

## 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 ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,



Ni Luh 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 ASSESSMENT Criteria for Good Learning Materials by Tomlinson (2011)

No	Kriteria	Deskripsi Penilaian	Skor (1-10)
1	Impact of The Material	How much impact does the material have on students' understanding and learning skills	
2	Materials make students feel comfortable	The language, tone, and presentation of the material make students less anxious and more relaxed when learning	
3	Self-Confidence Development	The extent to which the materials help students develop confidence in their use of the target language.	
4	Relevance and Usefulness of the Material	How relevant and useful do students rate the learning materials for their needs	
5	Student Self-Investment	The extent to which the material requires and facilitates student self-investment in learning	
6	Students' Readiness	How prepared are the students in capturing the material taught	
7	Authentic Exposure of Language	How often are the materials present in language use in authentic or real-life situations	
8	Attention to Linguistic Features	How well the materials draw students' attention to linguistic features in the language being studied	
9	Language Use for Communicative Purposes	How much opportunity do the materials give students to use the target language for communicative purposes	
10	Positive Effects of Normally Delayed Instructions	How well the materials take into account that the positive effects of instruction often occur gradually	
11	Differences in Students' Learning Styles	How well do the materials consider differences in student learning styles	
12	Students' Affective Attitude	How well the materials consider differences in students' affective (emotional) attitudes towards learning.	

13	Silent Period at the Beginning of Instruction	How well the materials provide opportunities for students to have a silent period at the beginning of learning.	
14	Stimulation of Students' Intellectual, Aesthetic, and Emotional Involvement	How well the material encourages students' intellectual, aesthetic, and emotional engagement stimulates both right and left brain activity.	
15	The Use of Controlled Exercise	How much of the material relies on controlled practice in learning.	

Singaraja, 11 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	Kriteria	Deskripsi Penilaian	Skor (1-10)
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15	The Use of Controlled Exercise	How much of the material relies on controlled practice in learning.	

Singaraja, 24 September 2025

Expert 1



Ni Putu Astiti Pratiwi, S.Pd.,  
M.Pd.  
NIP. 1988082520150420002

### Appendix 3. Field Notes

General Information	
Researcher name	Putu Pujayanthi
Date/Time	7 Februari 2024 – 09.00
Location	SLB N 1 Tabanan
Duration of Observation	60 Minutes
Name of Participant	<ul style="list-style-type: none"> <li>• I Made Adhi Yuniarta, S.S</li> <li>• VISs in the 11th grade of the second semester</li> </ul>
Observation Note	
1. Context Description	<ol style="list-style-type: none"> <li>1. Observations were conducted at SLB Negeri 1 Tabanan on an eleventh-grade class of visually impaired students.</li> <li>2. The school provides special facilities, but learning media for VISs are still limited.</li> <li>3. There are 4 visually impaired students in the eleventh grade of SLB N 1 Tabanan.</li> </ol>
2. Activities/Interactions	<ol style="list-style-type: none"> <li>1. English teachers usually use Braille media as the main learning material. Additionally, teachers utilize audio media, such as voice notes on WhatsApp and YouTube videos, as a complement.</li> <li>2. However, the use of audio media is less effective if used continuously because students feel bored.</li> <li>3. There was an audiobook media that was used, and students liked it, but access to the audiobook was limited, so it could not be used continuously.</li> <li>4. The learning material used by the teacher is taken from the lesson plans/teaching modules available in the Merdeka Mengajar application, and the teacher only</li> </ol>



	<p>applies it because he is confused by the limited media available to convey the material.</p> <p>5. In addition, students also use mobile phones with the TalkBack feature to help read the text on the phone, as one of the independent learning media.</p>
3. Direct Quotation	<p>1. I usually use braille media and WhatsApp voice notes, or YouTube to help students. But if it continues like that, students get bored quickly.</p> <p>2. I have used audiobooks, and students are very happy, but unfortunately, the access is limited, so it cannot be used continuously. The material I use is also from the lesson plan in the Merdeka Mengajar application. I only apply it because I am confused by the limited media for delivering material.</p> <p>3. Students also use mobile phones with the TalkBack feature to read the text on the phone.</p>
4. Researcher's Reflections	<p>1. The use of braille media is still a mainstay, but the existing audio media is less varied and difficult to access on an ongoing basis, thus reducing students' learning motivation.</p> <p>2. Teachers do not create their own materials because they feel confused and limited by the available media, so they only apply materials from existing modules.</p> <p>3. The use of mobile phones with the TalkBack feature shows that students have tried to utilize technology for self-learning, but there is no adequate special learning media support.</p> <p>4. This shows the need to develop media and learning materials that are more suitable and easier to use.</p>

5. Additional Notes	<ol style="list-style-type: none"> <li>1. The development of accessible and flexible audiobook media is needed to support the learning process of visually impaired students.</li> <li>2. In addition, teacher training in the development and use of learning media is also important so that teachers are more independent and creative in adapting materials to student needs</li> </ol>
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#### Appendix 4. English Teacher Interview Result

No	Aspect	Interview Question	Answer
1.	Teaching Methods	a. What is your educational background and teaching experience in teaching visually impaired students?	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.
		b. What teaching methods do you usually use in teaching English to visually impaired students?	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.
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2.	Learning Challenges	a. What are the main challenges you face in	The main challenges include differences in
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	and Learning Media Adaptation	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 the visually impaired students?	The audiobook should feature a natural, clear human voice delivered at an appropriate speaking pace.

			Background music may be added, provided it does not distract from or overlap with the main narration.
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### 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? b. Do you face any difficulties in accessing learning materials?	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. b. At times, we struggle to understand new English vocabulary, so repeated explanations are necessary. While Braille helps us read more clearly, it 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 Talk Back feature and occasionally on laptops. Most of The audio content is accessed via YouTube and WhatsApp.</p>
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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	<p>What features do you expect in an audiobook (repeatability, voice clarity, duration)?</p>	<p>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.</p>

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.
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### Appendix 6. Document Analysis

No	Type of Document	Findings	Notes
1.	Data on the Number of Visually Impaired 11th 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	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.	Students are accustomed to using TalkBack on mobile phones and laptops, and reported that audio media is more accessible than visually-based media. From the interviews: "The sentences should be repeatable." "The duration should be around 3–5 minutes and should not sound robotic."
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## Appendix 7. Document Study

a. Data jumlah siswa Tunanetra Kelas XI semester II

### DAFTAR ANAK SMALB KLS XI TUNANETRA ( A )

NO	NIS	NISN	Nama Anak	L/P	Kelas
1	350	0078756155	Mohamad Aldi	L	XI SMA
2	407	0073837342	I Putu Ananda Yadnya Putra	L	XI SMA
3	408	3021385103	Emiliana Toda	P	XI SMA
4	439	0084312192	Anak Agung Gede Racha Prananda Putra	L	XI SMA

b. Acuan Analisis Capaian Pembelajaran dari Platform Merdeka Mengajar

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



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"> <li>• Menganalisis pertanyaan terbuka</li> <li>• Memahami percakapan dan diskusi</li> <li>• Memberikan opini terhadap pertanyaan</li> </ul>	<ul style="list-style-type: none"> <li>• Informasi dari dalam teks</li> <li>• Membandingkan informasi dari dalam teks</li> <li>• Menganalisis ide pokok dalam teks</li> <li>• Menyimpulkan informasi yang ada dalam teks</li> </ul>	<ul style="list-style-type: none"> <li>• Memahami teks fiksi dan factual</li> <li>• Mengidentifikasi kata penghubung dalam teks</li> <li>• Menganalisis ide pokok dalam teks</li> </ul>	<ul style="list-style-type: none"> <li>• Menulis teks fiksi dan factual secara mandiri</li> <li>• Mempresentasikan hasil tulisan teks fiksi dan factual</li> </ul>
Jenis teks dan topik/unit	<ul style="list-style-type: none"> <li>• Asking and offering help</li> <li>• Asking and giving suggestion</li> <li>• Asking and giving opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Teks Descriptive</li> <li>• Teks Procedure</li> </ul>	• Teks Narrative	• Biography
Asesmen sumatif	- Membuat drama tentang salah satu materi dalam kelompok heterogen	- Menulis teks yang telah dipilih dalam kelompok heterogen	- Menulis teks Narrative sesuai dengan cerita dan Bahasa masing-masing	- Mempresentasikan teks Biography seseorang dengan Bahasa masing-masing



## Appendix 8. Researcher Journal

Researcher: Putu Pujayanthi

Date	SAM Development Phase	Activity	Problems/Challenges	Reflection and Decisions
May, 23 2025	Preparation Phase	Observation of English learning for Visual Impairment Students	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.	This situation indicated the need for a more interactive and auditory-oriented learning medium that could better support students' learning characteristics.
24 May 2025	Preparation Phase	Interview with Teacher and Visual Impairments Students to explore needs and preferences for audio learning media.	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	Based on these findings, the materials were planned in the form of short contextual dialogues and texts.



			could be replayed independently.	
25 May 2025	Design Phase	The design phase began by organizing the structure and content of the audiobook based on the results of the observation and interviews.	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.	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.
27 May 2025	Development (Drafting)	During the initial development stage, three audiobook units were drafted based on the	Each unit consisted of an opening narration, clear instructions, listening and speaking activities, and a sample dialogues or texts	Therefore, it was decided that each unit should be completed with a brief introduction and short

		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)	Consultation with Expert	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.	These elements were added to create a smoother and more structured listening experience.
25 June 2025	Development (Revision 5)	Consultation with Expert	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	Instructions before exercises were also clarified. In addition, the audiobook layout was designed using Heyzine Flipbook while maintaining

			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	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.	This stage marked the completion of the audiobook development and validation process.
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## Appendix 9. Rubric Based Assessment Results Expert 1

Researcher's Name : Putu Pujayanthi

Research Title : Developing an Audiobook for Teaching English to Eleventh-Grade Second Semester Visually Impaired 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 : 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:

- a. Topic 1: "Asking and Giving Directions"  
<https://heyzine.com/flip-book/fd6a99f431.html>
- b. Topic 2: "Descriptive Text"  
<https://heyzine.com/flip-book/6909ae9681.html>
- c. Topic 3: "Procedure Text"  
<https://heyzine.com/flip-book/bf59b35662.html>

### C. Rubric-Based Assessment

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	Skor (1-10)
1	Impact of The Material	How much impact does the material have on students' understanding and learning skills	9
2	Materials make students feel comfortable	The language, tone, and presentation of the material make students less	10

		anxious and more relaxed when learning	
3	Self-Confidence Development	The extent to which the materials help students develop confidence in their use of the target language.	8
4	Relevance and Usefulness of the Material	How relevant and useful do students rate the learning materials for their needs	9
5	Student Self-Investment	The extent to which the material requires and facilitates student self-investment in learning	8
6	Students' Readiness	How prepared are the students in capturing the material taught	9
7	Authentic Exposure of Language	How often are the materials present in language use in authentic or real-life situations	9
8	Attention to Linguistic Features	How well the materials draw students' attention to linguistic features in the language being studied	10
9	Language Use for Communicative Purposes	How much opportunity do the materials give students to use the target language for communicative purposes	8
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13	Silent Period at the Beginning of Instruction	How well the materials provide opportunities for students to have a silent period at the beginning of learning.	9
14	Stimulation of Students' Intellectual, Aesthetic, and Emotional Involvement	How well the material encourages students' intellectual, aesthetic, and emotional engagement stimulates both right- and left-brain activity.	8
15	The Use of Controlled Exercise	How much of the material relies on controlled practice in learning	8
16	Opportunities for outcome feedback	Materials should provide input to guide progress and reflection.	8

Comments/Justification:

1. The audio in the pages plays together. This isn't very pleasant. Please solve this issue.

Singaraja, 11 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 : Putu Pujayanthi

Research Title : Developing an Audiobook for Teaching English to Eleventh-Grade Second Semester Visually Impaired 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: "Asking and Giving Directions"  
<https://heyzine.com/flip-book/fd6a99f431.html>
- Topic 2: "Descriptive Text"  
<https://heyzine.com/flip-book/6909ae9681.html>
- Topic 3: "Procedure Text"  
<https://heyzine.com/flip-book/bf59b35662.html>

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2	Materials make students feel comfortable	The language, tone, and presentation of the material make students less anxious and more relaxed when learning	8

3	Self-Confidence Development	The extent to which the materials help students develop confidence in their use of the target language.	8
4	Relevance and Usefulness of the Material	How relevant and useful students rate the learning materials for their needs	8
5	Student Self-Investment	The extent to which the material requires and facilitates student self-investment in learning	8
6	Students' Readiness	How prepared are the students in capturing the material taught	9
7	Authentic Exposure of Language	How often are the materials present in language use in authentic or real-life situations	9
8	Attention to Linguistic Features	How well the materials draw students' attention to linguistic features in the language being studied	8
9	Language Use for Communicative Purposes	How much opportunity do the materials give students to use the target language for communicative purposes	8
10	Positive Effects of Normally Delayed Instructions	How well the materials take into account that the positive effects of instruction often occur gradually	8
11	Differences in Students' Learning Styles	How well do the materials consider differences in student learning styles	8
12	Students' Affective Attitude	How well the materials consider differences in students' affective (emotional) attitudes towards learning.	8
13	Silent Period at the Beginning of Instruction	How well the materials provide opportunities for students to have a silent period at the beginning of learning.	8
14	Stimulation of Students' Intellectual, Aesthetic, and Emotional Involvement	How well the material encourages students' intellectual, aesthetic, and emotional engagement stimulates both right- and left-brain activity.	8
15	The Use of Controlled Exercise	How much of the material relies on controlled practice in learning	8
16	Opportunities for outcome feedback	Materials should provide input to guide progress and reflection.	8



Comments/Justification: -

Singaraja, 24 September 2025  
Expert 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd.  
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### 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 Giving Directions**



**Appendix 15 Audiobook Topic 2: Descriptive Text**



**Appendix 16 Audiobook Topic 3: Procedure Text**



## RIWAYAT HIDUP



Putu Pujayanthi lahir di Denpasar pada tanggal 17 Juni 2003 yang saat ini tinggal di Desa Bondalem. Penulis menempuh pendidikan dasar di SD Negeri 5 Bondalem dan lulus tahun 2015. Kemudian melanjutkan pendidikan di SMP Negeri 4 Tejakula yang lulus pada tahun 2018. Selanjutnya kembali menempuh Sekolah Menengah Atas di SMA Negeri 1 Tejakula dengan mengambil jurusan Bahasa dan lulus pada tahun 2021. Ditahun yang sama penulis

melanjutkan pendidikan di perguruan Tinggi Negeri Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris. Dalam menyelesaikan studi untuk memperoleh gelar Sarjana Pendidikan, penulis menyusun tugas akhir berjudul “Developing an Audiobook for Teaching English to Eleventh Grade Second Semester Visually Impaired Students at SLB N 1 Tabanan”

