CHAPTER II

LITERATURE REVIEW

2.1 Learning Style

2.1.1 Definition of Learning Style

Learning styles demonstrate the difference in the individual's preferences in the knowledge acquisition process (Kafadar, 2013). In another description, the learning style is an individual's cognitive, sentimental and physiological education that has reasonably clear measures of how individuals view the learning environment, how they communicate with others and how they respond (Keefe, 1979).

Learning style refers to the consistent way a student responds to and uses stimuli in terms of learning or learning style, a consistent way in which a student captures stimuli or data, How to recall, think, and solve issues. Learning styles are the ways in which each student learns from their peers differently.

The learning style, according to DePorter and Hernacki (2000), is a variant of how a person absorbs and then organizes and processes knowledge. Learning styles are not only aspects of interacting with information, seeing, listening, writing and speaking, but also when reacting to something about the learning environment (absorbed abstractly and concretely)

According to Fleming and Mills (1992), learning style is the tendency of students to adapt such strategies in their teaching as a sort of duty to achieve a learning method that is in line with the class or school learning requirements as well as the subject's requirements. On the other hand, Drummond (1998) describes the

style of learning as "the preferred mode and desired learning conditions of an individual." That is, learning styles are called a way of learning or conditional learning.

According to Kolb (1984), this learning style is characterized by combining individual orientations that give differential emphasis to the four fundamental learning styles postulated in the theory of experiential learning, as a result of inherited equipment, past experience, and the requirements of the current environment. Kolb (1984) considered other potential factors on the learning style of an individual and proposed that personality, cognitive styles, temperaments, sensory systems, and age constitute these.

2.1.2 Kinds of Learning style

Fleming and Mills (1992) propose the VARK (Visual, Auditory, Read-write, Kinesthetic) learning style category as follows:

1) Visual Style (V)

Visual learning by way of seeing is a style of learning such that the eyes play a significant role. By looking at photographs, graphs, maps, posters, graphics, text data such as writing, and so on, someone uses visual learning styles to obtain knowledge. In general, visual learning styles tend to depict knowledge in the form of maps, diagrams, graphs, flow charts, and visual representations such as arrows, circles, hierarchies, and other instruments that teachers use to present items that can be conveyed in words. This includes the designs, patterns, shapes and other formats used for marking and communicating data.

The following features are accessible to people who have a Visual Learning

Style:

a. Often see the teacher's lips, who teaches;

b. Liked written instructions to look at, pictures and illustrations;

c. They typically see other friends who do something different when instructios to do something are given;

d. Tend to use body motions when saying something in order to convey or subs titute a word;

e. Don't like to talk in front of audiences and don't like to listen to others;

f. This form can normally sit in a noisy or crowded situation peacefully without b eing disturbed;

g. Study the material by reading notes and producing summaries

The required means or media for this Tife Visual Learner learning style include, based on the features of the Visual Learning Style:

a. In an explanatory state, the instructor uses body language or images;

b. Media for photos, videos, posters and so on;Flow chart;

c. Graphics;

d. Mark the important parts of teaching materials by using different colors;

e. Visual symbols.

2) Auditory Learning (A)

The Auditory Learning Style is a style of learning used by an individual to acquire knowledge using the senses of the ear. To achieve learning success, they therefore rely heavily on their ears, such as listening to lectures, radio, dialogue, conversation, etc. This Learning Style defines a preference for

knowledge heard or spoken. With this approach, students learn most from lectures, tutorials, group discussion recordings, interaction and material discussion. It means speaking out loud or speaking to yourself.

The characteristics or features of the Auditory Learner learning style include, based on the description above:

a. They can remember what they said and what other people said well.

b. Remember well by always saying aloud and repeating sentences;

c. Really like group discussions;

d. Particularly for things they don't understand, they like longer discussions;

e. Recognizes and can even correctly and fully mimic a variety of songs or TV commercials;

f. Likes to speak;

g. Dislikes reading assignments (and is generally not a good reader);

h. You can't recall what he just read well;

i. Lack of tasks for writing;

j. Less focus in the surrounding community to new things, such as the arrival of new kids, the presence of a new advertisement board, etc.

k. Difficult without producing a sound to operate quietly;

l. Easily distracted by sound and often difficult to focus when no sound is at all present.

Reasonable media or means for Aural or Auditory Learning styles include, in conjunction with these features,:

a. Attend class;

b. Discussion;

c. Discussing with friends about a subject;

d. Discussing with the teacher about a subject;

e. Using a recorder;

f. Remember interesting stories, examples or jokes;

g. Describe the materials obtained visually (pictures, power points, etc.)

3) Read – Write

There are also learning styles that have more reading and writing elements, in addition to learning styles that emphasize the listening component. He would find it easy for someone who has this learning style to grasp the learning material through reading or writing. Dictionaries, handouts, textbooks, notes, lists, essays, reading guides and sharing other forms of activities related to reading and writing are the required media for the Read - Write style of learning.

4) Kinestetic or Tactile Learner (K)

Kinesthetic Learning Style) is a learning method by which an individual obtains knowledge by action, touch, practice or direct learning. This learning style contributes to (simulated or real) interactions and exercises, while other modalities are involved in the experienceThis includes lifelike lesson presentations, simulations, videos and films, as well as case studies, exercises and applications.

Based on the above explanation, the features or characteristics Kinestetic or Tactile Learner learning types are;

a. Likes to touch everything he finds;

b. It is difficult to be silent;

c. Has generally strong coordination of the body;

d. Likes the use of real things as learning aids;

e. Studying abstract things (symbols of mathematics, diagrams, etc.);

f. Remember if physically actively involved in the learning process;

g. Often try to make notes just to keep busy without taking advantage of the results of the notes;

h. Like using computers

i. Difficult if requested to be silent or be without physical activity in a position for some time;

j. Playing with things around him often while listening or doing something

Media or means that can be used for Kinestetic learning styles or Tactile Learners, based on these features, include:

a. Using all five senses: vision, touch, taste, hearing, smell;

b. The lab;

c. Visits to a field;

d. Speakers who give examples of everyday life;

e. The Request;

f. Exhibition, photography, samples;

g. Set of plants, insects and so on of different kinds

Kolb (1984), classified Student Learning Styles into four main trends, namely:

1) Concrete Experience (CE). By stressing elements of concrete interactions, prioritizing relationships with others and attention to others' feelings, students learn by feelings. Via new experiences, students are fully engaged, and students appear to be more open and able to respond to the changes they face.
2) Abstract Conceptualization (AC). By reasoning, students learn and are more focused on critical examination of concepts, systematic preparation, and intellectual comprehension of the situation or situation at hand. Students construct ideas based on structured preparation that translate their findings into sound theory.
3) Reflective Observation (RO). Students learn by studying, focusing on observing before assessing, listening from different perspectives to an event, and always listening to the meaning of observing objects. Students will use their expectations and feelings to shape opinions/opinions, evaluate and reflect on various aspects of their experiences.
4) Active Experimentation (AE). Students learn by action (doing), aspire to be successful in terms of the capacity to perform tasks, dare to take risks, and influence others by their actions. Students will value their results, their effect on others and their accomplishments in completing their work. Students use theory in order to address issues and make decisions.

In addition, Kolb argues that each individual is not dominated in absolute terms by one particular learning style, but tends to shape a specific combination and configuration of learning styles, which he categorized into 4 (four) types:

Type 1) Diverger.

A mixture of Concrete Experience (CE) and Reflective Observation (RO), or a combination of feeling and watching, in other words. In the ability to visualize and see specific scenarios from several different points of view, students with the Diverger form have an advantage, then link them into something round and whole. To "observe" rather than "act" is his approach to any situation.

Type 2) Assimilator.

A mixture of Abstract Conceptualization (AC) and Reflective Observation (RO), or a mixture of thought and observing, in other words. The benefit of students with the Assimilator style is to understand and respond to different presentations of information and arrange them in a logical, succinct and consistent format.

Type 3) Converger.

A combination of Abstract Conceptualization (AC) and Reflective Observation (RO) or in other words a combination of thought and doing. In any well-defined mission, students are able to respond to various possibilities and can work effectively. Students like to learn when faced with a question with a definite answer, and instantly try to find the correct answer.

Type 4) Accomodator

This form is a mixture of Concrete Experience (CE) and Active Experimentation (AE), or a combination of feeling and doing, in other words. This type of student likes to apply subject matter to solve specific problems they face in a variety of new circumstances. The strength of this type of student is to have a strong opportunity to learn from the outcomes of their own actual experiences.

DePorter and Hernacki (2000) in the book Quantum Learning, three

learning modalities are described, namely Visual, Auditorial and Kinesthetic (V-A-K). DePorter and Hernacki propose three types of learning styles based on the methods that people use to process knowledge (perceptual modality). Visual learning styles (learning by seeing), auditory (learning by listening), and kinesthetic are the three learning styles (learning by moving, working, and touching).

The following are the types of learning styles proposed by DePorter and Hernacki (2000):

a. Visual Learning Styles

This modality accesses the visual image that is created and which is remembered. Someone who has a visual learning style tends to learn through visual relationships (vision).

People who have a visual modality have the following characteristics:

1) Clean and neat,

2) talk swiftly,

3) willing, in the long term, to schedule and manage well,

4) thorough and detailed,

5) attach importance to appearance,

6) easier to remember what was seen than what was heard,

7) remembering something based on visual associations,

8) has the ability to spell letters very well,

9) usually not easily distracted by noise or noise while studying,

10) difficult to receive verbal instructions (therefore he often asks for instructions in writing),

11) is a fast and diligent reader,

12) prefers to read than read,

13) in responding to everything, he is always alert, requires a thorough explanation of the objectives and various other related matters,

14) If he is talking on the phone he likes to make meaningless scribbles while talking,

15) forgetting to convey verbal messages to others,

b. Auditorial Learning Style

This modality accesses all kinds of produced or recalled sounds and words. In this modality, music, tone, rhyme, internal dialogue, and speech stand out. By listening, individuals who appear to have an auditory learning style are likely to learn better. They love listening to what others have to say to others. Usually likes listening to audio tapes, lectures, discussions, debates and verbal instructions (commands). They have a tendency to better understand their tasks when the explanation is given orally. Enjoy learning something that provides the facility to ask and answer questions.

People who have the auditorial modality have the following characteristics:

1) often talk to themselves while working (studying),

2) easily distracted by noise or noise,

3) shift your lips and when reading, say the writing in the novel,

4) prefer to listen (read) than read,

5) if reading then prefer to read aloud,

6) can repeat or imitate the tone, rhythm and color of the voice,

7) having difficulty writing things down, but very good at telling stories,

8) speak in a well-patterned rhythm,

9) speaking very fluently,

10) prefer the art of music to other arts,

c. Kinesthetic Learning Styles

All gestures and feelings that are formed or recalled are accessed by this third modality. In this modality, motion, coordination, rhythm, emotional responses, and physical comfort are prevalent. When he is physically engaged in direct activities, a person who has a propensity to kinesthetic learning styles can learn better. When they are physically interested in learning, they learn better and are able to learn and remember effectively through activities that involve the whole body.

People who have the auditorial modality have the following characteristics:

1) speak slowly,

2) responds to physical attention,

3) to touch others to gain their attention,

4) while talking to other persons, standing by,

5) lots of physical motion,

6) memorizing something by walking or seeing directly,

7) using fingers to point to the word being read while reading,

8) use a lot of body language (non-verbal),

9) unable to sit still in a place for a long time,

10) want to do everything.

According to Mann (2006), There are 8 classes of response style models based on his study at the university :

1) Obedient student : students follow what they are told to do, obey the rules, obey on authority, conforming to the provisions, looking at the teacher as an award-winning person.
2) Students who cannot stand alone : students rely heavily on teachers to help in lessons
3) Students who are discouraged :student was not satisfied with himself. In him mingled a sense of priceguilt and gloom.
4) Students who can stand alone : student believes in himself, feels himself safe.
5) Students "heroes" : student saw himself as a special person, other than ordinary people.
6) Student "hidden shooter" : student is hostile to the teacher but not his resistance shown clearly. Be pessimistic about his future.
7) Attention student : student is oriented towards social relations. Like to joke, brag, a lot of talk makes people laugh.
8) Quiet student : student feels inadequate and powerless. Teachers are seen as a threat against their identity. But on the other hand, longing for attention and appreciation from the teacher.

2.2 Learning Strategies

2.2.1 Definition of Learning Strategies

Learning strategies as learners shift from the focus on elementary grade skills to the emphasis on content of secondary grade, they face greater demands for reading

textbook material, taking lecture notes, working independently, and expressing information in written compositions and on paper and pencil tests (Schumaker and Deshler, 1984). For students who have not acquired certain essential academic abilities, the task of mastering content often comes with failure, especially in inclusive general education classes. In response to this challenge, several students with learning disabilities, despite their awareness and ability deficits, They have learned and use specialized learning techniques to become successful, including those with learning disabilities.

Simply put, a learning approach is the technique of a person to have a mission done. More precisely, a learning strategy is a way of getting a person to coordinate and using a specific set of abilities to learn content or perform other activities more efficiently and effectively in both school and non-academic environments (Schumaker and Deshler, 1992). Therefore, teachers that teach learning strategies teach students how to learn, rather than teaching them particular curriculum material or specific abilities.

Cohen (1998) defines language Learning strategies are those processes that are deliberately chosen by learners and that may lead to actions taken to enhance the learning or use of a second or foreign language by storing, preserving, remembering and applying knowledge about that language. It implies that the basic methods Learning strategies are approaches or methods that learners use to try to understand. Language learning techniques are conscious or potentially conscious behaviour which can be identified by learners throughout their learning process.

A learning strategy is described by Schumaker and Deshler (2006) as “an

individual's approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating per-formance on a task and its outcomes.". Most of the learning thought is unintentionally achieved. Most of instance, only slow down, unconsciously while reading information thats hard for instance to comprehend. Also, we use a number of approaches to help us coordinate and recall the two main components of the learning process.

2.2.2 Features of Learning Strategies

Compared with learning techniques, strategies are often long-range, and for learning techniques, often used interchangeably. Learning strategies are the short-term use of particular behaviors or technologies, while long-term learning strategies are processes and learners use various strategies in their distinct phases of the learning process (Ellis, 1997). When faced with various issues, learners employ different learning strategies, so learning strategies are often problem-oriented, which can also be found in Oxford's studies.

Oxford (1990) described twelve main features of strategies for language learning as follows:

1) Contribute the primary objective to communicative ability;

2) Allowing learners to become more self-directed;3) To extend teachers role;

4) Are issue-oriented;

5) Relevant acts taken by the students;

6) Provide many aspects of the learner, not just the cognitive aspect;

7) Promoting directly and implicitly learning;

8) Not always at all measurable;

9) Are still conscious;

10) Able to be learned;

11) Versatile;

12) Are affected by a number of considerations.

Based on that features, all language learning strategies are used in order to develop learners' communicative competence.

2.2.3 Classification of Learning Strategies

Many studies have concentrated on how efficient or strong language learners try to learn and have tried to identify which techniques have functioned for them to find out which language learning strategies are affectionate (Ellis, 1997). The expectation is that less successful learners can teach and learn to strengthen their language learning once successful learning strategies have been established (Rubin, 1975)

Stern (1975) analyzed methods used by good language learners, and the tactics found include:

a) Planning strategy: a style of personal learning or constructive methods for learning
b) Active strategies: an active approach to the challenge of learning;
c) Empathy strategy: an outgoing approach to the target language and sympathy for its speakers;
d) Systematic strategy: professional know-how about how to approach a language;
e) Experimental strategy: a methodical yet versatile approach, evolving and continuously revising the new language into an organized system;
f) Semantic strategy: continuous quest for meaning; Strategy of practice: ability to exercise;

g) Technique for communication: ability to use language in actual communication;

h) Technique for monitoring: self-monitoring and important attention to the use of language;

i) Technique for internalization: to establish a second language as a separate reference framework and to learn to think in it.

Svensson (1987) describes that holistic and atomistic learning strategies are two types of learning strategies. The content being learned is connected with the expertise and experience they already have by individuals who apply holistic learning strategies. Furthermore, They also emphasize the importance of the introduction of new knowledge in relation to existing knowledge structures. In the meantime, individuals applying atomistic learning techniques emphasize the importance of memorizing and remembering lessons in order to prepare themselves for examinations.

According to Rubin and Oxford (2013), classified strategies into two part, direct and indirect. Direct strategies include of Memory, cognitive, compensation strategies. Indirect strategies include of Metacognitive, affective, social strategies.

Table 1.2 Classification of Language Learning Strategies

Direct strategies	Indirect strategies
1. Memory Strategies	1. Metacognitive Strategies
2. Cognitive Strategies	2. Affective Strategies
3. Compensation Strategies	3. Social Strategies

1) Direct Strategies

Direct strategies Focus on the storage and retrieval of information that specifically affects the target language strategies. Direct tactics are further divided into three categories:

a. Memory strategies,

According to Oxford (2015), They are responsible for understanding the recall and retrieval of new data. Strategies for memory, also known as memonics. In the learning process of foreign languages, they are necessary, especially in memorizing English words. To associate the verbal with the visual, memory techniques are commonly used.

a. Cognitive strategies

Cognitive strategies are to evaluate, reason, take notes, receive and send messages. Practicing strategies are among the most effective cognitive strategies. If students overuse cognitive techniques, however, When they are extended or when phrases are moved From one language to another, usually from the mother tongue to the target language.

b. Compensation strategies.

Compensation strategies allow learners in the field of knowledge to solve difficulties created by such limitations. Learners may use the new language, either understanding or development with the help of these techniques. Oxford (1990) notes that compensation mechanisms are meant to offset the range of expression and writing of an inadequate learner.

2) Indirect Strategies

a. Metacognitive strategies, for coordinating the learning process

These strategies are used to monitor, control or self-direct language learning; and metacognitive learning strategies are established. Different mechanisms are involved, Such as preparation, prioritization, setting priorities and self-management.

b.Affective strategies, for regulating emotions.

Affective strategies are interventions such as self-strengthening and constructive self-talk that help students gain greater control over their language learning thoughts, behaviors, and motivation. It can also assist them when they are learning anything to develop high concentration.

b. Social strategies.social strategies for learning with others.

Since language is a form of social activity, it includes communication with and between people. They promote language learners to learn with others by making use of techniques such as asking questions, cooperating with others, and empathizing with others. According Mufanti (2014), to explore leaners social strategies that provided in speaking class activities needs supportive teacher behaviors, i.e., building leaners' confident, giving motivation during the teaching, listening attentively to students while speaking, giving hints and encouragement, being responsive to student questions, creating natural setting and showing students empathy.

Meanwhile, Weinstein and Mayer (1986) suggested 8 categories of learning strategies based on the encoding process. The eight learning strategies are as follows.

1) Basic Rehearsal Strategies, for example remembering names or facts in sequence.
2) Nuanced rehearsal techniques, such as noting the material covered or underlining it.
3) Simple techniques for growth, such as creating mental images or phrases that show relationships.
4) Dynamic techniques for creation, such as paraphrasing, writing or illustrating the correlation between new information and existing knowledge.Basic Organizational Strategies, for example classifying or sorting things that must be learned.
5) Complex Organizational Strategies, for example making out lines or developing diagrams or tables that show relationships.
6) Comprehension Monitoring Strategies, for example making self-questioning to check understanding of the material being studied.
7) Affective Strategies, for example studying in a quiet place to avoid distractions, or being relaxed to overcome anxiety about taking exams

2.3 Visually Impaired Student

2.3.1 Definition of Visual Impairment

Visual impairment takes a variety of forms, each posing a different problems for field research. Visual disability is a concept that refers to vision impairment or vision loss, according to Araluce (2002). Taylor and Sternberg (1989) classify visual

impairment as a disorder in which the vision of the pupil adversely affects the functioning of their education, called visual impairment.

On the other hand, visual impairment is described by Carney et al (2003) as a term that refers to a severe loss of vision, even if the individual uses corrective lenses. In addition, in an educational sense, Parveen (2015) mentioned a term for visually impaired people used to describe all people whose vision is compromised by impairments in seeing. Moreover, Patton (2004) stated that any disorder in which eyesight can not be corrected to what is considered natural refers to visual impairment. Visual impairments are not necessarily the same. The term visual impairment can also be used to identify an eye condition and a disability as a result.

It can be inferred, according to the following definition, that visual impairment is a disorder in which the vision of a person is not the same as that of a normal person in general. The visually impaired should be educated according to the same general standards in the same general way as the visually impaired. Students with poor vision or those who are legally blind may need assistance to more effectively use residual vision and to work with special aids and materials.

In most cases, on admission to a course, students would know if they have a particular eye disorder and, if so, what influence it could have on their thesis. This is not always the case, however, since certain eye conditions grow slowly, and which become evident only under particular conditions of analysis. For example, color blindness can become more apparent when a student is asked to view multi-colored maps or examine on-screen graphic images in preparation for a field course, or when asked to discern field soil horizons or vegetation patterns.

The inability to accommodate properly when using a stereoscope is another disorder that does not exist in the eye, resulting in the student being unable to create a three-dimensional image from pairs of overlapping aerial images, a widely used resource for field research. In the case of color blindness, steps may be taken to replace written or computer screens with distracting colors.

2.3.2 Categories of visual impairment .

WHO divided four levels of visual function, (1) normal vision; (2) moderate visual impairment; (3) extreme visual impairment; and (4) blindness, as described in the International Classification of Diseases (2006 Update and Revision). Significant visual impairment is classified under the term "low vision" combined with extreme visual impairment: low vision combined with blindness reflects all visual impairment.

There are two main categories for visually impaired students in the process of learning according to Carney et al (2003): included blindness and low vision.

1) Legal Blindness: This type is when no usable vision or field of vision decreases to an angle of 20 degrees following correction of a visual acuity range of 20/200 in the better eye. Visual acuity of 20/200 means that at 20 feet, at 200 feet, the person can see what is normally seen. A decreased field of vision suggests that the person has tunnel vision, with poor peripheral vision.
2) Blindness: This community reported that the person was totally unaware of unreliable vision and primary dependence on other senses. In this category, a person generally uses Braille as a tool for reading and writing.

3) Poor vision: This category indicates that low vision reduces central acuity in a better eye by 20/70 or less after correction.

There are four types of visual disability, Manal also noted: (1) partially sighted, (2) poor vision, (3) legally blind, and (4) fully blind. Partially sighted means that the person has some trouble seeing and reading content, and needs special assistance with learning and reading. Low vision indicates that visual impairment is more severe, where reading is not possible at normal distances. In their settings, people with poor vision have to use helpful devices to read and see. By using Braille, they can also understand. Legally blind means a vision of less than 20/200 with a restricted vision range. People who are legally blind are unable to see anything clearly, be it close or far away. Totally blind means that the person does not have any vision at all. Their eyes are not able to interpret images, and they learn through non visual resources, including Braille.

The key causes of visual deficiency worldwide are: uncorrected refractive defects (myopia, hyperopia or astigmatism) (4%), cataracts (33%) and glaucoma, according to the WHO (2%). Besides, the age at which they become visually impaired also influences their needs. Students who are born visually impaired have different need for students who lose their sight during their childhood or adolescence

2.4 Inclusive Education

According Sapon-Shevin in O'Neil (1994), Inclusive education is a system of education programs that encourages children with special needs to study in daily classes with their peers in neighboring schools. Stainback (1980) describes that schools that serve all students in the same class are inclusive schools. This school

provides a strong, demanding program of education, but adapted to the strengths and needs of each student, as well as the support and assistance that teachers can provide so that the student can study.

According to Alquraini and Gut (2012), Inclusive education is when all students are put in age-appropriate general education classes in their own community schools to receive high-quality training, interventions and encouragement that enable them to achieve success in the core curriculum, regardless of any difficulties they may have.

The school and the classroom operate under the premise that students with disabilities are as naturally capable as students with disabilities. Thus, all students should be full participants in their classes and in the local school setting. Much of the movement is related to legislation providing students with education in the least restrictive atmosphere (LRE). This means that they are at the highest possible level like their peers without disabilities, with the first choice placement for all students being general education (Alquraini and Gut, 2012).

According to Ashman (1994), there are several integration class models in Indonesia, such as;

1) Regular classroom (full inclusion). Its means that disabled students study in normal classes along with non-disabled students and use the same curriculum
2) Regular classroom with Cluster. It means that disabled students study in normal classes and even in special groups along with non-disabled students.

3) Regular classroom with Pull Out. Its means that disabled students study in a normal classroom along with non-disabled students for a while, but then disabled students learn in a separate classroom with their special counselor teacher.
4) Regular classroom with Cluster and Pull Out. It means that disabled students study in normal classes and special groups along with non-disabled students, and in some times pulled from regular class to the separate class to learn with their special counselor teacher.
5) Special class and various integration. It means that students with disabilities study in special classrooms in regular schools, but they can learn in regular classrooms with non-disabled students in some subjects or lessons.
6) Full special class. It means that children with disabilities learn in special classes in normal schools.

2.5 Language Learning of Visually Impaired Student

The visually impaired students learn English by listening to the teacher's explanation annd note taking all data that had already been clarified by using Braille. The teaching learning method, in order to achieve the learning objectives, is carried out efficiently and effectively. Thus, certain learning standards should be taken into account by teachers. Generally, the principles of learning in multicultural education are the same as the principles of learning that are dominated by regular students. In this situation, there are students in the inclusive class who are deviated from the regular students, such as physical, academic, social, emotional and sensory neurologists. As a result, teachers who teach in inclusive class should apply general principles of learning as well as special principles that are relevant to the deviation

of the student (Directorate of Special Education, 2004).

The general and basic teaching concepts of inclusive-class students are discussed as follows:

First, general principles consisting of eight requirements, i.e. (1) incentive principles, i.e. teachers should encourage learners to learn in order to learn enthusiastically, (2) background principles, i.e. teachers need to know the student well, (3) guidance principles, i.e. teachers need to formulate the objectives clearly, prepare the right material and method and establish effective learning strategies, (4) principles of social partnership, i.e. teachers should extend learning strategies that maximize student interaction between students, teachers and the community, (5) learning-working rules, i.e., teachers should give the student the opportunity to try to practice, use observation and careful analysis to discover out, (6) The concepts of individualization, i.e., teachers should be well aware of each student's early abilities and characteristics, whether the student's ability to react to the lesson, his speed and slow learning and actions. Thus, in his teaching, students received sufficient attention and care, (7) discover values, i.e. teachers establish teaching techniques that effectively engage students in the learning process that impact their physical, mental, social and emotional processes, (8) principles of problem solving, i.e. teachers can inquire about any issues that have arisen around them. Here, according to his skill, the student is trained to formulate, locate, search for, analyze and solve the problem (Directorate of Special Education, 2004).

Secondly, for visually impaired students who study in an inclusive class, three principles are fundamental learning concepts, such as (1) the concepts of

concreteness, i.e. visually impaired students learn mainly through the sense of hearing and touch. They understand the world around them by operating on tangible objects that can be touched and manipulated. By naturally touching real object observation, They can understand form, scale, surface characteristics, pliancy, temperature, etc. (2) unified experience concepts, i.e. a philosophy of learning where visual experiences seem to unite data. Not only can regular students who enter the shop see shelves and actual items, but also the interaction between the shelves and the objects in the room. Visually impaired students, however, do not understand the relationships between them until teachers obviously teach them to observe the world and clarify those relationships, (3) learning by doing concepts, i.e. learning principles whereby students with visual impairments specifically need clarification and discovery in a real environment (Directorate of Special Education, 2004).

2.6 Review of Previous Study

Based on the study about "Teaching and learning english for visually impaired students". It is concluded that The visually disabled student received insufficient improvements to foreign language learning instruction. The students used a range of tools with the screen reader technology such as Non Visual Desktop Access (NVDA) and Work Access with Speech (JAWS). These results show that students with visual impairments may potentially have specific ways of studying foreign languages assisted by assistive technology. (Susanto and Nanda, 2018)

According Untari (2017) on their research entitled "Digging Problem Faced in Learning English by Visual Impaired Students in Inclusion Class" It illustrates

that the process of learning English by visually impaired students in inclusion class is (a) a teacher core, so students learn English based on the instruction of teachers. (b) the English material for visual impaired students same with normal students, (c) visual impaired student used screen reader laptop as a media in English learning process. The problem faced in learning English by visual impaired students in inclusion class are (a) lack of vocabulary, they are misunderstanding meaning of two words which have similar meaning (b) Students with visual disability did not get additional teachers who are unique in treating students with visual impairment, (c) students with visual impairment have similar attitudes to regular students because their teacher's view of inclusion class inclusion

The last study was conducted by Conroy (2005) entitled “English language learners with visual impairments: Strategies to enhance learning” aimed to discuss Multiple teaching strategies to improve the learning of visually impaired English language learners. This descriptive study has increased as the overall U.S. population of ELLs in special education services has increased and the percentage of ELLs with visual impairments has also increased in the last decade. In seven methods, this research conducted 23 by pursuing the processes including complete physical response, cooperative learning, learning centers, interactive aloud reading, writing workshops, approach to language experience, and guided reading. The consequence is that these techniques have proven successful in promoting learning and can be easily adjusted or adapted for use by visually impaired students.