

APPENDICES

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 ucapan terima kasih.



Tembusan:

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

Appendix 2. Instrument Validation (Expert Judgement)

Rubric Based Assessment

Criteria for Good Learning Materials by Tomlinson (2011)

No.	Criteria	Description	Score (1-10)
1.	Material achieve impact	Materials can capture attention and leave a lasting impression through engaging themes, sounds, or emotions.	
2.	Materials help learners feel at ease	Materials can create a comfortable atmosphere with clear audio and supportive language.	
3.	Material help learners develop confidence	Materials can build confidence through achievable tasks and positive reinforcement.	
4.	Material be perceived as relevant and useful	Materials can reflect real-life relevance and support long-term goals.	
5.	Materials require and facilitate learner self-investment	Materials can emotionally engage learners, making them actively involved.	
6.	Learner readiness for acquisition	Content can match learners' cognitive, linguistic, and readiness to learn.	
7.	Materials expose learners to language in authentic use	Materials can include real-life language in context (e.g., dialogues).	
8.	Learners' attention to linguistic features	Materials can draw learners' attention to grammar, vocabulary, and sentence structures.	
9.	Opportunities to use the language for communicative purposes	Materials can encourage learners to use language in real communication scenarios.	
10.	Delayed Effect	Materials can support long-term development and reinforce key concepts over time.	
11.	Consideration of different learning styles	Materials can accommodate various learning styles, focusing on auditory stimuli for visually impaired students.	

12.	Consideration of learners' affective attitudes	Materials can address different emotional needs and provide motivational support.	
13.	Silent period at the beginning of instruction	Materials can allow time for passive absorption of language.	
14.	Maximizing learning potential by stimulating both brain hemispheres	Materials can 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 can provide feedback to guide progress and reflection.	

Singaraja, Agustus 2025

Expert 1



I Putu Indra Kusuma, S.Pd.,
M.Pd. Ph.D
NIP. 198701172014041001



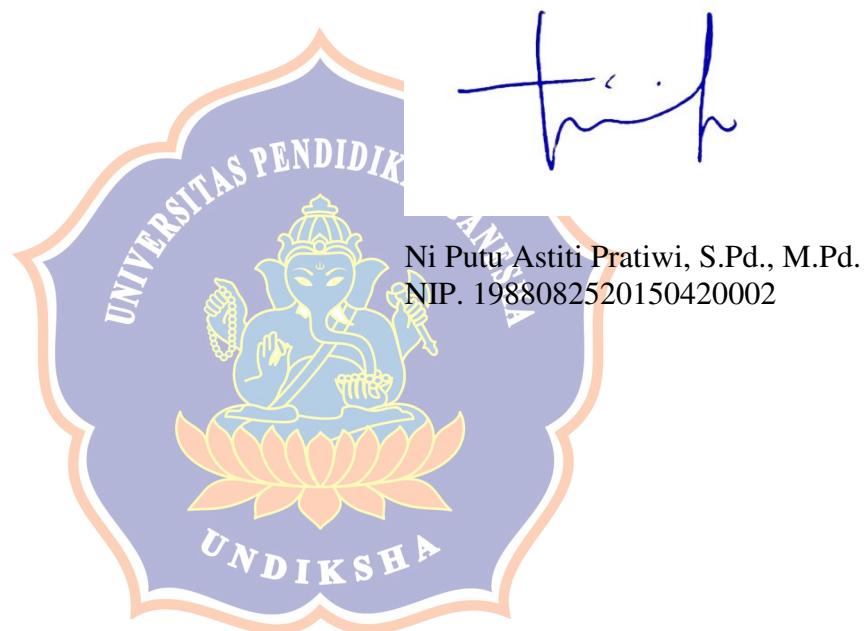
Rubric Based Assessment
Criteria for Good Learning Materials by Tomlinson (2011)

No.	Criteria	Description	Score (1-10)
1.	Material achieve impact	Materials can capture attention and leave a lasting impression through engaging themes, sounds, or emotions.	
2.	Materials help learners feel at ease	Materials can create a comfortable atmosphere with clear audio and supportive language.	
3.	Material help learners develop confidence	Materials can build confidence through achievable tasks and positive reinforcement.	
4.	Material be perceived as relevant and useful	Materials can reflect real-life relevance and support long-term goals.	
5.	Materials require and facilitate learner self-investment	Materials can emotionally engage learners, making them actively involved.	
6.	Learner readiness for acquisition	Content can match learners' cognitive, linguistic, and readiness to learn.	
7.	Materials expose learners to language in authentic use	Materials can include real-life language in context (e.g., dialogues).	
8.	Learners' attention to linguistic features	Materials can draw learners' attention to grammar, vocabulary, and sentence structures.	
9.	Opportunities to use the language for communicative purposes	Materials can encourage learners to use language in real communication scenarios.	
10.	Delayed Effect	Materials can support long-term development and reinforce key concepts over time.	
11.	Consideration of different learning styles	Materials can accommodate various learning styles, focusing on auditory stimuli for visually impaired students.	
12.	Consideration of learners' affective attitudes	Materials can address different emotional needs and provide motivational support.	

13.	Silent period at the beginning of instruction	Materials can allow time for passive absorption of language.	
14.	Maximizing learning potential by stimulating both brain hemispheres	Materials can 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 can provide feedback to guide progress and reflection.	

Singaraja, 24 September 2025

Expert 2

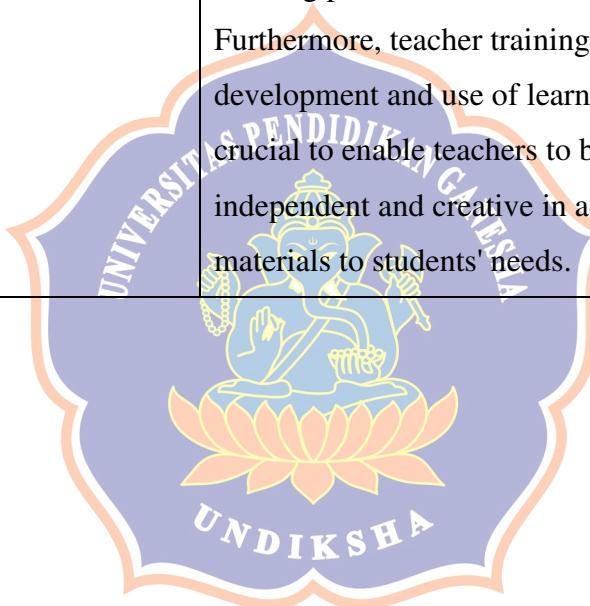


Appendix 3. Field Notes

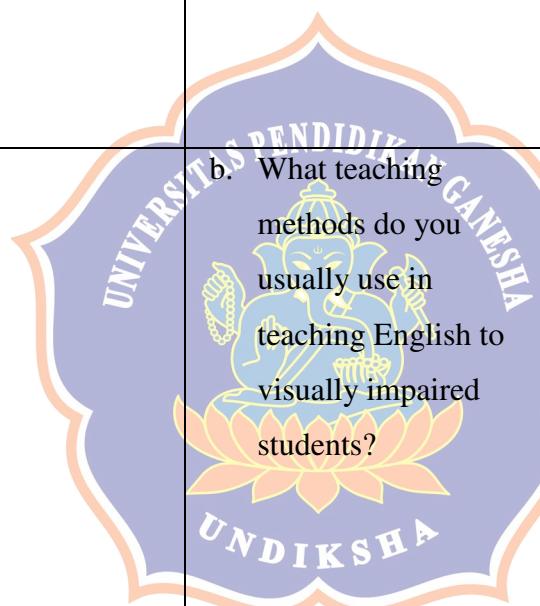
General Information	
Researcher Name:	Ni Wayan Septia Jayani
Date/Time:	7 Februari 2024
Location:	SLB N 1 Tabanan
Duration of Observation:	60 menit
Name of Participant:	I Made Yuniarta, S.S. as English Teacher Visuallu Impaired Students
Observation Note	
1. Context Description	<p>Observations were conducted at SLB Negeri 1 Tabanan for 10th-grade students with visual impairments. The school provides special facilities, but learning media for visually impaired students is still limited. There are three visually impaired students at the school.</p>
2. Activities/Interactions	<p>English teachers typically use braille as the primary learning material. They also utilize audio media in the form of voice notes on WhatsApp and YouTube videos as supplementary materials. However, this use of audio media is less effective if used continuously because students become bored. Students have also used audiobooks, which they really enjoyed, but limited access to these audiobooks prevented them</p>

	<p>from being used consistently. The learning materials teachers use are taken from lesson plans/teaching modules available in the Merdeka Mengajar app, and teachers only apply them because they feel overwhelmed by the limitations of existing media for delivering the material.</p> <p>Furthermore, students also use mobile phones with the TalkBack feature to assist with reading text on their phones as a means of independent learning.</p>
3. Direct Quotation	<p>"I usually use braille and voice notes on WhatsApp or YouTube to help students. But if I keep doing that, students quickly get bored. I've used audiobooks before, and the students really enjoyed them, but unfortunately, access is limited, so I can't use them all the time. The material I use is also from the lesson plan in the Merdeka Mengajar app. I only apply it because I'm confused by the limited media for delivering the material. Students also use cellphones with the TalkBack feature to read text on their phones."</p>
4. Researcher's Reflections	<p>The use of braille remains a mainstay, but existing audio media lacks variety and is difficult to access consistently, reducing student learning motivation. Teachers do not create their own materials due to feeling overwhelmed and limited by the available media, so they simply apply material from existing modules. The use of mobile phones</p>

	<p>with TalkBack features indicates that students are already trying to utilize technology for independent learning, but there is a lack of adequate dedicated learning media support. This highlights the need to develop more appropriate and user-friendly learning media and materials.</p>
5. Additional Note	<p>The development of accessible and flexible audiobook media is essential to support the learning process of blind students. Furthermore, teacher training in the development and use of learning media is crucial to enable teachers to become more independent and creative in adapting materials to students' needs.</p>



Appendix 4. English Teacher Interview Result

No	Aspect	Interview Question	Answer
1.	Teaching Methods	<p>a. What is your educational background and teaching experience in teaching visually impaired students?</p> 	<p>I hold a bachelor's degree in English Literature and completed a six-month training program in special needs education at P4TK and PLB Bandung. I have been teaching students with visual impairments since 2010.</p>
		<p>b. What teaching methods do you usually use in teaching English to visually impaired students?</p>	<p>I primarily apply audio-based and verbal teaching approaches. The instructional process depends on Braille materials, WhatsApp voice recordings, and audio content from YouTube. The lessons emphasize basic vocabulary development, pronunciation practice, and simple sentence formation connected to students' everyday activities.</p>
2.	Learning Challenges	<p>a. What are the main challenges you face in</p>	<p>The main challenges include differences in</p>

	and Learning Media Adaption	teaching English to visually impaired students?	students' levels of comprehension and difficulties in conveying visual concepts. Some learners require repeated explanations to fully understand the material. In addition, limited instructional time and restricted access to diverse learning media further hinder the effectiveness of the learning process.
	b. How do you adapt learning media to make English materials accessible for visually impaired students?	I tend to avoid visual-based media because it is not easily accessible for visually impaired students. Instead, I convert learning materials into audio formats, such as voice notes or recorded explanations. In addition, I share written texts through WhatsApp so students can store the materials and review them later as part of their personal notes.	

3.	Perspectives on Audiobooks	What is your opinion on the use of audiobooks in teaching English to visually impaired students?	Audiobooks are highly beneficial and appealing for students. They offer a more varied learning experience than ordinary audio materials and help boost students' motivation to learn English.
4.	Expectations on Audiobook Duration	What is the ideal duration of an audiobook for visually impaired students?	The recommended length is relatively brief, approximately three to five minutes, as longer recordings may decrease students' concentration and attention.
5.	Audiobook Content Style	What kind of content should an audiobook include to support students' learning?	The material should employ clear, simple vocabulary and concise sentences connected to everyday contexts, emphasizing practical language that students can apply in real-life communication.
6.	Audiobook Delivery Style	How should an audiobook be delivered to suit visually impaired students?	The audiobook should feature a natural, clear human voice delivered at an appropriate

			<p>speaking pace.</p> <p>Background music may be added, provided it does not distract from or overlap with the main narration.</p>
--	--	--	--



Appendix 5. Visually Impaired Students Interview Results

No	Aspect	Interview Question	Answer
1.	Learning Experience	<p>a. How do you usually access learning materials at school?</p> <p>b. Do you face any difficulties in accessing learning materials?</p>	<p>a. We generally access learning materials through Braille books and smartphones. WhatsApp is used to receive information and assignments from teachers, YouTube is utilized to listen to learning content, and note-taking applications help us record important points.</p> <p>b. At times, we struggle to understand new English vocabulary, so repeated explanations are necessary. While Braille helps us read more clearly, it</p>

			requires more time to use, making smartphones a more practical option for daily learning.
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 and generally enjoy learning with them because they make the learning process feel easier and more enjoyable. However, some audiobooks have unclear narration and limited access time, which prevents us from replaying them when needed.</p> <p>b. We usually listen to audio learning materials through smartphones using the TalkBack feature and occasionally on laptops. Most of</p>

			the audio content is accessed via 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 learning through listening because it is more practical and easier to understand. Audio-based learning feels more engaging and less tiring than reading Braille.</p> <p>b. We expect audiobooks to feature clear narration with appropriate intonation and allow repeated listening. We also prefer bilingual content, using Indonesian for explanations and English for the learning materials.</p>
4.	Availability and Accessibility	<p>a. How easy is it for you to obtain audiobooks or other audio materials?</p>	<p>a. Audiobooks are not consistently accessible, as they</p>

		<p>b. Are there any obstacles you face in accessing or using audiobooks?</p>	<p>are often available only for a limited time, so we can use them only when access is provided.</p> <p>b. The main challenge is understanding content that is too complex or delivered too quickly. We prefer audiobooks that can be replayed multiple times and presented at a moderate speaking pace to support better comprehension.</p>
5.	Preferred Audiobook Features	What features do you expect in an audiobook (repeatability, voice clarity, duration)?	We expect audiobooks to feature a clear and natural human voice, allow repeated listening when needed, use appropriate intonation, provide bilingual content, and have a short duration

			to help us maintain focus.
6.	Preferred Content Format	Do you prefer stories, games, or direct explanations in an audiobook?	We enjoy audiobooks that include stories and games, especially when we feel tired, and we prefer materials that provide simple questions to encourage active participation.



Appendix 6. Document Analysis

No	Type of Document	Findings	Notes
1.	Data on the Number of Visually Impaired 10th Grade Students	There are three visually impaired students enrolled in the 10th grade at SLB Negeri 1 Tabanan.	This information is used as a foundation for developing suitable learning media by considering the characteristics of a small group of students with special needs.
2.	Lesson Plan from the Kemdikbud Platform	The instructional materials for the first semester of 10th grade cover topics such as job or Occupation, Exposition Text, and Recount Text.	<p>The teacher explained that the lesson plans provided by the Merdeka Mengajar platform were utilized and adapted to suit students' daily experiences.</p> <p>From the interview:</p> <p>"I also use the modules or lesson plans available in the Merdeka Mengajar app." And in creating this audiobook, will incorporate material from Kemdikbud Platform.</p>
3.	English Test Items for Visually Impaired Students (Grade X and VII)	The assessment materials emphasize basic comprehension skills, including self-introduction, classroom-related vocabulary, family members, and fundamental grammar points such as <i>to be</i> , present tense, and comparatives.	<p>The test content reflects the students' need for simple and contextual learning materials. The teacher highlighted the importance of choosing vocabulary that is relevant to students' daily activities.</p> <p>From the interview:</p> <p>"Basic vocabulary related to their daily life and public places."</p>

4.	Results of Teacher and Student Interviews	<p>Both teachers and students indicated the need for engaging audio-based learning media with clear pronunciation and replay functionality. Students are familiar with learning through Braille and smartphones equipped with TalkBack features.</p>	<p>Students are accustomed to using TalkBack on mobile phones and laptops and reported that audio media is more accessible than visual-based media.</p> <p>From the interviews:</p> <p>"The sentences should be repeatable."</p> <p>"The duration should be around 3–5 minutes and should not sound robotic."</p>
----	---	--	---



Appendix 7. Document Study

a. Data Jumlah Siswa Tunanetra Kelas X

DAFTAR ANAK SMALB KLS X TUNANETRA (A)

NO	NIS	NISN	Nama Anak	L/P	Kelas	Kekhususan
1	409	0076963430	Ni Putu Meita Prasetya Dewi	P	X SMA	A
2	458	0092393525	I Made Artawiguna	L	X SMA	A
3	459	0014125594	Ariyanto Gollu	L	IX SMP	A

b. Buku Pegangan Guru dari Platform KEMDIKBUD

3. Materi Pembelajaran

Materi pembelajaran Bahasa Inggris di SMALB-A meliputi aspek-aspek sebagai berikut:

1. Kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan atau tulisan yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan/ menyimak, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi fungsional.
2. Kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk *procedure, descriptive, recount, narrative, dan report*.

3. Materi pembelajaran kelas X terdiri dari:

- Meminta informasi terkait jati diri dan hubungan keluarga
- Menyatakan dan menanyakan tentang deskripsi orang, benda, dan binatang.
- Ungkapan memberi instruksi, mengajak, melarang, meminta ijin, serta cara meresponnya.
- Teks pengumuman / pemberitahuan sesuai dengan konteks penggunaannya.
- Teks prosedur, lisan dan tulis, pendek dan sederhana.
- Membahas lirik lagu.



Mengamati

Pada kegiatan ini, tahapan yang dilakukan adalah kegiatan memaksimalkan indera yang dimiliki, mengamati (meraba), mendengar, membaca. Yang diamati adalah materi berbentuk fungsi sosial, struktur teks, dan unsur kebahasaan dari teks yang didengar dan dibaca. Teks tersebut bisa berupa teks interpersonal/transaksional, teks fungsional khusus, dan teks fungsional dalam bentuk bacaan atau rekaman suara. Sehubungan hal tersebut, saat melakukan kegiatan pengamatan, guru harus menyiapkan panduan pengamatan berupa format tugas,

Menanya

Tahapan kegiatan menanya ini merupakan proses mengkonstruksi pengetahuan berupa konsep. Pada proses menanya harus dikembangkan rasa ingin tahu dan kemampuan berpikir kritis. Selain itu proses menanya juga menuntut partisipasi aktif dari siswa.

Mengekplorasi (mengumpulkan informasi)

Kegiatan mencoba atau mengeksplorasi adalah kegiatan menginternalisasi pengetahuan dan ketrampilan yang baru saja diperoleh/dipelajari. Pada proses ini siswa berlatih mengungkapkan hal-hal yang baru saja dipelajari dan mencoba menggunakan kemampuan itu dalam dunia nyata di dalam atau di luar kelas.

Mengasosiasi

Kegiatan mengasosiasi/menalar merupakan proses mengembangkan kemampuan mengelompokkan dan

II. *Isian*

Fill in the questions below with the best answer.

1. Mr. Adi: What are you doing?
You : ...
2. Today is Monday. Tomorrow is ...
2. We ... students. (isi denagan to be yang tepat is, ana atau are)
3. Nina: May I borrow your pen, Argia?
Argia : ...
4. We eat with our ...
5. We smell things with our ...



បច្ចន្ទីរាជ្យបានិភាគរាជ្យ
PEMERINTAH PROVINSI BALI
បានិភាគរាជ្យបានិភាគរាជ្យបានិភាគរាជ្យ^២
DINAS PENDIDIKAN KEPERMUDAAN DAN OLAHRAGA
បានិភាគរាជ្យបានិភាគរាជ្យបានិភាគរាជ្យ^៣
SEKOLAH LUAR BIASA NEGERI 1 TABANAN
បានិភាគរាជ្យបានិភាគរាជ្យបានិភាគរាជ្យ^៤
Jalan P. dan Raya, 46 Tabanan, Telepon (036) 813.284

PENILAIAN AKHIR SEMESTER GENAP
TAHUN PELAJARAN 2023/2024

Mata Pelajaran : Bahasa Inggris

Hari/tanggal

Kelas : X

Ketunaan : Tunanetra

Waktu

Wants

I. Choose (A, B)

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

Text for no. 1-3

My Classroom

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.

1. What grade is Meita in?

1. What grade is Meita in?
A. 10 B. 9
C. 8 D. 7

2. 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

3. 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

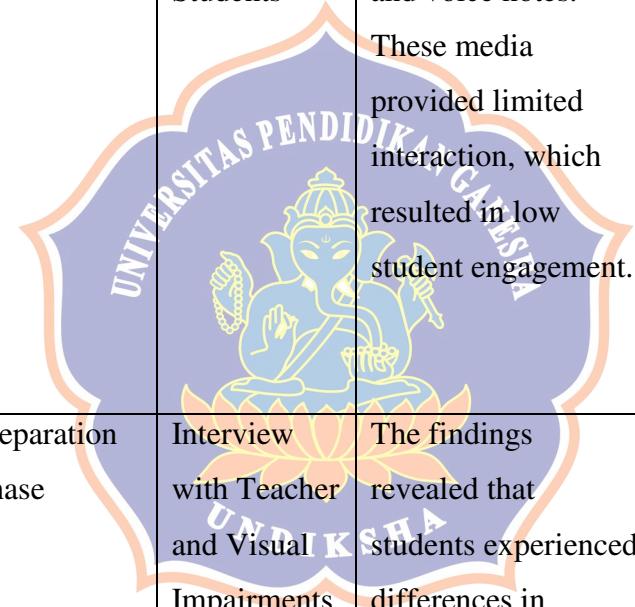
The following text is for numbers 4-5.

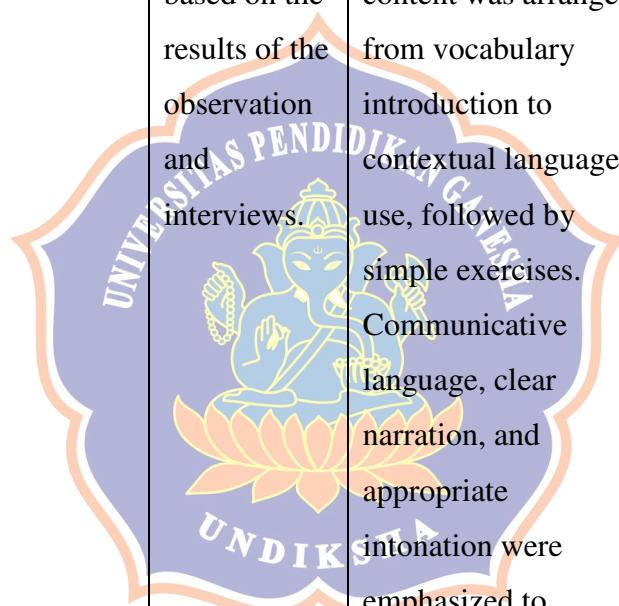
The following text is for number 4-5
Hi, good morning. Let me introduce myself. My name is Yanto and I come from Sumba. I am twenty-three years old and my hobby is listening to music. I like eating fried chicken and grilled fish. My favorite drink is mango juice. I have an older sister. Her name is Susi and her hobby is cooking. She is twenty-five years old.

old.

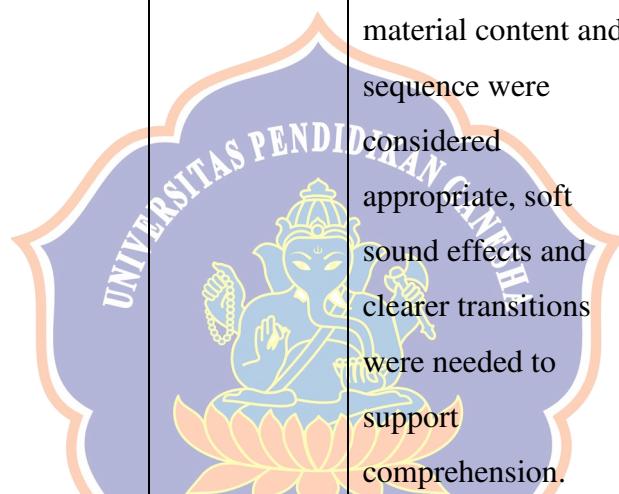
Appendix 8. Researcher Journal

Researcher: Ni Wayan Septia Jayani

Date	SAM Development Phase	Activity	Problems/Challenges	Reflection and Decisions
May, 23 2025	Preparation Phase	Observation of English learning for Visual Impairment Students	<p>The learning media used at that time were mainly limited to Braille materials, YouTube videos, and voice notes. These media provided limited interaction, which resulted in low student engagement.</p> 	<p>This situation indicated the need for a more interactive and auditory-oriented learning medium that could better support students' learning characteristics.</p>
24 May 2025	Preparation Phase	<p>Interview with Teacher and Visual Impairments Students to explore needs and preferences for audio learning media.</p>	<p>The findings revealed that students experienced differences in comprehension levels and had limited access to varied learning materials. The students expressed a preference for short audio materials that were easy to understand and</p>	<p>Based on these findings, the materials were planned in the form of short contextual dialogues and texts.</p>

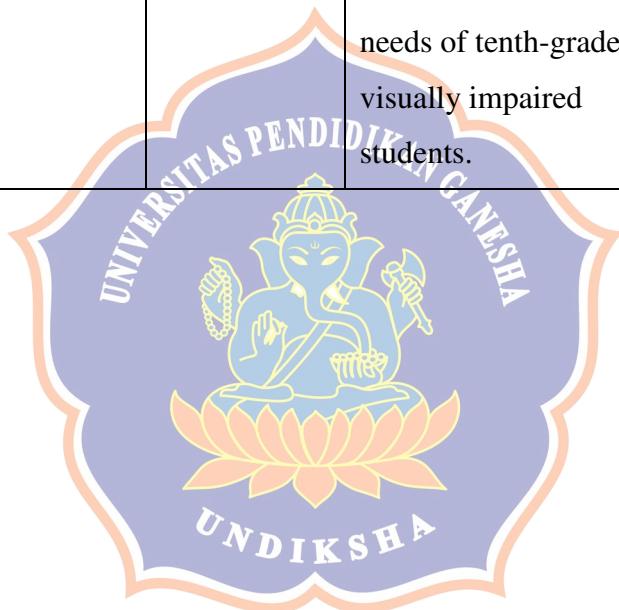
			could be replayed independently.	
25 May 2025	Design Phase	<p>The design phase began by organizing the structure and content of the audiobook based on the results of the observation and interviews.</p> 	<p>The materials were developed for Grade 10 students and focused on the topics of Job or Occupation, Exposition Text, and Recount Text. The content was arranged from vocabulary introduction to contextual language use, followed by simple exercises. Communicative language, clear narration, and appropriate intonation were emphasized to support auditory learning.</p>	<p>The revisions made were that the material was written in communicative language, with expressive narration, clear intonation, and light sound effects added to build the context of the story.</p>
27 May 2025	Development (Drafting)	<p>During the initial development stage, three audiobook units were drafted based on the</p>	<p>Each unit consisted of an opening narration, clear instructions, listening and speaking activities, and sample dialogues or texts</p>	<p>Therefore, it was decided that each unit should be completed with a brief introduction and short</p>

		selected topics.	related to the topic. However, not all units initially included an opening narration	exercises to help assess students' understanding.
30 May 2025	Development (Revision 1)	Consultation with Expert	The experts suggested adding more vocabulary items in each unit and including simple evaluation activities to provide feedback for students.	These suggestions were intended to strengthen students' comprehension and improve the overall learning experience.
3 June 2025	Development (Revision 2)	Consultation with Expert	Experts recommended adding repetition activities in the form of audio instructions to encourage students to practice speaking.	Revisions were made by adding audio narration such as the instruction "Repeat after me"
6 June 2025	Development (Revision 3)	Consultation with Expert	In the third revision, the experts highlighted the need to vary the types of exercises, as relying on a single exercise format could make the learning process monotonous.	To address this issue, short-answer questions and dialogue practice activities were added to the listening and

				speaking sections.
10 June 2025	Development (Revision 4)	Consultasion with Expert	<p>The fourth revision emphasized improving the flow and clarity of the audio content. Although the material content and sequence were considered appropriate, soft sound effects and clearer transitions were needed to support comprehension.</p> 	These elements were added to create a smoother and more structured listening experience.
25 June 2025	Development (Revision 5)	Consultasion with Expert	<p>The fifth revision focused on accessibility and clarity of instructions. Sound effects were added to indicate correct and incorrect answers so that students could recognize feedback</p>	<p>Instructions before exercises were also clarified. In addition, the audiobook layout was designed using Heyzine Flipbook while maintaining</p>

			through hearing rather than visual.	accessibility principles.
7 July 2025	Development (Revision 6)	Consultation with Expert	The sixth revision aimed to improve audio quality. The recording process was repeated using an external microphone to ensure clearer sound.	Background music and transitions were adjusted so that they did not interfere with the narration, resulting in better pronunciation clarity and consistent volume throughout the audiobook.
21 July 2025	Development (Revision 7)	Consultation with Expert	The seventh revision addressed pronunciation and grammatical errors identified in the narration.	The audio was re-recorded to correct these issues, followed by a final proof-listening session to ensure accuracy and consistency between the script and the recorded audio.

26 August 2025	Review	Consultation with Expert	<p>The final stage was a review process involving two experts who evaluated the completed audiobook in terms of content quality, structure, audio clarity, and relevance to the needs of tenth-grade visually impaired students.</p>	<p>This stage marked the completion of the audiobook development and validation process.</p>
----------------	--------	--------------------------	--	--



Appendix 9. Rubric Based Assessment Results Expert 1

Researcher's Name: Ni Wayan Septia Jayani

Research Title: Developing an Audiobook for Teaching English to Tenth Grade

Second Semester Visual Impairment Students at Slb N 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
NIP	:	198701172014041001
Academic Qualification	:	Ph.D.
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 “Job or Occupation”
<https://heyzine.com/flip-book/057a419d0e.html>
- Topic 2 “Exposition Text”
<https://heyzine.com/flip-book/669585872b.html>
- Topic 3 “Recount Text”
<https://heyzine.com/flip-book/3d19289d14.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 (1-10)
1.	Material achieve impact	Materials can capture attention and leave a lasting impression through engaging themes, sounds, or emotions.	9
2.	Materials help learners feel at ease	Materials can create a comfortable atmosphere with clear audio and supportive language.	10
3.	Material help learners develop confidence	Materials can build confidence through achievable tasks and positive reinforcement.	8
4.	Material be perceived as relevant and useful	Materials can reflect real-life relevance and support long-term goals.	9
5.	Materials require and facilitate learner self-investment	Materials can emotionally engage learners, making them actively involved.	8
6.	Learner readiness for acquisition	Content can match learners' cognitive, linguistic, and readiness to learn.	9

7.	Materials expose learners to language in authentic use	Materials can include real-life language in context (e.g., dialogues).	9
8.	Learners' attention to linguistic features	Materials can draw learners' attention to grammar, vocabulary, and sentence structures.	10
9.	Opportunities to use the language for communicative purposes	Materials can encourage learners to use language in real communication scenarios.	8
10.	Delayed Effect	Materials can support long-term development and reinforce key concepts over time.	9
11.	Consideration of different learning styles	Materials can accommodate various learning styles, focusing on auditory stimuli for visually impaired students.	9
12.	Consideration of learners' affective attitudes	Materials can address different emotional needs and provide motivational support.	8
13.	Silent period at the beginning of instruction	Materials can allow time for passive absorption of language.	9
14.	Maximizing learning potential by stimulating both brain hemispheres	Materials can 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 can provide feedback to guide progress and reflection.	8

Comments/Justification:

- The audio in two pages play together. Please solve this issue.
- In the true and false, th instruction should be along when you open the page. The audio of the correct/wrong answer I think should be in two languages. i.e. true. your answer is correct. Jawabanmu benar.

Singaraja, Agustus 2025

Expert 1

I
Putu Indra Kusuma, S.Pd.,
M.Pd. Ph.D
NIP. 198701172014041001



Appendix 10. Rubric Based Assessment Results Expert 2

Researcher's Name: Ni Wayan Septia Jayani

Research Title: Developing an Audiobook for Teaching English to Tenth Grade

Second Semester Visual Impairment Students at Slb N 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
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 "Job or Occupation"
<https://heyzine.com/flip-book/057a419d0e.html>
- Topic 2 "Exposition Text"
<https://heyzine.com/flip-book/669585872b.html>
- Topic 3 "Recount Text"
<https://heyzine.com/flip-book/3d19289d14.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

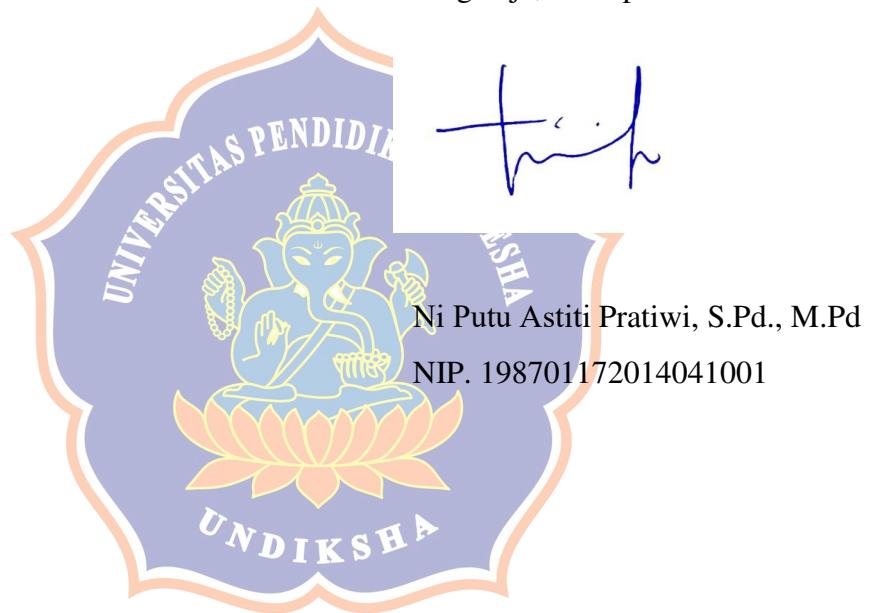
The analysis focused on calculating the mean (average) score.

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

7.	Materials expose learners to language in authentic use	Materials can include real-life language in context (e.g., dialogues).	8
8.	Learners' attention to linguistic features	Materials can draw learners' attention to grammar, vocabulary, and sentence structures.	8
9.	Opportunities to use the language for communicative purposes	Materials can encourage learners to use language in real communication scenarios.	8
10.	Delayed Effect	Materials can support long-term development and reinforce key concepts over time.	8
11.	Consideration of different learning styles	Materials can accommodate various learning styles, focusing on auditory stimuli for visually impaired students.	8
12.	Consideration of learners' affective attitudes	Materials can address different emotional needs and provide motivational support.	7
13.	Silent period at the beginning of instruction	Materials can allow time for passive absorption of language.	8
14.	Maximizing learning potential by stimulating both brain hemispheres	Materials can engage both logical and creative faculties through storytelling and music.	9
15.	Minimizing controlled practice	Avoid over-reliance on drills; encourage open-ended creative expression.	8
16.	Opportunities for outcome feedback	Materials can provide feedback to guide progress and reflection.	8

Comments/Justification:

Singaraja, 24 September 2025



Appendix 11. Documentation of Preliminary Observation



Appendix 12. Documentation Interview with Teacher



Appendix 13. Documentation Interview with Visually Impaired Students

