



The Determinants of Learning English of Students with Visual Impairment: A Case at Universitas Negeri Padang

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Abstract

In learning English there are factors that determine or are called determinants. This research was conducted at Padang State University to find out the determinants of learning English in children with visual impairments. There were seven respondents who were studying at Universitas Negeri Padang. This study was conducted with qualitative methods and using a questionnaire as a tool of data collection. The results of the study show that the determinants of learning English of students with visual impairment at Universitas Negeri Padang are aptitude, motivation and opportunity. Based on the research results, the percentage of respondents' answers for aptitude is 53%, then the percentage of respondents' answers for motivation is 71% and the percentage of answers for opportunity is 67%. This percentage is sufficient to answer that aptitude, motivation and opportunity are determinants in learning English for students with visual impairment at Padang State University.

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INTRODUCTION

In the context of education, persons with disabilities are community groups who mostly lack access to education thereby increasing the incidence of illiteracy (Hadiwijaya, 2015). Whereas, people do not realize that there are many student with disabilities who have the same abilities as normal students in general, they are still eager to attend education up to college, such as their ability to learn English, and we all know that life lectures do not escape learning English, but student with disabilities at Universitas Negeri Padang are able to follow it well like normal people in general. In addition to these abilities, of course there are determinants for children with disabilities in learning English.

A determinant is a cause of something (Hahn, 2021). The term determinant in this sense is a factor that is decisive or final in its nature in a causal relationship. Determinants can be organic in nature and are causal factors that arise from within

the organism or the individual. It can also be environmental and also situational have a role as a preliminary condition for the formation of behaviour (Saat, 2015). So, determinant is a factor that determines an occurrence. Differences in individual success in learning a foreign language have prompted psychologists to conduct research to see what factors cause a person to succeed. The following three factors that most often receive attention, namely talent (aptitude), motivation, and opportunity (Santoso, 2017)

According to UNICEF (2020) access to quality education and skills development must be equitable and inclusive for all children and adolescents, regardless of who they are or where they live. Indonesian citizens are given the same rights by the government in getting education. As stated in Law number 20 of 2003 regarding of the education system especially in Chapter IV article 5 stated that citizens who have physical, emotional, mental, intellectual, and social disorder have the right to obtain special education. Moreover, it cannot be denied that education plays an important role in the life of every individual, therefore equality and equity in education need to be strengthened and supported to confirm the need of giving care and attention to all including the students with special needs (Padmadewi & Artini, 2017). In addition, since August, 11th 2004, through a declaration in Bandung, Indonesia has committed Towards Inclusive Education, where the statement is providing an education for all by giving opportunity to all children without exception to get the same education (Diana et al., 2017). So, every students include student with special needs also have the same right in learning foreign language especially learning English.

There are three factors in foreign language learning that are often studied by experts, namely the aptitude factor, the motivation factor and the opportunity factor.

1. Ability to Master English because of Talent (Aptitude)

According to Susanto (2013) talent is a potential ability owned by someone to achieve success in the future come, in connection with that, then the talent will be able affect the level of learning achievement. According to Asrori (2009) talent is natural ability to acquire knowledge and skills, both general and specific. Someone's talent likely to achieve success in a particular field. But to translate talent into a feat is necessary training, knowledge, experience and motivation.

Student talent can be influenced by two factors, namely: Internal factors (interest, motivation, courage or risk, tenacity in the face challenges, and persistence in overcoming difficulties that arise). While external factors (maximum opportunity for self-development, facilities and infrastructure, support and encouragement parents and family, and neighborhood).

2. Ability to Master English because of Motivation (Motivation)

In mastering language, Gardner and Lambert (1972) distinguish motivation into two types, namely integrative motivation and instrumental motivation. Integrative motivation is motivation that is driven of students' desire to integrate with the culture and language they are learning. Usually this motivation is owned of students who have a strong desire to study the language in depth. Meanwhile, instrumental motivation is motivation based on the hope that by mastering a foreign language or English, one can achieve something such as a better position or job. In this case, language is a tool to achieve certain goals (Gardner & Lambert, 1972).

The study of motivation in the context of learning and acquiring a second (foreign) language has long been dominated by Gardner's theory which sees motivation from two categories, namely integrative motivation and instrumental motivation. Integrative motivation requires a positive attitude from students towards speakers of the target language and their culture. As for instrumental motivation, namely the feeling of learners that they need to learn the target language to get something important for their lives, such as a good education or a job that can guarantee their future.

3. Ability to Master English by Opportunity

What is meant by opportunity includes all learning activities, both inside and outside the classroom, where students actively practice using the language they are learning. Considering that the ultimate goal of language learning is to use language to communicate, the opportunity to practice is an absolute thing that is not only created by the teacher, but also must be sought of students. The method that uses a lot of communication exercises is the Communicative Approach which emerged in the early 1970s. In learning activities that use this approach, students get a lot of assignments from the teacher that must be completed in small groups or in pairs using the language being used studied. Usually students who are active will be more advanced than students who are reluctant to practice (Santosa, 2017)

OTL (Opportunity To Learn) is one of several important factors impacting student achievement (Porter, 1991). The notion of OTL has taken a more central role in American educational policy, particularly in response to the inequitable distribution of educational resources and access to knowledge documented by many researchers (e.g., Darling-Hammond, 1990, 1994; Kozol, 2000; Oakes, 1985). This evidence makes it necessary to develop OTL measures that can detect potential differences in the educational experiences of different groups of students and simultaneously aid in the interpretation of test scores used in policy decision making.

Learning is a change in behavior, while behavior is an observable action. Learning is a conscious effort made by individuals in changing behavior, both through training and experience involving cognitive, affective, and psychomotor aspects to obtain certain goals (Kompri, 2017)

The definition of learning can also be interpreted as all psychic activities carried out by each individual so that their behavior is different between before and after learning. Changes in behavior or responses, due to new experiences, having intelligence / knowledge after learning, and practicing activities (Djameluddin & Wardana, 2019).

English is a universal language because it is spoken by most countries in the world as the main language. In addition, English is one of the important international languages to master or learn. Some countries, especially the countries of the former British colonies, place English as a second language that must be mastered after the native language of their country (Maduwu, 2016).

Children with special needs are those who have difference with average children in their age or children in general. These differences occur in a number of things, such as the process of growth and development that experience abnormality or deviation good by physical, mental, intellectual, social nor emotional (Setyawati, 2020).

Visual impairment children are children who experience loss of vision so that it has a good impact directly or indirectly for its development. The real impact of this blindness is limitation/loss of main orientation tool, difficulty in carrying out mobility and difficulty even unable to read and write letters (for the very severely blind). An alert person can easily orient or recognition of the environment, where he is, through his vision. Because of the loss of vision, the child the visually impaired perform orientation using the senses others, such as hearing, touch/feeling, and smell. However, to be able to orientate with good, it takes a process through practice.

Because it has various obstacles, besides need general education services as well as alert children, children with visual impairment need special services for rehabilitate the disorder. With education service it is hoped that they can empower themselves so that they can live independently without being dependent on other people other.

In educational settings, students with visual impairment are classified as: into three categories, namely: (a) a student who is totally blind will not receive useful information through the sense of sight and use the senses touch and hearing for all learning; (b) a child who is physically blind functional (functionally blind) only has a little vision that he learns mainly through the senses of touch and hearing, but he may be able to use his limited vision to supplement the information received from the senses others and to assist with certain tasks; and (c) children with poor eyesight (low vision) uses vision as the main means of learning but complementing visual information with tactile and auditory input (Heward, 2017).

The problem of this research is formulated as “What are the determinant of learning English of students with visual impairment at Universitas Negeri Padang?”

METHOD

The research design used in this study is a qualitative research design. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex overview that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a natural setting (Walidin, Saifullah & Tabrani, 2015: 77).

The participants of this research are students with visual impairment who are currently studying in Universitas Negeri Padang at least in the third term, totalling 7 people.

The instrument used in this research is a questionnaire. Questionnaire is a method of data collection carried out by giving a set of written statements or questions to respondents to be given a response according to user requests. (Widoyoko, 2016). The questionnaire in this research is intended to determine the determinants or determining factors behind students with visual impairment to learn English. This research used a research instrument in the form of a questionnaire adopted from Gardner's Attitude/Motivation Test Battery (AMTB) questionnaire, copyrighted in 2004.

After the participants fill in the questionnaire distributed via the Google form, the participant's answers can be shifted into the table in the format of numbers. At this stage the existing data is then created in frequency tables and diagrams, as well as various sizes of central tendencies , as well as measures of disperse. The goal is to

understand the data of research's participants. The data shown in the table is the sum of the participants' answers to each determinant aspect of learning English, the answers are classified into two groups, namely positive answers and negative answers. Positive answers are respondents' answers that agree with the statement given. Negative answers are respondents' answers who disagree with the statements given in the questionnaire.

RESULT AND DISCUSSION

The research is carried out using qualitative research method. Using the AMBT instrument by Gardner and Lambert (2004) and involving 7 participants with visual impairment who are studying at Universitas Negeri Padang. The research findings in the form of research data are further discussed or critically interpreted with particular relevant theoretical approach. Data can also be supported with the presentation of tables, images, etc.

Research Finding

In the table below, the author will explain the determinants of learning English of students with visual impairment:

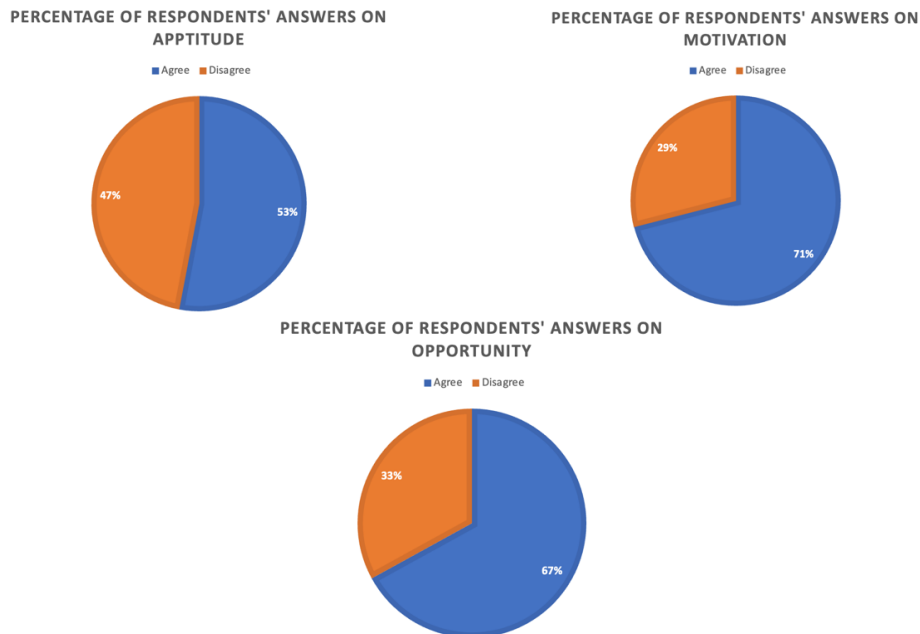
N	Aspects	(+) Answer	(-) Answer
1	Aptitude	79	68
2	Motivation	265	106
3	Opportunity	127	62
	Total	471	236

Table 4.1 Participants' Answer On Determinant Of Learning English

Based on the table 4.1, it can be seen that there are three determinants of learning English of students with visual impairment which are aptitude, motivation, and opportunity. From the data in the table 4.1, it can be seen that more positive answers are obtained or showed an agreeing response to each of the statement items given totally 79 answers. In contrast, there are fewer negative answers or indicating a response that did not agree to the statement given totally 68 answers in total. Besides, for the motivation, it can be seen that more positive answers are obtained or showed an agreeing response to each of the statement items given totally 265 answers. Despite, there are fewer negative answers or indicating a response that did not agree to the statement given totally 106 answers. Then, for the opportunity aspect, it can be seen that more positive answers are obtained or showed an agreeing response to each of the statement items given totally 127 answers. However, there are fewer negative answers or indicating a response that did not agree to the statement given totally 62 answers. There are totally 471 positive answers and 236 negative answers from respondents for the three determinants.

It is clear that motivation is the most dominant determinant among aptitude and opportunity based on the result that obtained with totally 265 positive answers and 106 negative answers for each statements given.

These are the diagram percentage of respondents' answer on determinants of learning English of students with visual impairment:



It can be seen from the diagram percentage, the diagram shows that the percentage of respondents' answers agrees more with the statement on the aspect of aptitude is equal to 53%. The respondents who disagree with the statement on the aspect of aptitude is equal to 47%. Then, the diagram shows that the percentage of respondents' answers agrees more with the statement on the aspect of motivation is equal to 71%, while the respondents who disagree with the statement on the aspect of motivation is equal to 29%. Next, the diagram shows that the percentage of respondents' answers agrees more with the statement on the aspect of opportunity is equal to 67%, while the respondents who disagree with the statement on the aspect of opportunity is equal to 33%. The motivation aspect has the highest percentage among aptitude and opportunity aspect.

Discussion

The finding shows there are three determinants of learning English of students with visual impairment, namely aptitude, motivation and opportunity.

There are several studies that found aptitude, motivation, and opportunity as the determinants of learning English. For example, Suantika (2015) found aptitude as a determinant of learning English on Junior High School students. The differences between previous research and this research are in the respondents and research method. Previous research used able students as the respondents and field research method, meanwhile this research used college students with visual impairment and qualitative research method. Besides, motivation aspect is also found in Santosa (2017) discussed about motivation as the determinant of learning English on students in English Education Department. The differences between previous research and this research are in the respondents and instrumentation. The previous research used able students which are choosing English Education as their major as respondents and use

questionnaire and interview as instrumentation, while this research used student with visual impairment who are choosing Special Needs Education as their major as respondents and only used questionnaire as instrumentation. For the opportunity aspect, Hanus (2016) found opportunity as the determinant of learning English on English language learner. The differences between previous research and this research is also in the respondents. Previous research used able student, while this research used students with visual impairment. It can be seen that students with visual impairment have the similar determinants with able students based on several studies that had been conducted for able student by previous researchers.

Meanwhile, the determinants on disable students especially students with visual impairment from available research only focused on one or two determinants per research. For example, the research conducted by Tran & Pho (2020) focused on aptitude and opportunity as determinants of learning English of adult people with visual impairment. The researcher found that aptitude and opportunity become the factors in acquiring English on two vietnamese adult people with visual impairment. The differences between previous research and this research are in the number of respondents and instrumentation. Previous research only used two adult people with visual impairment as respondents and depth-interviews as instrumentation, while this research used seven college students as respondents and questionnaire as instrumentation. Another study, for example Asri and Adrianto (2020) focused on motivation as determinants of learning English of students with visual impairment. The researcher found that motivation included teaching approach, teacher attitudes, and student learning autonomy are the fundamental factors that can create a positive impact on student engagement in learning languages. The differences between previous research and this research are in the number of respondents and instrumentation. Previous research only used two adult people with visual impairment as respondents and depth-interviews as instrumentation, while this research used seven college students as respondents and questionnaire as instrumentation.

Aptitude becomes one of the determinants of learning English of students with visual impairment. This finding is supported by previous research by Munandir (2001:15-16) states that aptitude is an ability that is brought from birth, in other words, it is hereditary. In addition, according to Griffiths (2013) explains that there are four factors that affect the language learning strategy used by students in learning a target language. They are the students' goals in learning that language, the environment where the language learners belong to, the selection of the language, and the personal situation of the learners themselves. Furthermore, according to Ahmad (2005:132) explains that there are factors that affect learning English, namely internal factors such as physical health, level of intelligence, attitude, aptitude, interests, and motivation. Aptitude is something that is inside a person and is related to their inner condition. If inside them has a certain aptitude then it will be easier for them to learn or explore it. This research is in line with the research (Tran & Pho, 2020) which also conducted research on the factors contributing to their English acquisition, it was stated that of the two respondents interviewed said that they had developed their talent for learning English from the age of 14 by attending courses specializing in English and undergoing general education within their limitations so that at the present age they can master English and can get a steady job than a people.

Motivation is another determinant of learning English of students with visual impairment and also has the highest percentage among aptitude and opportunity. This finding is supported by previous research by Yulinar and Daayah (2018) states that motivation plays a role in the teaching and learning process, especially in foreign language learning. In addition, in other studies also mentioned that motivation is the main component that can not be separated in language learning and a determining factor for the success of language learning, especially foreign language learning Gonzalez (2010). Furthermore, Macklem (2015) states that motivation can have an impact on students, especially related to students' confidence in their ability to learn. This can affect the attitude and behavior of students as well as the achievement of targets in the learning process. In the research conducted by Asri & Adriyanto (2021) it was found that based on the conducted research, motivation included teaching approach, teacher attitudes, and student learning autonomy are the fundamental factors that can create a positive impact on student engagement in learning languages, especially English. The use of an insightful inductive teaching approach is supported by a proper and comfortable teaching attitude, will contribute to the better inclusive teaching and learning experience without excluding one student from another.

In another study it was found that in language learning there are several factors that affect people especially students with visual impairment to acquire the language (Oroujlou & Vahedi, 2011). They are sex, age, characteristics, personality, and motivation. However, among those factors, the only factor that affects the language acquirement the most is motivation. Besides, he also argues that when students are motivated, they are encouraged to reach their goals that are to empower the language. According to Guanoluisa's et al. (2022) in their research states that, it is very important to keep students with visual impairment motivated, especially those who have limitations due to motivation plays an important role in dealing with the difficulties and success of language learning and teachers are responsible for creating a safe and accessible learning environment where motivation prevails. The results of this study are directly proportional to the results of the research that the author conducted, that motivation is an aspect that becomes an attachment factor in learning English for children with visual impairments. This clearly proves that motivation is a very influential factor in learning; both positive and negative influences.

The last finding is in the opportunity aspect. Opportunity included one of the determinants of learning English of student with visual impairment. This finding is supported by previous research by Muthén et al. (1991) examined the effects of OTL (opportunity to learn) on student outcomes, they discovered that students were more likely to properly answer a question if they had the opportunity to learn about the ideas and abilities being tested. The probability that a student will correctly respond to an item was highest for those students who had this opportunity during the evaluation year. In addition, according to Hanus (2016) states that eventually, in order for English Language Learners to have academic success, it is important that parents, teachers, and students work together to create an optimum learning environment and opportunities for student achievement. Furthermore, the results of this study is also relevant with research conducted by Tran & Pho (2020) that one of the respondents who was given the pseudonym as a master's degree in mastering English took advantage of all his time to practice with foreigners who volunteered in his school and everywhere. That

experience helped him get higher scores in the IELTS Speaking Test in comparison with other candidates, even with non-visually impaired candidates. In other words, respondents really take advantage of the opportunities that exist to continue learning to master English. It can be seen that opportunity is one of the determinants in learning English for children with visual impairments.

Basically, the aspects of motivation, opportunity and aptitude are interrelated determinants. When someone has aptitude and has the opportunity to learn English then he will be motivated to learn English. And when someone is motivated to learn English, he will continue to grow aptitude within himself by taking advantage of the opportunities that exist.

In summary, there are three determinants of learning English of students with visual impairment namely aptitude, motivation, and opportunity. The most dominant determinant found in the aspect of motivation.

a. The limitation of the research

The limitation of this research is the author did not conduct the interview for the respondents due to their limited mobility. This research only used questionnaire as a tool of collecting data. Despite, there are several weaknesses of questionnaire according to experts. Gilbert (2001) states that as few as 20% of respondents to postal questionnaires will respond. The quality of the data collected will inevitably be impacted by incorrectly or illegibly filled out surveys, as well as missing responses, which could further reduce the number of questions that are actually usable. In addition, according to Saunders et al. (2012), interviews may be a preferable strategy to use for research that calls for a significant number of open-ended questions rather than questionnaires. The limits of questionnaires with regard to the anticipated outcome are also discussed by Saunders et al. (2012). These questions may, for instance, identify trends or attitudes but come up short of explaining the underlying causes of the outcome. Therefore, a "multi-method" strategy is suggested, in which the researcher mixes questionnaires with, example, interviews to explain the findings.

CONCLUSION

Based on the research on the determinants that affect how students with visual impairment learn English, it can be concluded that these factors—aptitude, motivation, and opportunity—are similar with able students as well. Additionally, the motivation aspect of determinants, which is the dominant aspect, showed similar results.

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