

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. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Instrument Validation (Expert Judgement)

Rubric Based Assessment

Criteria for good language 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.	



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

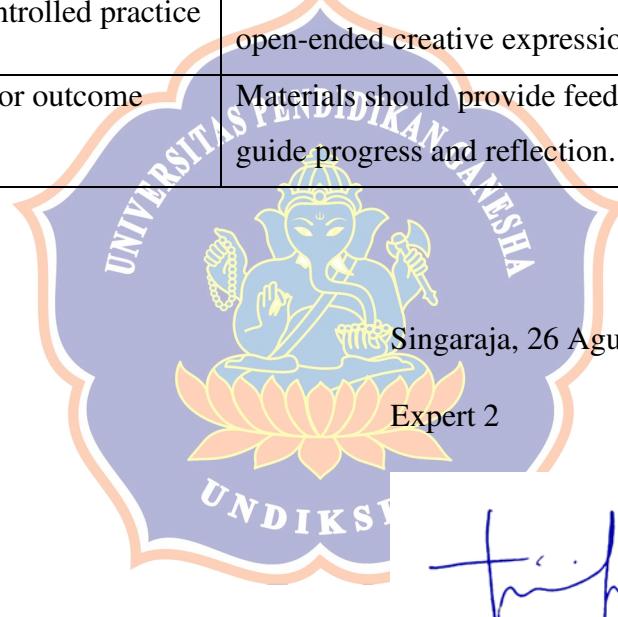
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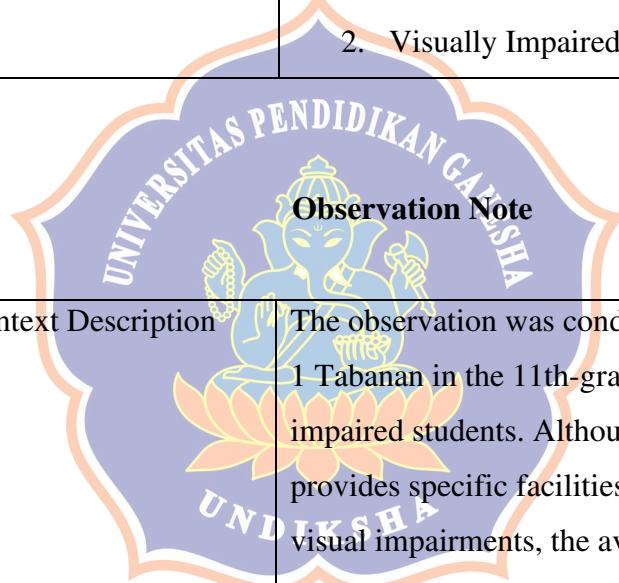
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Ni Putu Astiti Pratiwi, S.Pd., M.Pd.

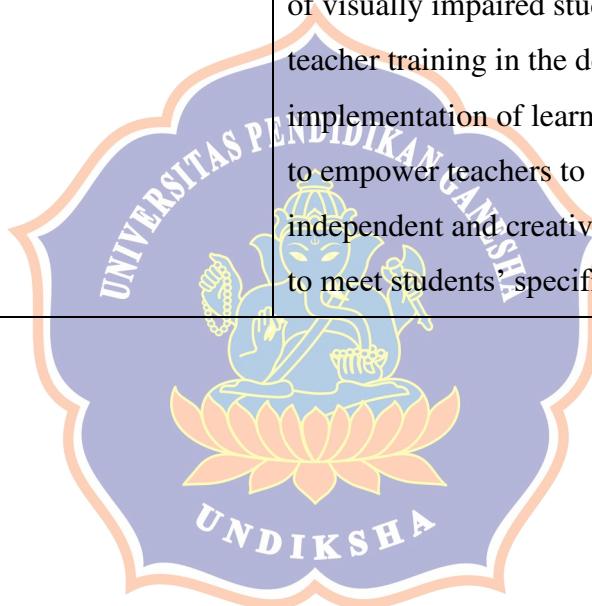
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Appendix 3 Field Notes

General Information	
Researcher name	Ida Ayu Ketut Ariastini
Date/Time	23 May 2025
Location	SLB Negeri 1 Tabanan
Duration of Observation	60 minutes
Name of Participant	<ol style="list-style-type: none"> 1. I Made Adhi Yuniarta, S.S. as English Teacher 2. Visually Impaired Students
 Observation Note	
6. Context Description	The observation was conducted at SLB Negeri 1 Tabanan in the 11th-grade class for visually impaired students. Although the school provides specific facilities for students with visual impairments, the availability of learning media remains limited. There are four visually impaired students in the 11th-grade class.
7. Activities/Interactions	The English teacher primarily uses braille-based materials as the main learning resource. In addition, the teacher supplements instruction with audio media such as voice notes sent via WhatsApp and YouTube videos. However, the repeated use of these audio formats has proven to be less effective, as students often feel bored. An audiobook had once been used in class, and students responded positively to it, expressing

	<p>great enthusiasm. Unfortunately, access to the audiobook was limited, preventing its continuous use. The instructional materials used by the teacher are mostly taken from lesson plans and teaching modules available on the Merdeka Mengajar platform. The teacher simply applies the provided content, citing confusion and limitations in using appropriate media to deliver the lessons effectively. Moreover, students also use mobile phones equipped with the TalkBack feature to help them read text on the screen, serving as a tool for independent learning.</p>
8. Direct Quotation	<p>"I usually use braille materials, WhatsApp voice notes, or YouTube videos to support the students. But if it's used too often, they get bored quickly. We once used an audiobook, and the students really enjoyed it, but unfortunately, access was limited, so we couldn't use it regularly. The materials I use come from lesson plans in the Merdeka Mengajar application; I just apply them because I feel confused with the limited media available for delivering the lessons. The students also use phones with the TalkBack feature to read text."</p>
9. Researcher's Reflections	<p>Braille materials remain the primary resource; however, the existing audio media lack variety and are difficult to access consistently, which may contribute to decreased student motivation. The teacher does not develop original materials due to limited access to suitable media and a lack of training, resulting</p>

	<p>in a reliance on existing teaching modules. The use of mobile phones with TalkBack features indicates that students are already attempting to use technology for independent learning, yet adequate and specialized learning media support is still lacking.</p>
10. Additional Notes	<p>These findings highlight the need for developing accessible and appropriate learning media and materials. The development of an audiobook that is both accessible and flexible is urgently needed to support the learning process of visually impaired students. In addition, teacher training in the development and implementation of learning media is essential to empower teachers to become more independent and creative in adapting materials to meet students' specific needs.</p>



Appendix 4 English Teacher Interview Results

No	Aspect	Interview Questions	Respondents	Answer
1.	Teaching Methods	<p>a. How do you usually deliver material to visually impaired students?</p> <p>b. Have you ever used audiobooks or other audio materials in your teaching? If yes, how effective were they?</p>	English Teacher	<p>a. The teacher uses audio-based delivery, primarily through WhatsApp voice notes, YouTube videos, and simple written texts. Visual aids are avoided due to students' visual limitations. Lessons often focus on objects around students, simple vocabulary, and daily activities.</p> <p>b. The teacher has used audiobooks in the past, and students responded enthusiastically. However,</p>

				audiobook access was limited, making it difficult to use regularly.
2.	Learning Challenges	<p>a. What challenges do you face in providing appropriate learning materials for visually impaired students?</p> <p>b. How do you address these challenges?</p>	English Teacher	<p>a. Students have diverse absorption abilities, and visual materials are hard to describe. The teacher also lacks access to sufficient media like Braille books and e-modules. Creating personalized and accessible materials is time-consuming and requires technological skill.</p> <p>b. The teacher simplifies materials using everyday vocabulary and</p>

				real-life context. Voice-based games and interactive activities are also used to maintain engagement and support understanding.
3.	Perspectives on Audiobooks	<p>a. In your opinion, what is the potential of using audiobooks to improve the quality of learning for visually impaired students?</p> <p>b. What factors should be considered when developing and implementing audiobooks in the school environment?</p>	English Teacher	<p>a. Audiobooks are seen as highly beneficial and engaging for students. They offer a refreshing alternative to traditional media and support speaking and listening skills.</p> <p>b. Audiobooks should have clear, natural narration (not robotic), last 3–5 minutes, and possibly include background music that does</p>

				not overpower the narration. Content should be relevant to students' daily lives, include vocabulary, instructions, and short stories, and be easy to repeat.
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No	Aspect	Interview Questions	Respondents	Answer
1.	Expectations on Audiobook Duration	What is the ideal duration for an audiobook for your students?	English Teacher	3–5 minutes, not too long to keep students focused and avoid boredom.
2.	Audiobook Content Style	What kind of materials should be included in the audiobook?	English Teacher	Vocabulary from daily life, public places, short stories, activities, simple conversations.
3.	Audiobook Delivery Style	What kind of voice or tone do you expect in the audiobook narration?	English Teacher	Clear, natural voice (not robotic), music background allowed but not overpowering.

4.	Usage Recommendation	How do you expect the audiobook to be used in the classroom or at home?	English Teacher	As a tool for independent learning and classroom reinforcement. Should support speaking and listening.
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Appendix 5 Visually Impaired Students Interview Results

No	Aspect	Interview Questions	Respondents	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 reading materials? If yes, could you explain?</p>	Students	<p>a. Students access learning materials through Braille books and smartphones. They use WhatsApp, YouTube, and note-taking apps for learning and assignments.</p> <p>b. Difficulties include limited accessibility, unfamiliar vocabulary, and typing challenges on mobile devices. Braille provides structure, but smartphone use is often more practical</p>

				for real-time tasks.
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 have and often use to listen to audio materials?</p>	Students	<p>a. Students have used audiobooks and enjoyed the experience, especially when the voice is clear and the intonation is expressive. They prefer audio learning over Braille in many contexts.</p> <p>b. Devices commonly used include smartphones (with TalkBack) and occasionally laptops. Audio materials are accessed through YouTube,</p>

				WhatsApp, or note apps.
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>	Students	<p>a. Most students prefer listening because it is more convenient and allows multitasking. They also find it more engaging than reading Braille alone.</p> <p>b. Students expect audiobooks to include clear, repeatable narration, appropriate intonation, and bilingual delivery (Indonesian for explanation, English for content). They like stories, interactive</p>

				questions, and ice-breaking activities when the learning feels tiring.
4.	Availability and Accessibility	<p>a. How easy is it for you to obtain audiobooks or other audio materials?</p> <p>b. Are there any obstacles you face in accessing or using audiobooks?</p>	Students	<p>a. Audiobooks are rarely provided but are appreciated when available. Students listen to stories and novels for fun and learning.</p> <p>b. The main challenge is understanding difficult content. Students prefer audiobooks that allow repeated listening and content that is not too fast or complicated. They also</p>

				need content that can be replayed as many times as needed to support their understanding.
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No	Aspect	Interview Questions	Respondents	Answer
1.	Preferred Audiobook Features	What features do you expect in an audiobook (repeatability, voice clarity, duration)?	Students	Clear voice, repeatable content, appropriate intonation, bilingual (Indonesian-English).
2.	Preferred Content Format	Do you prefer stories, games, or direct explanations in an audiobook?	Students	Like stories and games, especially when tired. Also like questions with audio prompts.
3.	Language Preference	Do you prefer the audiobook to be in Bahasa Indonesia, English, or both?	Students	Both. Explanation in Indonesian, vocabulary or story content in English.
4.	Participation in Audiobook	Would you enjoy answering questions or	Students	Yes, but depends on

		interacting through the audiobook?		difficulty. Should be repeatable and not too fast.
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Appendix 6 Document Analysis Sheet

No	Type of Document	Findings	Notes
1.	Data On The Number Of Visually Impaired 11 th Grade Students	There are 4 visually impaired students in 11 th grade at SLB Negeri 1 Tabanan.	This data serves as the basis for designing appropriate learning media, focusing on a small group with special needs.
2.	Lesson Plan From The Merdeka Mengajar Platform	The 11 th grade first semester topics include: Offering help, giving suggestion, giving opinion.	The teacher stated that they use the lesson plan provided by the Merdeka Mengajar platform and adapt it to the students' daily context. From the interview: "I also use the module/lesson plan from the Merdeka Mengajar application."
3.	English Test Items For Visually Impaired Students (Grade X And VII)	The test items focus on basic comprehension such as self-introduction, classroom objects, family members, and simple grammar (to be, present tense, comparatives).	The test content reflects the students' need for basic and contextual material. The teacher emphasized the importance of selecting vocabulary relevant to daily life. From the interview: "Basic vocabulary for their daily life, public places..."
4.	Result Of Teacher And Student Interviews	Both teachers and students expressed the need for engaging audio media with clear intonation and the ability to be replayed. Students are accustomed to learning through Braille and smartphones with Talkback features.	Students are familiar with using TalkBack on phones/laptops and stated that audio media is more accessible than visual media. From the interviews: "The sentences should be repeatable." "At least 3–5 minutes long and not sound like a robot."

Appendix 7 Document Study

a. Data Jumlah Siswa Tunanetra Kelas XI

DAFTAR ANAK SMALB KLS XI TUNANETRA (A)							
NO	NIS	NISN	Nama Anak	L/P	Kelas	Jenis	Tempat dan Tanggal lahir
1	350	0078756155	Mohamad Aldi	L	XI SMA	A	Jember, 28 September 2007
2	407	0073837342	I Putu Ananda Yadnya Putra	L	XI SMA	A	Wanasari, 29 Januari 2007
3	408	3021385103	Emiliana Toda	P	XI SMA	A	PUU Lagate, 29 Desember 2002
4	439	0084312192	Anak Agung Gede Racha Prananda Putra	L	XI SMA	A	Denpasar, 5 Maret 2008

b. RPP dari Platform Merdeka Mengajar (Ruang GTK)



Dokumen



Analisis CP, TP, ATP

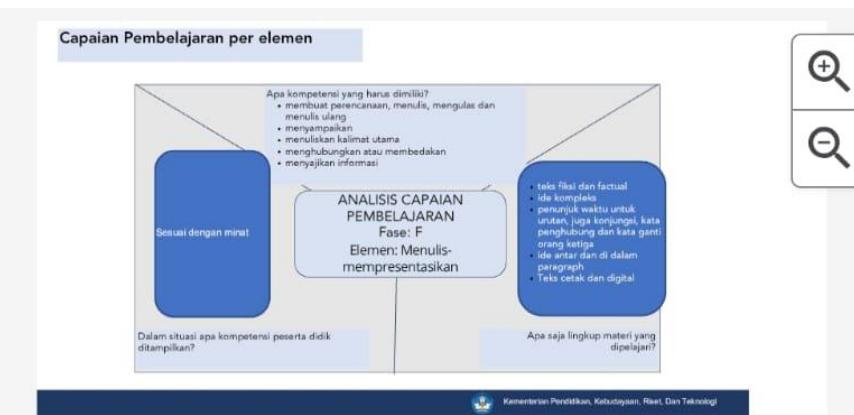
Disusun oleh:
Erniasih, S. Pd.

Capaian Pembelajaran per elemen



Capaian Pembelajaran per elemen





CAPAIAN PEMBELAJARAN (CP) BAHASA INGGRIS
FASE F
ELEMEN MENYIMAK - BERBICARA

Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pемuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

CAPAIAN PEMBELAJARAN (CP) BAHASA INGGRIS
FASE - F
ELEMEN MEMBACA - MEMIRSA

Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks, seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

CAPAIAN PEMBELAJARAN (CP) BAHASA INGGRIS
FASE - F
ELEMEN MENULIS -PRESENTASI

Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksional dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

MERUMUSKANTUJUAN PEMBELAJARAN	
Capaian Pembelajaran Fase F Elemen menyimak-Berbicara	Tujuan Pembelajaran

MERUMUSKANTUJUAN PEMBELAJARAN			
Capaian Pembelajaran Fase F Elemen menyimak-Berbicara			
Kompetensi	Lingkup Materi	Konteks	Tujuan Pembelajaran
<ul style="list-style-type: none"> -menggunakan dan merespon -mempertahankan dan menyimpulkan -menyampaikan -memberikan dan mempertahankan -membuat perbandingan dan mengevaluasi 	<ul style="list-style-type: none"> - pertanyaan terbuka - percakapan dan diskusi - opini 	<p>sesuai minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda</p>	<ul style="list-style-type: none"> • Mengidentifikasi pertanyaan terbuka • Menganalisis pertanyaan terbuka • Memahami percakapan dan diskusi • Memberikan opini terhadap pertanyaan terbuka

MERUMUSKANTUJUAN PEMBELAJARAN			
Capaian Pembelajaran Fase F Elemen Membaca-Memirsa			
Kompetensi	Lingkup Materi	Konteks	Tujuan Pembelajaran
<ul style="list-style-type: none"> • membaca dan merespon • mencari, membuat sintesis dan mengevaluasi • Pemahaman • mengidentifikasi tujuan penulis dan melakukan inferensi 	<ul style="list-style-type: none"> • berbagai tipe teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi • teks visual, multimodal atau interaktif • ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks • informasi tersirat dalam teks 	<ul style="list-style-type: none"> - Sesuai dengan minat 	<ul style="list-style-type: none"> • Mengungkapkan informasi yang disampaikan dalam teks • Membandingkan informasi yang didapat 2 atau lebih sumber • Menyimpulkan informasi yang di dengarkan • Menganalisis ide pokok, isu atau pengembangan plot dalam berbagai macam teks

MERUMUSKANTUJUAN PEMBELAJARAN			
Capaian Pembelajaran Fase F Elemen Menulis-mempresentasikan			
Kompetensi	Lingkup Materi	Konteks	Tujuan Pembelajaran
<ul style="list-style-type: none"> perencanaan, menulis, mengulas dan menulis ulang menyampaikan menuliskan kalmata utama menghubungkan atau membedakan menyajikan informasi 	<ul style="list-style-type: none"> • ide kompleks • penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga • ide antar dan di dalam paragraph • Teks cetak dan 	<ul style="list-style-type: none"> - Sesuai dengan minat 	<ul style="list-style-type: none"> teks • Menganalisis ide pokok dalam teks • Menulis teks fiksi dan faktual secara mandiri • Mempresentasikan hasil tulisan teks fiksi dan faktual.

MERUMUSKANTUJUAN PEMBELAJARAN				
Capaian Pembelajaran Fase E	TP Menyimak-Berbicara	TP Membaca-Memirsa	TP Menulis-Mempresentasikan	Tujuan Pembelajaran
<ul style="list-style-type: none"> • Mengidentifikasi pertanyaan terbuka • Menganalisis pertanyaan terbuka • Memahami percakapan dan diskusi • Memberikan opini terhadap pertanyaan terbuka • Memberikan opini terhadap perbandingan opini dan diskusi 	<ul style="list-style-type: none"> • Mengungkapkan informasi yang disampaikan dalam teks • Membandingkan informasi yang didapat 2 atau lebih sumber • Menyimpulkan informasi yang di dengarkan • Menganalisis ide pokok, isu atau pengembangan plot dalam berbagai macam teks 	<ul style="list-style-type: none"> • Memahami teks fiksi dan faktual • Mengidentifikasi kata penghubung dalam teks • Menganalisis ide pokok dalam teks • Menulis teks fiksi dan faktual secara mandiri • Mempresentasikan hasil tulisan teks fiksi dan faktual. 	<ul style="list-style-type: none"> • Mengidentifikasi pertanyaan terbuka • Menganalisis pertanyaan terbuka • Memahami percakapan dan diskusi • Memberikan opini terhadap pertanyaan terbuka • Mengungkapkan informasi dari dalam teks • Membandingkan informasi dari dalam teks • Menulis teks fiksi dan faktual • Mengidentifikasi kata penghubung dalam teks • Menganalisis ide pokok dalam teks • Menulis teks fiksi dan faktual secara mandiri • Mempresentasikan hasil tulisan teks fiksi dan faktual. 	

Kelas/ Semester	Kelas 11 Semester 1	Kelas 11 Semester 2	Kelas 12 Semester 1	Kelas 12 Semester 2
<ul style="list-style-type: none"> • Menganalisis pertanyaan terbuka • Membandingkan 	<ul style="list-style-type: none"> • Memahami teks fiksi dan faktual 	<ul style="list-style-type: none"> • Memahami teks fiksi dan faktual 	<ul style="list-style-type: none"> • Memahami teks fiksi dan faktual 	<ul style="list-style-type: none"> • Memahami teks fiksi dan faktual

Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi

MERUMUSKAN TUJUAN PEMBELAJARAN

Capaian Pembelajaran Fase E			Tujuan Pembelajaran
TP Menyimak-DiberiCara	TP Membaca-Memirsa	TP Menulis-Mempresentasikan	
<ul style="list-style-type: none"> Mengidentifikasi pertanyaan terbuka Menganalisis pertanyaan terbuka Memahami percapakan dan diskusi Memberikan opini terhadap pertanyaan terbuka 	<ul style="list-style-type: none"> Mengungkapkan informasi yang disampaikan dalam teks Membandingkan informasi yang didapat dari beberapa sumber Menyimpulkan informasi yang diungkapkan Menganalisis ide pokok, isu atau pengembangan plot dalam berbagai macam teks 	<ul style="list-style-type: none"> Mahamami teks fiks dan faktual Mengidentifikasi kata penghubung dalam teks Menganalisis ide pokok dalam teks Menulis teks fiks dan faktual secara mandiri Mempresentasikan hasil tulisan teks fiks dan faktual 	<ul style="list-style-type: none"> Mengidentifikasi pertanyaan terbuka Menganalisis pertanyaan terbuka Memahami percapakan dan diskusi Memberikan opini terhadap pertanyaan terbuka Mengungkapkan informasi dari dalam teks Membandingkan informasi dari dalam teks Menganalisis ide pokok dalam teks Menyimpulkan informasi yang ada dalam teks Mahamami teks fiks dan faktual Mengidentifikasi kata penghubung dalam teks Menganalisis ide pokok dalam teks Menulis teks fiks dan faktual secara mandiri Mempresentasikan hasil tulisan teks fiks dan faktual

Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi

Kelas/ Semester	Kelas 11 Semester 1	Kelas 11 Semester 2	Kelas 12 Semester 1	Kelas 12 Semester 2
Tujuan pembelajaran	<ul style="list-style-type: none"> Menganalisis pertanyaan terbuka Memahami percapakan dan diskusi Memberikan opini terhadap pertanyaan terbuka 	<ul style="list-style-type: none"> Menulis teks fiks dan faktual Membandingkan informasi dari dalam teks Menganalisis ide pokok dalam teks Menyimpulkan informasi yang ada dalam teks 	<ul style="list-style-type: none"> Menulis teks fiks dan faktual Mengidentifikasi kata penghubung dalam teks Menganalisis ide pokok dalam teks 	<ul style="list-style-type: none"> Menulis teks fiks dan faktual secara mandiri Mempresentasikan hasil tulisan teks fiks dan faktual.
Jenis teks dan topik/unit	<ul style="list-style-type: none"> Asking and offering help Asking and giving suggestion Asking and giving opinion 	<ul style="list-style-type: none"> Teks Descriptive Teks Procedure 	- Teks Narrative	- Biography
Assesmen sumatif	<ul style="list-style-type: none"> Menulis drama tentang salah satu materi dalam kelompok heterogen 	<ul style="list-style-type: none"> Menulis teks yang telah diberi dalam kelompok heterogen 	<ul style="list-style-type: none"> Menulis teks Narrative sesuai dengan cerita dan Bahasa masing-masing 	<ul style="list-style-type: none"> Mempresentasikan teks Biographi sesenting dengan Bahasa masing-masing

Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi

DOKUMENTASI

UMPAN BALIK

Armiyati, S. Pd.

Merumuskan tujuan pembelajaran bersama-sama dengan guru mata pelajaran yang sama sesuai dengan jurusannya membuat kita berkolaborasi menciptakan pembelajaran yang berpusat pada murid sesuai dengan minat dan karakteristik peserta didik.

c. Tes Siswa Tuannetra Kelas X dan VII



បច្ចនិត្យប្រជុំវិបាទី
PEMERINTAH PROVINSI BALI
គណបូក្រឹតិតិនិមួយុទ្ធខាងក្រុងប្រព័ន្ធបាន
DINAS PENDIDIKAN KEPERMUDAAN DAN OLAHRAGA
ជាតិរាជរដ្ឋប្រជុំប្រជាធិបតេយ្យបាន
SEKOLAH LUAR BIASA NEGERI 1 TABANAN
ការបណ្តុះក្រុងប្រព័ន្ធបាន
Jalan Pulau Batam 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.

1. Choose (A, B, C)

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?

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 class

3. Which things are on the wall?

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 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.

4. How old is Yanto?

5. 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

6 Arta and Yanto in the classroom now.

6. Alta and Fanto...in the classroom now.
The best “to be” to complete the sentence is...

The best to be to complete the sentence is

7. My parents...doctors and my younger sister...a student.

7. My parents...doctors and my younger sister
The best "to be" to complete the sentence is

8. We walk and run with...legs.
The best possessive adjective is.

The best answer is...

The best answer is.

A. can
C. must

C. Must

The text is for 23-27
On New Year's Day

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.

26. What time did the man leave?

26. What time did they get to the camp?
A. eight o'clock. B. nine o'clock.

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

27. The cafe looked very crowded.

The closest meaning of crowded is

The closest meaning of crowded is...

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



PENILAIAN AKHIR SEMESTER GANJIL
TAHUN PELAJARAN 2024/2025

Mata Pelajaran : Bahasa Inggris

Hari/tanggal :

Kelas : 7 SMPLB

Ketumuan : Tumanetra

Waktu : 09.45-10.50

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

1. Pak Adi: How are you doing, Argha?

Argha : ...

A. Yes, I am Argha. B. My name is Argha
C. I am 13 years old. D. I am fine, thanks. And you?

2. Pak Mande: How old are you?

Argha : ...

A. Yes, I am Argha. B. My name is Argha
C. I am 13 years old. D. I am fine, thanks. And you?

3. Bu Ayu: Nice to meet you.

Argha :

A. Nice to meet you too. B. Nice too.
C. I am fine too. D. Thank you.

4. "Peta" in English is...

A. map B. eraser
C. clock D. duster

5. "Penghapus papan tulis" in English is...

A. map B. eraser
C. clock D. duster

6. Choose the correct sentence below.

A. Erase is the table under

B. The eraser is under the table

C. The table is under erase the

D. Under the eraser is the table

7. Choose the correct sentence below.

A. There is a clock next to the pictures

B. a clock there is next to the pictures

C. There next clock is the picture

D. There is the pictures is next to clock

8. Bagus is my brother's son. So, he is my...

A. uncle B. nephew
C. niece D. father

9. David is my my father's brother. So, he is my...

A. uncle B. nephew
C. niece D. father

10. Sonia and Bagus are my uncle's children. So, they are my...

A. sister B. brother
C. cousins D. aunt

11. We write number 3 in English...

A. Tree B. Three
C. Trii D. Thre

12. We write number 5 in English...

A. fife B. Fiv
C. Five D. Fifth

13. We write number 8 in English...

A. Ieght B. Eith

C. Eight D. Eigh

14. $2 + 5 = 7$. We write this in English...

A. Two minus five equals seven

B. Two plus fifth equals seven

C. Two plus five minus seven

D. Two plus five equals seven

15. $3 + 6 = 9$. We write this in English...

A. Three plus six equals nine

B. Third plus six equals nine

D. Under the eraser is the table

7. Choose the correct sentence below.

- There is a clock next to the pictures
- a clock there is next to the pictures
- There next clock is the picture
- There is the pictures is next to clock

8. Bagus is my brother's son. So, he is my...

- uncle
- nephew
- niece
- father

9. David is my my father's brother. So, he is my...

- uncle
- nephew
- niece
- father

10. Sonia and Bagus are my uncle's children. So, they are my...

- sister
- brother
- cousins
- aunt

11. We write number 3 in English...

- Tree
- Three
- Trii
- Thre

12. We write number 5 in English...

- fife
- Fiv
- Five
- Fifth

13. We write number 8 in English...

- leight
- Eith

D. Eight
14. $2 + 5 = 7$. We write this in English...
A. Two minus five equals seven
B. Two plus fifth equals seven
C. Two plus five minus seven
D. Two plus five equals seven
15. $3 + 6 = 9$. We write this in English...
A. Three plus six equals nine
B. Third plus six equals nine
C. Three plus six minus nine
D. Three plus sixth equals nineth
16. $8 - 5 = 3$. We write this in English...
A. Eight minus fifth equals three
B. Eight minus five equals three
C. Eight plus five equals three
D. Eight plus fifth equals three
17. $10 - 9 = 1$. We write this in English...
A. Ten minus nine equals one
B. Ten minus nine equals first
C. Ten plus nine equals one
D. Ten equals nine minus one
18. Warna "biru" in English...
A. white B. blue
C. brown D. green
19. Warna "abu" in English...
A. white B. grey
C. brown D. green
20. Today is Thursday. Tomorrow will be...
A. Thursday B. Friday
C. Saturday D. Tuesday
21. Today is Wednesday. Yesterday was...
A. Thursday B. Friday
C. Saturday D. Tuesday
22. is-he-smart-very. Susun menjadi kalimat yang benar.
A. smart very he is B. He is smart very
C. He is smart very D. He is very smart
23. house-the-big-is. Susun menjadi kalimat yang benar.
A. The house is big B. The big is house
C. House is the big D. Is house the big
24. She...a teacher. Lengkapi dengan *to be for present* yang sesuai.
A. am B. are
C. is D. do
25. They... happy. Lengkapi dengan *to be* yang sesuai.
A. am B. are
C. is D. do

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 dengan to be yang tepat is, am atau are)
3. Nina: May I borrow your pen, Arga?
Arga
4. We eat with our...
5. We smell things with our...

Appendix 8 Researcher Journal

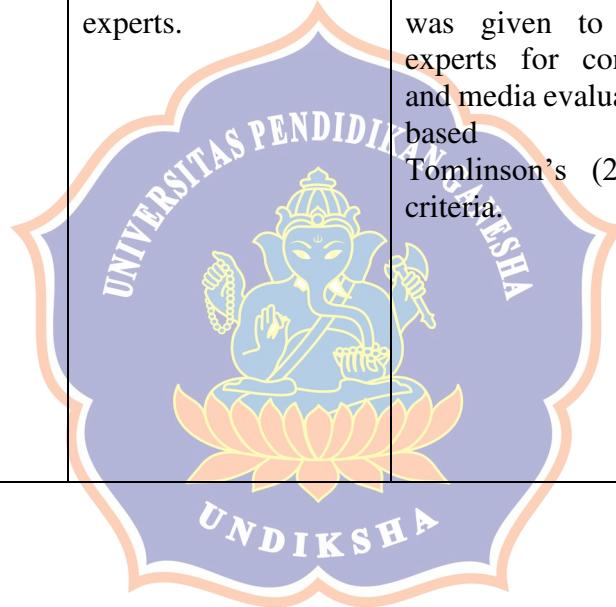
Researcher: Ida Ayu Ketut Ariastini

Date	SAM Development Phase	Activity	Problems/Challenges	Reflection & Decisions
23 May 2025	Preparation Phase	Conducted direct observation of English learning in the classroom for visually impaired students at SLB Negeri 1 Tabanan.	The media used were still dominated by Braille, YouTube, and voice notes. Some students appeared less enthusiastic, possibly because the materials were repetitive and lacked interactivity.	The learning media need to be developed in a more engaging format that aligns with students' auditory strengths, such as story-based audiobooks or dialogues set in real-life situations.
24 May 2025	Preparation Phase	Conducted interviews with students and the teacher to explore needs and preferences regarding audio learning media.	The teacher mentioned variations in students' comprehension levels and limited learning media. Students wanted materials that could be replayed and easily understood.	The materials will be designed based on short stories or contextual dialogues with a short duration (maximum 5 minutes) and a structure that allows natural repetition of key vocabulary.
25 May 2025	Design Phase	Began designing the structure and content of the audiobook materials based on previous findings. 1) Created an initial draft of content by selecting topics commonly found in the 11th-grade English curriculum. 2) Determined the order of presentation from vocabulary introduction, contextual use	1) Needed to consider students' capabilities materials must be simple yet interesting. 2) Difficulty maintaining proper audio speed. 3) Needed to choose words that were easily captured in audio format.	1) Materials were written in communicative language, supported by expressive narration with clear intonation. 2) Added light sound effects to help build the context of the story/dialogue.

		expressions), to embedded exercises.		
27 May 2025	Development (Drafting)	Drafted three audiobook units: Asking and Offering Help, Giving Suggestion, and Giving Opinion. Format: opening, narration/instructions, listening and speaking sections, and example dialogues.	Not all units had an opening narration. Consultation with two experts was planned to evaluate the content.	Each unit would include short exercises (multiple-choice or short answer questions) to assess students' understanding.
30 May 2025	Development (Revision 1)	Consultation with experts.	Experts suggested adding more than five vocabulary items and including exercises such as True/False questions to provide student feedback.	Each topic now includes more than five vocabulary items and three True/False questions to assess comprehension.
3 June 2025	Development (Revision 2)	Consultation with experts.	Experts recommended repetition in phrases to help students practice pronunciation for speaking activities.	Added an audio narration such as "Repeat after me."
6 June 2025	Development (Revision 3)	Consultation with experts.	Using only True/False exercises could be monotonous. Experts suggested adding short answer or multiple-choice questions in the listening section and dialogue practice in the speaking part.	Added dialogue practice tasks related to each topic in the speaking section.
10 June 2025	Development (Revision 4)	Consultation with experts.	Content and flow were good, but audio needed sound effects and clearer transitions.	Added soft sound effects to provide context and structured transitions using phrases like "Let's move on." Reduced multiple-choice

				options to three to make it easier for visually impaired students. Designed the audiobook layout using Heyzine Flipbook.
25 June 2025	Development (Revision 5)	Consultation with experts.	Needed to add sound effects for correct/incorrect answers. True/False buttons should not use color indicators and instructions before exercises must be clear.	Clear instructions were added before exercises. Sound effects for correct and incorrect answers were inserted so students could recognize their responses through hearing. Neutral colors were maintained to ensure accessibility. After this revision, the audiobook became more interactive and engaging.
7 July 2025	Development (Revision 6)	Consultation with experts.	The recorded voice needed to be clearer and should use an external microphone.	The recording process was repeated using an external microphone for clearer sound quality. Background music and transitions were adjusted so they did not overshadow the narration. This ensured better pronunciation clarity and consistent volume

				throughout the audiobook.
21 July 2025	Development (Revision 7)	Consultation with experts.	Some pronunciation and grammar errors were found in the narration.	Audio was re-recorded to correct pronunciation and grammatical mistakes. A final proof-listening session was conducted to ensure accuracy and consistency between the script and the audio.
26 August 2025	Review	Consultation with experts.	The final audiobook was given to two experts for content and media evaluation based on Tomlinson's (2011) criteria.	The final product was reviewed by both experts regarding content quality, structure, audio clarity, and relevance to students' needs. This stage marked the completion of the development and validation process.



Appendix 9 Rubric Based Assessment Results Expert 1

Researcher's Name : Ida Ayu Ketut Ariastini

Research Title : Developing An Audiobook for Teaching English to Visually Impaired 11th Grade 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
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 "Asking and Offering Help"
<https://heyzine.com/flip-book/5459e533ca.html>
- Topic 2 "Asking and Giving Suggestion"
<https://heyzine.com/flip-book/dd7a3d9002.html>
- Topic 3 "Asking and Giving Opinion"
<https://heyzine.com/flip-book/805821cc62.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 can play together if we accidentally touch the first and the second page. It is better to provide play button to overcome such issue.
- For some materials, be careful with the grammar. For example, the audio said to asking and offering help.
- There is an audio which the end part needs to be cut. Also there is incomplete audio.

Singaraja, 1 September 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 : Ida Ayu Ketut Ariastini

Research Title : Developing An Audiobook for Teaching English to Visually Impaired 11th Grade 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
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 "Asking and Offering Help"
<https://heyzine.com/flip-book/5459e533ca.html>
- Topic 2 "Asking and Giving Suggestion"
<https://heyzine.com/flip-book/dd7a3d9002.html>
- Topic 3 "Asking and Giving Opinion"
<https://heyzine.com/flip-book/805821cc62.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.	10
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.	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.	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.	7
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.	8
15.	Minimizing controlled practice	Avoid over-reliance on drills; encourage open-ended creative expression.	9
16.	Opportunities for outcome feedback	Materials can provide feedback to guide progress and reflection.	9

Comments/Justification :

Singaraja, 24 September 2025

Expert 2



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

NIP. 1988082520150420002



Appendix 11 Documentation of Preliminary Observation**Appendix 12 Documentation Interview with Teacher**

Appendix 13 Documentation Interview with Visually Impaired Students

Appendix 14 Audiobook Topic 1 : Asking and Offering Help**Appendix 15 Audiobook Topic 2 : Asking and Giving Suggestion****Appendix 16 Audiobook Topic 3 : Asking and Giving Opinion**