

**The Use of Audiobooks to Teach English for Visually Impaired Students at a
Junior High School in Yogyakarta**

A Proposal

Submitted to Language Education Faculty as a Partial Fulfillment of the
Requirements for the Degree of

Sarjana Pendidikan



By:

Fitri Noer Hayati Maulidina

20200810078

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2024

STATEMENT OF AUTHENTICITY

I hereby

Name : Fitri Noer Hayati Maulidina

Student Number : 20200810078

Study Program : English Language Education Departement

Faculty : Faculty of Language Education

University : Universitas Muhammadiyah Yogyakarta

Certify that this *Skripsi* entitled “The Use of Audiobooks to Teach English for Visually Impaired Students at a Junior High School in Yogyakarta” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinions and findings included in this *skripsi* are quoted in accordance with ethical stadards.

Yogyakarta, October 26, 2024



Fitri Noer Hayati Maulidina
NIM. 20200810078

Acknowledgment

First, I would like to thank Allah SAW, who has given me the opportunity and health so that I can complete this thesis well as one of the requirements for graduation from undergraduate education majoring in English education at University of Muhammadiyah Yogyakarta. In addition, I would like to thank other parties who participated in supporting me in completing this thesis:

1. To myself, thank you for trying your best and persevering to complete this thesis.
2. Mr. M. Idul Fitri and Mrs. Riyantini, as parents who always encouraged, prayed, and supported me until the end of my education.
3. Kahfi and Naya, my siblings, have supported my education.
4. To Mr. Andi Wirantaka, SPd., M.hum., as the head of the English language education department, Faculty of Language, University of Muhammadiyah Yogyakarta.
5. As my thesis supervisor, Mrs. Mariska Intan Sari, S.S, M.A., Thank you for the energy and time set aside to guide me in writing this thesis to completion.
6. To all lecturers and employees of the University of Muhammadiyah Yogyakarta who have provided helpful knowledge and provided the best facilities.
7. To my participants who have helped with the research.

8. To my best friend Putri Nabilah, who always accompanied me from the beginning of college to the finish.
9. To Indah Pratiwi, who took the time to listen to my anxiety.
10. To my loved ones, thank you for always supporting, loving me, and listening to all forms of my anxiety while writing this thesis.

Table of Contents

Approval Page	ii
STATEMENT OF AUTHENTICITY	iii
Acknowledgment	iv
Abstract.....	ix
Chapter One	x
Introduction	x
Background of the Research	x
Identification of the Problem.....	1
Delimitation of the Problem	2
Research Questions	2
Objectives of the Research	3
Significance of the Research.....	3
<i>Students</i>	3
<i>Teachers</i>	4
<i>Future Researchers</i>	4
Organization of the Chapter	4
Chapter Two.....	7
Literature Review.....	7
Audiobooks	7
<i>Definition of Audiobooks</i>	8
<i>Benefits of Audiobooks</i>	9
<i>The Formats of the Audiobooks</i>	11
The Implementation of Audiobooks	12
<i>Pre-teaching activity</i>	12
<i>Whilst-teaching activity</i>	13
<i>Post-Teaching Activity</i>	14
Visual Impaired Students	14
<i>Obstructive impairments</i>	14
<i>Adverse psychological reactions to light</i>	15

<i>Photophobia</i>	15
<i>Achromatism</i>	15
<i>Total blindness</i>	16
<i>Teaching English to Visual Impaired Students</i>	16
<i>Challenges in Teaching English to Visual Impaired</i>	16
Time management.....	17
Review of Related Studies.....	17
Conceptual Framework	19
Chapter Three	21
Methodology	21
Research Design	21
Research Setting.....	22
Research Participants	23
Data Collection Method.....	23
Research Instrument.....	24
Data Collection Procedure.....	25
Data Analysis.....	25
<i>Transcribing</i>	26
<i>Member Checking</i>	26
<i>Coding</i>	26
Trustworthiness.....	28
Chapter Four	29
Findings and Discussions.....	29
Teacher Implement Teaching English Using Audiobooks at an Islamic junior high school in Yogyakarta.....	29
<i>Pre-teaching Activity</i>	30
<i>Whilst-teaching activity</i>	30
<i>Post-teaching activity</i>	33
Challenges in Teaching English using Audiobooks as Perceived by the Teacher at an Islamic junior high school in Yogyakarta	33
<i>Lack of material</i>	34
<i>Times management</i>	34
Chapter Five	36
Conclusion and Recommendation	36

Conclusion	36
Recommendation	37
For Teacher	37
For Educational Institutions	38
For Future Researchers	38
References	39
Appendix I	46
Appendix II	47

Abstract

Supporting the educational development of all students as the nation's future assets is crucial for national success. This equity should apply as well to visually impaired students. One effort to assist visually impaired students involves integrating new technology into the learning process. This research aims to explore the implementation and challenges of teaching English to visually impaired students through the use of audiobooks, as perceived by teachers. The study employed a qualitative research approach with a case study design. This research was conducted at a Islamic junior high schools in Yogyakarta. The participant in this research is the only one English teacher with the data collection method used to interview and observation. There are several steps to analyze data, such as transcribing, member checking, and coding. The findings revealed that the use of audiobooks in teaching English involves three stages: pre-teaching activities, whilst-teaching activities focused on listening, and post-teaching activities. This research also found the challenges of using audiobooks for the visually impaired student, that was lack of material and time management. This research is recommended to teachers, educational institution, future researcher.

Keyword: Visually impaired, Audiobooks, Implementation of audiobooks, Challenges of audiobooks