

CHAPTER I

INTRODUCTION

A. Background of the Study

Globally, life skills are defined as the skills, knowledge, values and attitudes required by people to successfully cope with daily life; take effective action based on informed and autonomous decisions; and achieve quality of life goals (United Nations International Children's Emergency Fund (UNICEF), 2012; World Health Organization (WHO), 2003). The acquisition of life skills is one of the primary means, by which a person is socialized into the shared socio-cultural practices, norms, and expectations of family, community, and culture (Wrathall, 2017) in Ingram et al (2019).

Reading is one of the most essential skills that students must master if they want to be success at school, work, and in daily life. Reading is a process of decoding linguistic meaning from arbitrary symbols, which needs to be learned explicitly (Fivet et al, 2021). As for the issue of reading, cognitive psychology identifies two types of processes: micro or low-level processes, corresponding to decoding; and macro, used by the reader to extract the meaning of the text and corresponding to reading. Thus, in short, we need to understand that text reading comprehension is an essential condition in the reading process. The purpose of reading is to gain access to the information contained in the text being read, integrating it into the reader's previous cognitive structures, which is achieved through comprehension. This same conceptual outline may be applied not only to reading, strictly speaking, but also to any activity leading to the final comprehension of the contents of a text. (Garcia, 2004). Skillful reading might be characterized as the ability to read the text fluently and correctly as well as understanding the written text (Adams, 1990; Fuchs et al., 2001; National Reading Panel, 2000) in Tengesdal & Høien (2012).

Based on World Health Organization (WHO), it is estimated that there are between 1.4 and 1.5 million blind children in the world and two-thirds of them live in the Asia-Pacific region. Blindness is a social role that people who have serious difficulty seeing or who cannot see at all must learn to play (Scott, 1969:3) in (Ballard,1999). Blind people are individuals who have visual impairments. Blindness can be classified into two groups, namely total

blindness and low vision. Definition of blind people according to Kaufman & Hallahan in (Nurhalim,2020) are individuals who have vision impairment or vision accuracy of less than 6/60 after being corrected or no longer have a vision.

Children with special needs are defined as children who need education and special services to develop their full human potential (Hulalah and Kaufaman, 1986) in (Nurhalim, 2020). Special children can also be defined as children with special needs, because in order to fulfill their daily needs they need the assistance of educational services, social services, guidance and counseling services, and various other types of special services (Nurhalim,2020).

In Indonesia, children with special need are able to go to school with special education. According to law number 20 of 2003, special education is education for students who have difficulty in following the learning process because of physical, emotional, mental, and social disorders. The Ministry of National Education (Kemendiknas) as the institution that is responsible for regulating education issued a policy through the Minister of National Education Regulation (Permendiknas) number 70 of 2009 regarding inclusive education as a solution to the occurrence of discrimination for students with special needs to be able to receive proper education (Nurhalim,2020).

Indonesia has many foundations for children with special needs. For example, Yayasan Kesejahteraan Anak Berkebutuhan Khusus (YKAB). It is a social foundation that aims to glorify children with special needs with parental support and through community roles. We strive to create a crew- friendly environment through outreach and assistance to the community, schools, and parents, one of which is Yayasan Kesejahteraan Anak Berkebutuhan Khusus (YKAB) Surakarta. Teachers have a very important role in the world of education, especially when teaching children with special needs. One challenge for teachers is adapting instruction that can support all students. On the one hand, in providing a more adaptive education to students with various learning needs, teachers may implement different levels of supports and progress monitoring those benefits (Dyson, Farrell, Polat, Hutcheson, & Gallannaugh, 2004) in (Cooc,2019). At the elementary school level, teachers prioritize reading and writing because by reading and writing, they will be able to learn other fields of study more easily. However, it is unimaginable if students have

visual impairment or blindness (Krissandi et al, 2018) in Setyawati & Mulyadi (2021). Based on the background study, the important issue is how is the reading ability skill of blind students at Yayasan Kesejahteraan Anak Berkebutuhan Khusus (YKAB) Surakarta?

According to the condition, the researcher takes the study of the reading skill of blind students, the researcher is interested in conducting research entitled “**The Analysis of Reading Skill for Blindness at YKAB Surakarta.**”

B. Identification of the Problem

Teachers prioritize reading and writing because reading and writing will make the students more easily in learning various kind of study. However, it is unimaginable if students have visual impairment or blindness. The important issue is how is the reading skill of blind students at Yayasan Kesejahteraan Anak Berkebutuhan Khusus (YKAB) Surakarta?

C. Limitation of the Problem

Based on the background above, the researcher focused in analyzing reading skills of blind students at YKAB (Yayasan Kesejahteraan Anak Berkebutuhan Khusus) Surakarta.

D. Statement of the Problem

In regards to filling the gap of numerous previous studies mentioned on the previous subchapter, this research was conducted in an attempt to answer the following questions:

1. How is the reading skill of blind students at YKAB (Yayasan Kesejahteraan Anak Berkebutuhan Khusus) Surakarta?
2. How is the application of reading skill for blindness at YKAB (Yayasan Kesejahteraan Anak Berkebutuhan Khusus) Surakarta?

E. Objectives of the Study

The objectives of the study are as follow:

1. To know how is the reading skill of blind students at YKAB (Yayasan Yayasan Kesejahteraan Anak Berkebutuhan Khusus) Surakarta.
2. To know how the application of reading skill for blindness YKAB (Yayasan

Kesejahteraan Anak Berkebutuhan Khusus) Surakarta.

F. Benefits of the Study

It is expected that this study can be useful to English teachers, English Education department students, and other researchers.

a. For the English teacher

This research is expected to give a contribution to English teachers about how is the reading skill ability of blind students at YKAB (Yayasan Yayasan Kesejahteraan Anak Berkebutuhan Khusus) and the factor that can support and hinder the reading skills improvement of the blind students at YKAB (Yayasan Kesejahteraan Anak Berkebutuhan Khusus).

b. For Student

To inform the student of their problems in learning English and their reading ability.

c. For researchers

To give information, model, or reference to be developed for further studies.



CHAPTER II

THEORETICAL REVIEW

1. The Theoretical Framework

In conducting research, theories are needed to explain some concepts and terms applied in the research. The researcher presented some theories related to the study in order to focus on the scope of research. The theoretical elaboration on the concepts and terms used had been presented in the following part.

1. English Language Skills

There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be separated. Language has been seen as a system of words and forms that learner must master.

a. Listening

Listening is yet another necessitates in language. Academically, listening skills play a vital role in the teaching-learning cycle. A student learns better when he/she can listen better (Sadiku,2015).

b. Speaking

Speaking has many masks public, friendly or academic contexts are few from the lot. This skill is as important as the others (Sadiku,2015).

c. Reading

Reading is fun-way to knowledge hunt. We read or see innumerable quotes and proverbs on reading. Through reading, we learn a lot and it is the most prominent language skill (Sadiku,2015).

d. Writing

Writing is a gem to pick. A person with good writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression (Sadiku,2015).

2. Reading Skills

2.1 Reading

According to Fahriany (2014), reading is a complex act requiring certain skills. Several recognizable stages must be met and master along the way from the level of pre-reading to the level of purposeful reading. The *BNR* (Becoming a Nation of Readers (1985:7) in Frankel et al (2016) authors defined reading as “the process of constructing meaning from written texts,” and noted that, “it is a complex skill requiring the coordination of a number of interrelated sources of information”. The RAND (Reading Study Group), 2002:11) in Frankel et al (2016) defined reading as “the process of extracting and constructing meaning through interaction and involvement with written language”. Reading is considered a skill to be taught and learned, it is typically in the context of early education, where pupils learn to make sense of letters as words (Katan & Baarts, 2020).

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009:5).

One of the ways students get information is by reading. Process which students do at reading, will make students to learn new information. Step in the classroom, students are given a text, they read until understand the meaning of the text. Then students can answer the question well based on the text. Reading also engages human brain, emotions, and beliefs as Weaver (2009) state that “Reading is a process which is very much determined by what the reader’s brain, emotions, and beliefs bring the reading: the knowledge/ information, absence of information (or misinformation and absence of information), strategies for processing text, moods, fears, and joys all of it.

2.2 Skill

According to Oxford English Dictionary (OED) definition is taken as ‘the ability to do something well’, with an etymology lying-in the Old Norse

word for discernment and knowledge. In the paper “five advantages of skill” there are five advantages of skill. Firstly, skill is ‘practical’ in that it is concerned with the actual doing or use of something with accomplishment. Secondly, skill is ‘processual’ in that the skilled practitioner works emergently and responsively rather than rubrically and successionaly. Thirdly, skill is ‘technical’ in that it involves not just techniques of the body but encompasses what Bernard Stiegler calls the ordinary technicity of the body. Fourthly, skill is ecological in that it is not of the individual body, but of the entire field of relations that make practice possible and finally, skill is political in that there is a continuous flow between the micro (that which is emergent) and macro (that which exist more concretely and can be represented) politics of practice (Patchett & Mann, 2017).

2.3 Reading Skill

One important cognitive ability that may have an impact on the effective use of knowledge is reading skill (Snow, Burns, & Griffin, 1998) in (O’Reilly & McNamara, 2007). Reading skill is broadly defined as the ability to develop a coherent representation of the text that matches the intended message to the reader. Of course, research has demonstrated the importance of reading skills for both comprehension (Voss & Silfies, 1996) and academic achievement (Alcock et al, 2000) in (O’Reilly & McNamara, 2007). Daneman and Carpenter (1980) in Butler & Clark (1985) have argued that reading skill is related to the efficiency of processing in working memory and have shown that reading measures correlate with performance on a memory task in which sentence comprehension is required. In beginning reading, the ability to read words is of prime importance. The general argument of the preceding section was essentially one of what it takes to read words (Perfetti, 1986)

Definitional component of reading skill which is stated by Prefenti (2001) is an individual's standing on some reading assessment. Based on it, reading assessment be most important to know student's ability level of reading skill. The teacher always gives some question after reading text. The teacher also guides them on the process of reading is way for the student to understanding from reading

There are skills of reading from experts. Mikulecky (1990: 23-30) also proposes reading skills that can be seen in the table below.

Table 2.2.3 Table of Skills and Purpose

No.	Skills	Purposes
1.	Automatic decoding	Students are able to recognize a word at a glance.
2.	Previewing and predicting	Students are able to guess what the text is about by looking at the text a quick once over.
3.	Identifying purposes	Students are able to predict what the form and context of the text will be.
4.	Specifying Purposes	Students are able to know why the text is being read.
5.	Scanning	Students are able to find out the specific information in a text by looking at the text very rapidly.
6.	Recognizing topics	Students are able to find out what the text tells about after reading and comprehending the text.
7.	Locating the topic sentences	Students are able to find out what the text text
8.	Making inference by use evidence	Students are able to infer main ideas of the text and can show the evidence that support their inference.
9.	Guessing the meaning of	Students are able to guess the meaning of

	unknown words from context	unknown word from the context.
10.	Skimming	Students are able to process a text rapidly at many levels in order to get an overall picture of it.
11.	Paraphrasing	Students are able to paraphrase the text to help them understand the text by using their own words.
12.	Summarizing	Students are able to shorten the text by retaining and re-stating the main idea by leaving out details.
13.	Drawing conclusion	Students are able to put together the information from several parts of the text and induce new or additional ideas.
14.	Reading critically	Students are able to judge the accuracy of the text with respect to what the reader already knows and distinguish facts or opinions.
15.	Reading faster	Student are able to read fast enough to allow the brain to process the input.

3. Blindness

3.1 Definition of Blindness

Blindness has been defined, or was suggested by the present Departmental Committee, as (1) too blind in the opinion of the Local Board to perform work for which eyesight is ordinarily required; and by others as (2) blind for the practical purpose of life, (3) unable to follow their usual occupations, (4) guiding vision only, and (5) no perception of light. For the term "BLIND" is those who should be eligible for admission into blind workshops, and to participate in the public contributions, pensions, and such-like given for the blind (Rockliffe, 1915).

Blind children who do not receive adequate objective

stimulation will, almost invariably, resort to self-stimulating activities. The more conspicuous of these such as manipulating parts of the face, swaying the body, waving small objects before the eyes, etc., are commonly designated as “blindisms” (Spar,1940).

In English literature the term visually impaired is also refers to as “*Visual Impairment*” or “*Sight Loss*”. From the quote of Dr. Asep Supena, M.Psi said that the visually impaired are “those who experience significant (meaning) visual impairment. So, it requires special education or learning services. For example, the use of a braille literacy system, reading material magnifiers and other forms of modification.

According to Pertuni (Persatuan Tunanetra Indonesia) blind people are those who have no vision at all (total blind) to those who still have some remaining vision, but are unable to use their eyesight to read 12-point ordinary writing in normal light conditions even though they are assisted by glasses (less alert). The definition of visually impaired in education is those who have a significant (mean) visual impairment, even though they have been corrected or treated with glasses, but still have poorer vision than normal children. Therefore, they need and require educational service providers who are specialized in learning to optimize their learning achievement abilities in their education at school.

3.2 Type of Blindness

There are two main types of blindness (Tarsidi,2011) in book “Pendidikan Anak dengan Hambatan Penglihatan” consists of

3.2.1 Defective Vision/Low Vision

Low vision is those who have difficulties in vision but they can still participate in educational programs and able to do work/activities use the visual function. Low vision is part of blindness. But the term low vision given to people who have weak power sight but can still see though limited low vision can be classified as blind, but the blind cannot be called low vision. Not all who have visual impairment can be called low vision. Low vision is a loss of vision function that cannot be returned to its original state though through medical treatment, such as surgery, use of drugs, and cannot be corrected

refractively with glasses or contact lenses.

3.2.2 Totally Blind

That is them who can't see at all. People with total blindness use the ability of touch and hearing as the main channel of learning. People like this usually use Braille as a medium for reading and requires orientation and mobility exercises. Based on the description above, it can be said that the visually impaired is someone who for some reason cannot using his eyes as the main channel in obtain information from the environment.

4. Reading skill for blindness at YKAB (Yayasan Kesejahteraan Anak Berkebutuhan Khusus)

Reading is a process of decoding linguistic meaning from arbitrary symbols, which needs to be learned explicitly (Fivet et al, 2021). Based on definition of reading, can be concluded that reading is which one of skill which is important to learn for student no exception by blindness. Benefits of reading which obtained by normal students will be obtained by blindness students too. What make the difference between reading normal students and blindness students is shape of written.

Visual limitation of blindness students makes them can't read using written general, blind students use braille word to read. So, reading skill for blindness at YKAB (Yayasan Kesejahteraan Anak Berkebutuhan Khusus) is important to learn many things and get many information. It makes blindness can develop knowledge and skill although they don't have visual.

5. The Supporting and Inhibiting Factors for the Improvement of Students' Reading Skill

5.1 The Supporting factor for the Students Reading Skill

There are some factors that influence the students in reading.

Some experts have identified a number of factors affecting comprehension skill. One of them is Widdowson (1979:220) in Maspuhah (2019) who proposed some many factors which affect the comprehension skill.

a. Intelligence

Every student has different level of intelligence, so it will be possible for them to produce different comprehension.

b. Experience

Students with limited experience may have difficulty in comprehending many of ideas and activities which other students are familiar before they come to school.

c. Mechanics of reading

Comprehending will be easier for the students if they have all mastered the skills of word attack and word meaning. Brown (2000:64) said that the mechanic of reading which significantly contributed to comprehension were identifying topic, identifying main idea, identifying detail, identifying reference, figuring out the meaning of vocabulary in context, and identifying explicit and implicit meaning.

5.2 The Inhibiting factors for the improvement of students' reading skill for blindness

According to Pramesti (2018) that inhibiting factors of reading are:

1) Intellectual factors

Intellectual factors include the level of intelligence of children, namely the ability of students who are comparable to their friends so that students are slow in reading and have difficulty in participating in activities learning.

2) Environmental factors

The family environment is also one of the factors that can affect students' reading ability, which includes the background and experience of students who less, students really need an example in reading. The example must be shown parents as often as possible

3) Lack of motivation from family side

Lack of motivation from the parents of students to give encouragement of reading.

4) Lack of student reading interest

The low level of students reading interest causes the success rate of children in reading is difficult to achieve.

6. Yayasan Kesejahteraan Anak Berkebutuhan Khusus (YKAB)

Yayasan Kesejahteraan Anak Berkebutuhan Khusus (YKAB) is a place where children with special needs are located. YKAB is located at Jalan HOS Cokroaminoto number 43 Jagalan, Jebres, Surakarta, Jawa Tengah. YKAB is specifically for children with visual impairments. This school has a vision of moving forward independently and achieving achievements armed with knowledge and faith. While the school's mission is to carry out effective learning and guidance so that every student recognizes his potential and can develop optimally, and fosters self-confidence to make the knowledge as a window to uncover darkness and make skills as suggestions for life.

7. The Related Study

There are some similar research studies that had been conducted before. The result of the research is described as follows.

2. A similar study was conducted by Indriastuti, Sugini, and Anwarin 2020 with the title "The Influence of Reciprocal Teaching Towards the Critical Thinking Skill Improvement of Blind Students". This journal is published in Indonesian journal of disability studies (IJDS). This study is classified as pre- experimental research with the form of one group pretest- posttest design. This study aims to determine the influence of reciprocal teaching application in improving the critical thinking skill of visually impaired students in SLB-A YKAB Surakarta on the academic of the year 2019/2020.

A similar study was conducted by Tumirah with the title "Meningkatkan Kemampuan Membaca Melalui Pemanfaatan Tulisan Singkat Braille Bagi Siswa Tunanetra". The method of

the study was classroom action research. The result of the research indicated that short braille reading text improved the fifth grade of visual handicapper student's short reading text in the 1st semester of SLB Negeri 1 Pemalang 2012/2013.

