

## ABSTRACT

Kustanti, Eni. 2019. **THE LIVED EXPERIENCE OF VISUALLY IMPAIRED STUDENTS' ENGLISH LEARNING IN INCLUSIVE SCHOOL**. Yogyakarta: English Language Studies, Sanata Dharma University.

Visually impaired students are students physically impaired in vision. Their vision might influence their way of learning, and limit their movement. VIS are usually still discriminated by the society in the area they are living in. Besides, school which is designed for VIS is only up to the junior high level. Hence, inclusive school is their only choice. Concerning the English language, it could be a very useful skill to learn for VIS in this era. There is a belief that learning language does not rely much on vision. However, English materials which are taught in inclusive school mostly in the forms of written texts or pictures. Therefore, it comes to mind the question, "What does the lived experience of visually impaired students' learning English in inclusive school mean?"

The goal of this research is to describe and interpret the essential meaning of the lived experience of visually impaired students' learning English in inclusive school. Hermeneutic phenomenology was chosen as the method applied in this research. The data were the reflective texts taken from five visually impaired students with different types of visual impairment, and different levels of school inclusiveness. I used interview and observation to gather the data. The interview was in-depth semi-structure. All the data were video-taped and transcribed, then analyzed.

The findings of this study confirm the pre-figured themes which are self-esteem and difable accessibility. Learning English in inclusive school may improve their self-esteem; to change the society's perception, they can learn English like other sighted students. However their achievement in learning English is influenced by difable accessibility, how the environments support their needs. Additionally, there are some themes emerged in this study such as adaptation, term preference used by VIS, and verbalism

The result of this study is expected to give benefits not only for VIS themselves, but also for people who get involved in their education. For VIS, they can share their experiences, their voices can be heard. It lets people know what actually they face, believe, feel, and want to. Therefore, it can improve the quality of teaching and facilities for VIS. For English Studies of Sanata Dharma University, this study hopefully can contribute as a reference for further research relating to VIS. The last is for the society, it is expected to help opening people's eyes to treat VIS equally and emphatically.

**Keywords:** lived experience, visually impaired students, inclusive school, learning English.

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Siswa tuna netra adalah siswa yang memiliki keterbatasan penglihatan. Keterbatasan tersebut mempengaruhi cara belajar mereka dan mobilitas terhambat. Masyarakat masih memandang mereka sebelah mata atau diskriminasi. Selain itu, sekolah khusus bagi tuna netra hanya sampai pada level menengah pertama. Oleh karena itu sekolah inklusi satu-satunya pilihan melanjutkan pendidikan ke jenjang berikutnya. Berkaitan dengan bahasa Inggris, ketrampilan ini sangat berguna bagi tuna netra pada era sekarang ini. Meskipun belajar bahasa tidak banyak mengandalkan penglihatan. Namun, materi bahasa Inggris yang diajarkan di sekolah inklusi kebanyakan dalam bentuk teks ataupun gambar. Hal tersebut menimbulkan pertanyaan, “Bagaimana pengalaman hidup tuna netra dalam belajar bahasa Inggris di sekolah inklusi?”.

Tujuan penelitian ini adalah untuk menggambarkan dan menginterpretasikan pengalaman hidup siswa tuna netra belajar bahasa Inggris di sekolah inklusi. Metode yang digunakan adalah fenomenologi hermeneutik. Data berupa teks reflektif didapat dari lima siswa tuna netra dengan tipe keterbatasan penglihatan yang berbeda, dan sekolah yang berbeda. Saya melakukan wawancara dan observasi untuk data. Wawancara dilakukan mendalam dan semi-terstruktur. Semua data direkam, ditranskrip, kemudian dianalisa.

Hasil penelitian ini adalah tuna netra belajar bahasa Inggris di sekolah inklusi untuk meningkatkan harga diri sehingga merubah persepsi masyarakat, namun keberhasilan dalam belajar bahasa Inggris sangat dipengaruhi oleh bagaimana lingkungan sekolah tersebut memberi akses untuk mendukung kebutuhan mereka. Selain itu penelitian ini mengungkapkan bagaimana mereka beradaptasi, term yang mereka suka untuk mendiskripsikan kekurangan mereka, dan yang terakhir adalah verbalism.

Penelitian ini bukan hanya bermanfaat bagi siswa tuna netra, tapi juga bagi mereka yang berkecimpung di dalamnya. Bagi siswa tuna netra, mereka bisa mengungkapkan pengalaman hidup, suara mereka dapat didengar, sehingga masyarakat mengerti apa yang sebenarnya mereka alami, percaya, rasakan dan apa yang mereka inginkan. Sehingga meningkatkan kualitas mengajar dan memperbaiki fasilitas. Bagi Universitas Sanata Dharma, jurusan Kajian Bahasa Inggris, hasil penelitian ini diharapkan mampu berkontribusi sebagai referensi untuk penelitian yang berkaitan tentang tuna netra. Terakhir, diharapkan mampu membuka mata masyarakat untuk memperlakukan mereka tanpa diskriminasi, namun tetap memiliki empati.

**Keywords:** *pengalaman hidup, siswa tuna netra, sekolah inklusi, belajar bahasa Inggris.*