

The Implementation of Audio Storytelling Activities in Teaching Speaking for Visual Impaired Students: A Narrative Inquiry Study in SLBN Handayani Sukabumi

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ABSTRACT

Children start to learn about many things with something that they see and hear, visually impaired children need to adapt to their visual impairment and struggle to learn about such things. Thus, this research attempts to explore the implementation of audio storytelling activities in teaching English speaking for visual impaired students. The importance of this research is to analyse the teacher's experience and the problems in implementing audio storytelling activities for visual impaired students speaking ability. This study uses qualitative method, especially using narrative inquiry design that involves a participant who was experienced in teaching to visual impaired students. The findings showed that in speaking aspects, there was a slight improvement after being treated by audio storytelling, students tend to be more exited in learning especially when they heard a story that they are interested in. they like to explore the story and discussed it in post-listening activities. Second, there are some important points that should be concerned by the policy makers, and the teacher of special need toward the teaching English for visual impaired students. In the term of audio storytelling the teacher needs to enhance and explore the English teaching materials and strategies that will be delivered to the students.

Keywords: audio storytelling, speaking skills, visual impaired students

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INTRODUCTION

Children start to learn about many things with something that they see and hear. They begin to know about the world and understand it in the complex social environments in which they live, learn and play. Visually impaired children will adapt to their visual impairment and struggle to build meaning, maintain social connections, discover rules and interpersonal relationships, how they understand the things in the world and how they work have been addressed by many researchers. The way they learn and participate with classroom activities are believed to be quite different with students without any impairment. The number of

visually impaired people in the world is known to be 285 million (World Health Organization, 2012).

According to some related research, almost overall agreement among analysts says that students with visual impairment do not have any serious difficulties in listening skills. Moreover, listening skill is the major learning method for blind students and a strong useful tool for visual impaired students (Topor & Rosenblum, 2013). Students with visual impairment depend on auditory data, so they are obliged to become skilful listeners to surface listening and speaking skills, to analyse the incoming data including facts, figures, and details. Speaking is also an essential skill which is the way for them to gain the information and even transfer it into the communication (Couper, 1996).

Students with visual impairment pose difficulties in learning foreign language since human vision serves as a major stimulus for learning language (Agesa 2014; Arslantas, 2017). Thus, visual impaired students rely on the remaining senses of hearing and motor-kinaesthetic feedback.

After having an observation to the school there are two basic barriers found in the classroom. The first is when teaching materials are sight-based lessons. The lessons consist of materials with visual format such as pictures or videos. Then, the classroom may face difficulties to avoid pedagogical method with sight-based on visual perception. Second barrier is when the teachers are not aware of the specific needs of the students and the general implications of their visual impairment. In Indonesia, the main problem that comes from the students with visual impairment is motivation. Visual impaired students got trouble with their motivation to learn English. Teachers are also confused to make the variety of media that can make the students interest in learning activity. Thus, teachers need to find a lot of alternative media in learning that can increase the motivation of the students.

There are some related researches to this study. First, the previous study highlighted that based on the study Ghaderi, Yarahmadi, & Ghavami (2017) which focuses on investigating the effectiveness of storytelling on auditory memory of students with reading disabilities of Mariani City, Iran. Its research result shows that this study confirms the effectiveness of storytelling on the aural memory. Mchugh (2015) focusses on examining an initiative designed to advance the use of audio storytelling in educational contexts. The result shows that audio storytelling is a powerful medium, whose non-intrusiveness, affective resonance and enveloping nature that make it particularly suited to capturing intimate personal narratives. (Susanto & Deri, 2018) discuss the struggles of students with visual impairment in learning English. They describe that some of their teachers were still lack of knowledge to effectively teach them. They also thought that their teacher was lacking an interest to help them succeed in learning because the teacher needs an extra effort to understand and provide their learning needs.

Thus, this research is different from previous research which focuses on how activities in the classroom using audio storytelling can help students speak English. Furthermore, this paper tries to analyse the experiences and problems faced by teachers in applying audio storytelling for the speaking ability of blind students.

METHOD

This study uses a qualitative research methodology that aims to analyse the Implementation of Speaking Skills Using Audio Storytelling Activities in Blind Students. According to (Creswell, 2012) “Qualitative research is an approach that is useful for exploring and understands a central phenomenon”. The central or main phenomenon is the core, ideas and objects studied for the process in qualitative research. The main phenomenon in this study is to determine the implementation of audio storytelling in teaching speaking for blind students.

This research uses a qualitative approach, especially narrative design. Qualitative methods are research procedures that create descriptive data: people's own written or spoken words and observable behaviour. (Hatch, 2002). Categorized as qualitative research because of the characteristics identified in this study. First, it occurs in a natural environment. Second, only using a single method (interview-based research) which is interactive and humanistic. Third, it is basically interpretive. Fourth, it involves collecting, analysing, and writing data simultaneously. This study also uses a narrative approach because the research is limited by time and activities, and the researcher collects detailed information using a variety of data collection procedures over the period being maintained.

This study uses interviews and document analysis to answer research questions. This is possible because, interviews were conducted to answer research questions because the interview instrument could answer several questions and had an in-depth exploration of the perspectives and experiences of the participants required. In addition, document analysis is needed to provide an objective experience of the participants through the personal objects of each participant provided.

FINDING

a. The implementation of audio storytelling for visual impaired student's speaking ability

When I interviewed Mr. Apong about Audio storytelling activities, he mentioned that he had used that media but with a different name which was called “English Stories” text. Similar to audio storytelling, English Stories application provides any kinds of Narrative text that could be heard by the students. This media could be found in any smartphone and it could be downloaded freely. The aims of this activities are students could be known the use of vocabulary in some context and students are expected to retell the stories that they heard.

“Actually, because VIS are relied on auditory data, then when I teach about narrative text to my students, I used the application in Smartphone that have a lot of audio story”

In implementing Audio storytelling, Mr. Apong made a lesson plan, and he used some steps to reach the goal of learning. From his lesson plan I found some point that used by Mr. Apong to teach English with Audio storytelling. Mr. Apong explained that the materials that he used was adapted to the student's ability and their interest. The topic of audio storytelling must be interesting to enhance their motivation in learning. In addition, he prepared the material before he conducted teaching learning process. Mr. Apong used Three Phase technique in his teaching learning process using Audio Storytelling Activities. The first

step is pre-listening activities, in this step Mr. Apong started to engage the students and made some leading questions to arouse students' attention towards the topic that would be discussed, he explained that students were very excited when they would listen to the audio storytelling. In line with (Ghaderi, Yarahmadi, & Ghavami, 2017) mentioned that the process of teaching English consists of three steps as in regular schools, as following: opening, content, and closing.

"Before the students hear the audio storytelling, I ask them some questions that related to the story that will be heard, for an example 'do you know the story of spiderman?' it could engage the student's attention"

The second is While listening activities, in this step Mr. Apong let the students heard the story in audio. And the last is post-listening activities, in this step Mr. Apong gave some questions toward the topic that they had heard. And Mr. Apong also asked his students to retell the story that they caught.

"In the last step, I will ask to my students some question to check their understanding, then I will ask them to retell the story"

In speaking aspect, Mr. Apong said that he evaluated the result of the learning by asking some questions that related to the story, then to check the students' comprehension toward the story and assessed their speaking ability as well, Mr. Apong asked the students to retell the story that they heard.

"Actually, I have never learnt how to assess students speaking skills, thus I use my own understanding to measure their speaking skills"

Meanwhile, Mr. Apong explained that he had never known how to assess students speaking aspects properly since he was not from English education department, thus he used his own understanding to check the students speaking skills. With his limitation in teaching English, he said that he tried to assess the confidence, fluency, pronunciation, and expression while the student was retelling the story.

"Audio storytelling could be a booster for students' motivation in learning specially in speaking aspects. As we know students have a wide imagination, they like to explore a story and share it in learning activities"

On the other hand, Mr. Apong explained that he found a slight improvement after being treated by audio storytelling activities, students tend to be more excited in learning especially when they heard a story that they were interested in. they liked to explore the story and discussed it in post-listening activities.

In addition, Mr. Apong said that in this pandemic situation, the learning process in special education was still held, then I got a curiosity on how VIS did the learning process because I thought that they could not use smartphone. But Mr. Apong argued

" In this pandemic my students also learn through Whatsapp media, and we use the same smartphone like normal people have, but there is a supporting application that can transcribed every written language to spoken language. The application called Talk Back"

He explained that he was very helped by Talk Back application, he could conduct the teaching and learning process while in this pandemic situation. But still there was an obstacle that Mr. Apong faced during this situation, it is quite difficult to explain visual things to their students when the materials are required Mr. Apong to describe something which need visualization. Because there is still a limitation of Talk Back application which cannot described the Picture into Spoken language.

In line with (Sadh, 2020) mentioned that talkback is an accessibility service for android users that helps blind people to interact with mobile phones. It also uses the Text-To-Speech engine. Talkback has many features such as spoken word, vibration and other audio feedback for the user to know what is happening on the screen and help the user to interact with the smartphone. In fact, currently the technology is most often used by blind people.

Apart from interview, document Analysis used as an additional data source of this research, in this section, I tried to analyse Mr. Apong's Lesson plan in teaching with audio storytelling activities, after I analyses his lesson plan, I got some findings. First, Mr. apong provide detail steps start from the beginning of learning activities until the of the activities. But on the other hand, the lesson plan did not fit to *surat edaran no.14 tahun 2019 tentang penyederhanaan rencana pelaksanaan pembelajaran* he used his own lesson plan format instead. it only contained of the aim and the step of teaching learning process. third, he did not mention any basic competence in his lesson. And the last, there was no rubric of assessment in his lesson plan.

b. The Problems that teacher encounter in implementing Audio Storytelling to VIS

In each kind of work there must be obstacles that have to be faced. In case of Mr. Apong, one of his challenges in teaching is he must be able to teach any kind of subjects according to government regulation. Mr. Apong said.

"One of the problems in teaching in SLB is the government regulation which force the teacher in SLB handling all the subjects, how could I teach something to my students if I never learnt it before"

Mr.. Apong explained that he never got any facilities in the form of training to support his teaching specially in teaching English. As known before Mr. Apong was not from English education department. Thus, he did not have any experiences how to teach English to VIS. While he was studied in UPI Bandung there was only two credits for English subject. However, Mr. Apong still finished his job even though with his limitation.

While I was interviewing Mr.. Apong, he said that every teacher in SLB would face the same challenges. They are required to teach the field which they did not mastered or known before. Their job is almost the same with the elementary school teachers. As we know that in teaching there are some methods that teacher need to know, especially in teaching

English there are four skills that students need to be good at. In each skill there are specific methods which can be used by the teacher to reach the goal of teaching. Actually, Mr. Apong Told me that there are no significant differences in teaching blind students it almost the same as normal ones, but the standard is different and it tends to be slightly lowered.

Apart from that, Mr. Apong was faced any other challenges in teaching. As known before that Mr. Apong also has a visual limitation, thus it was quite difficult to transcript a lesson that requires a visual thing in practice. moreover, he was really depended on auditory data.

"Even though I'm not from English education department, but I know some vocabularies in English, and I teach conversation to improve my students speaking skill. Also, when I want to explain about vocabularies, I started from the things that they could touch, for an example body parts"

Although Mr. Apong is not from English education department, but Mr. Apong at least knows the basic concept of teaching English. This can be seen when I tried to ask him about the method that he often used in teaching English, he explained that lecturing was one of the methods that he frequently used.

In implementing audio storytelling, Mr. Apong share his problems while having the audio storytelling activities. As known before that Mr. Apong is not from English education department, thus it is a factor that causes a problem while having the teaching and learning process. He said that.

"As I said before that I'm not from English education department and don't have any teaching English training, thus, one of the difficulties comes from myself which I cannot give the most appropriate teaching English for them"

Moreover, related to the problem that lack of experience in teaching English. Mr. Apong explained that while he was having the activities of audio storytelling, he got a little bit difficulty to understand the material that he would be delivered since there were quite a lot unfamiliar words, he did not know the meaning and there was no braille tape script available. Thus, he needs to explore more about it. He also said that the material of narrative text was not easy for him since he did not have any educational backgrounds in teaching English. After that Mr.. Apong was also complaining about the school facilities, in learning with audio storytelling. Teachers in special education need a proper facility that could support them. But in fact, they do not have a language laboratory and also there was only one computer that could be used. Thus, Mr. Apong brought his own speaker to the classroom.

"In spite of that, the use of audio gave a slight negative impact to the students. They tend do not want to use braille for reading or gain any information because they felt easier with an audio information"

In implementing Audio Storytelling activities, Mr. Apong also found another problem that comes from the students. He explained that the development of technology had some negative impacts. The use of audio to VIS reduced their literacy ability. He said that

students tend to be lazier to use braille for reading and writing. Because they have the instant stuff to gain the information.

After having a warm conversation with Mr. Apong for almost an hour, then I decided to end the interview about him and his experience in implementing audio storytelling for VIS. Then I closed the interview and thanked to Mr. Apong for being very cooperative during the interview. Moreover, the moment of interview gave a precious experience which I never got before, and it took me to a new perspective to the world of special education specially for visual impaired students. For me I will always remember this incredible moment where I heard a direct story from Mr. Apong about his story through this life specially as a survival of visual impairment and also his experience in teaching for blind students.

DISCUSSION

After I explored the interview and analysed the document from Mr. Apong, I also found some important points which answering the research question; 1. What is the teacher experience in implementing audio storytelling activities for visual impaired students' speaking ability; 2. What kind of problem does the teacher encounter in implementing audio storytelling for visual impaired students' speaking ability. Those are:

The first is Mr.. Apong explained that blind students are depend on auditory data, most of media that support their learning is audio. In line with the first research question which is about teacher experience in implementing audio storytelling activities for visual impaired students' speaking ability, he explained that he had used audio storytelling in teaching narrative text. the audio was available in smartphone and it could be downloaded, the name of the audio is English Stories. Mr. Apong used Three Phase technique in his teaching learning process using Audio Storytelling Activities; pre-listening; while listening; post listening. it started from made some leading questions to arose students' attention towards the topic, then he continued to give the audio storytelling to his students, after that to assess the student' understanding he made questions about the topic and after that asked the students to retell the story. Related to (Brown, 2002) One of the most common techniques for eliciting oral production is through stories. in this type of task, test takers hear or read a story that they are asked to retell. The objectives in assigning such a task vary from listening comprehension of the original to production of a number of oral discourse features (communication sequences and relationships of events, stress and emphasis patterns, "expression" in the case of dramatic story), fluency, and interaction with the hearer. Then, scoring should of course meet the intended criteria. Related to the theory of speaking assessment Mr. Apong had been used the criteria of speaking assessment. Even though he does not have any prior education towards language assessment but the way he does the assessment almost meets the intended criteria of speaking assessment since there was the activity of retelling the story and he assess some point of speaking aspects to the student. In the way Mr. Apong implementing Audio storytelling there was still a weakness, he did not give his students a previous vocabulary list before the learning process, thus it was impact to the student understanding.

In findings, Mr. Apong mentioned that during this pandemic situation the teaching learning process is still running, he said that he was helped by the Talk back application, it was a software which transcript text-to-speech in smartphone. In line with (Green, 2014) which

explained about the Assistive Technology for Students with Visual Impairment, he mentions Text-to-talk software as one of the assistive technologies for VIS. Related to 'Talk back application, both of them was very similar. In teaching learning process talk back application could be very useful to gain any other information from the smartphone. especially in this pandemic situation it could be the alternative media for teaching learning process.

The other point is student's perspective towards the learning audio storytelling with Mr. Apong. Since Zaki who was the only student that have learnt audio storytelling with Mr. Apong. Thus, one student was interviewed to answer some questions related to his perspective. Zaki explained to me about process of learning using audio storytelling activities that he has learnt before, he said that he was interested in stories. He enjoyed the process of learning with audio storytelling. From his perspective, there are problems that student encounter in learning with Audio Storytelling activities. he gets a difficulty in translating and guessing some words, since there are some vocabularies that they have not learnt before. In addition, when the stories were not familiar it could be quite hard for student to catch the meaning of the story.

The next point is answering the second research question about teacher problem in implementing audio storytelling for visual impaired students' speaking ability. Mr. Apong explained that in applying audio storytelling there were some problems revealed. After I heard the audio storytelling that had been used by Mr. Apong, I thought that the topic and the diction selection are too hard for both teacher and students. Related to the student perspective, student explained that he also met some problem during the process of learning with audio storytelling, sometimes he did not understand to the materials because he did not know the meaning of some words. In this case, could be related to the problem that Mr. Apong faced which he did not have any prior education of teaching English, this problem could be link each other and it could give a significant impact to the students. Moreover, Mr. Apong said that he got difficulty in applying that media because he needed to explore more about the topic related since he did not have any background in teaching English. For this case, (R. Robin,2003) stated that "Digital Storytelling" is the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video. Thus, in this case the term of audio storytelling should be explored more and adjusted to the need of VIS. It must be more interesting and use the easiest context, then it is better if it can describe the word which need a visualization with the back sound related until they can imagine and gain the meaning of the word.

The next problem that Mr. Apong faced in implementing audio storytelling is he felt that the use of audio brings a slight negative impact to his students. After evaluating the result of using audio storytelling activities, it shows that his students became lazier in using braille to read and to write. They tend to choose the instant way, and it reduces students' literacy skills. For this case, teacher need to use the assessment which also combining the use of braille for their assignment. Although, the material was still delivered through audio, but at least students have literacy activities.

Then, Mr. Apong also alluded some problem in facilities, the school does not have a language laboratory, and it is impacted to the student's comprehension since the use of speaker that Mr. Apong brought was limited and it was not clear enough. In chapter 2 (Green, 2014) mentioned that media not only use as supporting factor, but also it is very

useful as model. It could be the teacher second words when students need to break from direct method the teacher usually use. Modifications for students with visual impairment vary depending on the type of severity of the impairment combined with the individual needs of each student. Modifications may include using braille to read and write, individualized instructions on how to use specialized computer equipment and other devices design to assist individuals with visual impairment. Related to the case of Mr. Apong, it is true that his problem in lack of facilities could give a significant impact to the result of learning, according to (Green, 2014) which mention the assistive technology for students with visual impairment. There are 8 media to support the teaching learning for VIS. As we know that technology was develop so fast, thus the use of technology could really help students with visual impairment to improve their ability in learning.

Last, the problem faced by Mr. Apong is a government regulation whereby special education like Mr. Apong are required to be ready to teach any subjects including English. Meanwhile, in department which Mr. Apong studied, he never learnt the English subject that had to be taught. This case affects the teaching and learning process that occurs in the teaching of general subjects, especially English. For this problem government has a big role. This is because government as a regulator has not been able to create some trainings that support special education teachers to have an enough ability to teach lessons taught in schools, especially English. According to (Al-busaidi & Tuzlukova) this shows the lack of readiness and experience of teachers in teaching English was caused by a lack of government intention in teaching English for special education.

The realities faced by the teachers in special education show an irony to us that policies and context on the ground can be very different and not mutually sustainable. Particularly, when we look at the context of teaching English in special education, such as the problem faced by Mr. Apong which have been discussed in my interview with Mr. Apong. The government should make a regulation which more suitable to the condition in a field. Thus, government also should make regulation whereby special education teachers get any other education towards their ability to teach subjects properly and correctly. However, the facts in the field are very pathetic, when special education teacher are forced to teach subjects that they are not skilled in. Mr. Apong as a special education teacher really hopes that government could change the regulation for a better quality.

Thus, in implementing audio storytelling, I found some advantages and disadvantages based on the result of the interview. The advantages mentioned by Mr. Apong, he found a slight improvement after being treated by audio storytelling activities, students tent to be more exited in learning especially when they heard a story that they were interested in. as we know student like to explore and share a story. (Rokhayani, n.d.) stated that Most children love stories, and storytelling is considered a learning tradition. It plays very important role in children's language learning. With meaningful context, natural repetition, beautiful characters and interesting plot, stories can be used to develop children's language skills, such as listening, imagining, and predicting. Meanwhile Mr. Apong explained that the development of technology had some negative impacts. He found that the use of audio to VIS reduced students literacy ability. He said that students tent to be lazier to use braille for reading and writing. Because they have the instant stuff to gain the information.

Finally, I concluded that teaching speaking with audio storytelling activities can be used as a media to teach English for VIS but with some point that need to be highlighted. First is before introducing audio storytelling to the student, teacher must give prior knowledge first, such as list of vocabularies and how to pronounce them, after that give some examples of the sentences using those vocabularies, give and discuss the familiar stories they have already known well to arise their attention. The software of audio storytelling also needs to be enhanced in line with (Center for Digital Storytelling, 2003) which discussed about the seventh elements of digital storytelling, one of the elements is 'The Power of The Soundtrack' – music or other sounds that support the storyline, back sound/soundtrack expected can make student easier in understanding and guessing some words. Moreover, also the supporting media need to be concern

CONCLUSION

Related to the findings and discussion in previous chapter, some points can be concluded and highlighted based on teacher's experience in implementing audio storytelling. First, in implementing audio storytelling activities Mr. Apong used a Three Phase Technique in his teaching learning process using Audio Storytelling Activities. The first is pre-listening activities, then second is listening activities, and the last is post-listening activities. Second, in speaking aspects, Mr. Apong found a slight improvement after being threatened by audio storytelling, students tend to be more exited in learning especially when they heard a story that they are interested in. they like to explore the story and discussed it in post-reading activities.

The research findings and discussion show some points about the problems do the teacher encounter in implementing audio storytelling for visual impaired students' speaking ability. The first problem that Mr. Apong encounter while applying audio storytelling activities is Mr. Apong got difficulties in understanding the materials that he would be delivered since he did not graduate from English education department. Second problem comes from students, the use of audio has a negative impact for VIS, it reduces students' literacy skill specially in using braille for reading and writing, because they tend to choose the simplest way to gain the information. i.e. through listening. The challenge faced by Mr. Apong in teaching English to VIS comes from the government regulation where all the teachers in special schools are required to teach the subject that they are not skilled in, meanwhile, they never got any facilities in the form of training to support their teaching skills especially in teaching English.

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