

CHAPTER I

INTRODUCTION

1.1 Research Background

Disabled students need special treatment while learning because they are different than normal students. A study conducted by Gkora and Karabatzaki (2023), shows that students with disabilities lack perseverance in classroom activities, showing less motivation. This will affect their performance, because motivation will affect students' learning process and learning achievement. (Stahopoulou and Siskou, 2023) stated that disabled students try to get good results in learning, but due to repetitive failures in the process, they will likely be demotivated, and they will end up not doing their homework, and incapable of setting their learning purpose and achievement.

VIS has challenges that result in obstacles in adapting the curriculum (Fanshawe et al., 2023). Motivating and helping VIS to continue learning requires the use of appropriate learning facilities (Pratiwi et al., 2019). Therefore, VIS needs special tools and media in the learning process so that blind people can learn without seeing (Permatasari et al., 2022). VIS use services with the help of technology to make their daily activities easier and can do them independently, thereby helping to improve their quality of life (Khan and Khusro, 2021). Technological assistance or applications that can be accessed by blind people with the help of screen reader applications, such as Voice Over for iPhone users and Talkback for Android users (Jain et al., 2021). Audiobooks are also a very helpful media for VIS (Guha, 2020). The challenge is the limited access to information available at school; VIS has difficulty reading texts and accessing visual material, so VIS has different learning media compared to other disabled students. Therefore, media that focuses on hearing or listening skills can be an alternative to help VIS in the learning process.

Despite the limitations, some learning media can be used to deliver the material to VIS. Learning media for VIS, such as audiobooks, assistive devices, interactive games, and braille. These can facilitate VIS when learning. It is important to collaborate with special education teachers when designing the

learning media for VIS because they know the situations and the barriers occurring in the teaching and learning process. One of the learning media for VIS is audiobooks. The study conducted by Fansury et al. (2019) shows that the usage of audiobooks as learning media for VIS in English helps learners in the learning process. Audiobooks also improve student motivation because they make learning much easier, and the materials are easily accessible through audiobooks. Audiobooks can be a life-changing learning media for children with visual impairment. Students were able to address auditory learning styles. As a result, the students feel learning is much easier (Guha, 2020).

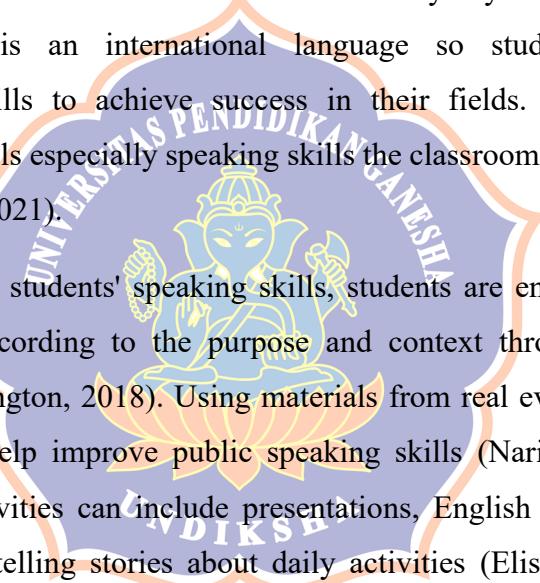
By using a smartphone, students can receive audio instructions well so that audiobooks can be effectively used for VIS. The use of smartphones for learning is useful for teachers and special education students for learning purposes (Allahi et al., 2020). Apart from that, it is easy to guide students with digital-based learning media because they are familiar with technology. The change in the education system from traditional to digital will continue along with the current and next generations who will be born as digital experts (Kohnová and Papula, 2020). This is proven by the current generation which is digitalized and internet-based in daily life, including in education.

Vision limitation for VIS forces them to learn auditory and orally because that is the most necessary skill in English for students with special needs (Khadijah et al., 2020). One of the major skills needed to comprehend English is listening comprehension. Listening is one of the skills that is rarely taught in schools; students are more taught speaking, reading, and writing skills, and only college students get special courses for listening (Woottipong, 2014). Listening is the main foundation in building multilingual skills, students can use listening learning methods to interact with the language and culture being studied (Yurko and Styfanyshyn, 2022). Learning to listen can be difficult for students for a variety of reasons, including lack of focus during long practice sessions, difficulty understanding accents, and difficulty with a new language (Buck, 2001).

Research shows that mobile learning apps provide creative solutions with easy and flexible access to audio resources and interactive features that increase

student motivation, improve listening skills, and make learning more enjoyable, mobile learning apps can also encourage self-directed learning and foster an inclusive learning environment despite barriers such as gaps in access to technology (Hamid and Chrysty, 2024). Woottipong (2014) stated that improving listening skills using technology such as video can help teachers to improve students' listening comprehension. Therefore, technology is highly recommended to create students who are ready to face global challenges with good language skills.

In addition to listening, an important skill is speaking. Speaking skills are a must if you want to communicate well in the global world (Rao, 2019) and to succeed in the desired field speaking is important in this era of globalization (Akhter et al., 2020). Communication can be done effectively if you have speaking skills because English is an international language so students must acquire communication skills to achieve success in their fields. So to obtain good communication skills especially speaking skills the classroom is the ideal place for that (Malavika.R, 2021).



To improve students' speaking skills, students are encouraged to use the target language according to the purpose and context through direct practice (Ozverir and Herrington, 2018). Using materials from real events in the students' environment can help improve public speaking skills (Nariswari, 2020). Some direct practice activities can include presentations, English dubbing, explaining location plans, or telling stories about daily activities (Elisathusilawani, 2023). Therefore, it is important to teach listening and speaking to VIS as a basis for learning English because it is difficult for them to read and write. With the right learning process and media, students can improve their speaking skills and attract their learning motivation.

In improving students' learning motivation, the teacher's role is needed to use appropriate learning media and learning design (Wanodya, 2023). Technology designed for VIS to support learning has indeed developed, but VIS still has limited learning media that can improve students' learning abilities. Based on researcher's pre-observation results at SLB 1 Tabanan, they only have learning media using the WhatsApp application by utilizing the Talkback feature. In the WhatsApp group,

material is sent in the form of YouTube or Quizizz which discusses activities at school or students' daily activities. From the pre-observation, the researcher found that there were still limited learning media obtained by students so specific learning media for studying English was needed. Material that is relevant and designed to their needs is also very important to make learning more interesting and effective. Thus, special learning media for VIS in learning English can help them in learning English.

Thus, this study aims to develop audiobooks for VIS at SLB 1 Tabanan, the use of audiobooks is used to focus on utilizing students' sense of hearing and speaking. VIS can not use vision to learn so they can optimize other senses such as hearing and touch to gather information ((Lintangsari and Emaliana, 2020). Listening strategies for reading comprehension for VIS can improve reading comprehension, self-confidence, communication skills, and social interactions between VIS, therefore the role of the government or schools is to provide access to high-quality audio sources such as audiobooks for students, especially VIS (Abodunrin, 2024). The use of audiobooks helps students in the learning process because it makes it easier for students to study anywhere and anytime and it can increase student motivation (Fansury et al., 2019). Thus, audiobooks are a good media for VIS, especially in SLB 1 Tabanan, to improve their motivation in learning English.

1.2 Problem Identification

From Regarding the implementation of English for VIS there are some challenges faced by the VIS and the teacher such as the previous studies (Sohaib et al., 2021; Tahiri, 2023; Zahra et al., 2022) show that VIS and their teachers face various challenges in learning English, such as limited appropriate teaching materials, lack of teacher expertise, and inadequate facilities. For VIS, learning requires a different approach than other students. For example, the use of Braille teaching materials, and access to assistive technology.

Based on the preliminary observations, VIS needs special learning materials that suit their needs, especially in English. Creating appropriate audio learning materials will be an important first step in improving their language skills. Audio

technology is very important in the field of inclusive education because it makes learning resources more accessible to children with special needs. Therefore, VIS at SLB 1 Tabanan needs media that can further enhance their learning process, and audiobooks are one of the best options. VIS at SLB 1 Tabanan greatly benefits from the use of audiobooks. First, audiobooks offer better access to learning resources for students who learn more through auditory methods. By using electronic devices that suit their needs or hearing aids, they can listen to the text. In addition, students can hear the material with the right intonation and emphasis through audiobooks, which helps them understand linguistic nuances and contexts that may be difficult to understand through regular reading. In addition, audiobooks give VIS the freedom to learn on their own, so they can repeat challenging material and set their own pace. This encourages greater independence in learning and offers greater flexibility in time management. As a result, audiobooks are a highly inclusive and successful teaching tool for VIS at SLB N 1 Tabanan.

Regarding the challenges that faced by teacher and VIS at SLB N 1 Tabanan, according to preliminary observations it was found that the students and teacher faced several challenges however the challenges need to be explored to get more information later day faced similar challenges that have already been exposed by the previous studies or they have challenges more than those one.

There are many challenges when teaching students with disabilities, especially in terms of assisting VIS in their learning process. The selection and identification of appropriate teaching materials are needed to meet their needs. Due to their condition, the most suitable teaching materials for them are audio-based teaching materials. The audiobooks to overcome does challenges several studies have been conducted to find the solution or overcoming those problem for example the development of audiobook has been shown to be effective in improving VIS's understanding and learning motivation (Amalia Utomo and Istiqomah, 2020; Assiddiqhi and Rosa, 2021; Guha, 2020) The advantage of audio-based teaching materials is that the explanation only relies on the sense of hearing, which makes it easier for VIS to understand.

Previous research that developed audiobooks with the ADDIE model, such as the development of audio-based learning media for intellectual disabilities, showed that it can improve students' understanding and retention of the material, and showed that a systematic learning model can improve students' understanding and accessibility (Saputra et al., 2022; Sholeha et al., 2024) evaluation, however, only occurred in later stages.

Although research shows that audiobooks are beneficial for visually impaired students, the ADDIE sequence makes it less efficient in inclusive educational settings because it requires iterative development, where revisions and suggestions will be incorporated throughout the development process (Dewi et al., 2024). This study will use the Two-Phase SAM as a substitute for ADDIE for its iterative and rapid instructional development, the Evaluate-Design-Develop cycle in this model supports continuous revision based on feedback (Allen and Sites, 2012). However, the lack of use of SAM in developing learning media for VIS adds novelty to this study. Expert validation is also important to ensure the suitability of the material (Buitrago et al., 2023; Tomlinson, 2011). Therefore, the problem identified is the lack of development of structured and validated English audio materials and media specifically for VIS in Indonesia.

1.3 Research Question

2. What challenges do English teachers and Visual Impairment Students at SLB N 1 Tabanan perceive regarding the potential use of audiobooks for learning English before they are introduced?
3. How are the audiobooks that meet the needs of Visual Impairment Students in English language education developed?
4. How is the quality of the audiobooks for Visual Impairment Students?

1.4 Research Objectives

2. To explore the challenges perceived by English teachers and visual impaired students at SLB N 1 Tabanan regarding the potential use of audiobooks for learning English before their introduction.
3. To design and develop audiobooks that suit the needs of visual impaired

students in learning English.

4. To evaluate the quality of audiobooks for visual impaired students to facilitate their learning English.

1.5 Limitation of the Study

This study focuses on the development of audiobook media for teaching English for VIS, especially for VIS in tenth grades first semester SLB 1 Tabanan located at Jl. Pulau Batam No. 40 Tabanan, Dauh Peken, Kecamatan Tabanan, Kabupaten Tabanan.

1.6 Significance of the Study

This research is important because it provides valuable insights for researchers and readers. There are two important aspects to this, including:

1.6.1 Theoretical of the Study

This study supports the theory that connects audiobook as one of the media that can be used for VIS to learn English through listening and can improve their learning motivation.

1.6.2 Practical Significance

a. For Teacher

This study shows that one of the teachers at SLB 1 Tabanan can use audiobook media to teach English. The results of this study can help educators to have additional media in teaching and combine media and learning strategies that are right for VIS.

b. For Students

The development of audiobook media can help improve the motivation to learn English for VIS because they get new experiments with new media that make it easier for them to receive learning materials through listening.

c. For Other Researcher

This study can be reviewed or developed further for researchers who are interested in the development of audiobook media for VIS.