

CHAPTER I

INRODUCTION

1.1 Background of the research

Education is a necessity for every human being, because with education all the potential that exists in humans can grow and develop. So that his abilities can be used for self-interest and also for the benefit of others. With education, humans can learn to make progress in all aspects of life. (Wibowo, 2014, p. 2). On the other hand, the education system in Indonesia generally know that learning English as a foreign language is required in building the global competitive skill focusing on knowledge and performance. Communication skill in English can bring more opportunities for the community make an expansion globally. Therefore, English is one of the subjects being taught in the schools in Indonesia. But, the English language course provided in the schools may not be designed properly for visually impaired students who have loss of vision.

Basically, visually impaired students pose difficulties in learning foreign language since human vision serves as a major stimulus for learning a language (Agesa, 2014; Arslantaş, 2017). Without vision, the students rely on the remaining senses of hearing and motor-kinesthetic feedback in learning. In teaching and learning the language, at least there are two basic barriers found in the classroom. The first is when the teaching materials are sight based lessons. The lessons consist of materials with visual format such as pictures. Then, the classroom may face difficulties to avoid pedagogical methods with sight based on visual perception. The second is when the teachers are not aware of the specific needs of the students and the general implications of their visual impairments.

Those issues as the reason why the researcher tried to find out and analyse how visually impaired learners able to learn English as foreign language especially in Junior High School grade. Other than as a personal experience of the researcher, the barriers sometimes follow the grade of the leaners. The materials, the method and even the learning style. The learners need to adjust the atmosphere, habits and how to keep their teaching and learning English activities

in the classroom. In addition, the learning needs as the important thing to support them not only involved them self but also people around them such as friends, parents, teachers, and the school.

Before that, as the concern of this research, the researcher tried to focus on the field of learners' profile or students' learning profile. A student's learning profile is the complete picture of students learning preferences, strengths, and challenges and is shaped by the categories of learning style, intelligence preference, culture, and gender. Carol Ann Tomlinson, renowned expert on differentiation, describes these four categories as: Learning Style. Intelligence Preference (Tomlinson, C. 2001). Therefore the researcher need to more pay attention how the visually impaired learners develop their learning style especially in EFL learning, according to DePorter and Hernacki (2000) Learning style is a variation 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.

From the learning style, it should be supported by the learning need of the learners. Hutchinson and Waters (1987), who advocate a learning-centred approach in which learners' learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) learning needs analysis will tell us "what the learner needs to do in order to learn". Chambers (1980) asserts, whoever determines needs largely determines which needs are determined.

In this research the researcher make sure that need analysis as the determined aspect to gather the profile of learner especially in learning style and what the learning needs to learn English. Even Hutchinson & Waters (1987) state that need analysis covers target needs and learning needs. Target needs are what the learners need to do in the target situation. Then, learning needs are what the learners need to do in order to learn. Conducting needs analysis has to consider necessities, lacks, and wants. Nevertheless, the researcher cover up the need analysis only focus on the learning need because Visually impaired learners may present with

diverse needs in all, such as communication, cognition, motor development and perception (Manga & Masuku, 2020), which lead to severe educational needs that cannot be accommodated in special educational programs only for Visually impaired learners (Wolford, 2016).

If the previous research by Galerin, Y.N. (2020) analyse how the learning style determined by the learning strategy of the visually impaired students, 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 seen by all of Visually Impaired Students said that it 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.

Furthermore, the researcher has another challenge and make a distinction how if the need analysis applied in English learning by visually impaired learners, then adjusted to EFL learning in 21st Century which included of students' Critical thinking and problem solving, Communication and collaboration, then Creativity and Innovation (Fadlil, 2009). Those various aspects made the researcher find out the gap and combination, as mentioned above that learners' grade determine the learning style especially in Junior High School for eight grade placed in SLB-A Beringin Bhakti Kabupaten Cirebon, their learning needs should be adjusted to their capability that related to material, method and learning activity to improve their skill what actually they need based on 21st Century learning English skills. Moreover, the tittle of the research is A NEED ANALYSIS OF VISUALLY IMPAIRED LEARNERS' PROFIL IN EFL LEARNING IN JUNIOR HIGH SCHOOL IN 21ST CENTURY.

1.2 Identification of the issue/phenomenon

The times demand every learner to keep abreast of existing learning innovations. This is done so that learners can compete globally in this 21st

century. This is not an easy thing for learners with special needs such as learners with visual impairment. According to (Soemantri, 2005, p.65) that learners with visual impairments have stunted cognitive development compared to normal children in general. In learning English, every learner is required to master all language skills, such as listening, speaking, reading, and writing. To be able to master these four skills it is necessary to maximize the learning process included learning style and learning needs. The obstacle faced by learners with visual impairment is their non-functioning sense of sight. This certainly prevents visually impaired learners' profile from following the teaching and learning process, especially learning English as a foreign language.

1.3 Delimitations and focus of the Research

Before conducting the research, the researcher analyzes data from several studies related to the the needs of visually impaired learners in learning EFL especially junior high school.

There were several problems that can be identified. The researcher determines the delimitation of this research as follow: the field of this research is learners' profile; the subject of this research is visually impaired learners from Junior High School grade eight SLB-A Beringin Bhakti Kabupaten Cirebon. The criteria of learners that researcher want to conduct in this research is learners that has good achievement of English language in their class. However, the focus of the research is the learning style and learners' needs of learning English for Visually impaired learners.

In this research the researchers conducted interviews with visually impaired learners to find out what kind of style the students adjust in learning English and methods they thought were effective and suited their needs. By conducting this research, the researcher tries to find out the learning style through their profile in learning English and the needs of learning of visually impaired learners in learning English as foreign language. Furthermore, the result of this research can be used as suggestion to the institute to design the effective English learning for visually impaired learners.

1.4 Research questions

Based on the background of studies mentioned above, the problems can be identified in this research:

- 1) How is the learning style of visually impaired learners in EFL Learning in Junior High School in 21st Century?
- 2) What are the learning needs of visually impaired learners in EFL Learning in Junior High School in 21st Century?

1.5 Aims of the research

This research is specifically aimed:

- 1) To Identify the learning style of visually impaired learners in EFL Learning in Junior High School in 21st Century.
- 2) To identify the learning needs of visually impaired learners in EFL Learning in Junior High School in 21st Century.

1.6 Significance of the research

Through the result of this research, the researcher expects to give contributions to Teachers, Students, colleague and public societies. Theoretically, this research will be useful for teaching matter especially at teaching English as foreign language, increase educational quality and give theoretical contribution in educational fields especially that related to learners profile that concern in learning style and the learning needs of visually impaired learners to learn English as Foreign language.

Practically, this research will be useful for the teachers and students about how important it is to know the learning needs of visually impaired learners in learning English as foreign language and the learning style that needs to concern from learners profile. This research will be useful also for colleague or public societies, as the foundation for the next research to find the right needs of teaching learning English as foreign language for visually impaired learners, and able to increase the quality of educational for Visually impaired learners by knowing their learning style through the learners' profile.

1.7 Theoretical Foundation

This sub-chapter discuss about some foundation theories that support this research about; Students Learning Profile, Learning Style, Need Analysis, Learning Needs, English Learning for visually impaired learners, and EFL Learning in 21st Century Skills.

1.7.1 Students Learning Profile

The way students representing these different learning profiles experience their well-being including study-related burnout have not been explored previously, although these differences could be expected. Learning profiles can be used to differentiate topics, method of learning, and manner of demonstrating learning in a classroom. A student's learning profile is the complete picture of his/her learning preferences, strengths, and challenges and is shaped by the categories of learning style, intelligence preference, culture, and gender. Carol Ann Tomlinson, renowned expert on differentiation, describes these four categories as: (1) Learning Style, (2) Intelligence Preference, (3) Culture, (4) Gender.

1.7.2 21st Century Skills

Unlike any other time in human history, the twenty-first century is marked by a proliferation of innovations. Acceleration of technological progress has made digital literature important for people in this information age (Black, 2009). Globalization has also reshaped organizational and technical activities around the world to become more knowledge-based, globally flexible and collaborative in nature (Dunning, 2000). In the meantime, machines have gradually replaced human labor in activities requiring repetitive cognitive and manual input. As a result, the workforce is now recruiting people for positions that need more critical thinking, digital capabilities and sophisticated communication skills (Levy & Murnane, 2012). Alongside these advancements, human

societies face some of the most severe threats yet faced in the history of our species, the threat posed to global ecosystems by scientists. Far too often, people feel powerless that they can contribute to strategies or technologies that are needed to help solve global dilemmas. Such problems call for a greater human organization to be cultivated, for innovation and for study to be carried out in a way that is connected to a sense of efficiency.

Three key areas of knowledge are composed of 21st century skills: (1) creative thinking; (2) information, media and ICT (information, communication, and technology) skills (collectively referred to as digital literacy); and (3) life and job skills competences (p. 8). It consists of eleven competencies which are classified into three gist elements including (1) learning and innovation skills, (2) information, media, and technology skills, and (3) life and career skills (P21 as cited in Chu 2017, p. 3). Chu (2017) explained the first skill for learning and innovation which include communication and capacity for thinking. The second shared set of skills stresses the importance of mastering information technology (IT) skills, which include both standard IT skills, such as keyboarding, web browsing, word processing and information literacy (IL) skills, including some more sophisticated usage of information, such as properly and ethically scanning, reviewing and citing information contained on the web. The third ability focuses on the ethical side of citizenship, requiring individuals to take responsibility for the environment, both personally, nationally and internationally. All of the three tested systems were found to accept similar sets of skills and competencies at some length (p. 20-21).

21st century skills are one of the hottest terms and are widely used in this era for educational context. In 21st century, teaching and learning deal with problems and development (Khalil Motallebzadeh, Ahmadi & Hosseinnia, 2018, p. 265). Furthermore, in 21st century cannot be separated from things technology and also digital competence.

In the discussion of what kind of skills and understanding people need, digital competence has become a central term. Have it in the culture of knowledge. While the word includes the digital element is often seen as discrete ability, digital which implies that the abilities of the 21st century are not inherently underpinned by ICT (Laar, van Deursen, Jos de Haan, 2017, p. 578).

1.7.3 Learning Styles

As Learning is a journey by every human being. Learners do not learn in the same way. Learning is dependent on individual psychology, social relationships and cultural contexts (Bullock, 2010). In order to develop learning process, each learner needs to understand their strengths, weaknesses and motivation. To find out these things, it is necessary for learner to be able to comprehend their learning style. It is popular believed that understanding students' learning style can be benefit for both student and teacher (Awla, 2014). If students recognize their own learning style, the learning process will be easier and more successful. Every individual has different types of learning, because students learn in various ways.

1. Concentrate Experience (CE), the process of concrete specific experience that provides a basis.
2. Reflective Observation (RO), the process from observing concrete experience into discovers new thoughts to help the learning.
3. Abstract Conceptualization (AC), the learner creates abstract definitions and generalizations based on their assumptions and integrating new ideas.
4. Active Experimentation (AE), the learner applies their ideas in new situation.

According to Kolb's theory (2015) there are 4 learning styles that derive from experiential learning cycle. Learning cycle is a process exchange between a learner's internal world and their external

environment. Most of Kolb's theory concerns the internal cognitive processes of the learner. In Kolb's theory, new experiences provide an impetus for new knowledge. Learning is the process. Where by knowledge is created through the transformation of experience (Kolb, 2015, p. 38). Experiential learning is student focused learning which is based with the thought of learning from direct experience. Meanwhile, an experiential learning cycle is used to represent the order in which this learning takes place. Then Kolb (2015) describes four general learning styles, as follows: 1) Divergent (concrete, reflective), 2) Assimilator (abstract, reflective), 3) Convergent (abstract, active), and 4) Accommodator (concrete, active).

1.7.2.1 Divergent

People with this learning style are excellent at seeing the big pictures. The primary adaptive ability of divergence is to view concrete situations from many perspectives (Kolb, 2015). Diverging learners tend to learn by studying, brainstorming and collecting information. They are both creative and sensitive.

1.7.2.2 Assimilator

They seem to be more interested in abstract ideas than in people. This orientation is less focused on people and more concerned with ideas and abstract concepts (Kolb, 2015). Assimilating learners tend to learn by placing knowledge in a factual way using logical structure and the use of objective observation.

1.7.2.3 Convergent

The greatest strength of this approach lies in problem solving, decision making, and the practical application of ideas (Kolb, 2015). Converging learners like to learn by solving problems and doing technical tasks, and are good at finding practical uses for ideas.

1.7.2.4 Accommodator

Accommodators are doers; they love experiments and making plans in the real world. The adaptive emphasis of this orientation is on opportunity seeking, risk taking, and action (Kolb, 2015).

The next description of learning styles comes from Neuro-Linguistic Programming (NLP). Neuro-Linguistic Programming is concerned with how we communicate and how this affects our learning (Pitchard, 2009):

(1) Visual: Visual learners tend to learn by seeing. They have strong visual memory and tend details. Visually displayed, for example: in the form of diagrams, graphs, maps, posters and displays. They also use hand gestures when explaining or remembering events or objects, and have a hand gesture it is tendency to look up when thinking or recalling information.

(2) Auditory: The auditory learners tend to learn by listening. They have a strong auditory memory and benefit from it. From talks, seminars, interviews, listening to stories and audio recordings and when recalling memories, they tend to tilt their heads and use eye-level movements.

(3) Kinaesthetic: Kinaesthetic learners tend to learn by doing. They are excellent at re-calling things and communicate with each other. They enjoy physical exercise, on-site visits, manipulating objects and other realistic first-hand knowledge.

Another theory of learning style by Honey and Mumford (1986):

1) Activists tend to learn by doing for example, reading or listening. They like to immerse themselves in a wide variety of ways. Enjoy collaborating in groups so that thoughts can be exchanged and thoughts checked. They like to get on with it, but they're not interested in planning. They are open-minded and optimistic.

2) Reflectors stand back and watch. They like to accumulate as much knowledge as they can before making some decisions. They tend to

take a look at a large picture, incorporating past experiences and the observations of others. Reflectors are reluctant to make up their minds, but when they do, their decisions are based on fair understanding of their own experience and beliefs.

3) Theorists like to incorporate and fit all their observations into structures so that they can do that. They are able to see how one observation applies to other observations. They have well-ordered and well-organized brains.

4) Pragmatists are ready to search out and make use of new ideas. Pragmatists are searching for realistic. The value of pragmatists is that they are secure in their use of new ideas and that they can integrate them into their thought.

1.7.4 Visually Impaired Learners

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 cannot 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.

1.7.3.1 The Nature of Visually Impaired Learners

Koesteler defines that visually impaired learners are learner in education who have a central visual acuity of 20/200 or less in the eye area which is better with correcting glasses or a central visual acuity of more than 20/200 where there is a decrease in the field of vision and a contraction of the field of vision to such an extent that the widest diameter of the field of vision forms an angle of more than 20 degrees in the better part of the eye. (as cited in Suagiarmen, 2006, p. 241).

According to Smart (2010, p. 36) the classification of visually impaired learners is basically divided into two as the following description:

a) Total blindness

Total blindness is not being able to see two fingers on the face or only seeing light or light which can be used for mobility orientation. Therefore, they are unable to use other letters other than braille letters.

b) Low vision

Low vision is those who can see something, the eyes must be brought closer, or the eyes must be kept away from the object they are seeing, or those who have blurry vision when they see the object. Usually, to overcome vision problems, people with low vision use contact lenses or glasses

1.7.3.2 Characteristics of Visually Impaired Learners

Visually impaired learners have characteristics. These characteristics are the implications of visual loss of information. According to Sari Rudiwati (2002, p. 34-38) the characteristics of visually impaired learners are: 1) suspicious of others; 2) irritability; 3) verbalism; 4) feelings of inferiority; 5) custom; 6) likes to fantasize; 7) critical thinking; and 8) brave.

The Characteristics in the form of visually impaired learners include suspiciousness, irritability, low self-esteem, verbalism, customs and excessive dependence. This attitude is seen as influencing socialization and adaptation in visually impaired learners (home, school and community). This shows that blind children need a process of learning, socialization and adaptation in recognizing and understanding environmental conditions and situations in order to reduce their shortcomings.

1.7.5 English Language Learning for Visually Impaired Learners

English is one of the compulsory lessons given to learners who attend regular and special schools according to the existing educational curriculum standards. As with normal learners, learners with special needs are also entitled to have English language skills. One of them is visually impaired learners. (Indramurni, Sumekar, Nopitasri, 2018).

Visually impaired learners have difficulty using their sense of sight, but they still have the right to study, especially learning English as a foreign language. Visually impaired learners need tools that can be used to facilitate their learning. The biggest obstacle for visually impaired learners is reading and writing because reading and writing must use the sense of sight.

In learning English as Foreign language, visually impaired learners should be focused more. ELT curricula and instructional materials should include more activities involving the sense of touch and hearing to stimulate their interest and curiosity (Guinan, 1997, Araluce, 2005, Donley, 2002, Ellis & Brewster, 1991, Philips de Herrera, 1984, Kenedy, 1997, Ajazzi, 2008).

1.7.6 EFL Learning Process of Visually Impaired Learners

Learning English as a foreign language requires a process. (Sadiman, 2009) concluded that media is anything that can be used to convey something from sender to receiver so that they can stimulate students' thoughts, feelings, attention and interests. So it can be concluded that the media can be said to be a tool for the learner learning process.

In the current era, the teaching and learning process has used E-learning. E-learning has various features that can be used as registration, monitoring, examination, and evaluating teaching and learning activities, especially English. Kurniawan (2011) in his research concluded that the

use of multimedia learning was sufficient to improve learning achievement. This study also found that E-learning is a more interesting and interactive learning tool because it brings learners closer to information and communication technology tools for learning English, and serves as a means of gathering and discussion for learners.

Visually impaired learners have limitations in learning English. classically, they learn by relying on the sense of hearing (audiolingual) to understand and respond to the sounds they hear. Visually impaired learners may experience obstacles in receiving information, but on the other hand they also have advantages in the form of intuition, sensitivity, and sharp hearing compared to learners who have the perfection of the senses (Wiyannah, Syahrurah, Widagsa, 2020, p. 31). To maximize the learning process of visually impaired learners, appropriate methods are needed and encourage students to learn more effectively and pleasantly.

Perdhani (2012) stated in his research that the audiolingual method is a method that can enable learners to use the target language communicatively and automatically without stopping to think. In addition, this method helps learners to obtain a sentence or language structural pattern and familiarize students with speaking English by repeating words or sentences. By repeating words or sentences, learners are expected to make it a habit to be more confident in pronouncing English sentences properly.

1.7.7 Need Analysis

Need analysis was the first step in the process of instructional material development that had been done by the researcher. Needs are defined as a gap between what is expected and the existing condition (Kemp, Ross, & Morrison, 2001). Defines needs analysis (NA) as the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within

the context of particular institutions that influence the learning and teaching situation (Brown, 1995, p. 36).

While Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course. According to Iwai et al. (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

Brindley (1989) and Berwick (1989) offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between needs identified by analysts and those expressed or experienced by learners. In his state-of-the-art article, West (1994) gives a thorough overview of needs analysis in language teaching, including its history, theoretical basis, approaches to needs analysis, etc. According to Iwai et al. (1999), formal needs analysis is relatively new to the field of language teaching. However, informal needs analyses have been conducted by teachers in order to assess what language points their students needed to master. In fact, the reason why different approaches were born and then replaced by others is that teachers have intended to meet the needs of their students during their learning. From the field of language teaching the focus of this paper will be on ESP. Clearly, the role of needs analysis in any ESP course is indisputable. For Johns (1991), needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities. Though needs analysis, as we know it today, has gone through many stages, with the publication of Munby's *Communicative Syllabus Design* in 1978, situations and functions were set within the frame of needs analysis. In his book, Munby introduced 'communication needs processor' which is the basis of Munby's approach to needs analysis.

Based on Munby's work, Chambers (1980) introduced the term Target Situation Analysis. From that time several other terms have also been introduced: Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Register analysis, Discourse analysis, and Genre Analysis. This article attempts to present an overview of the aforementioned approaches to needs analysis.

1.7.8 Learning Needs

Strategy Analysis or Learning Needs Analysis As it is apparent from the name, this type of needs analysis has to do with the strategies that learners employ in order to learn another language. This tries to establish how the learners wish to learn rather than what they need to learn (West, 1998). All the above-mentioned approaches to needs analysis, TSA, PSA, and to some extent deficiency analysis, have not been concerned with the learners' views of learning.

Allwright who was a pioneer in the field of strategy analysis (West, 1994) started from the students' perceptions of their needs in their own terms (Jordan, 1997). It is Allwright who makes a distinction between needs (the skills which a student sees as being relevant to himself or herself), wants (those needs on which students put a high priority in the available, limited time), and lacks (the difference between the student's present competence and the desired competence).

His ideas were adopted later by Hutchinson and Waters (1987), who advocate a learning-centered approach in which learners' learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) learning needs analysis will tell us "what the learner needs to do in order to learn" (ibid: 54). Obviously, they advocate a process-oriented approach, not a product- or goal-oriented one. For them ESP is not "a product but an approach to language teaching which is directed by specific

and apparent reasons for learning" (Hutchinson and Waters, 1987: 16). What learners should be taught are skills that enable them to reach the target, the process of learning and motivation should be considered as well as the fact that different learners learn in different ways (Dudley-Evans and St. John :1998).

According to these definitions, it is obvious that ESP focuses on relating the teaching and learning of English process to the learners' communicative needs. Hutchinson & Waters (1992) observe that if we know why learners needs English, the content of the language can be adjusted accordingly and the teaching process will focus on these needs. In Zahra Masoupanah and Mohammad Hassan Tahririan's view, "needs should be stated in terms of goals and objectives which, in turn can serve as the bases for developing tests, materials, teaching activities and evaluation strategies. So, needs analysis and material evaluation go hand in hand so that needs analysis determine the needs for a defined group of people and evaluation helps the teacher determine to what extent those materials, tests or the whole program meet the learners' needs. As Brown (2009) observes, needs must be stated in terms of goals and objectives which, in turn, can serve as the bases for developing tests, materials, teaching activities and evaluation strategies.

Because there are so many various perspectives in defining needs, assessment of the learners/needs becomes a challenging task. Munby, for instance, focused on the selection of the material in needs analysis and observed that the selection of the material in needs analysis depends upon the systematic analysis of specific learners' needs by analysing the reasons for learning, place and time of anticipated target use, others with whom the user will interact, content areas (activities involved), skills (listening, speaking, reading, writing, etc.) and the level of proficiency required. (Munby, J. 1978).

As latest reviewed of Hutchinson and Waters' (2008) definition of wants (perceived or subjective needs of learners) corresponds to learning

needs. Similar to the process used for target needs analysis, they suggest a framework for analysing learning needs which consists of several questions, each divided into more detailed questions. The framework proposed by Hutchinson and Waters (2008) for analysis of learning needs is the following:

1. Why are the learners taking the course?
2. How do the learners learn?
3. What sources are available?
4. Who are the learners?

Finally, as Allwright (1982, quoted in West, 1994) says the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning. As Basturkmen (2010), Hutchinson & Waters (1987), Long (2005), and Orr (2001) have suggested perceptions in learning needs there are 4 basic skills in learning needs; learning inputs (Sources, Skills, Materials), English teaching-learning procedures (Activity Method), learners' and teacher's role (Problem Solving, Doing Assignment, Giving Suggestion, Comments, Correction and Motivation) learners' (Enjoying the class, Make Discussion, Maintenance, and Receptive Manner), and setting (Grouping, Homework, and Evaluation).

1.7.9 Learning Style and Strategy as the Need

According to DePorter and Hernacki (2000) Learning style is a variation 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.

From the learning style, it will help learners to determine their learning strategies. Strategies are general characteristics that distinguish one individual from another. According to Schumaker and Deshler (2006),

"Learning strategy as an individual's approach to a task. This includes how a person thinks and acts when planning, executing, and evaluating the performance of a task and its outcomes." Every students has a different learning strategies and almost all students have a learning strategies such as indirect and direct strategies to overcome the difficulties (Indriastuti, 2017).

Both learning style and learning strategies have a strong influence on learning English. Learning English is widely known at all levels of education. However, presenting English material in an inclusive classroom can be a challenge for teachers because there is no need for learning disabilities, such as reading software, in an inclusive classroom.

Certain learning styles and strategies suitable for learners without visual difficulties may not be appropriate for learners with visual impairments. For visually impaired students, visual learning style can't apply in their learning. Its not the best strategies for them when they want intake information in learning because visually impaired students as an auditory learner that can gain information easily form what they listen, hear or observe.

1.8 Previous Studies

There are four kinds of previous studies that relate to research on Learner's profile and between first research question and second, learning style and learning needs. Namely as the newest one is Galerin, Y. N. (2020) entitled "A Case Study of Visually Impaired Student on A Learning Style and Learning Strategies in English Learning in Visually Impaired Charitable Institution 'Aisyiyah Ponorogo'", then "teacher professional development program" (Babinski, 2018), "The teaching English for students with special needs" (Indramurni, Sumekar, Nopitasri, 2018, Dewi, 2019), "providing reading interventions" (Richards, Baker, Gersten., Baker & Smith, 2016) etc.

As the newest previous study, the researcher here tried to make significant distinction. Beside the result of Galerin's research that learning style and learning

strategy have correlation by the result (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; observation, questionnaire and interview. The Visually Impaired Student easier to understand the material that given by the teacher through listening with auditory learning style. While the learning strategies are one students has memory strategies, compensation strategies and social strategies. One student use affective strategies. One student use metacognitive strategies.

In the other hand, the point of 'teacher professional development program' written by Babinski, Amendum, Knotek, Sánchez, Malone in 2018, it was explained that the ability of students to learn English in the 21st century as a foreign language can be improved by developing teacher competence using a randomized controlled trial. The weakness of this paper is that it does not specify whether this method can be used for students with special needs such as blind students or not, and it does not explain the need for learning English.

Then "The teaching English for students with special needs" (Indramurni, Sumekar, Nopitasri, 2018, Dewi, 2019). The first is a paper that discusses "teaching English for extraordinary children" written by Dewi (2019). In this paper, it emphasizes how students can master English with several choices of methods described by the author. The weakness of this paper is that it does not explain specifically about English learning in the 21st century, does not explain the need for learning English, besides that the object of this research is still general because it discusses children with special needs in general and does not specifically discuss blind students. The second paper discussed in this cluster is "a learning model of English for blind children based on the scrabble braille game" written by Indramurni, Sumekar and Nopitasri (2018). This paper does not explain specifically about learning English in the 21st century, does not explain the needs

in learning English for blind students, this paper is also too specific to an English learning model.

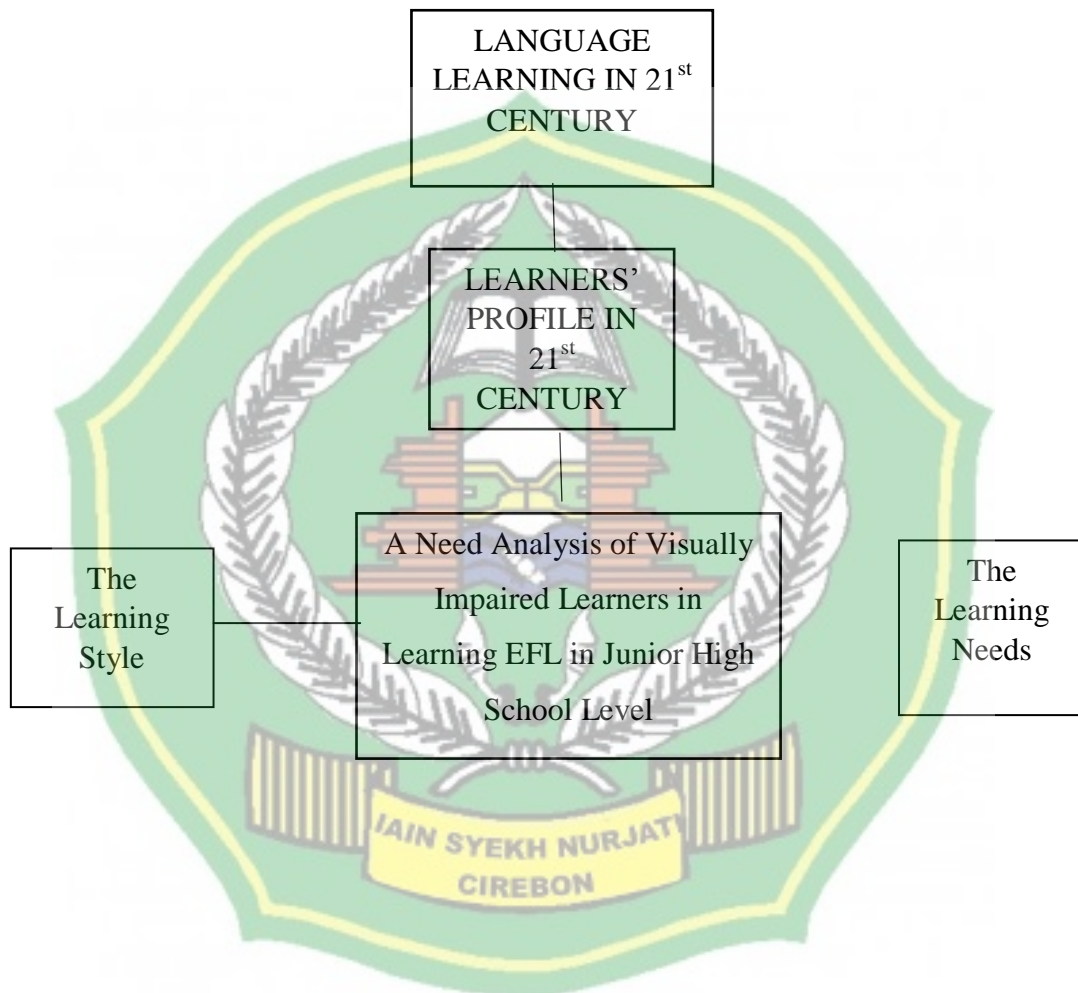
While the last is “providing reading interventions” (Richards, Baker, Gersten, Baker & Smith, 2016) explains the reading learning method for English learners. This cluster is not really related to the research that this researcher is currently doing. This can be seen from the specification of language skills achieved (reading), does not explain visually impaired learners, it also does not explain skills in the 21st century.

Based on the explanation above regarding the previous studies associated with this study, it can be concluded that this study focuses on the analysis of the needs of learning English as a foreign language for visually impaired learners.



1.9 Frame of Thought

The elements that frame this research include learning in the 21st century, language learning in the 21st century, and Learners' Profile as the main object of the research. To clarify how each element relate to each other, the frame of thought in this research is illustrated Figure 1.1.



1.10 Research Method

This sub-chapter discuss about the research design and steps of the research, sources and types of data, data collection techniques and instruments, data analysis techniques and research timeline.

1.10.1 Research Design and Steps of The Research

This research employed qualitative research as the approach. Qualitative approach studies to gather data through observation, interview and document analysis and summarize the findings primarily through narrative or verbal means (Lodico, 2010, p. 15). Qualitative is choose because this research is found in the condition of natural objects. The design that used in this research is case study. Case study is included in descriptive analysis research, which is research that is carried out focused on a particular case to be carefully observed and analyzed thoroughly. This research is intended to study intensively about the background of the situation and position of an event that is currently taking place, as well as the natural interactions of certain social units. (Lodico, Spaulding, & Voegtle, 2010).

The steps of this research divided into two stages:

a. Stage 1 (answering the research question number 1)

1) Identification the research topic or focus

In this step the researcher tries to determine the research topic by observing the current issue or phenomenon.

2) Selecting the participant

Selecting participant is determined based on snowball sampling. Snowball sampling is a method in which obtaining samples through a rolling process from one respondent to another. This method is used to explain the social or communication pattern of a particular community. In determining the sample, first the researcher selected one respondent, if the data did not feel complete the researcher look for other respondent to complete the data.

3) Writing foreshadows questions

In this step the researcher arranges an overview of the questions that will be presented to the participant.

4) Collecting the data

The data collection is carried out using interview.

5) Analyzing the data

In this research, the data are analyzed through reading and review the data (interview transcript).

6) Interpreting the data

The data will be analyzed through gathering and arranging data, validating data, as well as synthesizing and interpreting data from the data that have been obtained.

b. Stage 2 (answering research question number 2)

1) Selecting the participant

Selecting participant is determined based on snowball sampling. Snowball sampling is a method in which obtaining samples through a rolling process from one respondent to another. This method is used to explain the social or communication pattern of a particular community. In determining the sample, first the researcher selected one respondent, if the data did not feel complete the researcher look for other respondent to complete the data.

2) Writing foreshadows questions

In this step the researcher arranges an overview of the questions that will be presented to the participant.

3) Collecting the data

The data collection is carried out using interview.

4) Analyzing the data

In this research, the data are analyzed through reading and review the data (interview transcript).

5) Interpreting the data

The data will be analyzed through gathering and arranging data, validating data, as well as synthesizing and interpreting data from the data that have been obtained.

1.10.2 Sources and Types of Data

Generally, the sources data is divided into primary and secondary data, words and numbers data. Because the researcher use interview to collect the data, the types of data that used in this research are transcript of interview, document such as journals, books, photos, videos, etc (Creswell, 2012)

Based on the stages that has mentioned before, the data sources of this research are the result of interview activities library surveying.

1.10.3 Data Collection Techniques and Instruments

Data collection methods are techniques or methods that can be used by researchers to collect data, and data collection instruments are tools that are chosen and used by researchers in collecting data so that these activities become systematic and easier. (Ridwan, 2004, p. 137) Data collection is a very important stage in a research, because the data collected is used to test the hypotheses that have been formulated. There is one data collection techniques used in this research, including:

a. Interview

Interviews are broadly divided into two, namely unstructured interviews and structured interviews. Unstructured interviews are often referred to as in-depth interviews, intensive interviews, qualitative interviews, and open-ended interviews, ethnographic interviews. Meanwhile, a structured interview is often called a standardized interview, where the questions are arranged in advance (usually written) with answer choices that have also been provided. (Dedi, Mulyana, 2006)

This interview is intended to gather information directly about the needs of usually impaired in learning English as foreign language. This interview was conducted in a special school in Cirebon Regency.

Through interviews, it is hoped that the researcher will know more in-depth things about the participants, where this cannot be found through critical literature review. Interview is a means of gathering information by asking a number of questions orally to be answered orally as well.

1.10.4 Data Analysis Techniques

According to Creswell (2009) after collecting the data the researcher should analyzes the data. Data processing includes organize the data for analysis, the execution of various analyses, the further and deeper interpretation of the data, the representation of the data and the description of the wider significance of the data.

The reasercher can assess the accuracy of the data based on the outcomes of the interviews that have been obtained. The results of the interviews conducted were transcribed into text because the researcher used the interview to gather information. The researcher then conducted a coding technique in which each of the respondent's transcripts will be coded as In1 for respondent 1, In2 for respondent 2, In3 for respondent 3, etc. Data reduction was carried out from the results of the transcripts and coding, in which this procedure tried to extract redundant data from the transcripts of the interview. It becomes the key data after the data is decreased, and can then be compared and contrasted with the Theoretical Base theory.

1.10.5 Research Timeline

To finish this research, the researcher allocated 3 months to do this research.

No	Activities	Months														
		February				March					April					
		1	2	3	4	1	2	3	4	5	1	2	3	4	5	
1	Determining the research question	■														
2	Designing the study	■														
3	Collecting the data	■	■													
4	Analysing the data	■	■	■												
5	Generating the finding	■	■	■	■											
6	Validating the finding	■	■	■	■	■	■									
7	Reporting	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

