

The Quality of the Audiobook for Teaching English to Eleventh-Grade, Second-Semester Visually Impaired Students at SLB N 1 Tabanan

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ABSTRACT

This study aimed to evaluate the quality of an English audiobook developed for eleventh-grade visually impaired students at SLB Negeri 1 Tabanan. The study addressed the need for accessible and pedagogically sound English learning media that align with the auditory learning characteristics of visually impaired students. A mixed-methods approach was employed, combining qualitative and quantitative data. Data were collected through observation, interviews, document study, and expert judgment. The audiobook was evaluated by two experts in English Language Education using a Material Quality Assessment Sheet adapted from Tomlinson's framework for good language learning materials. Quantitative data were analyzed using descriptive statistics to determine the overall quality of the audiobook, while qualitative data supported the interpretation of the evaluation results. The findings revealed that all evaluated aspects of the audiobook met acceptable quality standards, with most criteria categorized as Good and several aspects achieving an Excellent level. The results indicate that the audiobook is pedagogically appropriate, accessible, and suitable as an English learning medium for visually impaired students. Thus, the study confirms that audiobooks developed through a theory-based and expert-informed approach can effectively support inclusive English language learning. Furthermore, the findings support the integration of audiobooks as an alternative or complementary medium in special education settings, offering practical implications for teachers, material developers, and researchers seeking to improve English learning accessibility and quality for visually impaired students.

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INTRODUCTION

To access equal learning opportunities, inclusive education emphasizes the rights of every student, including those with disabilities. Because their needs and learning processes differ significantly from those of the general population, students with disabilities require a tailored approach. According to Gkora and Karabatzaki (2023), motivation, persistence, and emotional readiness play a crucial role in the academic success of students with disabilities. However, students with visual impairments (VIS) often struggle with low engagement and repeated experiences of failure (Stahopoulou and Siskou, 2023). Thus, the importance of providing easily

accessible and motivating learning materials and methods to support VIS in achieving the learning goals of visually impaired (VIS) students is highlighted in these challenges.

According to Yurko and Styfanyshyn (2022), there are additional barriers for VIS in English as a foreign language. Previous research has shown that they face difficulties in accessing printed materials, interpreting visual content, and practicing language skills using conventional resources (Sohaib et al., 2021; Tahiri, 2023; Zahra et al., 2022). Jain et al. (2021) stated that these are not always sufficient for mastering communication skills, although Braille devices, tactile aids, and screen readers like VoiceOver or TalkBack offer partial solutions. Since auditory learning is the primary mode of language development for VIS students, two important components in English language acquisition, namely listening and speaking, are crucial for VIS (Khadijah et al., 2020).

Audiobooks have been identified as an effective tool for improving listening comprehension, language acquisition, and learning motivation among students with visual impairments globally (Guha, 2020; Fansury et al., 2019; Abodunrin, 2024). According to Kohnová and Papula (2022), audiobooks provide flexible access to authentic spoken language, allow for repetition for better comprehension, and expose learners to correct pronunciation and intonation. Also, audiobooks can make English learning more engaging and relevant, which aligns with the digital learning habits of Generation Z (Allahi et al., 2020). However, the use of audiobooks in English classes for VIS is still rare in Indonesia, as teachers mostly rely on limited tools such as WhatsApp voice notes and YouTube videos, which are often repetitive and lack systematic instructional design (Wanodya, 2023). Inclusive, accessible, and motivating English learning resources are the gap between ideal conditions and limited, unsystematic, and non-specialized materials are real practices in the classroom, where these things show the urgency of developing innovative learning media (Sholeha et al., 2024). Thus, educators must provide more engaging and dynamic learning activities, one way to do this is by supporting the learning process with audio-based learning materials (Ratminingsih, 2016).

According to Sujana and Susiliastini (2022), this media's advantages include its practical presentation of content and ease of access without regard to time or location, which promotes more interest in learning and student participation in the learning process. The use of audiovisual materials helps students become more adept at using technology in the classroom in a responsible, effective, and appropriate manner (Citra Wibawa et al., 2023). According to Jampel et al. (2018), students' engagement in the learning process is boosted by the usage of interactive multimedia. On the other hand, listening skills should be given top priority in the early phases of the learning process, particularly for young students who are still in the novice stage of learning a foreign language. This is because listening skills play a more important role in the early stages of language learning than other language abilities (Ratminingsih, 2017).

Furthermore, the process of learning and teaching English as a foreign language, particularly speaking abilities, has grown more efficient and simpler for both teachers and students in this age of rapidly advancing technology. This is because technology makes it simple to supply and disseminate educational resources, lessen student fear, and provide more opportunities for students to practice consistently (Santosa and Utami, 2023). Therefore, the gap of this study is teaching practices in the industry reveal that the majority of instructors still use traditional teaching techniques, like lectures and Q&A sessions, with the only way to distribute materials being through the use of PowerPoint presentations and instructional videos from YouTube via WhatsApp groups. Students' learning outcomes are impacted by this circumstance, which results in low motivation to learn and suggests that learning outcomes have not been optimized (Simamora and Oktaviani, 2020). Meanwhile, the novelty is this study systematically evaluates audiobook quality through expert judgment using established principles of good language learning materials.

This study introduces a novel integration of Material Quality Assessment Sheet, developed in the form of a quantitative rubric adapted from Tomlinson's (2011) framework. In addition, the audiobook content will be subject to expert assessment based on Tomlinson's (2011) principles of

good language learning materials, which ensures pedagogical effectiveness and learner-centered design (Buitrago et al., 2023). This study is to evaluate the quality of audiobooks for VIS to facilitate their learning of English. Thus, the research question of this study is how is the quality of the audiobooks for Visual Impairment Students.

METHOD

The audiobook was reviewed by experts in English language education using Material Quality Assessment Sheet, developed in the form of a quantitative rubric adapted from Tomlinson's (2011) framework. This research was conducted at SLB Negeri 1 Tabanan due to the availability of VIS at the high school level and the school's readiness to adopt innovative media, with eleventh grade VIS and two experts in English Language Education from Ganesha University of Education as the subjects in this study. The research object is focused on the quality of the audiobooks for Visual Impairment Students. In addition, this study uses mixed methods. Qualitative data from interviews and observations were analyzed. On the other hand, quantitative analysis using descriptive statistics for audiobook expert evaluation scores. The average score for each criterion is calculated to determine the overall quality of the material, resulting in a clear numerical interpretation of the expert assessments. Meanwhile, data was collected using observation, interviews, document study, and expert judgment.

Observation using structured field notes instrument, then documented through structured field notes (Creswell, 2018; Berengueres, 2025). Also, interviews using an interview guide instrument adapted from Guha (2020) and document studies using document analysis sheet instruments were conducted to examine the syllabus, lesson plans, teaching modules, and student worksheets, also to systematize information from curricular documents. After that, expert assessment was used to ensure the validity of the product, where two specialists in English language teaching evaluated the content of the audiobook using a rubric adapted from Tomlinson (2011) as an instrument, covering aspects such as impact, relevance, student confidence, and communicative value. The rubric contains 15 criteria with a rating scale of 1, 5, 10, where 1 = Very poor quality, 5 = Medium quality, 10 = Excellent quality, to assess content quality and pedagogical effectiveness.

FINDINGS AND DISCUSSION

Findings

The Quality of the Audiobooks for Visual Impairment Students

This section presents the results of the expert validation conducted to evaluate the quality of the developed English audiobook for visually impaired students (VIS). The evaluation focused on determining whether the audiobook met the criteria of quality, relevance, and practicality as an English learning medium for eleventh-grade students at SLB Negeri 1 Tabanan. The validation process was also intended to answer the research question concerning the overall quality of the audiobook as a product of instructional development. Also, the validation was carried out by two experts in English Language Education from Ganesha University of Education, both of whom have professional backgrounds in English learning media and Mobile Assisted Language Learning. Acting as independent validators, the experts assessed the audiobook objectively in terms of its content, presentation, and pedagogical suitability. Their expertise ensured that the evaluation process was conducted professionally and that the results were credible and aligned with the objectives of the study.

The assessment employed a Material Quality Assessment Sheet developed in the form of a quantitative rubric adapted from Tomlinson's (2011) framework for good language learning materials. This framework emphasizes that effective learning materials should create a strong impact on learners, help learners feel comfortable during the learning process, foster learner confidence, and be perceived as relevant and useful. In addition, the evaluation examined whether the materials encouraged learner self-investment, matched learners' readiness for acquisition, and

exposed learners to authentic language use. Further evaluation criteria included attention to linguistic features, opportunities for communicative language use, and consideration of delayed instructional effects. The assessment also addressed the extent to which the audiobook accommodated different learning styles, supported learners' affective attitudes, and allowed for a silent period at the beginning of instruction. Moreover, the quality of the audiobook was examined in terms of its potential to stimulate learners' cognitive processes, minimize excessive controlled practice, and provide opportunities for outcome feedback. By applying these comprehensive criteria, the experts were able to evaluate the audiobook systematically and thoroughly in line with established standards of language learning material development.

The results of the expert judgment indicated that all evaluated aspects of the audiobook met acceptable quality standards. The majority of the assessment aspects were categorized as Good, while the remaining aspects achieved an Excellent level of quality. No aspect was rated as poor, indicating that the audiobook demonstrated consistent quality across all evaluated dimensions. These findings suggest that the audiobook is generally effective in supporting English language learning for visually impaired students and aligns well with their auditory learning needs. The dominance of the Good category reflects that the audiobook adequately supports clarity of content, learner engagement, and independent learning. At the same time, aspects categorized as Excellent demonstrate particular strengths of the audiobook, especially in creating engaging learning experiences, ensuring learner comfort, and providing authentic language exposure. These strengths indicate that the audiobook not only fulfills technical and pedagogical requirements but also contributes positively to learners' overall learning experience. In addition to quantitative judgments, the experts provided qualitative feedback aimed at improving the technical quality of the audiobook. One notable issue identified was the possibility of simultaneous audio playback when users accidentally activated more than one page at the same time, which was considered disruptive to learner comfort. In response to this feedback, technical revisions were implemented by improving audio control features to ensure more orderly and user-friendly playback. These revisions enhanced the usability of the audiobook while maintaining the integrity of its instructional content.

Evaluation of the Quality of the English Audiobook for Visually Impaired Students

This section presents the results of expert evaluation on the quality of the developed English audiobook for visually impaired students (VIS). The evaluation aimed to determine the extent to which the audiobook met pedagogical, linguistic, and technical standards as an English learning medium for eleventh-grade students at SLB Negeri 1 Tabanan. The evaluation also serves to confirm the feasibility and instructional value of the developed product. Furthermore, the expert judgment process was conducted using a rubric-based assessment sheet adapted from Tomlinson's (2011) framework for good language learning materials. Sixteen assessment aspects were evaluated by two experts in English Language Education using a numerical rating scale. The assessment results were then averaged and classified into three quality categories: Very Poor, Good, and Excellent. The findings indicate that none of the evaluated aspects fell into the Very Poor category, demonstrating that all elements of the audiobook achieved at least an acceptable level of quality.

The detailed results of the expert evaluation are summarized in Table 1, which presents the assessment criteria, mean scores, and corresponding quality categories. As shown in the table, the experts' ratings demonstrate a high level of consistency, indicating a shared perception of the audiobook's quality in terms of content, presentation, and pedagogical suitability. Several criteria related to learner engagement, learner comfort, readiness for language acquisition, and exposure to authentic language use were classified in the Excellent category, reflecting the strengths of the audiobook in supporting effective and enjoyable learning experiences. In contrast, most of the remaining criteria were categorized as Good, suggesting that while the audiobook sufficiently supports learner participation and independent learning, there remains potential for further

enhancement, particularly in increasing interactivity and the variety of learning activities.

Table 1. Results of Expert Judgment on the Quality of the Developed Audiobook

No	Tomlinson's Criteria	Expert 1	Expert 2	Mean	Category
1.	Material achieves impact	9	9	9	Excellent
2.	Materials help learners feel at ease	10	8	9	Excellent
3.	Material helps learners develop confidence	8	8	8	Good
4.	Material is perceived as relevant and useful	9	8	8.5	Good
5.	Materials require and facilitate learner self-investment	8	8	8	Good
6.	Learner readiness for acquisition	9	9	9	Excellent
7.	Materials expose learners to language in authentic use	9	9	9	Excellent
8.	Learner's attention to linguistic features	10	8	9	Excellent
9.	Opportunities to use the language for communicative purposes	8	8	8	Good
10.	Delayed Effect	9	8	8	Good
11.	Consideration of different learning styles	9	8	8.5	Good
12.	Consideration of learners' affective attitudes	8	8	8	Good
13.	Silent period at the beginning of instruction	9	8	8.5	Good
14.	Maximizing learning potential by stimulating both brain hemispheres	8	8	8	Good
15.	Minimizing controlled practice	8	8	8	Good
16.	Opportunities for outcome feedback	8	8	8	Good

In addition to the quantitative ratings, the experts provided qualitative feedback to improve the technical and instructional quality of the audiobook. Minor discrepancies in scores between the two experts were attributed to differing emphases on technical accuracy and linguistic precision. One expert focused on narrative clarity and repetition of language patterns, while the other emphasized grammatical accuracy and audio completeness. These suggestions were addressed through technical revisions, including improved audio editing and the addition of playback control features to prevent overlapping audio when multiple pages are activated simultaneously. Thus, the expert evaluation results indicate that the developed audiobook is of good to excellent quality and is suitable for use as an English learning medium for visually impaired students in the eleventh grade. The combination of Good and Excellent categories confirms that the audiobook aligns with the principles of effective language learning material development proposed by Tomlinson (2011). Consequently, the audiobook can be categorized as a feasible, engaging, and pedagogically appropriate learning medium that supports inclusive English language instruction and encourages active and independent learning among visually impaired students.

Discussion

The findings of this study indicate that the development of an English audiobook as a learning medium for visually impaired students (VIS) addresses a critical gap in inclusive language education. The results align with previous research highlighting that the lack of learning media tailored to the sensory characteristics of visually impaired learners can negatively affect their engagement and language development (Sohaib et al., 2021). By prioritizing auditory input and accessibility, the developed audiobook responds directly to the learning challenges commonly faced by VIS in conventional text-based instruction.

Expert evaluation based on Tomlinson's (2011) principles of effective language learning materials demonstrates that the audiobook achieved quality levels ranging from Good to Excellent across all assessed aspects. High ratings in material impact, learner comfort, learner readiness, and exposure to authentic language use suggest that the audiobook effectively supports learners' cognitive and affective domains. According to Tomlinson (2011), materials that create emotional engagement, reduce anxiety, and present language in authentic contexts are more likely to

facilitate meaningful language acquisition. The present findings confirm that well-designed audiobooks can fulfill these criteria, particularly for learners who rely heavily on auditory processing.

Aspects related to learner self-investment and opportunities for communicative language use were rated at a Good level, indicating that the audiobook sufficiently supports independent learning but still offers room for further pedagogical enhancement. This finding is consistent with earlier studies suggesting that while audiobooks are effective in improving comprehension and confidence, additional interactive elements are needed to maximize communicative competence (Zahra et al., 2022). Incorporating features such as audio-based quizzes, reflective listening tasks, or guided speaking activities may strengthen learner engagement and promote more active language use.

The expert feedback regarding technical and linguistic refinement also underscores the importance of usability in inclusive learning media. Improvements in grammatical accuracy, audio clarity, and navigation directly contributed to the overall quality of the final product. This supports Tahiri's (2023) assertion that accessibility and technical precision are essential components of inclusive educational technology, as usability issues can hinder learner focus and motivation, particularly among students with visual impairments.

The strong ratings in learning comfort, relevance, and learner readiness indicate that audiobooks are effective in fostering emotional security and cognitive preparedness. Clear narration, structured material sequencing, and repetition of language patterns appear to enhance learners' confidence and comprehension, which are crucial factors in second language acquisition for VIS. These findings reinforce the view that instructional materials for visually impaired learners should emphasize expressive narration, gradual scaffolding, and logical progression of language input, as recommended by Tomlinson (2011). Furthermore, the discussion confirms that audiobooks developed through a systematic, theory-driven, and expert-informed approach can function as effective and inclusive English learning media for visually impaired students. The balance between Good and Excellent evaluations reflects both the strengths of the audiobook in supporting language learning and the potential for future enhancement. By integrating expert input, theoretical principles, and learner needs, this study demonstrates that audiobooks can improve students' motivation, confidence, and communicative abilities, contributing meaningfully to inclusive English language education.

CONCLUSIONS

This study aimed to evaluate the quality of an English audiobook developed for eleventh-grade visually impaired students at SLB Negeri 1 Tabanan. Thus, this study concludes that the developed English audiobook constitutes a feasible, effective, and inclusive learning medium for visually impaired students at the eleventh-grade level. Through a systematic evaluation process grounded in Tomlinson's principles of good language learning materials, the audiobook demonstrated strong pedagogical quality, particularly in supporting learner comfort, readiness, motivation, and exposure to authentic language use. These strengths indicate that auditory-based instructional media can effectively address the sensory learning characteristics of visually impaired students and reduce barriers commonly encountered in conventional English language instruction.

The expert validation results further suggest that a well-structured audiobook can balance cognitive, affective, and linguistic dimensions of language learning. While the audiobook sufficiently promotes independent learning and engagement, the findings also highlight opportunities for future enhancement, especially in increasing communicative interaction and learner self-investment through more varied and interactive listening–speaking activities. Importantly, the iterative revision process informed by expert feedback proved essential in improving both technical usability and instructional clarity. This study affirms that audiobooks developed through a theory-driven, user-centered, and expert-informed approach can contribute

meaningfully to inclusive English language education. The findings support the integration of audiobooks as an alternative or complementary medium in special education settings, offering practical implications for teachers, material developers, and researchers seeking to improve English learning accessibility and quality for visually impaired students. Thus, it is recommended that future researchers examine the impact of audiobooks on student learning outcomes through field experiments.

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