A TEACHER'S STRATEGIES IN TEACHING ENGLISH TO VISUALLY IMPAIRED STUDENTS AT YAKETUNIS JUNIOR HIGH SCHOOL: A CASE STUDY RESEARCH

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ABSTRACT

Each teacher must have their own strategies in delivering material to students in the class. Generally, the strategy for delivering material, for regular students is different than that for visually impaired students. Consequently, teachers must have adaptire teaching strategies in delivering material to visually impaired students, because they have limitations in understanding the lesson. Therefore, by applying appropriate teaching strategies can facilitate visually impaired students in learning English.

In teaching English at YAKETUNIS, the teacher applied several strategies into her teaching. The teacher may have several perceptions regarding the implementation of those strategies in teaching-learning process. The main purpose of this study is aimed at finding out how the teacher perceived the strategies that she employed in teaching English to visually impaired students at YAKETUNIS. This case was investigated by using qualitative research design with one teacher as the participant. The data were collected from observations, interview, and documents. This study revealed that *cooperative learning*, *interactive read aloud*, and *guided reading* were implemented extensively in her English class. Besides, the researcher also identified an emergent finding in this study. The teacher-participant also used *student-centered learning* strategy in her teaching. Regarding all the strategies implementation, the teacher confirmed that those strategies were effective strategy to teach English to visually impaired students. Additionally, this research recommend that *cooperative learning, interactive read aloud, guided reading,* and *student-centered learning* may be continually used to teach English to visually impaired students.

Keywords: Teaching English Strategies, Visually Impaired Students, Case Studies