Fungsi Different Ability sebagai Perangkat Naratif dan Kritik terhadap Logika Normalisasi dalam Buku
Cerita Bergambar Kontemporer Berbahasa Inggris.
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INTISARI

Penelitian ini berangkat dari keterbatasan kajian sastra anak yang masih cenderung menilai tokoh *difabel* melalui kategori representasi positif atau negatif. Padahal, dalam buku cerita bergambar, difabilitas tidak hanya hadir sebagai identitas tokoh, tetapi juga dapat bekerja sebagai perangkat naratif yang membentuk konflik, relasi, dan penyelesaian cerita. Studi ini menggunakan metode kualitatif-deskriptif dengan pendekatan kritis dan multimodal untuk memeriksa bagaimana dan mengapa *difabel* difungsikan sebagai *narrative prosthesis* dalam buku cerita bergambar kontemporer berbahasa Inggris. Data penelitian dipilih secara purposif dari lima picture book, yaitu *What Happened to You?*, *We're All Wonders*, *Rescue & Jessica*, *Can Bears Ski?*, dan *A Day with No Words*. Analisis dilakukan melalui kerangka narrative prosthesis Mitchell dan Snyder, yaitu *expose*, *explain*, *center/core of narrative*, dan *rehabilitate*, serta Peircean Visual Semiotics Tony Jappy untuk membaca hubungan teks verbal dan ilustrasi visual. Hasil penelitian menunjukkan bahwa *difabel* bekerja melalui empat gerak naratif: *expose*, *explain*, *center/core of narrative*, dan *rehabilitate*. *Difabel* mula-mula ditampilkan sebagai perbedaan, kemudian memunculkan tuntutan penjelasan, bergerak menjadi pusat konflik, dan akhirnya dinegosiasikan melalui penerimaan, agensi, aksesibilitas, serta komunikasi alternatif. Gerak alur tersebut dinyatakan melalui tanda dan tata semiotik verbal-visual, seperti dialog, tatapan, komposisi halaman, ruang, warna, dan alat bantu. Buku-buku cerita bergambar ini berkontribusi pada wacana dis/difabilitas dengan mengkritik normalisasi dan menawarkan pemahaman lebih inklusif tentang keberagaman tubuh.

Kata kunci: difabilitas, *narrative prosthesis*, *picture book*, semiotika visual, sastra anak kontemporer.

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ABSTRACT

This study stems from the limitations of research on children's literature, which still tends to evaluate characters with disabilities solely through the categories of positive or negative representation. In fact, in picture books, disability is not merely a defining characteristic of a character but can also function as a narrative device that shapes the story's conflict, relationships, and resolution. This study employs a qualitative-descriptive method with a critical and multimodal approach to examine how and why disability functions as a narrative prosthesis in contemporary English-language picture books. Research data were purposively selected from five picture books: What Happened to You?, We're All Wonders, Rescue & Jessica, Can Bears Ski?, and A Day with No Words. The analysis was conducted using Mitchell and Snyder's narrative prosthesis framework namely, expose, explain, center/core of narrative, and rehabilitate as well as Tony Jappy's Peircean Visual Semiotics to examine the relationship between verbal text and visual illustrations. The research findings indicate that people with disabilities navigate the narrative through four narrative movements: expose, explain, center/core of narrative, and rehabilitate. People with disabilities are initially portrayed as different, then give rise to a demand for explanation, become the center of conflict, and are ultimately negotiated through acceptance, agency, accessibility, and alternative communication. These narrative movements are expressed through verbal and visual semiotic signs and structures, such as dialogue, gazes, page composition, space, color, and assistive devices. These picture books contribute to the discourse on disability by critiquing normalization and offering a more inclusive understanding of bodily diversity.

Keywords: *people with different ability, narrative prosthesis, picture book, visual semiotics, contemporary children's literature.*