminar.

I believe and feel confident that this seminar will stimulate a discussion about various topics related to teaching English through various ways. It is gratifying to note that the agenda of the seminar covers a wide range of very interesting items relating to the English teaching. By knowing how to implement it in their classrooms, teachers will be able to improve and build up their students' English performance. Distinguished guests, ladies and gentlemen.

Finally, I wish you all an enjoyable time and success during this seminar. And we all wish a better education for better future of Indonesia. To conclude my remarks, I have taken note of the fact that you have a rather long and demanding agenda in front of you and for that reason, I would not like to keep you any longer than necessary. It is therefore my pleasure to wish you a very fruitful meeting and to declare this 5th Annual Southern Region of Sumatera TEFLIN National Seminar of Developing Reflective English Language Teaching officially open.

Prof. Dr. Ir. H. Anis Saggaff, MSCE.
Rector of Sriwijaya University

Words from the Governor of South Sumatera Province

Mr. Rector of Sriwijaya University,
Dean of faculty of Teacher Training and Education of Sriwijaya University
Distinguished keynote speakers, respected guests, all presenters, all participants, ladies and gentlemen.

As the governor of South Sumatera Province, I am very grateful to be invited to this national seminar. I have high expectation that this event will help us in improving the quality of education in Indonesia, generally and in Southern Region of Sumatera, specifically, especially in English language education. With the theme, "Developing Reflective English Language Teaching", hopefully we can find many ways and strategies in implementing good English teaching in the classroom.

At the end, I would like to say welcome to all of you and thank you for participating in this seminar. Enjoy your time.

H. Alex Noerdin
Governor of South Sumatera Province

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improve the students' ability to write descriptive text.

CONCLUSION

Students who have difficulties in writing descriptive text should be helped by the teacher by using PLEASE strategy. PLEASE strategy could improve the students' ability to write descriptive text. It was happened because PLEASE strategy helped the students to write a descriptive text and the students followed the guidance of PLEASE strategy. The guidance consisted of six steps such as pick a sub topic displayed using LCD, list of ideas that they plan to include in their writing, evaluate their list to see if it is complete or it is necessary to add more ideas that will be used to generate supporting sentence, activate the paragraph by constructing a topic sentence, supply sentences that support the topic sentence by using their list of ideas, and end their writing by concluding sentence and to evaluate by revising if there is a mistake in their work.

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Biodata

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BRAILLE TEXT AS MEDIA AND ENGLISH LEARNING SOURCES FOR VISUALLY-IMPAIRED STUDENTS

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Abstract: Material, media, and learning sources are some aspects to support the successful of teaching learning process. However, in the real condition, the readiness of it especially for visually impaired students is still very rare. The aim of this paper is to describe the function of Braille text as media and learning sources for visually-impaired students. This research belongs to survey research. The researcher uses students from Ms Yaketunis Yogyakarta as the research subject. Then, analyze the data descriptively. The result of this research shows that Braille text: 1) is able to help the learner to understand various texts in English more quickly rather than only listen to their teacher in the classroom, and 2) help teachers to teach along with various methodology in the classroom.

Keywords: visually-impaired, students, English, media, Braille

INTRODUCTION

The constitution of the Republic of Indonesia in 1945, 28 paragraph 1 states that every citizen has the right to develop themselves and through the fulfillment of basic needs and is entitled to education, science and technology, art and culture for the sake of improving the quality of life for the welfare of human life. In line with this, it means that every citizen has an equal opportunity to obtain a proper education in accordance with the level of that must be owned by every citizen. With education, then an individual will be able to develop itself into a better human being based on knowledge gained. In education also, the public has the culture and the development of adequate building character. Education in Indonesia distinguished by several levels starting from the level of early childhood, kindergarten, elementary, middle, high

school / vocational school, then the option to proceed to a higher level, namely the university level. Nevertheless education for children with special needs, especially children handicaps blind is still far from perfection.

LITERATURE REVIEW

Media

Hamalik (1994) states that the media is an integral part of the learning process in order to achieve the goals of education in general and objectives of teaching in schools in particular. Moreover (Arsyad, 2014) says the word comes from the Latin media is 'medius', which literally means 'middle', 'intermediate' or 'introductory'. In Arabic, the media is the intermediary or the introduction of a message from the sender to the recipient of the message. Gerlach and Ely (1971) say that the media is understood broadly human, material, or events that establish

the conditions that enable the pupils to acquire the knowledge, skills, or attitudes. In this sense, teachers, books, texts, and the school environment are the media. More specifically, the notion of media in the process of teaching learning is likely to be interpreted as graphics tools, photographic, or electrical to capture, process, and reconstruct the visual or verbal information. Gagne (1987) implicitly says that the learning media includes physical tools that are used to deliver the teaching materials. In other words, the media is a component of learning resources or physical vehicle containing instructional materials in the student environment that can stimulate students to learn.

Learning Resources

Learning resources in the narrow sense is defined as all means of teaching which serves as an educational message both visual and audiovisual course, e.g. books and other printed materials. This definition is much agreed upon by teachers today. For example, the common teaching programs prepared by the teachers, learning resources component will generally be filled with textbooks or textbooks are recommended. The classification of learning resources as follows(<http://digitlib.unsby.ac.id/7344/2/bab%202.pdf>):

Table 1. The classification of the types of learning resources

| No | Type of Sources | Definition | Examples Designed | Utilized |
|----|-------------------|---|---|---|
| 1 | Message | The information that must be supplied by the other components in the form of ideas, facts, | Subjects materials | Folklore, fairy tales, advice |
| 2 | People | People who store information or distribute information. Excluding those carrying out the functions of development and management of learning resource | Teachers, actors, students, speakers, player | There source curriculum science technicians, community leaders, the head office, the respondent |
| 3 | Material | Something can be called media / software containing the message to be presented through the use of tools | Transparency, films, slides, tapes, books, pictures, etc. | Relief, temples, area, equipment engineering. |
| 4 | Equipment /device | Something could be called media / hardware that transmits the message to be presented in | Projector, slides, movies, TV, cameras, whiteboard | Generator, machines, tools, car |

not need at that specific skilled labor.

- d. Easy to get: It is a good learning resources that are around us and easy to get.
- e. Flexible: A good source of learning is a learning resource that can be utilized in a variety of conditions and situations.

The origins of ESP

The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. Widdowson (1978)in Hutchinson(1987) states that traditionally the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication. In short, the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. Rogers (1969) says that the developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. Hutchinson (1987) then resume that the growth of ESP was brought about by a combination of three important factors: the expansion of demand for English, to suit particular

| the software overhead projector | Procedure to be prepared in the use of learning materials, equipment, situations, and people to deliver the message. | Lecture, discussion, socio-drama, simulations, lectures | self-learning games, gatherings, conversations ordinary / spontaneous |
|---------------------------------|--|---|---|
| 5 Technique | The situation about which the message is routed / transmitted | classrooms, studios, libraries, audiorooms, halls park | Gardens, markets, museums, shops |
| 6 Setting | | | |

Selection Criteria Learning Resources

Criteria for selection of learning resources that need to be considered are as follows:

- a. The goal: There are a number of objectives to be achieved, with the use of learning resources it is used to generate motivation, for teaching purposes, for research purposes or for troubleshooting. It must be realized that each source of learning has advantages and disadvantages.
- b. Economic: Learning resources chosen must be cheap. Generosity here should be taken into account with the number of users, duration of use, rare or not it is happened and whether or not the message is conveyed accurately.
- c. Practical and simple: Simple learning resources, requires no special equipment, not expensive, and does

needs developments in the fields of linguistics, and educational psychology. All three factors seemed to point towards the need for increased specialization in language learning. Furthermore, (Brown, 2001) said EAP (English for Academic Purposes) is a term that is very broadly applied to any course, module, or workshop in which students are taught to deal with academically related language and subject matter. EAP is common at the advanced level of pre-academic programs as well as in several other institutional settings, while ESP (English for Special Purposes) programs are specifically devoted to professional fields or study. English language learning for blind students in Ms Yaketunis implemented using KTSP curriculum, a curriculum similar to that implemented in schools with other normal students. Syllabus and teaching materials used also follow set by the government.

Materials Development

Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in order words the supplying of information about and/or experience of the language in ways designed to promote language learning. Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input they do so in principled ways related to what they know about how languages can be effectively learned. Some basic principles of second language acquisition relevant to the development of materials for the

teaching of languages: a) Materials should achieve impact, b) Materials should help learners to feel at ease, c) Materials should help learners to develop confidence, d) What is being taught should be perceived by learners as relevant and useful, e) Materials should require and facilitate learner self-investment.

The blind child

The blind child is slow to reach a vocabulary of two words because she does not have the impetus afforded by vision. She has experience of objects and people beyond her immediate space, and because her mobility is delayed she is less likely to bring herself into contact with objects further afield. The process by which the blind child comes to identify objects is much more laborious, relying on non-visual experiences. On the other hand, the blind child expresses her needs within the sighted age range, because these desires are generated from within her; she wants to be tickled, she wants a drink, and so on. Unlike the sighted child, she will not request things of which she has no experience, like a new object that a sighted child might see on the windowsill. The blind child discovers what other people are doing and what they are like in other ways and she gets there in the end, producing sentences of increasing complexity. She is taking a different and more arduous route from the sighted child, but a route which is necessitated by the nature of her handicap. From Fraiberg's (1977) observations in Lewis (1987), it seems that the experiences of holding an object and then retrieving it when it has been removed are vital. However, unlike the sighted child, the blind child has no reminder of the toy

when it is removed unless of course it is making a noise and even if it is, two pieces of evidence suggest that sounds do not come to be associated with objects for a blind child until towards the end of the first year. The first piece of evidence is that there seems to be no marked differences between the ages at which blind children reach teach for sound-making or soundless objects which are removed from their grasp. Second, the blind child reaches much later for objects which they have only heard, at around 12 months of age, compared with reaching for objects they have felt, at around 8 months. This evidence suggest that sound does not serve as an indicator of an object for a blind baby until she is about a year old.

How do the blind children read?

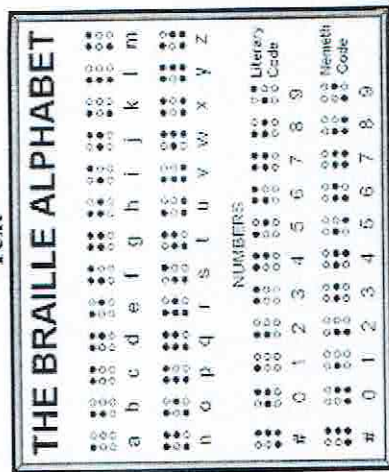
It is much harder to read Braille than ordinary print, and even fairly experienced Braille readers can only manage to read at about half the speed at which average sighted people read print. Williams (1971) in Lewis (1987) found that a group of 30 blind 16 years old had an average reading speed for Braille of 103 words per minute. Three of these adolescents had speeds of over 150 words per minute. In comparison, 21 out of 30 similarly aged sighted people read print at speeds in excess of 250 words per minute. Forty per cent of the 488 children seen by Williams aged 10-16 read Braille at speeds below 40 words per minute. Since Braille letters are more easily confused than printed letters they take longer to read. Another difference which contributes to the slower reading of Braille is that Braille letters are perceived sequentially by moving the fingers over the raised points. Sighted readers rely a great deal of scanning, and experienced

sighted readers recognize same familiar words by their overall shape. The blind child cannot do this and has to integrate the separate letters before she knows what the word is. Millar (1981) in Lewis (1987) presents evidence that the raised point combinations of Braille letters are not necessarily coded as wholes, but as separate raised points in particular spatial positions which then have to be interpreted. This will further slow the process down. However, it can be speeded up by encouraging the child to experiment with moving her fingers in different ways, and by making the child aware that she is reading slowly. Many blind people fail to realize they are reading slowly because they are unaware of the speed at which other people read (McBride, 1974; Lorrimer & Tobin, 1980, in Lewis (1987). It is clear that reading Braille is more demanding than sighted reading of print. Because of this it seems likely that the blind child will be ready to read at a later age than her sighted contemporaries. Her experiences will be limited and, as we have seen, she has problems relating her different experiences and in perceiving spatial relationships. Not surprisingly more able blind children read better and earlier than less able blind children (Lorrimer, 1981, in Lewis, 1987).

Braille

Braille is a tactile writing system used by people who are blind and low vision. It is traditionally written with embossed paper. Braille-users can read computer screens and other electronic supports thanks to refreshable Braille displays. They can write Braille with the original slate and stylus or type it on a Braille writer, such as a portable Braille note-taker, or on a computer that prints

Figure 1. Image Braille and Braille Text



with a Braille embosser. Braille is named after its creator, Frenchman Louis Braille, who lost his eyesight due to a childhood accident. In 1824, at the age of 15, Braille developed his code for the French alphabet as an improvement on night writing. He published his system, which subsequently included musical notation, in 1829. The second revision published in 1837, was the first binary form of writing developed in the modern era. Braille characters are small rectangular blocks called cells that contain tiny palpable bumps called raised dots. The number and arrangement of these distinguish one character from another. The urgency of changes for blind children can give a concrete picture of the size, position, and shape, as well as useful as a substitute currency in reading writing Braille. Especially for the benefit of reading Braille, the sensitivity of the fingers as a substitute currency is required to have high sensitivity. Therefore, the condition of the fingers beside guarded of things can interfere with the sensitivity, also assisted with intensive training to improve the sensitivity of the results of palpation of the points raised in the letter formations Braille. By increasing the sensitivity of the fingers means helping blind children opened the horizons of knowledge through a Braille library materials. Braille shapes and formations are constructed from a collection of the points raised, both printed with slate or Braille typewriter, the composition can be seen below:



Ability Language and Speech Children with Visual Impairment (Gusforth, 1933, in Effendi, 2006) in terms of language skills of blind children call 'unverbal' reality (Cruickshank, 1980, in Effendi, 2006) because of blind children only know the names without having the experience to understand the nature of the direct object is interpreted only according to his idea, and tends verbally.

Reading ability Children with Visual Impairment

Blind children in learning to read using a special way, namely by using letters created by Braille. Before discovered Braille, teaching reading to children with visual impairment was tested with Latin

letters made arise, but it is apparently less effective and efficient. Braille is used instead of the Latin alphabet, consisting of dots generated and read with the fingers. Braille is composed of six points, two in position vertical and three horizontal, all the points generated can be closed with fingers. It is urgent to give first lesson in reading Braille, the writing and spelling is full, and then uses a variety of words and syllables. The use of the fingers as a Braille reader, Burken (1932, in Effendi, 2006) his research concluded that the fingers are dominant in reading Braille is the index finger and middle finger. How to read the movements up and down and horizontally may also play. Read Braille with his right hand more efficiently than with the left hand, and quietly read Braille faster than with oral reading.

METHODOLOGY

By using survey method, this research tries to find the goal of this research that is to describe the necessity of materials, media, and also learning resources for visually-impaired students. This research took students of Mts Yakinis as the subject of this research. By doing observation, giving questionnaire to the students and the English teacher and also in depth interview with the teacher, the researcher then makes the report of the survey descriptively.

RESULT AND DISCUSSION

Tactile as other alternative means after the hearing, might be helpful for blind children to obtain a kinesthetic experience. Through touch, blind children can directly make contact with objects that are nearby. The urgency of 'touch ability'

STRANGENESS AND WEAKNESSES OF BRAILLE MEDIA

The use of Braille as a teaching media and learning resource can not be separated from all its advantages and disadvantages. Based on interviews and observations with an English teacher in the classroom and the observations made

in the classroom related to the existing text in Braille, then found some conclusions as follows: 1. Advantages: a) Braille is still regarded as one of the media and learning resources are quite effective for visually impaired children. Shape and specially designed Braille dots on paper in the form of a bulge is the most convenient means for blind learners to make the process of learning English through reading method by means of touching and feeling Braille, b) Learning English Braille make it easier for blind students than reading books used in general sighted learners, c) Compared with recording media, Braille media is easier for blind students learners, 2. Weaknesses: a) There are some symbols such as punctuation marks and symbol in math that can not be converted into Braille, so that the teacher's role as facilitator is needed, b) It takes that long for the trainer or teacher of English who come from non-special education to learn how to read and write in Braille. Read Braille starting from the left, while the way of writing is done from the right. In spite of it all, Braille is still regarded as a media and learning resources which can be used more easily for blind learners, c) The amount of paper printed in Braille more than typing on a regular alphabet letters.

CONCLUSION

Based on the above discussion it can be concluded that until now learning English by using the media and other sources of learning materials in Braille text is a way to help visually impaired students to learn English more easily. The ability of students blind read Braille make it easier for students to learn as

opposed to just listening to audio, without simultaneously using braille letters. Braille text can be learning at the secondary education level, especially the junior level is still very minimal. Need more developed learning materials using Braille. Compared to learning by using audio media, where students listen to a few words or sentences in the English language on the tape recorder manually. However, without the text material in the form of Braille, blind students will find troubles when they heard some words that turned out to be a different way of writing in English. Instead of visually impaired students, students in general are alert to learn English as a foreign language might also encounter the same difficulties when they hear the same words heard, but it turns out in a different manner of writing. Regarding to the limited number of materials using Braille, the role of teachers who master the English language learning Braille is also an important key to successful learning. Need patience and a long time to master Braille themselves before teaching it to visually impaired students.

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Biodata

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