

DEVELOPING AN AUDIOBOOK FOR TEACHING ENGLISH TO VISUALLY IMPAIRED 11th GRADE STUDENTS AT SLB NEGERI 1 TABANAN

By

Ida Ayu Ketut Ariastini

English Language Education

ABSTRACT

This study aimed to develop English learning materials in the form of an audiobook specifically designed for 11-th grade visually impaired students at SLB Negeri 1 Tabanan. The participants of this research involved one English teacher and four visually impaired 11th grade students who participated in English learning during the first semester at SLB Negeri 1 Tabanan. This study employed a design and development method focusing on the creation of an English audiobook for 11-th grade students. The development model applied was the Successive Approximation Model (SAM) Two-Phase by Allen and Sites (2012). Data collection methods included classroom observation, interviews with the English teacher and visually impaired students, document analysis, researcher journaling, and expert judgment to evaluate the quality of the audiobook content based on Tomlinson's (2011) criteria for language learning materials development. The qualitative data were analyzed using content analysis to identify learning challenges and needs, while quantitative data from expert judgment were analyzed using descriptive statistics. The findings revealed that both the teacher and students faced challenges due to the lack of accessible English learning materials. Through the SAM Two-Phase model, an audiobook containing the topics Asking and Offering Help, Asking and Giving Suggestion, and Asking and Giving Opinion was developed and evaluated by experts using Tomlinson's (2011) criteria. The expert judgment results showed that the audiobook was categorized as "very good" in terms of content, language, and design. The audiobook helps visually impaired students learn English more effectively by providing clear, structured, and repeatable audio input that supports listening comprehension, pronunciation, and independent learning. Therefore, the developed audiobook can be considered an effective and inclusive English learning material for visually impaired students.

Keywords: audiobook, visually impaired students, English learning materials, inclusive education, SAM Two-Phase.

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan materi pembelajaran Bahasa Inggris dalam bentuk audiobook yang dirancang khusus untuk siswa tunanetra kelas XI di SLB Negeri 1 Tabanan. Partisipan penelitian ini melibatkan satu orang guru Bahasa Inggris dan empat orang siswa tunanetra kelas XI yang mengikuti pembelajaran Bahasa Inggris pada semester pertama. Penelitian ini menggunakan metode desain dan pengembangan dengan menerapkan Successive Approximation Model (SAM) Two-Phase oleh Allen dan Sites (2012) dalam pengembangan audiobook Bahasa Inggris. Pengumpulan data dilakukan melalui observasi kelas, wawancara dengan guru dan siswa tunanetra, analisis dokumen, jurnal peneliti, serta penilaian ahli untuk mengevaluasi kualitas konten audiobook berdasarkan kriteria pengembangan materi pembelajaran bahasa dari Tomlinson (2011). Data kualitatif dianalisis menggunakan analisis isi untuk mengidentifikasi tantangan dan kebutuhan pembelajaran, sedangkan data kuantitatif dari penilaian ahli dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa guru dan siswa menghadapi tantangan akibat keterbatasan materi pembelajaran Bahasa Inggris yang aksesibel. Melalui model SAM Two-Phase, dikembangkan sebuah audiobook yang memuat topik Asking and Offering Help, Asking and Giving Suggestion, dan Asking and Giving Opinion, yang kemudian dievaluasi oleh para ahli berdasarkan kriteria Tomlinson (2011). Hasil penilaian ahli menunjukkan bahwa audiobook tersebut termasuk dalam kategori “sangat baik” dari segi konten, bahasa, dan desain. Audiobook ini membantu siswa tunanetra belajar Bahasa Inggris secara lebih efektif melalui input audio yang jelas, terstruktur, dan dapat diulang, sehingga mendukung pemahaman menyimak, pelafalan, dan pembelajaran mandiri. Dengan demikian, audiobook yang dikembangkan dapat dianggap sebagai materi pembelajaran Bahasa Inggris yang efektif dan inklusif bagi siswa tunanetra.

Kata-kata Kunci: audiobook, siswa tunanetra, pembelajaran Bahasa Inggris, Pendidikan inklusif, SAM Two-Phase.