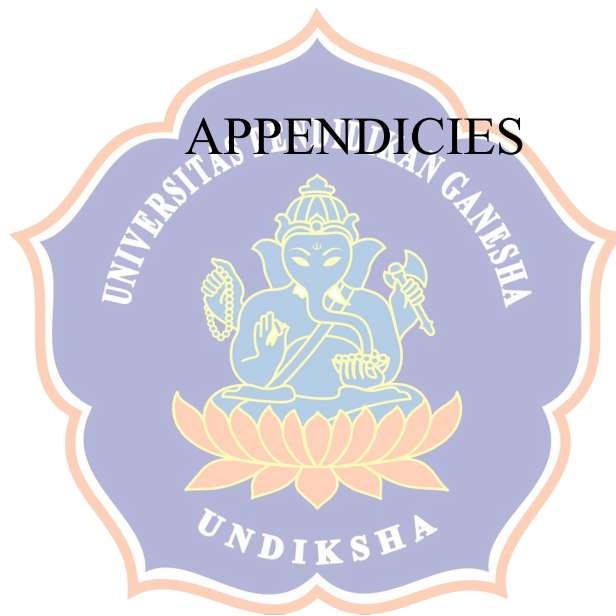


## APPENDICIES



## Appendix 1. Letter Related to Research



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

**UNIVERSITAS PENDIDIKAN GANESHA**

**FAKULTAS BAHASA DAN SENI**

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 4575/UN48.7.1/DT/2024

11 November 2024

Perihal : Permohonan Izin Observasi

Yth. Kepala SLB Negeri 1 Tabanan  
di Tabanan

Dalam rangka pengumpulan data untuk menyelesaikan Proposal Penelitian, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

|                |                             |
|----------------|-----------------------------|
| Nama           | : Sintha Karmila Dewi       |
| NIM            | : 2112021075                |
| Jurusan        | : Bahasa Asing              |
| Program Studi  | : Pendidikan Bahasa Inggris |
| Jenjang        | : S1                        |
| Tahun Akademik | : 2024/2025                 |

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,

**Nila Putu Eka Sulistia Dewi**  
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

## Appendix 2. Instrument Validation Expert Judgement

### Rubric Based Assesment

Criteria for good language learning materials by Tomlinson (2011)

| No. | Criteria   | Description   | Score (1-10) |
|-----|--|---|--------------|
| 1.  | Material achieve impact                                  | Materials should capture attention and leave a lasting impression through engaging themes, sounds, or emotions. |              |
| 2.  | Materials help learners feel at ease                     | Materials should create a comfortable atmosphere with clear audio and supportive language.                      |              |
| 3.  | Material help learners develop confidence                | Materials should build confidence through achievable tasks and positive reinforcement.                          |              |
| 4.  | Material be perceived as relevant and useful             | Materials should reflect real-life relevance and support long-term goals.                                       |              |
| 5.  | Materials require and facilitate learner self-investment | Materials should emotionally engage learners, making them actively involved.                                    |              |
| 6.  | Learner readiness for acquisition                        | Content should match learners' cognitive,   |              |

|     |  |  |  |
|-----|--|--|--|
|     |  | linguistic, and readiness to learn.  |  |
| 7.  | Materials expose learners to language in authentic use       | Materials should include real-life language in context (e.g., dialogues).  |  |
| 8.  | Learners' attention to linguistic features                   | Materials should draw learners' attention to grammar, vocabulary, and sentence structures.                         |  |
| 9.  | Opportunities to use the language for communicative purposes | Materials should encourage learners to use language in real communication scenarios.                               |  |
| 10. | Delayed Effect   | Materials should support long-term development and reinforce key concepts over time.                               |  |
| 11. | Consideration of different learning styles                   | Materials should accommodate various learning styles, focusing on auditory stimuli for visually impaired students. |  |
| 12. | Consideration of learners' affective attitudes               | Materials should address different emotional needs and provide motivational support.                               |  |



|     |   |   |  |
|-----|---|---|--|
| 13. | Silent period at the beginning of instruction                       | Materials should allow time for passive absorption of language.                             |  |
| 14. | Maximizing learning potential by stimulating both brain hemispheres | Materials should engage both logical and creative faculties through storytelling and music. |  |
| 15. | Minimizing controlled practice                                      | Avoid over-reliance on drills; encourage open-ended creative expression.                    |  |
| 16. | Opportunities for outcome feedback                                  | Materials should provide feedback to guide progress and reflection.                         |  |

Singaraja,

Agustus 2025

Singaraja,

Agustus 2025

Expert 1

Expert 2




I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D

Ni Putu Astiti Pratiwi, S.Pd., M.Pd.

NIP. 198701172014041001

NIP. 198808252015042002

### Appendix 3 Field Notes

| General Information        |   |
|----------------------------|---|
| Researcher name            | Sintha Karmila Dewi   |
| Date/Time                  | May, 23 2025  |
| Location                   | SLB Negeri 1 Tabanan  |
| Duration of Observation    | 60 minutes  |
| Name of Participant        | 1. I Made Adhi Yuniarta, S.S. as English Teacher<br>2. Visually Impaired Students   |
| Observation Note           |   |
| 6. Context Description     | <p>The observation was conducted at SLB Negeri 1 Tabanan in the 10th grade class for visually impaired students. Due to the students' visual limitations, the use of visual learning media was minimized. Although the school provides basic facilities for students with visual impairments, the availability of varied and accessible English learning media is still limited. There were four visually impaired students participating in the learning activities.</p> |
| 7. Activities/Interactions | <p>The English teacher delivered the lesson using braille materials as the primary learning source. Verbal</p>  |

|                             |   |
|-----------------------------|---|
|                             | <p>explanations were provided continuously to ensure students' understanding. The teacher also used audio based media such as WhatsApp voice notes and audio from YouTube to support pronunciation practice and listening comprehension. Students interacted actively by repeating vocabulary and constructing simple sentences orally. An audiobook had previously been introduced and received positive responses from the students, but its use was not sustained due to limited access. Students also utilized mobile phones with the TalkBack feature to support independent learning.</p> |
| 8. Direct Quotation         | <p>"I avoid using visual media because visually impaired students cannot access it. I mostly transform the materials into audio, such as voice notes or audio from YouTube. The students enjoy audiobooks, but unfortunately, we cannot use them regularly because access is limited."</p>  |
| 9. Researcher's Reflections | <p>The learning process relies heavily on auditory input, which aligns with the students' needs. However, the limited variation of audio learning media may affect students' motivation over time. The teacher tends to adapt existing materials rather than develop original</p>   |

|                      |  |
|----------------------|--|
|                      | resources due to time constraints and limited training in media development.   |
| 10. Additional Notes | The findings indicate the importance of developing short, practical, and accessible audio learning materials that focus on students' daily communication needs. Audiobooks with clear narration and simple content are expected to enhance students' engagement. Furthermore, professional development related to accessible media design would support teachers in creating more varied and effective learning materials. |

#### Appendix 4. English Teacher Interview Results

| No | Aspect           | Interview Question   | Answer  |
|----|------------------|--|---|
| 1. | Teaching Methods | a. What is your educational background and teaching experience in teaching visually impaired students? | I have an undergraduate degree in English Literature, and I also received six months of training in teaching students with special needs at P4TK and PLB Bandung. I have been teaching visually impaired students since 2010. |
|    |                  | b. What teaching methods do you usually use in   | I mainly use audio based and verbal teaching methods. The   |

|    |   |   |   |
|----|---|---|---|
|    |   | teaching English to visually impaired students?   | learning process relies on braille materials, voice notes sent via WhatsApp, and audio from YouTube. I focus on basic vocabulary, pronunciation practice, and simple sentence construction related to students' daily activities.                                       |
| 2. | Learning Challenges and Learning Media Adaption | a. What are the main challenges you face in teaching English to visually impaired students?             | The main challenges are the different levels of students' comprehension and the difficulty in explaining visual concepts. Some students need repeated explanations. Limited learning time and limited access to varied learning media also affect the learning process. |
|    |   | b. How do you adapt learning media to make English materials accessible for visually impaired students? | I avoid using visual media because visually impaired students cannot access it effectively. I usually transform the materials into audio form, such as voice notes or audio   |

|    |                                    |  |   |
|----|------------------------------------|--|---|
|    |                                    |  | recordings. I also send written text through WhatsApp so students can save the materials for their notes.   |
| 3. | Perspectives on Audiobooks         | What is your opinion on the use of audiobooks in teaching English to visually impaired students? | Audiobooks are very helpful and engaging for students. They provide a different learning experience compared to regular audio materials and can increase students' motivation to learn English. |
| 4. | Expectations on Audiobook Duration | What is the ideal duration of an audiobook for visually impaired students?                       | The ideal duration is short, around 3 to 5 minutes. Longer audio tends to reduce students' attention and focus.   |
| 5. | Audiobook Content Style            | What kind of content should an audiobook include to support students' learning?                  | The content should use simple vocabulary and short sentences related to daily life. It should focus on practical communication that students can use in real situations.                        |
| 6. | Audiobook Delivery Style           | How should an audiobook be delivered   | The audiobook should use a clear human voice with a normal speaking   |

|  |  |                                     |   |
|--|--|-------------------------------------|---|
|  |  | to suit visually impaired students? | speed. Background music can be included as long as it does not interfere with the main narration. |
|--|--|-------------------------------------|---|

### Appendix 5. Visually Impaired Students Interview Results

| No | Aspect              | Interview Question   | Answer   |
|----|---------------------|--|--|
| 1. | Learning Experience | a. How do you usually access learning materials at school?<br>b. Do you face any difficulties in accessing learning materials? | a. We usually access learning materials using Braille books and smartphones. We use WhatsApp to receive information and assignments from teachers, YouTube to listen to learning materials, and note-taking apps to write important points.<br>b. Sometimes we find it difficult to understand new vocabulary, especially in English, so the |

|    |                  |  |  |
|----|------------------|--|--|
|    |                  |  | <p>explanation needs to be repeated. Braille helps us read more clearly but need extra more time than smartphone, smartphones are more practical for daily learning.</p>   |
| 2. | Technology Usage | <p>a. Have you ever used an audiobook before? If yes, how was your experience?</p> <p>b. What devices do you often use to listen to audio materials?</p> | <p>a. Yes, we have used audiobooks before. We like used audiobook but sometimes the voice is not clear and the audiobook have the limited time so we cannot acces it again. Audiobooks are enjoyable and make learning feel easier.</p> <p>b. We usually listen to audio materials using smartphones with Talkback features, and sometimes</p> |



|    |                                |  |  |
|----|--------------------------------|--|--|
|    |                                |  | laptops. We often access audio from YouTube and WhatsApp.  |
| 3. | Learning Preferences           | <p>a. Do you prefer listening to lessons in audio format rather than reading Braille or other methods? Why?</p> <p>b. What features do you expect in an audiobook?</p> | <p>a. We prefer listening because it is more convenient and easier for us to understand. Listening feels more engaging and does not make us tired quickly compared to reading Braille.</p> <p>b. We expect audiobooks to have a clear voice, proper intonation, and content that can be repeated many times. We also prefer audiobooks that use Indonesian for explanations and English for the learning material.</p> |
| 4. | Availability and Accessibility | a. How easy is it for you to obtain audiobooks or other audio materials?   | a. Audiobooks are not always available, because  |

|    |                              |  |   |
|----|------------------------------|--|---|
|    |                              | <p>b. Are there any obstacles you face in accessing or using audiobooks?</p>                 | <p>the audiobooks have a limited access and we just try it when the audiobook available.</p> <p>b. The main difficulty is understanding content that is too difficult or spoken too fast. We prefer audiobooks that can be replayed many times and the spoken not too fast so we can understand better.</p> |
| 5. | Preferred Audiobook Features | <p>What features do you expect in an audiobook (repeatability, voice clarity, duration)?</p> | <p>We expect audiobooks to have a clear human voice, can be repeated whenever needed, have appropriate intonation, use two languages, and are not too long so we can stay focused.</p>  |
| 6. | Preferred Content Format     | <p>Do you prefer stories, games, or direct explanations in an audiobook?</p>                 | <p>We like stories and games, especially when we feel tired during learning. We</p>   |

|  |  |  |   |
|--|--|--|---|
|  |  |  | also enjoy audiobooks that include simple questions so we can participate actively. |
|--|--|--|---|

### Appendix 6 Document Analysis Sheet

| No. | Type of Document  | Findings   | Notes   |
|-----|---|--|---|
| 1.  | Data on the number of visual impairments students grade tenth | There are three visual impairments students in tenth grade at SLB Negeri 1 Tabanan | This data forms the basis for designing appropriate learning media, with a focus on small groups with special needs.  |
| 2.  | References of Lesson Plan from E-book Kemendikbud Platform    | The materials that needs for visual impairment students grade tenth                | Teachers stated that they had difficulty changing the material to make it easier and more effective to teach to visual impairment students, so they needed media that could transform the material into audio to make it easier for students to learn |
| 3.  | English test item for visual impairments                      | The test questions focus on basic understanding of what is around them             | The questions are adjusted to the students' needs in everyday   |

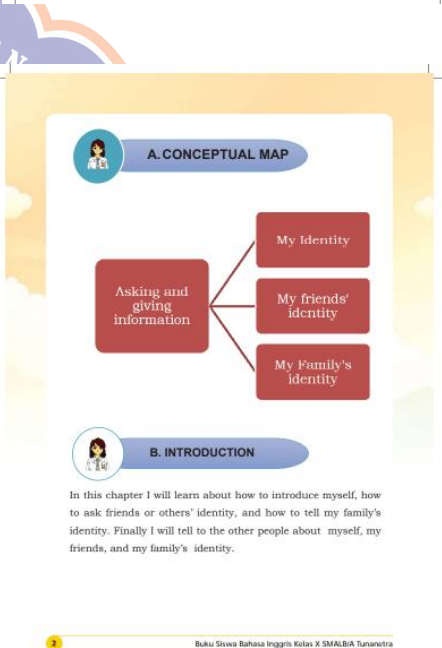
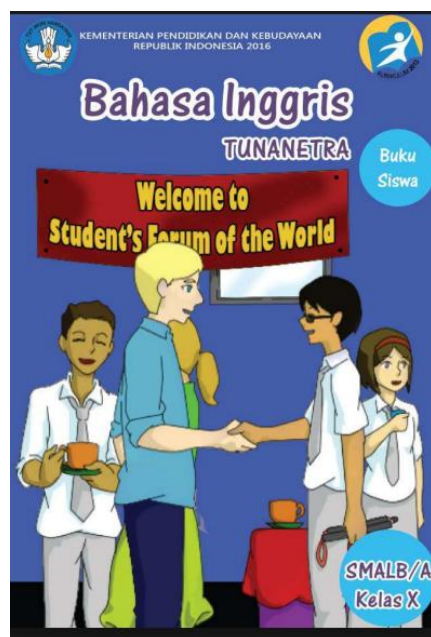
|    |  |  |   |
|----|--|--|---|
|    | students<br>grade tenth                            |  | communication and<br>to the situations in<br>their environment so<br>that students do not<br>have difficulties due<br>to their different<br>cognitive abilities.  |
| 4. | Result of<br>teacher and<br>student's<br>interview | Both students and teachers<br>experience the same<br>problem, they need a new<br>media to transform English<br>material so that it can be<br>accessed more effectively<br>by students and teachers,<br>especially audio-based<br>materials, for example<br>audiobooks. | Even though it is in<br>audiobook form, it<br>is expected that the<br>audiobook will be<br>interactive, not long<br>in duration, the<br>voice will not sound<br>like a robot and the<br>pronunciation and<br>intonation will be<br>clear. |

## Appendix 7 Document Study

### a. Data on the Number of Visual Impairments Students Grade Tenth

| DAFTAR ANAK SMALB KLS X TUNANETRA ( A ) |     |            |                             |     |       |            |                              |                  |   |                           |  |       |              |     |
|---|-----|------------|-----------------------------|-----|-------|------------|------------------------------|------------------|---|---------------------------|--|-------|--------------|-----|
| NO                                      | NIS | NISN       | Nama Anak                   | L/P | Kelas | Kekhususan | Tempat dan<br>Tanggal lahir  | NIK              | Nama Orangtua                           | Pekerjaan<br>Orang<br>Tua | Alamat                                       | AGAMA | NO HP ORTU   | Ket |
| 1                                       | 408 | 0076863430 | Ni Putu Meira Prasetya Dewi | P   | X SMA | A          | Badung, 30 Mei 2007          | 5103027005070001 | (Putu) Kanika / Ni Komang Anyavati      | Buruh                     | Gelagah Puri Kekeran, Kekeran Mengiri Badung | Hindu |              |     |
| 2                                       | 458 | 0082333525 | IMade Antaviguna            | L   | X SMA | A          | Tabanan, 27<br>Desember 2009 | 5102062712090001 | (Ketut) Gede Astawa / Ni Wayan Saitasih | wiraswasta                | Bt. Tegal, Desa Nyidah, Kecamatan Kediri     | Hindu | 085732136680 |     |

b. References of Lesson Plan from E-book Kemendikbud Platform





### C. MATERIAL AND LEARNING PROCESS

#### Observing and questioning

##### Activity 1

Teacher

Observe the text below. Read silently. Then, listen and repeat after me. Say the sentence loudly, clearly and correctly.

Hello, My name is Asep  
I am fifteen years old  
I study at SMALB/A Bandung  
My hobby is reading novel  
I live in Bandung, West Java.

Asep

Buku Siswa Bahasa Inggris Kelas X SMA/MA Tunanetra

3

Answer these questions !

1. How old is Asep?
2. Where does he study?
3. What is his hobby?
4. Where does he live?

Hello, I am Nurul  
I am sixteen years old  
I study at SMALB/A Padang  
My hobby is listening to music  
I live in Padang, West Sumatra.

Nurul

Answer these questions !

1. How old is Nurul ?
2. Where does she study ?
3. What is her hobby?
4. Where does she live?

Buku Siswa Bahasa Inggris Kelas X SMA/MA Tunanetra

4

#### Collecting information

##### Activity 3

Teacher

Read the text in activity 1 and match the information to table below.

| Name  | Age | School           | Hobby                         | Live     |
|-------|-----|------------------|-------------------------------|----------|
| Asep  | 15  | SMALB/A Bandung  | Reading novel                 | Bandung  |
| Nurul | 16  | SMALB/A Padang   | Listening music               | Padang   |
| Budi  | 16  | SMALB/A Medan    | Playing guitar                | Medan    |
| Ayu   | 16  | SMALB/A Denpasar | Singing and playing ping pong | Denpasar |

Buku Siswa Bahasa Inggris Kelas X SMA/MA Tunanetra

5



### D. SUMMARY

In this chapter, I have learnt how to introduce myself. To introduce myself, I say :

- My name is Nurul
- I am from Padang
- I study at SMALB/A Padang
- I live in Padang, West Sumatra.

Hello, My name is Asep  
I come from Bandung  
I study at SMALB/A Bandung  
I live in Bandung, West Java.

I also learnt how to ask about my friends' identity. I ask my friends' identity by asking :

- What is your name ?
- What is your student ID number?
- When were you born ?
- Where do you live?
- My name is Budi
- My Student's ID number is 0102
- I was born in Medan
- I live in Medan, North Sumatra.

Buku Siswa Bahasa Inggris Kelas X SMA/MA Tunanetra

25



### E. EVALUATION

#### I. Aspek Pengetahuan

Choose A, B, C or D for the correct answer.

1. Ayu : .....?

Asep : My name is Ayu.

- A. What is your name
- B. Where are you from
- C. How old are you
- D. Where do you come from

2. Budi : .....?

Ayu : I come from Bali.

- A. What is your name
- B. How old are you
- C. Where do you study
- D. Where do you come from

3. Ahmad : How old is she?

Daffa : .....

- A. He is a student
- B. She is sixteen years old
- C. He is sixteen years old
- D. She is a doctor

Buku Siswa Bahasa Inggris Kelas X SMA/MA Tunanetra

27



### I. VOCABULARY LIST

1. Live : tinggal
2. Town : kota
3. House wife : ibu rumah tangga
4. Farmer : petani
5. Job : pekerjaan
6. West : barat
7. Loudly : dengan keras
8. Clearly : dengan jelas
9. Correctly : dengan benar
10. Grade : kelas
11. Subject : mata pelajaran
12. Act out : bertindak/lakukan
13. East : timur
14. Job : pekerjaan
15. Silently : dengan diam

Buku Siswa Bahasa Inggris Kelas X SMA/MA Tunanetra

35

### c. English test item for Visual Impairments Students Grade Tenth



ပိတောက်ပြည်နယ်  
 PEMERINTAH PROVINSI BALI  
 သိမ်မွေ့စိုပြည်ရေးနှင့် ကျန်းမာရေး  
 DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA  
 သက်တမ်းရှည်နှင့် အားကစား  
**SEKOLAH LUAR BIASA NEGERI 1 TABANAN**  
 လမ်းပေါ်ဘုရားမင်းလမ်း 40 Tabanan, Telepon 0361 815388



#### PENILAIAN AKHIR SEMESTER GENAP TAHUN PELAJARAN 2023/2024

Mata Pelajaran : Bahasa Inggris  
 Hari/tanggal :  
 Kelas : X  
 Ketunaan : Tunanetra  
 Waktu :

#### I. Choose (A, B, C, or D) for the best answer.

Text for no. 1-3

#### My Classroom

Hi friends, my name is Meita and I am a ninth grader student of junior high school in SLBN 1 Tabanan. I will tell you about my classroom. My classroom is not too big. There are only 3 students. There is a whiteboard, a map and some pictures on the wall and a teacher desk in front of the classroom. There is also a dustbin next to the teacher's desk.

- What grade is Meita in?  
 A. 10 B. 9  
 C. 8 D. 7
- Which expression is correct, according to the text?  
 A. Meita's classroom is big  
 B. There is only a picture on the wall  
 C. She is a senior high school student  
 D. A teacher's desk is in front of the classroom
- Which things are on the wall?  
 A. a whiteboard, pictures, and a dustbin  
 B. pictures, a map, and a dustbin  
 C. pictures, a whiteboard, and a map  
 D. a teacher's desk, a map and pictures

#### The following text is for number 4-5

Hi, good morning. Let me introduce myself. My name is Yanto and I come from Sumba. I am twenty-three years old and my hobby is listening to music. I like eating fried chicken and grilled fish. My favorite drink is mango juice. I have an older sister. Her name is Susi and her hobby is cooking. She is twenty-five years old.

- How old is Yanto?  
 A. 11 B. 13  
 C. 23 D. 25
- Which is the correct expression according to the text.  
 A. Yanto doesn't like fish  
 B. He has a younger sister  
 C. Her sister is 23 years old  
 D. He was born in Sumba.
- Arta and Yanto...in the classroom now.  
 The best "to be" to complete the sentence is...  
 A. am B. is  
 C. are D. was
- My parents...doctors and my younger sister...a student.  
 The best "to be" to complete the sentence is  
 A. am-is B. is-are  
 C. are-is D. Is-is



The best possessive adjective is...

9. Bagus is a student. ...school is in SLBN 1 Tabanan.

A. his    B. her

10. Pak Adi and Pak Yoga play music

A. his B.

11. Nanda is a...boy. He always gets up early and does his homework on time.

A. diligent                      B. lazy

12. On Nyepi Day, everywhere is so...

A. silent                      B. crowded

13. Aldi slept late last night. Now, he is so...

- C. angry                      D. sleepy

A. Ninety-ninety eight      B. Nineteen-ninety eight

15. We read the year 2004 in English...

C. Two-zero-zero four      D. Twenty nol four

- A. Two nol twenty nine  
B. Twenty twenty nine

- D. Two-thousand and two nine

A June the three two-thousand and seven

- C. June the third, two-thousand and seven

18. Sunada is very tall but Nanda is short.

Which expression is correct.

A. Nanda is as short as Suna

- C. Nanda is the tallest.

19. My bike and your bike

Which expression is correct.

A. My bike is bigger than yours.

- C. My bike is the biggest.  
D. My bike is as big as yours.

20. Agung Mountain is...mountain.  
The best answer is

The best answer is....

A the highest                      B the higher

A. the highest  
C. the most high

- Dad : They...games.

The best answer is...

A. are play

C. play



22. Argha...a bath in the bathroom now.

The best answer is...

- A. is taking                      B. takes  
C. take                              D. took

23. Snail...run fast.

The best answer is...

- A. can                                B. can't  
C. must                              D. mustn't

24. Students...study hard to pass the exam.

The best answer is...

- A. can                                B. can't  
C. must                              D. mustn't

The text is for 25-27

On New Year's Day, my family and I went on a trip to Kintamani village by car. First, we left home at 8 in the morning. The weather was really nice, as well as the traffic. We brought lots of food and drinks. I sang and played with my sister along the way, and finally, we arrived there at about 9:30 a.m. The cafe looked very crowded. We went in, sat down, and ordered some food and drinks. While waiting for the food, we took some pictures and enjoyed the views. We felt so hungry and then ate the food straight away. We went back home at 1 p.m.

25. From the text we know that there are...people in the car.

- A. 6                                    B. 5  
C. 4                                    D. 3

26. What time did they get to the cafe?

- A. eight o'clock                  B. eight-thirty  
C. one o'clock                    D. nine-thirty

27. The cafe looked very crowded

The closest meaning of crowded is...

- A. quiet                                B. silent  
C. busy                                D. traffic

28. They...fried rice last night.

The best answer is...

- A. eat                                    B. ate  
C. is eating                          D. will eat

29. She...English every Monday.

The best answer is...

- A. study                                B. studying  
C. is studying                      D. studies

30. Suparmita: Can you take me to the canteen?

Yanto : ..... I can't. I am doing my English task.

The best response is...

- A. Yes                                    B. sure  
C. I am sorry                        D. wait a moment

## II. Answer the questions below.

Write the time.

1. 08.30  
2. 10.00

Choose the correct verbs for the following sentences.

3. My mother (buys/buy/bought) some food in the market every morning.

4. They (play/plays/played) football yesterday evening.

5. Write the negative and interrogative forms of the simple past sentence below.

Dewi cooked fried rice last night.

### Appendix 8. Researcher Journal

| Date            | SAM Development Phase | Activity  | Problems/Challenges   | Reflection and Decisions  |
|-----------------|-----------------------|---|---|---|
| May, 23<br>2025 | Preparation Phase     | Observation of English learning for Visual Impairment Students  | Students can use smartphones with the help of talkback and voice note features, students access materials via YouTube and WhatsApp but students seem not interested anymore because the material tends to be repetitive and there is minimal interaction. | The decision taken was that learning media needed to be developed to be more effective and interesting according to students' needs, such as auditory media that could be developed was audiobooks. |
| May, 24<br>2025 | Preparation Phase     | Interview with Teacher and Visual Impairments Students to explore needs and preferences for audio learning media. | The results revealed differences in students' understanding levels and limitations in available media. Students desired replayable and easy-to-understand material.   | The decision was made to design the material in the form of short stories or contextual dialogues, with a maximum duration of five minutes and allowing for   |

|              |                        |  |  |  |
|--------------|------------------------|--|--|--|
|              |                        |  |  | repetition of important vocabulary.  |
| May, 25 2025 | Design Phase           | Designed the structure and content of the audiobook based on observations and interviews. Also prepared an draft of the material, using topics commonly found in the tenth-grade English curriculum. | The audiobook draft sequence begins with vocabulary introduction, then uses the language in context, and then exercises. Challenges include adapting to students' ability levels, adjusting the audio speed, and selecting words that are easily understood by the listener. | The decision taken was that the material was written in communicative language, with expressive narrative, clear intonation, and light sound effects were added to build the context of the story. |
| May, 27 2025 | Development (Drafting) | Compiled three audiobook units on the topics of Introducing Myself, Introducing My Family, and Feeling   | Not filling in the instructions correctly in each unit only at the beginning.  | The decision was taken to fill in the instructions correctly in each unit so that visual impairment students can understand.   |

|              |                          |  |   |  |
|--------------|--------------------------|--|---|--|
|              |                          | and<br>Emotion.<br>Each unit<br>consists of<br>an<br>introduction,<br>narration or<br>instructions,<br>vocabulary<br>and<br>language<br>expression,<br>listening and<br>speaking<br>sections, and<br>sample<br>dialogue. |   |  |
| May, 30 2025 | Development (Revision 1) | Consultation with Expert   | Experts suggest adding more than five vocabulary items and including True or False exercises as a form of feedback. | Revisions were made by adding vocabulary to each topic and including three True or False questions to check understanding. |
| June, 3 2025 | Development (Revision 2) | Consultation with Expert   | Based on expert input, it is recommended that there be repetition of phrases to help with                           | Revisions were made by adding audio narration such as the  |

|               |                          |                          |  |  |
|---------------|--------------------------|--------------------------|--|--|
|               |                          |                          | pronunciation practice in speaking activities.   | instruction “Repeat after me”  |
| June, 6 2025  | Development (Revision 3) | Consultation with Expert | Experts assessed that using only True or False questions felt monotonous. They recommended adding short-answer or multiple-choice questions to the listening section and dialogue exercises to the speaking section. | Revisions were made by adding dialogue practice assignments that were relevant to the topics in each unit. |
| June, 10 2025 | Development (Revision 4) | Consultation with Expert | The content and flow of the material are considered good, but attention needs to be paid to grammar and pronunciation.   | Correcting incorrect grammar and pronunciation   |
| June, 25 2025 | Development (Revision 5) | Consultation with Expert | Sound effects should be added to indicate correct and incorrect answers. True or False buttons should not rely on color indicators, and  | Revisions included clearer instructions before the exercises and sound effects                             |

|              |                          |                          |   |   |
|--------------|--------------------------|--------------------------|---|---|
|              |                          |                          | instructions before the exercise should be clear.   | for correct and incorrect answers so students can recognize responses through listening. Neutral colors were retained for accessibility. After these revisions, the audiobook became more interactive and engaging. The audiobook layout was designed using Heyzine Flipbook. |
| July, 7 2025 | Development (Revision 6) | Consultation with Expert | It was found that the audio recording quality was still unclear and required the use of an external microphone. | Revisions were made by re-recording the audio using an external microphone for clearer sound quality. Background  |

|                 |                          |                          |   |  |
|-----------------|--------------------------|--------------------------|---|--|
|                 |                          |                          |   | music and transitions were adjusted to avoid overpowering the narration, resulting in clearer pronunciation and consistent volume.                             |
| July, 21 2025   | Development (Revision 7) | Consultation with Expert | It was found that it had not been explained what the initial material would discuss and went straight to the context of the material. | Revised with opening sentences such as "hello everyone today we will learn about Introducing Myself"   |
| August, 26 2025 | Review                   | Consultation with Expert | The final audiobook was presented to two experts for content and media evaluation based on the 2011 Tomlinson criteria.               | The review results indicated that the final product met the criteria for content quality, structure, audio clarity, and relevance to student needs. This stage |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | marked the completion of the product development and validation process. |
|--|--|--|--|--|

### Appendix 9. Rubric Based Assessment Results Expert 1

Researcher's Name: Sintha Karmila Dewi

Research Title: Developing An Audiobook to Teaching English for Tenth Grades First Semester Visual Impairment Students at SLB Negeri 1 Tabanan

Purpose of Assessment: To evaluate the quality of the developed English audiobook materials for visually impaired students based on Tomlinson's (2011) criteria for good language learning materials.

#### A. Expert Identity

Full Name : I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

NIP : 198701172014041001

Academic Qualification : Doctor of Philosophy

Academic Position : Associate Professor

Area of Expertise : Mobile-assisted Language Learning

Institution : Universitas Pendidikan Ganesha

#### B. Product to be Evaluated

Please access the developed audiobook materials through the following links:

- Topic 1 "Introducing Myself"  
<https://heyzine.com/flip-book/a5a2420dc6.html>



- Topic 2 “Introducing My Family”  
<https://heyzine.com/flip-book/259ef5d423.html>
- Topic 3 “Feeling and Emotion”  
<https://heyzine.com/flip-book/fd7572c2c6.html>

### C. Rubric Based Assesment

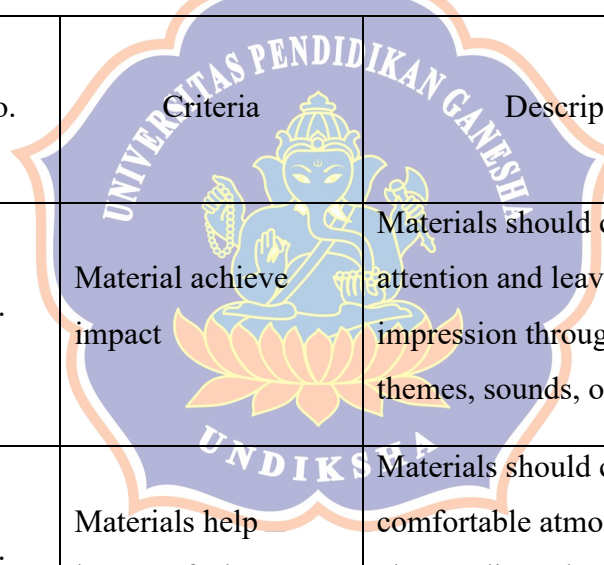
The experts provided ratings on a 1-10 rating scale:

1 = Very Poor Quality

5 = Medium Quality

10 = Excellent Quality

The analysis focused on calculating the mean (average) score.



| No. | Criteria                                     | Description   | Score<br>(1-10) |
|-----|--|---|-----------------|
| 1.  | Material achieve impact                      | Materials should capture attention and leave a lasting impression through engaging themes, sounds, or emotions. | 9               |
| 2.  | Materials help learners feel at ease         | Materials should create a comfortable atmosphere with clear audio and supportive language.                      | 10              |
| 3.  | Material help learners develop confidence    | Materials should build confidence through achievable tasks and positive reinforcement.                          | 8               |
| 4.  | Material be perceived as relevant and useful | Materials should reflect real-life relevance and support long-term goals.                                       | 9               |

|     |  |  |    |
|-----|--|--|----|
| 5.  | Materials require and facilitate learner self-investment     | Materials should emotionally engage learners, making them actively involved.                                       | 8  |
| 6.  | Learner readiness for acquisition                            | Content should match learners' cognitive, linguistic, and readiness to learn.                                      | 9  |
| 7.  | Materials expose learners to language in authentic use       | Materials should include real-life language in context (e.g., dialogues).  | 9  |
| 8.  | Learners' attention to linguistic features                   | Materials should draw learners' attention to grammar, vocabulary, and sentence structures.                         | 10 |
| 9.  | Opportunities to use the language for communicative purposes | Materials should encourage learners to use language in real communication scenarios.                               | 8  |
| 10. | Delayed Effect   | Materials should support long-term development and reinforce key concepts over time.                               | 9  |
| 11. | Consideration of different learning styles                   | Materials should accommodate various learning styles, focusing on auditory stimuli for visually impaired students. | 9  |
| 12. | Consideration of learners' affective attitudes               | Materials should address different emotional needs and provide motivational support.                               | 8  |

|     |   |   |   |
|-----|---|---|---|
| 13. | Silent period at the beginning of instruction                       | Materials should allow time for passive absorption of language.                             | 9 |
| 14. | Maximizing learning potential by stimulating both brain hemispheres | Materials should engage both logical and creative faculties through storytelling and music. | 8 |
| 15. | Minimizing controlled practice                                      | Avoid over-reliance on drills; encourage open-ended creative expression.                    | 8 |
| 16. | Opportunities for outcome feedback                                  | Materials should provide feedback to guide progress and reflection.                         | 8 |

Comments/Justification :

- I found a few grammatical mistakes with the pronunciation i.e. will learning.
- in some audio, please pay attention to full stop. please stop for a moment and continue your speaking.

Singaraja, 1 September 2025

Expert 1



I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D

NIP. 198701172014041001

## Appendix 10 Rubric Based Assesment Results Expert 2

Researcher's Name: Sintha Karmila Dewi

Research Title: Developing An Audiobook to Teaching English for Tenth  
Grades First Semester Visual Impairment Students at SLB Negeri  
1 Tabanan

Purpose of Assessment: To evaluate the quality of the developed English audiobook materials for visually impaired students based on Tomlinson's (2011) criteria for good language learning materials.

### A. Expert Identity

Full Name : Ni Putu Astiti Pratiwi, S.Pd., M.Pd.  
NIP : 198808252015042002  
Academic Qualification : Master of Education  
Academic Position : Assistant Professor  
Area of Expertise : Media in English Language Learning  
Institution : Universitas Pendidikan Ganesha



### B. Product to be Evaluated

Please access the developed audiobook materials through the following links:

- Topic 1 "Introducing Myself"  
<https://heyzine.com/flip-book/a5a2420dc6.html>
- Topic 2 "Introducing My Family"  
<https://heyzine.com/flip-book/259ef5d423.html>
- Topic 3 "Feeling and Emotion"  
<https://heyzine.com/flip-book/fd7572c2c6.html>

### C. Rubric Based Assesment

The experts provided ratings on a 1-10 rating scale:

1 = Very Poor Quality

5 = Medium Quality

10 = Excellent Quality

The analysis focused on calculating the mean (average) score.

| No. | Criteria   | Description   | Score<br>(1-10) |
|-----|--|---|-----------------|
| 1.  | Material achieve impact                                  | Materials should capture attention and leave a lasting impression through engaging themes, sounds, or emotions. | 9               |
| 2.  | Materials help learners feel at ease                     | Materials should create a comfortable atmosphere with clear audio and supportive language.                      | 8               |
| 3.  | Material help learners develop confidence                | Materials should build confidence through achievable tasks and positive reinforcement.                          | 8               |
| 4.  | Material be perceived as relevant and useful             | Materials should reflect real-life relevance and support long-term goals.                                       | 9               |
| 5.  | Materials require and facilitate learner self-investment | Materials should emotionally engage learners, making them actively involved.                                    | 9               |

|     |  |  |   |
|-----|--|--|---|
| 6.  | Learner readiness for acquisition                            | Content should match learners' cognitive, linguistic, and readiness to learn.                                      | 8 |
| 7.  | Materials expose learners to language in authentic use       | Materials should include real-life language in context (e.g., dialogues).  | 9 |
| 8.  | Learners' attention to linguistic features                   | Materials should draw learners' attention to grammar, vocabulary, and sentence structures.                         | 8 |
| 9.  | Opportunities to use the language for communicative purposes | Materials should encourage learners to use language in real communication scenarios.                               | 9 |
| 10. | Delayed Effect   | Materials should support long-term development and reinforce key concepts over time.                               | 8 |
| 11. | Consideration of different learning styles                   | Materials should accommodate various learning styles, focusing on auditory stimuli for visually impaired students. | 8 |
| 12. | Consideration of learners' affective attitudes               | Materials should address different emotional needs and provide motivational support.                               | 8 |
| 13. | Silent period at the beginning of instruction                | Materials should allow time for passive absorption of language.  | 8 |

|     |   |   |   |
|-----|---|---|---|
| 14. | Maximizing learning potential by stimulating both brain hemispheres | Materials should engage both logical and creative faculties through storytelling and music. | 8 |
| 15. | Minimizing controlled practice                                      | Avoid over-reliance on drills; encourage open-ended creative expression.                    | 9 |
| 16. | Opportunities for outcome feedback                                  | Materials should provide feedback to guide progress and reflection.                         | 8 |

Comments/Justification :



Singaraja, 7 Oktober 2025

Expert 2

Ni Putu Astiti Pratiwi, S.Pd., M.Pd.  
NIP. 198808252015042002



## Appendix 11. Documentation Observation



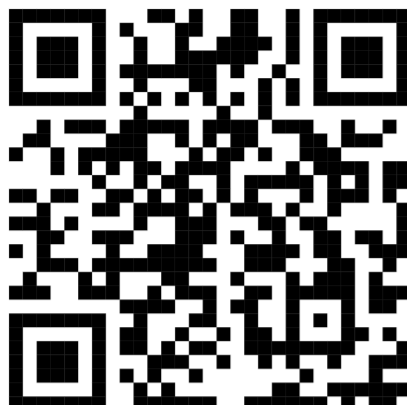
## Appendix 12. Documentation Interview with English Teacher





### Appendix 13. Documentation Interview with Visually Impaired Students



**Appendix 14. Audiobook Topic 1: Introducing Myself****Appendix 15. Audiobook Topic 2: Introducing My Family****Appendix 16. Audiobook Topic 3: Feeling and Emotion**