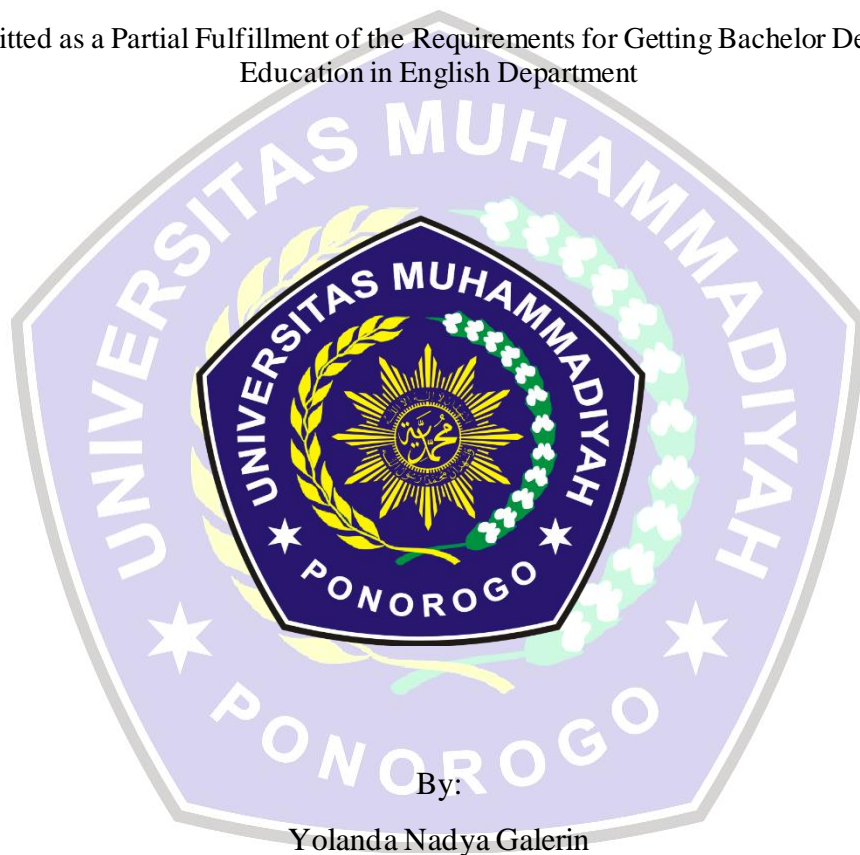


**A CASE STUDY OF VISUALLY IMPAIRED STUDENT ON A  
LEARNING STYLE AND LEARNING STRATEGIES IN ENGLISH  
LEARNING IN VISUALLY IMPAIRED CHARITABLE INSTITUTION  
AISYIAH PONOROGO**

**THESIS**

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of  
Education in English Department



By:

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF PONOROGO**

**2021**

## AGREEMENT PAGE

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A LEARNING STYLE AND LEARNING STRATEGIES IN ENGLISH  
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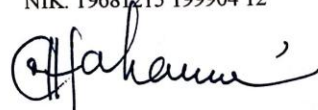
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## ABSTRACT

Galerin, Yolanda Nadya (2020) : *A Case Study of Visually Impaired Student on A Learning Style and Learning Strategies in English Learning in Visually Impaired Charitable Institution 'Aisyiyah Ponorogo*. English Department, Muhammadiyah University of Ponorogo. Advisors <sup>(1)</sup>Niken Reti Indriastuti <sup>(2)</sup>Diyah Atiek Mustikawati

**Keywords** : *Visually Impaired Students, Learning Styles, Learning Strategies*

This research aimed to find out: (1) the difficulties that faced by Visually Impaired Students (2) the learning style that used by Visually Impaired Students (3) the learning strategies that used by Visually Impaired Students.

The type of research is descriptive qualitative research in the form of case study. There are three visually impaired students, teacher, orphanage caregiver involved in this research. In this research, the researcher used three instruments. They are observation, questionnaire and interview. Further the data analysis used Miles and Huberman model with the steps as following: data reduction, data display, and conclusion.

The result shows that the difficulties are appearing because there were in inclusive class. Almost of them are difficult when the learning process are seeing the media such as presentation or watching a visual picture or videos. Each student with visual impairment has different learning strategies. The researcher classified that One students has memory strategies, compensation strategies and social strategies. One student use affective strategies. One student use metacognitive strategies. Based on the learning style, the most of visually impaired students are auditory learners. It can seen from all of Visually Impaired Students said that it more easier when listening to the teachers but if they didn't understand they wrote the material first on the notebook. So, the Visually Impaired Student easier to understand the material that given by the teacher through listening. Visually Impaired Student at Charitable Institution 'Aisyiyah Ponorogo didn't have visual learning style because they were totally blind.

## MOTTO

“Janganlah kamu bersikap lemah dan janganlah pula kamu bersedih hati, padahal kamulah orang-orang yang paling tinggi derajatnya jika kamu beriman”

(QS.Al-Imran:139)

“Our greatest glory is not in never falling, but in rising everytime we fall”

-Confucius

"Never give up on what you really want to do. The person with big dreams is more powerful than the one with all the facts"

-Albert Einstein

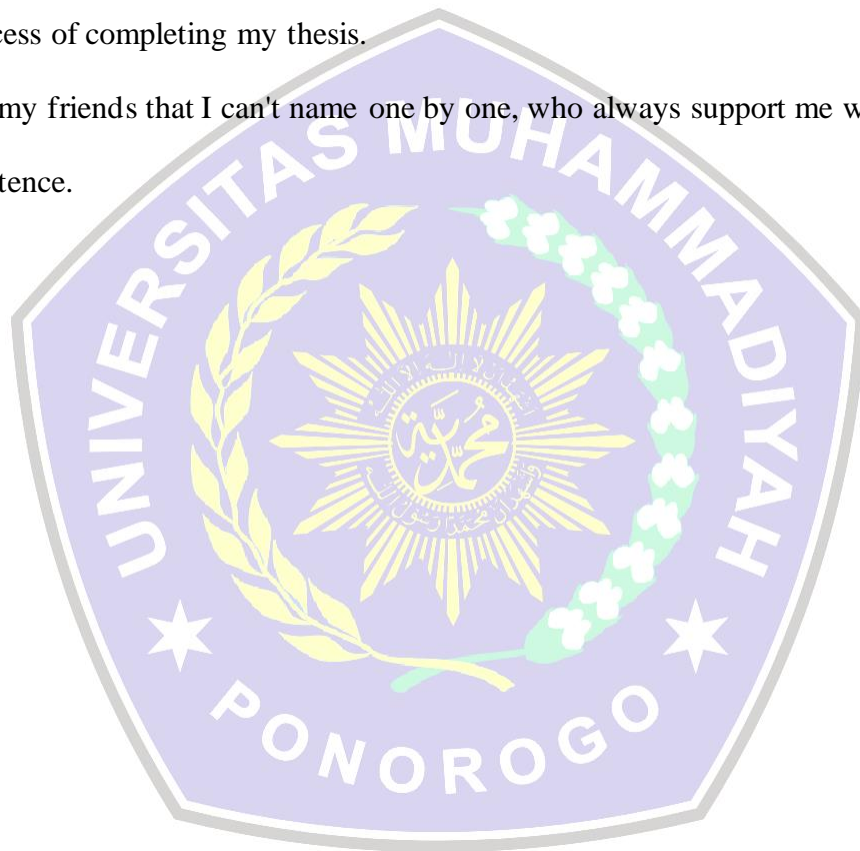




## DEDICATION PAGE

I decide this thesis for:

1. My father (Sulaiman), my mother (Harini) and my younger sister (Corry Viola Galerin) who always supported me with their prayers so that I was motivated to complete my thesis.
2. My best-partner Megha Yustika Sharha who always accompanies me in the process of completing my thesis.
3. All my friends that I can't name one by one, who always support me with their existence.



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In the name of Allah Almighty, the Lord of the world who has been giving the researcher His guidance, mercy, blessing, and health to complete research paper as an academic requirement to undergraduate degree in English Education Department. Then, Shalawat and Salam always be presented to Prophet Muhammad SAW who has brought the human being from the darkness to the brightness and inspired and lightened many people all around the world.

The researcher complete that the final project research is far from being perfect. Critics and suggestions are needed in order to improve the paper. This thesis presented by English Department of Teacher Training and Education Faculty, Muhammadiyah University of Ponorogo as partial fulfillment of requirement of Bachelor Education. The writer would like to express gratitude to Niken Reti Indriastuti, M.Pd as 1<sup>st</sup> advisor and Diyah Atiek Mustikawati, M.Hum as 2<sup>nd</sup> advisor.

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3. Ana Magfiroh, M.Pd. as the Chief of English Department
4. All lecturers of English Department in Muhammadiyah University of Ponorogo.
5. Mr. Ibnu as the English Teacher at MA Ponorogo
6. Mrs. Wati as Orphanage Caregiver at Visually Charitable Institution 'Aisyiyah Ponorogo
7. All my respondents who helped my research.
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9. All my friends with all their support.

May Allah bless them at all. The writer felt that this thesis is not perfect yet, moreover the writer still needs critic and suggestion to the next generation.

Ponorogo, 24<sup>th</sup> January 2021

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## THESIS STATEMENT

### THESIS STATEMENT

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Ponorogo, 24<sup>th</sup> January 2021

Researcher



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