

**AN ANALYSIS OF LEARNING STRATEGIES USED
BY THE BLIND UNDERGRADUATE STUDENT IN
ENGLISH LANGUAGE EDUCATION PROGRAM:
A CASE STUDY**

SCIENTIFIC ARTICLE

**BY
FITROTHUL WAHYI
125110501111033**



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2017

DECLARATION OF AUTHORSHIP

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**ANALISA STRATEGI PEMBELAJARAN YANG DIGUNAKAN OLEH
MAHASISWA TUNANETRA DI PROGRAM STUDI PENDIDIKAN
BAHASA INGGRIS; STUDI KASUS**

Name : Fitrothul Wahyi
NIM : 125110501111033
Study Program : Pendidikan Bahasa Inggris
Address : Batu, Jl. Serda Hariadi Rt 01 Rw 09 Pandanrejo
Phone Number : 085755208954
Email : fitrothulwahyi@gmail.com

Acknowledged by

Head of English Language
Education Program

Supervisor

Dr. Esti Junining, M.Pd

NIP. 19720604 200212 2 001

Yulia Hapsari, M.Pd

NIK. 201201800713 2 001

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Fitrothul Wahyi

Email: fitrothulwahyi@gmail.com

Keyword: Blindness, Language Learning Strategies

Abstract: English is the most widely used language for international communication that has been recognized worldwide. So, now in Indonesia English is given to almost all students including students with special needs who are also commonly called disabled. However, blind students still have difficulty in applying English. Facing that phenomena, appropriate language learning strategies are needed. This study only focuses on the learning strategies used by the blind student when learning English. This study employs case study with quantitative approach in analyzing the data. The participant of this study was only one student in the last semester of English Language Education Program named Yohana Febianti Hera. The writer collected the data by using a set of questionnaire on Oxford's (1990) theory about Strategy Inventory for Language Learning (SILL) version 7.0. The questionnaire is done verbally to Yohana due to her blindness and to her mother as is it required while the assistant fill it by her self, then identifying the learning strategies used by the student using the result of the questionnaires, and classifying the learning strategies used by the student based on Oxford's (1990) theory. The data from the questionnaire coded using symbols, reduced the results of the questionnaire, triangulated three different sources and drawing conclusion based on the problems of study and the result of data analysis.

The result of this study shows that Indirect strategies are the most strategy used by the participant for 77%. While, Yohana only used 35% for Direct strategies. In form of Indirect strategies, Yohana implemented Metacognitive, Affective, and Social strategies. Yohana uses Metacognitive strategies to find and try to be a better learner of English and plan well the shcedule to study English, Affective strategies is used to help her to control the emotions and give a reward and Social strategies is used to help her to understand the English material by asking and interacting with others.

The writer suggests for the next researchers that they do an observation checklist in English classes with blind students. For Yohana, the writer suggests her to improve and develop the strategies. For PS LD, they should provide not only the assistive technology, but also strategies and method for blind students to learn English. For English Language Department need to do research and support regarding the needs of blind students. The writer also suggests to Denok Sri as a parents to always give the support.

INTRODUCTION

English is the most widely used language for international communication that has been recognized worldwide. So, now in Indonesia English is given to almost all students including students with special needs who are also commonly called disabled students.

Indonesia has implemented the obligation for students to learn English in every school, ranging from lowest level such as kindergarten to the highest level such as the university to be proficient in English, but the students still have difficulty in applying English. This occurs because English is a foreign language in Indonesia. Students have difficulties in writing, reading, listening, even in speaking because there are a lot of differences with Indonesian as mother tongue.

Another cause of difficulty in learning English is about students' habit. Basically, it is because they do not routinely use English in daily activity. They just use it at school or at campus. So for them, English is very difficult and is not easy to understand included students with special needs that commonly called disabled. Heward and Orlansky (1992) said that disability is the reduced function of a body part or organ. It means that disability limits someone's ability to perform a task for example to see, walk, hear in the same way as a non disabled person. One type of disabilities is blindness (John Hopkins Univesity). A legally blind person is one whose peripheral vision reduced to 20 percent or less or who can see only the top "E" on the optical examination chart (Witt, 1991). So, blindness is one type of disabilities as a person is lack of seeing. Therefore, automatically blind students face the difficulties in studying, not excluding in learning English.

The writer is interested in analyzing the learning strategies especially those employed by the blind student it is because the writer wants to know how they learn English with limitations in the sense of seeing, that affect their reading and writing ability. In addition, the writer chooses learning strategies because the writer wants to give the contribution to the blind student to develop their learning strategies. It is because many students overlook about their way in studying. In fact, by finding a way to learn what they control will greatly assist them in study.

In this study the writer used theory from Oxford (1990) as the theory of the research. The writer choosen this theory because the theory are explains more in dept and scoope at all about learning strategies that help the writer to find the learning strategies used by the blind student.

Oxford (1990) mentioned that learning strategies are steps taken by students to enhance their own learning because strategies are tools for active, self-directed involvement, which is essential for developing communicative competence that are very important for students. Based on what Oxford (1990) argued, appropriate strategies are needed to help students to face the difficulties in learning English especially for the blind student. So, they can study more easily.

Therefore, Geoff (2009) also comes up with three ways in which all students learn; visually, auditory and kinesthetically. The auditory students learn through explanations, discussions, and audio tapes. The visual benefits from graphic materials and kinesthetic from tactile approaches where students encounter ideas through action they engage in through practical experience.

In this study the writer used questionnaire to get the data from the object. The questionnaire aims at finding out the learning strategies that the blind students used when learning English.

The object of this research stated in English Language Education Program Universitas Brawijaya Malang, the writer chosen eight of semester with the blind student name Yohanna Febianti Hera. Because she got blind due to glaucoma in the year 2009 when she was about to finish her senior high school. It means that she had learnt English normally since she was in her junior high school. After she had graduated from senior high school and lost her sight, she continued her study by joining Universitas Brawijaya Malang that serves disabled students by providing assistance through a Center of Services and Disability Studies or *Pusat Studi dan Layanan Disabilitas (PSLD)*. Each disabled student in Universitas Brawijaya has an opportunity to have the assistant to accompany and assist them in learning. As Yohana enrolled in English Language Education Study Program, the assistant should help her in learning English. Yohana's assistant is also a student in the English Language Education Program who has high dedication to help blind student activities in campus.

From an informal interview with Yohanna, it was found out that she has challenges in three out of four language skills; reading, listening, writing and speaking - namely; reading, speaking, and writing. In reading, there is no English material that is produced in braille version and she never studies about how to read braille words, so she only relies on her assistant to read and described the material. In speaking, she felt that the way how she speaks is not perfect yet. It is because she has low understanding of grammar and also the limitation of vocabulary. To handle that case, she usually asks her friends and her assistant, drill the words, memorize the words, and listens much to English dialogue surrounding her to enrich her vocabulary. While, her obstacles in writing is that she cannot finish the subject given by the lectures in the same amount of time like non - disable students. For example when she does the test, she cannot write the answer by her own. Again, she only relies on her assistant to handle all of her subjects. However, she can learn listening skill through materials given by lecturers in campus and when she is at home as she listens much to English songs by her own. It can be concluded that Yohana cannot improve her English skills by her own because she relies much on her assistant to learn the whole material. Facing that phenomena, the researcher is curious to know what learning strategies used by Yohana beside she has been studying English very long so it is assumed that the English is much

better than other levels and also when she can not read braille and only rely much on her assistant.

In this study the primary data were taken from the questionnaire of the blind student. The writer also took the supporting data from her assistant and her mother also. This is a case study because the writer only took one blind student. The writer only picked one among others because the writer interested in the experiences of this student.

LITERATURE REVIEW

Blindness is similarly defined by some experts. Heward and Orlansky (1992) consider that blindness as either having no vision or having only light perception. Blindness is distinguished by the ability to see clearly, distinguish numbers, letters and other symbols from a chart 20 feet away; 20/20 vision at 20 feet away indicates normal sight. When visual acuity is 20/200 or less one is considered legally blind. Person that has blindness has peripheral vision in reduced to 20 percent or less or can see only the top "E" on the optical examination chart (Witt, 1991; Herwad and Orlansky 1992). From those theories above, it means that blind student is the one who has less acuity in seeing and can not differentiate numbers, letters and other symbol. From that kinds of problem, automatically blind student needs a learning strategy to solve it.

Language Learning Strategies

Learning strategies as what have been thought by many experts are seen as a guide on student learning. Oxford (1990, p.2) defined strategy as "tools for active, self-directed involvement, which is essential for developing communicative competence." Jasmina (2006) argued that learning strategies tend to mean student's self generated thoughts, feelings and actions, which are automatically oriented toward advantage of their goals. According to Graham (1997) successful and unsuccessful learners are differentiated on the basis of their strategy use. Learners can not achieve their goal without the use of learning strategies (Koch, 2005). Because learning strategies are any sets of operations and of each process, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information (Garner 1988, Wenden and Rubin 1987). So, it means that learning strategies is a guide to set all processes in learning. Student can use strategies of advance planning, note taking, selfmanagement, self-encouragement, cooperation, inferring, and deduction to lead them in learning (Gewehr, 1998).

Types of Language Learning Strategies

Types of language learning strategies have been classified by many experts. Oxford's (1990) classified learning strategies in two main categories, that are Direct and Indirect strategies, which are further subdivided into 6 subcategories that are Memory related strategies, Cognitive strategies, Compensation strategies, Metacognitive strategies, Affective strategies and Social strategies. O'Malley's (1985) classified learning strategies in three main subcategories that are Metacognitive strategies, Cognitive strategies and Socioaffective strategies. Rubin's (1987) also classified three types of strategies used by learners that contribute Directly or Indirectly to language learning. The three main

subcategories are learning strategies that is further defined in two subcategories; Cognitive learning strategies and Metacognitive learning strategies, Communication strategies and Social strategies. Stern's (1992) classified language learning strategies in five main categories; Management and Planning strategies, Cognitive strategies, Communicative strategies, Interpersonal strategies and Affective strategies. Warr and Allan (1998) distinguished three categories in learning strategies that are Cognitive learning strategies like train a material to be learned or organizing it into main theme, Behavioral learning strategies like preferences for seeking help from other for trial and error or for written instruction, and the last category is Self-regulating strategies like controlling emotions, motivation and comprehension.

Language Learning Strategies by Oxford (1990)

Language learning strategies by Oxford (1990) discussed the deeper strategy. Oxford's (1990) defined two main categories in learning strategies that are Direct and Indirect strategies.

A. Direct Strategies

According to Oxford (1990), language learning strategies that directly involve the target language are called Direct strategies. All Direct strategies require mental processing of the language, but the three groups of Direct strategies (Memory, Cognitive, and Compensation) do this processing differently and for different purposes. There are three types of direct strategies such as:

1. Memory Strategies

Memory strategies are strategies that use memory for getting new information. Memory strategies reflect very simple principles, such as arranging, making association, and reviewing that fall into four sets that are:

a. Creating mental linkage

There are three strategies in creating mental linkage. First, is grouping. This way helps the learners by using acronym to remember the groups by labeling. Second, is associating and elaborating and the last is placing new words into a context. This strategy is to placing a word in a meaningful sentence.

b. Applying image and sounds

There are four strategies included in this stage. First, is using imagery. This strategy which uses picture to help remember abstract words. Second, is semantic mapping. This strategy is linked with a key concept by means of lines. Third, is using keywords, remembering a new word by using auditory and visual links. And the last is representing sounds is memory, by using phonetic spelling or accent mark or rhymers to remember the word.

c. Reviewing well

The only one strategy in this stage, that is structure reviewing. This strategy called spiraling because the learner will repeat what has already been learned at the same time.

d. **Employing action**

In the last stage, there are two strategies. First, is using physical response or sensation and the last is using mechanical technique.

2. Cognitive Strategies

Cognitive strategies are like summarizing, they are divided into four groups, that are:

a. **Practicing**

In this stage, contains five strategies. First, is repeating. Second, is formally practicing with sounds and writing systems. Next is recognizing and using formulas patterns. Fourth, is recombining. And the last is practicing naturalistically.

b. **Receiving and sending message strategies**

There are two strategies in this stage, that are getting the idea quickly and using resources for receiving and sending message.

c. **Analysing and reasoning**

In this stage, there are five strategies included. First, is reasoning deductively. Second, is analyzing expressions. Third is contrastively. Fourth is translating and the last is transferring.

d. **Creating structure for input and output**

3. Compensation Strategies

Compensatory strategies help the learner making up for missing knowledge. Compensatory strategies are like guessing or using synonyms that are divided into two stage, that are;

a. **Guessing intelligently**

In this stage, there are two strategies included. There are using linguistic clues and using other clues.

b. **Overcoming limitations in speaking and writing**

There are eight strategies in this stage. First, is switching into the mother tongue. Second, is getting help. Third, is using mime or gesture. Fourth is avoiding communication partially or totally. Fifth, is strategy is selecting the topic. Next, is adjusting or approximating the message. Seventh, is combining words. And the last is using circumlocution or synonym.

B. Indirect Strategies

Indirect strategies are divided into metacognitive affecting and social. All those strategies are called "indirect" because they support and manage language without directly involving the target language. Indirect strategies are useful in virtually all language learning situation and are applicable to all for language skills. There are three types of indirect strategies, that are:

1. Metacognitive Strategies

Metacognitive strategies are essential for the learner to plan, monitor, and evaluate learning that divided into several parts:

a. Centering your learning

There are three strategies in this stage. First, is overiewing and linking with already known material. Next, is paying attention. And the last is delaying spech production to focus on listening.

b. Arranging and planning your learning

There are six strategies included in this stage. First, is finding out about language learning. Second, is organizing. Third, is setting goal and objectives. Next, is identifying the purpose of the language task. Fifth, is planning a language task. And the last is seeking practice opportunities.

c. Evaluating your learning

In this stage, there are two strategies that are self monitoring and self evaluating.

2. Affective Strategies

Affective strategies is to help learners to regulate emotions, motivations, and attitudes that divided into three stage:

a. Lowering your anxiety

In this stage, contains of three strategies. First, is using progressive relaxtion, deep breathing, or meditation. Second, is using music to get relax when the learners find the difficulties in learning. And the last is using laughter that can make laugh, enjoy and relax.

b. Encouraging yourself

In this stage, contains of three strategies. First, is making positive statemen, bulding a sense of comfort to her/his self by making positive statements to encourage self. Second, is taking risk wisely, which is a strategy to control emotions by preparing a risk thah will occur in learning a new language. And the last is rewarding her/his self which is a way to self-respect by giving awards when they manage to learn a new language. This is to help encouraging self.

c. Taking your emotional temperature

In this stage, cover four strategies. First, is listening to your body, feel what is feeling, negative or positive. Second, is using checklist. Third is writing a language learning diary. and the last is, discussing the feelings with someone else, telling what is precieved in others when learning a new language.

3. Social Strategies

Social strategies help the students learn through the interaction with other that include three strategy:

a. Asking question

In this stage, has two strategies that are asking for clarification or verification. The strategy is used to get feedback from others is like repeating, explaining, or giving example. And asking for corection that is the strategy to get the correction from the others. This strategy is usually used in conversation and writing.

b. Cooperating with others

In this stage, there are two strategies included. First, is strategy is cooperating with peers. This strategy is done by doing conversation or interaction with friends. And the other one is cooperating with proficient users of the new language. This strategy tries to do interaction and get conversation with native speaker.

c. Empathizing with others

The last stage is consisting of two strategies. That are developing cultural understanding. This strategy approach with others is the way of studying the culture. And the last is becoming aware of others' thoughts and feelings.

From those classification in learning strategies, the researcher tends to use Oxford's (1990) theory to guide the research because the theory is more useful for researcher to find out the result easily and appropriate because snap at all scope in student learning strategies. Another reason is because more easily to find the previous studies that appropriate with the research goal.

METHOD

This study employs case study with quantitative approach to analyzed the data. Leedy (1993) said that quantitative research methods dealing with numbers and anything that measurable in a systematic way of investigation of phenomena and their relationship. Leedy (1993) mentioned that quantitative method typically begins with data collection that is followed with application of descriptive or inferential statistic.

In this study, the researcher intends to reveal the research subject's strategies by using case study design because the researcher only analyzed one student deeply. In order to do so, the researcher has to have direct interaction with the research subjects to collected the emperical data about Yohana, her mother and her assistant to analyzed English Learning strategies by give the questionnaire to the participants. The answers of the three questionnaires are converted into scores to measure the research subject's tendency of which learning strategies language are used. This measurement is done by calculating the scores of the questionnaire into percentage. The more percentage gets, the more tendency is indicated.

The chosen subject is only one blind student who is in the eighth semester in English Language Education Program, Unversitas Brawijaya Malang named

Yohana Febianti Hera. This student is targeted because she is the one who has blindness due to glaucoma since she was in senior high school, and she had learnt English normally since she was in her junior high school. Beside that, she can not read braille. So, she has used JAWS screen reader application in her laptop to help her in learning English and her mobile phone to communicate with others.

Therefore, the writer also took the supporting participants they are Yohana's mother-Denok Sri who knows her learning process at home, and Yohana's assistant-Mariana Liu who knows her learning process in campus.

In this research, the questionnaire is adapted from Strategy Inventory for Language Learning (SILL) version 7.0 in Oxford's (1990) theory (see app.1) which consists of 50 questions that represent the six categories of strategies that was given to Yohana, her mother, and her assistant. The questions number 1-9 represented memory strategies which are in the part A; the questions number 10-23 represented cognitive strategies which are in part B; than the questions number 24-29 represented compensatory strategies which are in part C; the questions number 30-38 represented metacognitive strategies which are in part D; the questions number 39-44 represented affective strategies which are in part E; and the last is questions number 45-50 represented social strategies which are in part F.

The questionnaire were employed to the three participants; Yohana, Yohana's mother and Yohana's assistant. Yet, due to Yohana blindness the questionnaire was read by the researcher to Yohana for her to answer and the researcher noted down Yohana's answer. In fact, reading out the questionnaire was also done to Yohana's mother because she do not want to fill the questionnaire by her own. So, the researcher read the questionnaire and noted down the answer of Yohana's mother. While, Yohana's assistant-Mariana Liu has filled the questionnaire by her own.

In collecting the data, the researcher used some steps as follow:

1. Employed the questionnaire to the participants. That as Yohana, Yohana's mother and Yohana's assistant. Due to Yohana blindness and her mother requirement, the questionnaire for them were done verbally. In this step, the researcher read the questionnaire.
2. Noted down other necessary information from Yohana and Yohana's mother to clarify their answer's while filling out the questionnaire
3. Identified the learning strategies used by the student using the result of the questionnaire and information collected
4. Classified the learning strategies used by the student based on Oxford's (1990) theory

The data of this research is quantified to see the visible tendency of language learning strategies. Therefore, the data were analyzed quantitatively. In data reduction step, first the researcher did coding by using symbols; Y = for Yohana ; M = for her mother's ; S = for her assistant. The researcher also make note for additional information. Then, all the data were reduced by keeping the relevant information needed to unearth subject's learning strategies, while the irrelevant data were sorted out. After that, the data were displayed, in form of classifications table (see table 3.1). Such table will be used to display data collection from 3 different sources, namely Yohana, Yohana's mother, and

Yohana's assistant. Methodological triangulation was achieved through use of three data sources. This was to provide a measure for reliability and authenticity (Leedy and Armorod 2005). So, in this research the data were triangulated using 3 sources of data triangulation to get the result using the following calculation :The above calculation was used by the reseracher to find out the result of questionnaire with the participant; her mother and her assistant about English Learning Strategies in forms of percentage levels achieved.The last is conclusion drawing/verification in which the researcher explained the result of the data from the participants descriptively. The calculation is displayed in table 3.1 below

Table 3.1: Percentage of Language Learning Strategies Classification Resulted from Questionnaire

Classification					
Direct			Indirect		
Memory	Cognitive	Compensatory	Metacognitive	Affective	Social

The table 3.1 above is developed using Oxford's (1990) theory that classifies learning Strategies into 2 broad categories; Direct and Indirect. Further, the Direct strategies is devided into memory strategies, cognitive strategies and compensatory strategies. under each category is the percentage of Yohana's learning strategies resulted from the interview with Yohana, her mother and her assistant. Similar data displayed is also done to the Indirect strategies that devided into metacognitive strategies, affective strategies and also social strategies.

FINDING AND DISCUSSION

The Result of Questionnaire with Yohana's Mother

Classification					
Direct			Indirect		
Memory	Cognitive	Compensatory	Metacognitive	Affective	Social
48%	77%	80%	97%	100%	96%
14%			27%		

Based on that result, it is shown that Yohana used memory strategy for 48% by remembered things before she was blind. She reviews English lesson in speaking in order to remember the words and how to pronounce the words several time. In cognitive strategy, Yohana used 77% cognitive strategy to tune in education English program and movies, and also she likes to listen to someone whose English sounds like native speaker. In compensatory strategy, Yohana used 80%

of it. Therefore, in metacognitive strategy, most questions are highly fulfilled by Yohana. It was seen that Yohana used metacognitive strategy for 97% to make the schedule to learn English, setting the goal of learning English, pay attention to someone in speaking English and notice a mistakes. In affective strategy, all questions were answered perfectly high score. It indicated that Yohana used 100% affective strategy. The last is social strategy. Yohana used 96% social strategy to help her in learning English that was by asking to her assistant. So, based on the result above the writer calculated the total score into a percentage to identify which strategies are used by Yohana. The percentages showed that Yohana used 14% direct strategies and 27% Indirect strategies.

The Result of Questionnaire with the Yohana's Assistant

Classification					
Direct			Indirect		
Memory	Cognitive	Compensatory	Metacognitive	Affective	Social
55%	57%	60%	77%	70%	90%
11%			22%		

Based on that result, it is shown that Yohana used 55% memory strategy. Yohana used 57% cognitive strategy to practice the sound of English. In compensatory strategy, Yohana used 60% compensatory strategy. Further, in metacognitive strategy Yohana used 77% metacognitive strategy, 70% affective strategy, and 90% social strategy. This social strategy was highly fulfilled by Yohana to help her in learning English by asking to her assistant. This information was collected from her assistant.

After knowing the result above, the writer calculated the total score into a percentage. The percentages showed that Yohana used 11% Direct strategies and 22% Indirect strategies.

The Result of Questionnaire with Yohana

Classification					
Direct			Indirect		
Memory	Cognitive	Compensatory	Metacognitive	Affective	Social
55%	62%	40%	97%	83%	70%
10%			23%		

Based on that result, it is shown that Yohana used 55% memory strategy. In cognitive strategy it is shown that Yohana used 62% cognitive strategy. In compensatory strategy, Yohana used 40% compensatory strategy. Therefore, metacognitive strategy it was highly fulfilled by Yohana. It was clear that 97% Yohana used metacognitive strategy to setting the goals of learning English and motivated herself to learning English more better. In affective strategy, Yohana used 83% affective strategy in order to complimenting herself when she did well in English. The last is social strategy. Yohana used 70% social strategy to help her in learning English by asking to her assistant, her friends in campus and her mother when she at home.

After knowing the result above, the writer calculated the total score into a percentage. The percentages showed that 10% Yohana used direct strategies and 23% Yohana used Indirect strategies. Again, based on the results above, there are no different result between Ms.Denok and Ms.Mariana and Yohana that indirect strategies are more highly used by Yohana than direct strategies.

Based on those results, the writer calculated three different results from the three participants with the formula that was stated in Chapter III to get the main score in form of percentage. With the score of only two classifications strategies, the results are as follow:

The Total Percentage of Direct and Indirect Language Learning Strategies Used by Yohana

Participants	Classification					
	Direct			Indirect		
	Memory	Cognitive	Compensatory	Metacognitive	Affective	Social
YM	48%	77%	80%	97%	100%	96%
Total score YM	14%			27%		
S	55%	57%	60%	77%	70%	90%
Total score S	11%			22%		
Y	55%	62%	40%	97%	83%	70%
Total score Y	10%			23%		
Total score Ym+A+Y	35%			72%		

Based on the results from the three different participants above, it is shown that Indirect strategy is the most highly used by Yohana which has score of 72% in form of 100% percent in English Learning Strategies. While, Direct strategy has a lower score which is has 35% in form of 100%.

Discussion

According to Oxford (1990), language learning strategies are devided into two classification, direct and indirect. These classification are divided into 6 sub classifications.

The Direct strategies is language learning strategies that directly involve the target language (Oxford, 1990). All Direct strategies require mental processing of the language. They are classified into Memory strategies, Cognitive strategies and Compensation strategies. Meanwhile, the Indirect strategies are called "indirect" because they support and manage language without directly involving the target language. Indirect strategies are useful in virtually all language learning situation and are applicable to all language skills. They are classified into three subclassifications; Metacognitive strategies, Affective strategies and Social strategies

According to Oxford (1990), in Direct strategies there are three strategies; Memory strategies, Cognitive strategies and Compensatory strategies. Memory srategies are sometimes called memonics. Memory strategies are strategies that

use memory for getting new information. Memory strategies reflect very simple principles, such as arranging, making association, and reviewing that fall into four sets that are; Creating Mental Linkage, Applying Image and Sound, Reviewing Well and Employing Action.

Based on the questionnaire before, it showed that Yohana does not apply all of the sub classification strategies in the use of Memory strategies. It was clear that Yohana only used two out of four sub classification strategies that are; Images and Sound strategy and Reviewing Well strategy. It was proved in Part A of questionnaire. As items 3 and 8 are the least frequently preferred strategies; in the use of Images and Sound strategy, she used Imagery to remember the words. She remembered the things that she had known before she was blind. This strategy helped Yohana to link and used image that had been known before and after she had blind. She used this way by using sense of finger, then she would remember the words based on the image. Therefore, the used of the Reviewing Well strategy is used to recall the lessons given several times. In fact, she did not review all of English language skills lesson. She only repeated the English Language skill lesson based on her preference in speaking skill, while the other skills were not reviewed. So, based on the result above, Memory strategies did not help Yohana in learning English much.

The second strategy is Cognitive strategies. Cognitive strategies are learning strategies over the use of mental as analyzing, reasoning, practicing, summarizing, that was divided into four groups those are; Practicing, Receiving and Sending Message Strategies, Analyzing and Reasoning, and Creating Structured for Input and Output. Based on the questionnaire before, it was shown that Yohana did not apply all of the subclassification strategies in the used of Cognitive strategies. It was clear that Yohana only used two out of four subclassification strategies, those are; Practicing strategy and Analyzing strategy. It was proven in Part B of questionnaire checklist. As in items 12 and 21 are the least frequently preferred strategies; it turns out that she used Practicing strategy to practiced the sound of English that she heard on movies or songs. While, she sometimes used translation for the difficult word in Bahasa Indonesia as a part of Analyzing strategies. So, it can be concluded that she did not used Cognitive strategies much to help her in act out the lesson.

The last strategy in Direct strategies is Compensatory strategies. According to Oxford (1990), Compensatory strategies help the learner to making up for missing knowledge. Compensatory strategies are like guessing or using synonyms that are decided into two groups, that are; Guessing Intelligently and Overcoming Limitations in Speaking and Writing. Based on the questionnaire before, it was shown that Yohana did not apply all of the subclassification strategies that was proven in Part C questionnaire checklist. There are no indicated that frequently high preference in using all subclassification on this strategy. In fact, Yohana rely much on her assistant to helped her in learning English. Based on Oxford (1990), those way is one subclassification of Overcoming Limitations in Speaking and Writing that is by asking and getting help from others. So, it means that she only used one of subclassification of Compensation strategies that did not help Yohana much to making up for missing knowledge.

The other strategies are Indirect strategies. This strategies are called "Indirect" because they support and manage language without directly involving the target

language. Indirect strategies are useful in virtually all language learning situation and are applicable to all for language skills. According to Oxford (1990), Indirect strategies are divided into Metacognitive, Affecting, and Social. Metacognitive strategies are essential for the learner to plan, monitor, and evaluate learning that divided into several parts; Centering Learning, Arranging and Planning Learning, and the last is Evaluating Learning. Based on the questionnaire before, Yohana mostly used all substrategies in form of metacognitive strategies. It was proved in questions checklist in Part D. The results signify that strategy in items 30,31,32,33,35,36,37 and 38 are the most preferred (see app. 2).She was always attentive during the leassons, always finds and tries to be a better learner of English, and she plans well the schedule to study English by having an extra in private study. So, this strategy turned out to help Yohana to be more active in learning and help her to set up to be a better learner.

The next strategy in Indirect strategies is Affective strategy. Based on Oxford (1990), Affective strategies are to help learners to regulate emotions, motivations, and attitudes that divided into three groups; Lowering Anxiety, Encouraging and Taking Emotional Temperature. In the use of Affective strategies, Yohana mostly applied all the substrategies in form of Affective strategies. It was proven in the results answer of Part E. The result showed that strategies in item 40,41 and 42 are the most frequently preferred strategies to get relax with music, give the compliment to herself when she done well in English that can be motivated herself to do better in learning English. She always controls her emotion when she got nerveous when she learn English and she also tells to someone about her feelings when she learn English. From those results above, it can be concluded that this strategy help Yohana much to encourage herself in learning English.

The last strategy in Indirect strategy is Social strategies. Based on Oxford (1990), social strategies is a strategy of learning by interacting with others that include three strategies; Asking question, Cooperating with Others, and Empathizing with Others. Based on the questionnaire before, it was shown that Yohana used this strategy much when she got the difficulties in learn English. It was proven in Part F questions cheklist. The results suggest that strategies in item 45,46,and 47 are mostly preferred used (see app.2). Because she always asked what she learn to her assistant and asked others to correct her errors and practicing English with other students when in campus, this strategies help Yohana to commucicated with others and more learn English easier.

Based on the three different sources results, it shown that there is no significant differences scores that Yohana significantly used Indirect strategies. The result are explained as follow:

The Percentage of Language Learning Strategies Used By Yohana Based on the Different Sources

Participants	Percentage	
	Direct	Indirect

Yohana's Mother	14%	27%
Yohana's Assistant	11%	22%
Yohana Febianti Hera	10%	23%

From those results, it was shown that Indirect strategies are more preferred used by Yohana than Direct strategies.

So from all the result, from the 6 strategies above it can be seen from table 4.1.1 that Yohana used more Indirect strategies than Direct strategies by used Metacognitive strategies to more active in learning English with tried to be a better learner of English, and planed well the shcedule to study English. It would be very easy for her to learn English. The other strategy that can also help Yohana is Affective strategy. Controlling the emotion and giving the reward as a good way to build more motivation in learning. This strategy was used when she did better in learning English. She would give reward by complimenting herself. Yohana also used Social strategy to help her learning English easily. Social strategy is the strategy associated with the interaction of others. She used this strategies by asking what she did not understand and asking others to correct her errors. This strategy was helpful because by clarified to others she would be able to understand new words easily.

The results above is similar to Oxford's (1990, p.4), states that learning is defined as "conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived formal instruction." Moreover, Oxford (1990, p.2) defined strategy as "tools for active, self-directed involment, which is essential for developing communicative competence." In other words, using strategy is an appropriate way to manage their learning, especially for the blind student.

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