

A. 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 of Good Language Learning Materials by Tomlinson (2011)

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

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

| | | | |
|-----|------------------------------------|---|--|
| 16. | Opportunities for outcome feedback | Materials should provide feedback to guide progress and reflection. | |
|-----|------------------------------------|---|--|

Singaraja, 26 Agustus 2025

Expert 1



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



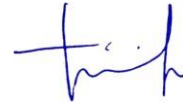
Rubric Based Assessment
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| | | | |
|-----|---|--|--|
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| 9. | Opportunities to use the language for communicative purposes | Materials should encourage learners to use language in real communication scenarios. | |
| 10. | Delayed Effect | Materials should support long-term development and reinforce key concepts over time. | |
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| 14. | Maximizing learning potential by stimulating both brain hemispheres | Materials should engage both logical and creative faculties through storytelling and music. | |
| 15. | Minimizing controlled practice | Avoid over-reliance on drills; encourage open-ended creative expression. | |
| 16. | Opportunities for outcome feedback | Materials should provide feedback to guide progress and reflection. | |

Singaraja, 26 Agustus 2025

Expert 2



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

NIP. 198808252015042002



Appendix 3 Field Notes

| General Information | |
|----------------------------|--|
| Researcher name | Putu Sebastian Cahyadi |
| Date/Time | 23 May 2025 |
| Location | SLB Negeri 1 Tabanan |
| Duration of Observation | 60 minutes |
| Name of Participant | 1. English Teacher 2. Visually Impaired Students |
| Observation Note | |
| 1. Context Description | The observation was conducted at SLB Negeri 1 Tabanan. Even though the school provides specific facilities for students with visual impairments, there are few learning media available. |
| 2. Activities/Interactions | The English teacher mainly use braille-based materials as the main learning resource. In addition, the teacher give instruction through audio media such as voice notes sent via WhatsApp and YouTube videos. However, the repeated use of these audio formats caused the students to feel bored. An audiobook had once been used, and students expressing |

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| | <p>great enthusiasm towards it. However, access to the audiobook was limited, which makes it inaccessible. 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.</p> <p>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> |
| 3. 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> |
| 4. 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</p> |

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| | <p>teacher does not develop original materials due to limited access to suitable media and a lack of training, resulting 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> |
| 5. 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 Interview Result with English Teacher

| 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, mainly via WhatsApp voice notes, YouTube videos, and simple written texts. Visual aids are avoided due to students' condition. Lessons often focus on objects around students, simple vocabularies, and daily activities.</p> <p>b. The teacher has used audiobook in the past, and students responded enthusiastically. However, audiobook access was limited, making</p> |

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| | | | | 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 real-life context. Voice-based games and interactive</p> |

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| | | | | 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 33 5 minutes, and possibly include background music that does not overpower the narration. Content should be relevant to</p> |

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| | | | | <p>students9 daily lives, include vocabulary, instructions, and short stories, and be easy to repeat.</p> |
|--|--|--|--|---|



Appendix 5 Interview Result with Visually Impaired Students

| 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> |

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| | | | | 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, WhatsApp, or note apps.</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> | 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 questions, and ice-breaking activities</p> |
|----|----------------------|--|----------|--|

| | | | | |
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| | | | | 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 need content that can be replayed as many times as</p> |

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| | | | | needed to support their understanding. |
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Appendix 6 Document Analysis Sheet

| No | Type of Document | Findings | Notes |
|----|---|---|---|
| 1 | Data on Number of 12 th Grade Visually Impaired Students | There is only one 12 th grade visually impaired student at SLB N 1 Tabanan | This act as the foundation when designing and choosing material, prioritizing independent practice and learning. |
| 2 | Lesson Plan form Merdeka Mengajar Platform | The topics include Introduction, Announcement, Degree of comparison. But the researcher adjust the topics into : Telephone Etiquette and Emergency Call, Asking and Expressing Understanding, and Announcement. | The teacher stated that he used modules from Merdeka Belajar and adapt it with students daily context. |
| 3 | English Test for Visually Impaired Students (Grade VII and X) | The test focused on fundamental comprehension such as classroom objects, family members, and basic grammar (to be, comparatives, present tense) | The test show the student needs of fundamental yet relevant material. Teacher also underlined the importance of choosing materials that are relevant on the daily basis for the students. |
| 4 | Interview Result of Teacher and Visually Impaired Students. | Both teacher and students shared the same view on the audiobooks potential, demanding simple access, | Despite their conditions, the students still able to |

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| | | audio clarity, and consistent content delivery. Students learn through braille and utilizing TalkBack features from their smartphones regularly. | use technology effectively. |
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Appendix 7 Document Study

a) Data Jumlah Siswa Tunanetra Kelas XII

DAFTAR ANAK SMALB KLS XII TUNANETRA (A)

| NISN | Nama Anak | L/P | Kelas |
|------------|---------------|-----|---------|
| 0043721565 | I Made Sunada | L | XII SMA |

b) RPP dari Platform Merdeka Mengajar



ANALISIS CP

Mata Pelajaran : Bahasa Inggris
 Nama Sekolah : SMKN 1 GEDANGSARI
 Tahun Pelajaran : 2023/2024
 Elemen : Menyimak - Berbicara

| Kalimat CP | Materi Inti (Konten) | Kompetensi (Ketrampilan) |
|--|---|---|
| <p>Pada akhir fase E, 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 dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p> | <ol style="list-style-type: none"> 1. Introduction 2. Degree of comparison 3. Announcement 4. Opinion 5. Offering Help and Services 6. Suggestion | <ol style="list-style-type: none"> 1. Menggunakan 2. Merespon 3. Memahami 4. Mengidentifikasi |

Kalimat TP

1. Peserta didik mampu membandingkan struktur teks dan unsur kebahasaan dari beberapa monolog/dialog berisi pengenalan lisan secara mandiri.
2. Peserta didik mampu menyusun monolog/dialog berisi pengenalan lisan dengan bahasa sendiri sesuai konteks yang diberikan.
3. Peserta didik mampu menganalisis struktur teks dan unsur kebahasaan dari beberapa monolog/dialog berisi pengenalan tulis secara mandiri.
4. Peserta didik mampu membuat monolog/dialog berisi pengenalan tulis dengan bahasa sendiri sesuai konteks yang diberikan.
5. Peserta didik mampu membandingkan struktur teks dan unsur kebahasaan dari beberapa monolog/dialog yang berisi perbandingan secara mandiri.
6. Peserta didik mampu menyusun monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.
7. Peserta didik mampu membandingkan struktur teks dan unsur kebahasaan dari beberapa teks pengumuman lisan secara mandiri.
8. Peserta didik mampu menyusun teks pengumuman lisan dengan bahasa sendiri sesuai konteks yang diberikan.
9. Peserta didik mampu membandingkan struktur teks dan unsur kebahasaan dari beberapa monolog/dialog berisi opini lisan secara mandiri.
10. Peserta didik mampu menyusun monolog/dialog berisi opini lisan dengan bahasa sendiri sesuai konteks yang diberikan.
11. Peserta didik mampu membandingkan struktur teks dan unsur kebahasaan dari beberapa dialog berisi penawaran bantuan lisan secara mandiri.
12. Peserta didik mampu menyusun dialog berisi penawaran bantuan lisan dengan bahasa sendiri sesuai konteks yang diberikan.
13. Peserta didik mampu membandingkan struktur teks dan unsur kebahasaan dari beberapa monolog/dialog berisi saran secara mandiri.
14. Peserta didik mampu menyusun monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.



c) Tes Siswa Tunanetra Kelas VII dan X



PENILAIAN AKHIR SEMESTER GANJIL
TAHUN PELAJARAN 2024/2025

Mata Pelajaran : Bahasa Inggris
Hari/tanggal :
Kelas : 7 SMPLB
Ketunaan : Tunanetra
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 Mangde: 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

UNDIKSHA

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
 - C. Three plus six minus nine
 - D. Three plus sixth equals ninth
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



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

II. Isian

Fill in the questions below with the best answer.

- Mr. Adi: What are you doing?
You
- Today is Monday. Tomorrow is...
- We...students. (isi dengan *to be* yang tepat *is, am* atau *are*)
- Nina: May I borrow your pen, Arga?
Arga
- We eat with our...



- 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. is he 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.

- Mr. Adi: What are you doing?
You
- Today is Monday. Tomorrow is ...
- We...students. (isi dengan *to be* yang tepat is, am atau are)
- Nina: May I borrow your pen, Arga?
Arga
- We eat with our...
- We smell things with our...





PENILAIAN AKHIR SEMESTER GENAP
TAHUN PELAJARAN 2023/2024

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

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

Text for no. 1-3

My Classroom

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

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 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?



4. How old is Yanto?
A. 11 B. 13
C. 23 D. 25
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.
The best "to be" to complete the sentence is...
A. am B. is
C. are D. was
7. My parents...doctors and my younger sister...a student.
The best "to be" to complete the sentence is
A. am-is B. is-are
C. are-is D. Is-is

8. We walk and run with...legs.
The best possessive adjective is...
A. his B. her
C. our D. their
9. Bagus is a student. ...school is in SLBN 1 Tabanan.
The best possessive adjective is...
A. his B. her
C. our D. their
10. Pak Adi and Pak Yoga play music every day. ...favorite songs are from OASIS band.
The best possessive adjective is...
A. his B. her
C. our D. their
11. Nanda is a...boy. He always gets up early and does his homework on time.
The best adjective is...
A. diligent B. lazy
C. naughty D. calm
12. On Nyepi Day, everywhere is so...
The best adjective is...
A. silent B. crowded



12. On Nyepi Day, everywhere is so...
The best adjective is...
A. silent B. crowded
C. busy D. lazy
13. Aldi slept late last night. Now, he is so...
A. hungry B. thirsty
C. angry D. sleepy
14. We read the year 1998 in English...
A. Ninety-ninety eight B. Nineteen-ninety eight
C. Ninety-nineteen eight D. one thousand-nine hundred ninety eight
15. We read the year 2004 in English...
A. Two-thousand and four. B. Twenty-twenty four
C. Two-zero-zero four D. Twenty nol four
16. We read the year 2029 in English...
A. Two nol twenty nine
B. Twenty-twenty nine
C. Two thousand and two nineth
D. Two-thousand and two nine
17. Date of birth: June 3, 2007. We read this in English...
A. June the three two-thousand and seven
B. June the three twenty-seven
C. June the third, two-thousand and seven
D. June the third, twenty nol seven
18. Sunada is very tall but Nanda is short.
Which expression is correct.
A. Nanda is as short as Sunada
B. Sunada is taller than Nanda
C. Nanda is the tallest.
D. Sunada is the shortest.
19. My bike and your bike are big.
Which expression is correct.
A. My bike is bigger than your bag.
B. Your bike is bigger than your bike
C. My bike is the biggest.
D. My bike is as big as yours.
20. Agung Mountain is...mountain in Bali.
The best answer is....
A. the highest B. the higher
C. the most high D. the high
21. Mother: What are Aldi and Yanto doing in the livingroom?
Dad : They...games.
The best answer is...
A. are play B. are playing
C. play D. played



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

The best answer is...

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

23. Snail...run fast.

The best answer is...

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

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

The best answer is...

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

The text is for 25-27

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

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

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

26. What time did they get to the cafe?

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

27. The cafe looked very crowded

The closest meaning of crowded is...

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

28. They...fried rice last night.

The best answer is...

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

29. She...English every Monday.

The best answer is...

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

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

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

The best response is...

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

II. Answer the questions below.

Write the time.

- 08.30
- 10.00

Choose the correct verbs for the following sentences.

- My mother (buys/buy/bought) some food in the market every morning.
- They (play/plays/played) football yesterday evening.
- Write the negative and interrogative forms of the simple past sentence below.
Dewi cooked fried rice last night.

Appendix 8 Researcher Journal

| Date | SAM Development Phase | Activity | Problems/Challenges | Reflection and Decision |
|-------------|-----------------------|--|---|---|
| 23 May 2025 | Preparation Phase | Conduct classroom observation during English learning at SLB N 1 Tabanan | The media that is used regularly such as Braille, Youtube, and voice notes via WhatsApp. The students seems bored due to monotonous learning activity. | The learning media needs to be developed by supporting their auditory strength, such as short story audiobooks or simple dialogues related to daily life situation. |
| 24 May 2025 | Preparation Phase | Conduct an interview with both English teacher and visually impaired students to obtain their learning needs and preferences | The teacher mentioned variety of students' comprehension and few learning media. Students desired materials that can be replayed and easily understood. | The materials will be designed based on short stories or contextual dialogues with the duration 5 minutes maximum and a structure that allows natural repetition of key vocabulary. |
| 25 May 2025 | Design Phase | Began designing the structure and content of the audiobook | 1. Need to consider students' | Materials were written in communicative |

| | | | | |
|-------------|------------------------|--|--|---|
| | | <p>materials based on previous findings.</p> <ol style="list-style-type: none"> 1. Created an initial draft of content by selecting topics commonly found in the 12th-grade English curriculum. 2. Determined the order of presentation from vocabulary introduction, contextual use (language expression), to embedded exercise. | <p>capabilities; materials must be simple yet interesting.</p> <ol style="list-style-type: none"> 2. Difficulty maintaining proper audio speed. 3. Needed to choose words that were easily captured in audio format. | <p>language, supported by expressive narration with clear intonation.</p> |
| 27 May 2025 | Development (Drafting) | <p>Drafted three audiobook units: Telephone Etiquette and Emergency Call, Asking and Giving Understanding, and Announcement. Each audionook will be structured with the following format: opening, narration/instructions, listening and speaking sections, and example dialogues.</p> | <p>Only some units had an opening narration. Consultation with two experts was planned to evaluate the content.</p> | <p>Each unit would include short exercises (multiple-choice or short answer questions) to assess students' understanding.</p> |

| | | | | |
|--------------|--------------------------|---------------------|--|--|
| 30 May 2025 | Development (Revision 1) | Expert consultation | 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) | Expert consultation | Experts recommended repetition in phrases to help students practice pronunciation for speaking activities. | Added an audio narration such as <Repeat after me.= And the words repeated twice during the speaking session. |
| 6 June 2025 | Development (Revision 3) | Expert consultation | Using only True/False exercises could be monotonous. Experts suggested to add 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) | Expert consultation | Content and flow were good, but audio needed sound effects | Provide structured transitions by using phrases |

| | | | | |
|--------------|--------------------------|---------------------|--|---|
| | | | and clearer transitions. | such as <Now, let's move on to the speaking section.= Reduced multiple-choice questions to three to make it easier for visually impaired students. Design the audiobook using Heyzine Flipbook |
| 25 June 2025 | Development (Revision 5) | Expert consultation | Needed to add sound effects for correct/incorrect answers. True/False buttons should not use color indicators and instructions should be added before exercises to improve clarity of the audiobook. | Instructions were added before exercises. Sound effects for correct and incorrect answers were inserted so students could know the exercise result. Neutral colors were maintained to ensure accessibility. |

| | | | | |
|--------------|--------------------------|---------------------|---|--|
| | | | | After this revision, the audiobook became more interactive and engaging. |
| 7 July 2025 | Development (Revision 6) | Expert consultation | 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. This ensured better pronunciation clarity and consistent volume across the audiobook content. |
| 21 July 2025 | Development (Revision 7) | Expert consultation | Some pronunciation and grammar errors were found in the narration. | Audio was once again recorded to fix some pronunciation and grammatical error. A final proof-listening session was conducted to ensure consistency between the |

| | | | | |
|----------------|--------|---------------------|---|---|
| | | | | script and the audio throughout the audiobook. |
| 26 August 2025 | Review | Expert consultation | The final audiobook version was given to the two experts for content 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 Result Expert 1

Researcher's Name: Putu Sebastian Cahyadi

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

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

A. Expert Identity

Full Name : I Putu Indra Kusuma
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 <Telephone Etiquette and Emergency Call=

<https://heyzine.com/flip-book/1053e40c8e.html>

Topic 2 <Asking and Expressing Understanding=

<https://heyzine.com/flip-book/12a6eb8591.html>

Topic 3 <Announcement=

<https://heyzine.com/flip-book/2a149d72c2.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 | Score |
|-----|----------|-------------|-------|
|-----|----------|-------------|-------|

| | | | |
|----|--|---|--------|
| | | | (1-10) |
| 1. | Material achieve impact | Materials should capture attention and leave a lasting impression through engaging themes, sounds, or emotions. | 9 |
| 2. | Materials help learners feel at ease | Materials should create a comfortable atmosphere with clear audio and supportive language. | 10 |
| 3. | Material help learners develop confidence | Materials should build confidence through achievable tasks and positive reinforcement. | 8 |
| 4. | Material be perceived as relevant and useful | Materials should reflect real-life relevance and support long-term goals. | 9 |
| 5. | Materials require and facilitate learner self-investment | Materials should emotionally engage learners, making them actively involved. | 8 |
| 6. | Learner readiness for acquisition | Content should match learners' cognitive, linguistic, and readiness to learn. | 9 |
| 7. | Materials expose learners to language in authentic use | Materials should include real-life language in context (e.g., dialogues). | 9 |
| 8. | Learners' attention to linguistic features | Materials should draw learners' attention to grammar, vocabulary, and sentence structures. | 10 |

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

Comments/Justification:

- Please provide play button to avoid audio that play together from two pages.

Singaraja, 1 September 2025

Expert 1



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

NIP. 198701172014041001



Appendix 10 Rubric Based Assessment Result Expert 2

Researcher's Name: Putu Sebastian Cahyadi

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

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

A. Expert Identity

| | |
|------------------------|--------------------------------------|
| Full Name | : Ni Putu Astiti Pratiwi |
| 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 <Telephone Etiquette and Emergency Call=>

<https://heyzine.com/flip-book/1053e40c8e.html>

Topic 2 <Asking and Expressing Understanding=>

<https://heyzine.com/flip-book/12a6eb8591.html>

Topic 3 <Announcement=>

<https://heyzine.com/flip-book/2a149d72c2.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.

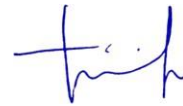
| No. | Criteria | Description | Score (1-10) |
|-----|--|---|-----------------|
| 1. | Material achieve impact | Materials should capture attention and leave a lasting impression through engaging themes, sounds, or emotions. | 8 |
| 2. | Materials help learners feel at ease | Materials should create a comfortable atmosphere with clear audio and supportive language. | 8 |
| 3. | Material help learners develop confidence | Materials should build confidence through achievable tasks and positive reinforcement. | 9 |
| 4. | Material be perceived as relevant and useful | Materials should reflect real-life relevance and support long-term goals. | 9 |
| 5. | Materials require and facilitate learner self-investment | Materials should emotionally engage learners, making them actively involved. | 9 |
| 6. | Learner readiness for acquisition | Content should match learners' cognitive, linguistic, and readiness to learn. | 8 |
| 7. | Materials expose learners to language in authentic use | Materials should include real-life language in context (e.g., dialogues). | 9 |
| 8. | Learners' attention to linguistic features | Materials should draw learners' attention to grammar, | 8 |

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

Comments/Justification:

Singaraja, 24 September 2025

Expert 2



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

NIP. 198808252015042002



Appendix 11 Documentation of Preliminary Observation



Appendix 12 Documentation of Interview with English Teacher



Appendix 13 Documentation of Interview with Visually Impaired Students



RIWAYAT HIDUP



Putu Sebastian Cahyadi lahir di Singaraja, 23 April 2003 sebagai anak pertama dari Bambang Erawan dan Nyoman Parwati. Penulis adalah Warga Negara Indonesia dan beragama Hindu. Saat ini penulis beralamat di Banjar Dinas Sari, Desa Bestala, Kec. Seririt, Kab. Buleleng, Prov. Bali. Penulis menempuh Pendidikan sekolah dasar di SD Negeri Bestala dan lulus pada tahun 2015. Setelahnya penulis melanjutkan Pendidikan ke bangku sekolah menengah pertama di SMP Negeri 3 Seririt dan lulus pada tahun 2018. Kemudian melanjutkan Pendidikan ke sekolah menengah atas di SMA Negeri 1 Seririt dengan mengambil jurusan Bahasa dan lulus pada tahun 2021. Setelahnya, penulis melanjutkan Pendidikan ke perguruan tinggi negeri di Universitas Pendidikan Ganesha dengan mengambil program studi S1 Pendidikan Bahasa Inggris. Pada tahun 2025 tepatnya di bulan Juli penulis menyelesaikan tugas akhir program sarjana dengan judul “Developing an Audiobook to Teaching English for Twelfth Grade First Semester Visual Impairment Students at SLB Negeri 1 Tabanan”. Sejak tahun 2021 hingga penulisan skripsi ini penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.