

Chapter One

Introduction

In this chapter, the researcher points out several sections on the introductory section of this research. First, the researcher discusses the background of the research. This specific sub chapter explains why the researcher was interested in discussing audiobooks as one of the learning methods. Next, the researcher highlights the identification of problems and the limitations of the problems. Going on, research questions which match the topic is also presented, along with the purpose of this study. Furthermore, the researcher elaborates the importance or significance of this study to several elements. Last, the researcher present organization of the study, which shows a description of what specific discussion of each chapter of this research is going to discuss.

Background of the Research

Supporting the educational development of all students, as the nation's future assets, is essential for national progress, and this includes ensuring equity for visually impaired students. One key effort to support these students is through the integration of new technology in the learning process. According to the National Education System Law No. 20, Article 5 (2003), "every citizen has the same right to a quality education." This applies equally to English language education for visually impaired students. According to Arenas (2012), visually impaired people can learn more than one foreign language because their memory, listening, and attention skills function actively. Therefore, visually impaired

people do also learn foreign languages, especially English, like others. With the aid of specific technologies, they can more easily grasp English learning materials.

Visually impaired students receive English instruction through the integration of new technology in the learning process. This approach aims to ensure that both students with and without disabilities can access education equitably. Audiobooks are one tool that visually impaired students can use to learn the English language. Audiobooks help these students enjoy and understand the content by allowing them to listen to stories rather than read printed text. As an alternative to traditional books, audiobooks offer a wider range of accessible material and can motivate students to engage with English in a new way.

Audiobooks are another form of book that uses audio, allowing students to read and listen simultaneously. Using audiobooks can improve two key English skills: reading and listening (Jakobs, 2006; Turker, 2010). Audiobooks record the story in the book, producing the same sound that students can listen to while reading. This method helps students remember the vocabulary in the book more easily. Audiobooks are also considered more effective in increasing students' interest in learning the English language.

Every learner, including visually impaired students, is entitled to adequate facilities for using technology, information, and communication. According to Law No. 4 (1997) concerning persons with disabilities, every educational institution must provide equal opportunities and treatment for students with

disabilities, tailored to the path, type, and level of education based on the nature of their disability. Visually impaired students, who have limited vision, rely more on their hearing and oral communication skills. By utilizing these abilities, they continue to develop other skills, such as using audiobooks as learning aids. However, some obstacles include a lack of interest in English and difficulty focusing during lessons. Many visually impaired students feel that learning English is not essential and struggle to understand the language.

The research was conducted at an Islamic Junior High School in Yogyakarta. The students at this school are visually impaired and require adequate facilities to support their learning. The teacher uses audiobooks as a tool to teach them. Teaching visually impaired students in Indonesian already demands extra energy and understanding, and teaching in English is even more challenging. Many visually impaired students consider English to be a strange language, which makes some of them reluctant to learn it. These students tend to be very active and have difficulty focusing on one task, requiring teachers to spend more time in instruction. Therefore, this study aims to explore how the teacher implements English teaching using audiobooks and the challenges faced in doing so, based on the teacher's perceptions.

Identification of the Problem

The challenges of learning English, which has become a compulsory subject for students, also affect visually impaired learners. For visually impaired individuals, understanding the English language can be particularly difficult.

Many of these students see English as a strange and unfamiliar language, which discourages some from wanting to learn it. Reading English books can be intimidating because they find the material hard to understand. As a result, many students are unmotivated to start reading English books. Furthermore, there is little promotion of English audiobooks, and the available books offer limited variety, which reduces students' interest in reading further. Audiobooks can also be expensive, especially for college students, and the wide range of versions available makes it difficult for students to know where to begin using them as a tool to improve their English.

Delimitation of the Problem

In this study, the researcher focused on exploring the implementation of the audiobooks for visually impaired students and investigating the challenges in the implementation of the audiobooks as perceived by the teachers. The research was conducted at an Islamic Junior High School in Yogyakarta. The school is general curriculum-based school, but the students are visually impaired students. This school has an English teacher who uses audiobooks as learning media.

Research Questions

The problem of the research can be identified as follows:

1. How does the teacher implement teaching English using audiobooks at an Islamic junior high school in Yogyakarta?
2. What are the challenges in teaching English using audiobooks as perceived by the teacher at an Islamic junior high school in Yogyakarta?

Objectives of the Research

Based on research questions, the studies have purposes. The study was conducted as follows:

1. To explore the implementation of teaching English using audiobooks as perceived by the teacher at an Islamic junior high school in Yogyakarta.
2. To investigate the challenges in teaching English using audiobooks as perceived by the teacher at an Islamic junior high school in Yogyakarta.

Significance of the Research

This research aims to promote equitable education for visually impaired students. It is hoped that the findings could provide new insights into how visually impaired students can learn English more effectively. The study also seeks to explain the benefits and challenges of using audiobooks to teach English to visually impaired students at an Islamic junior high school in Yogyakarta. The researcher expects that the results will provide valuable knowledge and be beneficial for students, teachers, and future researchers.

Students

The results of this study provide information to students about the implementation effects of using audiobooks for learning English. This research also provides benefits for them, as audiobooks enhance English learning for visually impaired students and help them understand the challenges that may occur, allowing them to better anticipate and address these difficulties..

Teachers

Teachers can use the results of this study so that teachers apply the insights to use audiobooks in their classrooms, helping increase student interest in reading and making English learning more engaging for visually impaired students. The study encourages teachers to develop creative and comfortable learning methods, specifically tailored for visually impaired students, to enhance their interest in learning English. Teachers also gain the ability to anticipate and address challenges that arise during the learning process.

Future Researchers

For researchers and writers, this study serves as a valuable reference, helping raise awareness of the low interest in learning English among visually impaired students. It guides research on the effective use of audiobooks in English language instruction for visually impaired learners.

Organization of the Chapter

The study comprises five important chapters. Chapter one presents the background of the research, explaining the topics and the reasons they are worthy of investigation. It discusses the researchers' interest in the effects of reading English as a precursor to introducing new vocabulary to children. This chapter also outlines the research problems and formulates research questions, facilitating the process of finding relevant references and concepts for the study.

Additionally, it highlights the benefits of the research for future students, teachers, and researchers. Finally, this chapter provides an overview of the organization of the study, outlining the content from chapter one to chapter five.

Chapter two discusses the literature review, which explains theories relevant to the issues studied by the researcher. It provides accurate, comprehensive, and sophisticated considerations, analyzing the findings in a clear and organized manner. This chapter also includes a review of earlier studies, noting their qualities or advantages to distinguish this research from previous work. Lastly, it presents the conceptual framework for the research.

Chapter three presents the research methods chosen by the researchers. This section outlines the qualitative research methods selected, including a brief explanation of the approach and the objectives to be achieved. It describes the research location and settings, as well as the information sources used. The chapter further explains the research instruments, detailing their names, formats, and design for data collection. It also covers the data collection methods, data analysis, and trustworthiness of the research.

Chapter four presents the results and discussions of the research. It consists of a well-organized analysis of the data, exploring the research findings. This chapter explains the context of the findings, establishes links between the results, and discusses the implications of the research, including its limitations.

Chapter five mentions the conclusions and suggestions from the study. Chapter five concludes the study with a summary of the research topic and the issues addressed. It briefly explains the findings and offers suggestions and implications for recommendations that align with the research. The suggestions are presented in detail to enhance the understanding and benefit the readers of the study.