

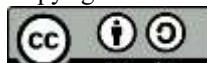
DEVELOPING AN AUDIOBOOK TO TEACHING ENGLISH TO TWELFTH GRADE FIRST SEMESTER VISUAL IMPAIRMENT STUDENTS AT SLB N 1 TABANAN

**Putu Sebastian Cahyadi¹, I Putu Indra Kusuma², Ni Putu Astiti Pratiwi³,
I Ketut Trika Adi Ana⁴**

^{1,2,3,4} Universitas Pendidikan Ganesha

Corresponding e-mail: sebastiancahyadi11@gmail.com

Copyright © 2026 The Author



This is an open access article

Under the Creative Commons Attribution Share Alike 4.0 International License

DOI: [10.53866/jimi.v6i1.1172](https://doi.org/10.53866/jimi.v6i1.1172)

Abstract

This study was conducted to develop audiobooks specifically designed for Visual impairment students 12th grade students to assist in the English learning process. The research sample consisted of Visual impairment students in 12th grade at SLB N 1 Tabanan. This research used a design and development research method that focused on developing English audiobooks for Visual impairment students in 12th grade. The development model used in this research was the Successive Approximation Model/SAM by Allen and Sites (2012). Data collection was conducted through observation, interviews, document analysis, research journals, and expert assessment. The data was then analyzed qualitatively through content analysis and quantitative descriptive analysis. From this analysis, it was found that the audiobook developed met the learning needs of visually impaired students. The audiobook developed was categorized as “very good” in terms of language, design, and content, indicating that the audiobook developed could be appropriate learning material for visually impaired students.

Keywords: Audiobook, Visual Impairment Students, SAM Two-Phase, Teaching English for Visually Impaired Students.

Pengembangan Buku Audio untuk Mengajar Bahasa Inggris kepada Siswa Kelas XII Semester Pertama dengan Keterbatasan Penglihatan di SLB N 1 Tabanan

Abstrak

Penelitian ini dilakukan untuk mengembangkan audiobook yang dirancang secara khusus untuk siswa tunanetra kelas 12 untuk membantu proses pembelajaran Bahasa Inggris. Sample penelitian ini adalah siswa tunanetra kelas 12 di SLB N 1 Tabanan. Penelitian ini menggunakan metode penelitian desain dan pengembangan yang berfokus pada pengembangan audiobook berbahasa Inggris untuk siswa tunanetra kelas 12. Model pengembangan dalam penelitian ini yaitu Successive Approximation Model/SAM oleh Allen and Sites (2012). Pengumpulan data dilakukan dengan observasi, wawancara, analisis dokumen, jurnal penelitian, dan penilaian ahli. Kemudian data dianalisis secara kualitatif melalui analisis isi dan analisis deskriptif kuantitatif. Dari analisis tersebut kemudian diperoleh hasil audiobook yang dikembangkan sudah memenuhi kebutuhan pembelajaran siswa tunanetra. Audiobook yang dikembangkan terkategori “sangat baik” dalam konteks Bahasa, desain, dan isi, hal ini menunjukkan bahwa audiobook yang dikembangkan dapat menjadi materi pembelajaran yang tepat untuk siswa tunanetra.

Kata kunci: Audiobook, Siswa Tunanetra, SAM Two-Phase, Pembelajaran Bahasa Inggris Untuk Siswa Tunanetra.

1. Introduction

Students with disabilities require a special learning approach to meet their needs. In Gkora et al. (2023), students with disabilities tend to have lower learning motivation, which affects their performance when learning in class. Learning motivation is very important to support student achievement in the classroom. Stahopoulou et al. (2023) stated that students with disabilities strive to achieve good learning outcomes, but repeated failures cause their learning motivation to decline. Students with visual impairments also experience similar issues to those with other disabilities. Students with visual impairments are those who have lost their ability to see partially or completely (Gunadi et al., 2023). This loss of visual function means that students need assistive devices to support their learning process. Students have difficulty accessing relevant learning materials and resources according to their needs. This makes visually impaired students feel dissatisfied and unmotivated to learn (Nabila et al., 2021; Pratiwi et al., 2020).

Despite various limitations, there are many learning media that can help the learning process of visually impaired students, such as audiobooks, Braille, and interactive audio media. These media can assist in the learning process. Therefore, it is very important to involve teachers specifically in the development of learning media that can meet the needs of students. Ratminingsih (2016) states that good learning media are those that make students feel comfortable in learning and motivated to achieve good learning outcomes. Providing innovative learning media, especially for students with special needs, greatly helps to increase student motivation to learn, so that students are active in learning in the classroom (Sujana et al., 2022).

Audiobooks are currently a suitable English learning medium for visually impaired students. Fansury et al. (2019) stated that learning English using audiobooks helps visually impaired students. Audiobooks can also increase students' motivation to learn because of the ease of access to materials during the learning process. Guha (2020) stated that audiobooks can accommodate the learning styles of visually impaired students, making it easier for them to follow the lessons. In addition, Wibawa et al. (2023) state that audio-visual media can help introduce technology more effectively to visually impaired students. Audiobooks are useful for visually impaired students because they can have a positive impact on student achievement. In addition, students will indirectly become familiar with the convenience of technology despite their limitations.

The limitations that students have in their vision make them more dependent on auditory and verbal skills in the learning process (Farani et al., 2011; Khadijah et al., 2020). This is in line with one of the English language skills, namely listening skills. Ratminingsih (2017) states that listening skills are the most important skill in understanding language compared to other skills. Jyoti (2020) states that students really need to practice listening skills so that they can communicate well in everyday life. Therefore, students really need learning media that is designed to help develop their listening skills, especially in English learning.

In addition to listening skills, speaking skills are also very important in English. Speaking skills demonstrate a person's ability to use language, express ideas, and convey information so that it can be used effectively. Therefore, practicing speaking skills is very important for everyday interactions. Akhter et al. (2020) state that communication skills are very important in this era of globalization. Good communication cannot occur without speaking skills and the ability to pronounce vocabulary clearly. In English, clear pronunciation of vocabulary is very important so that what you want to say is conveyed clearly. In this era, the use of technology to practice English speaking skills is already very widespread. Utami et al. (2023) state that technology is very supportive for EFL teachers and students in developing speaking skills. In addition, Malavika et al. (2021) state that effective speaking skill practice occurs in classrooms where students can interact with teachers or other students.

The two skills above are very important to master, especially for visually impaired students. Meanwhile, SLB Negeri 1 Tabanan still has limited learning media that are relevant to meet these needs. Teachers at the school still face obstacles in providing interactive learning media for students. On the other hand, students really need learning media that can meet their needs. Based on these conditions, the researcher has a strong desire to develop audiobooks that are suitable for the characteristics and needs of visually impaired students in grade 12 at SLB Negeri 1 Tabanan. Previous research has shown that audiobooks that are effective in helping to motivate students to learn will be very useful for visually impaired students at school. The audiobook developed by the researcher will also focus on the learning curriculum used to support maximum student achievement. This research will also be used to answer research questions:

- a. What challenges do English teachers and visually impaired students at SLB N 1 Tabanan perceive regarding the potential use of audiobooks for learning English before they are introduced?
- b. How are the audiobooks that meet needs of visually impaired students in English language education developed?
- c. How is the quality of the audiobook for visually impaired students at SLB 1 Tabanan?

2. Research Method

2.1. Object, time and place

This research focuses on the development of English teaching materials in the form of audiobooks. This research was conducted at SLB Negeri 1 Tabanan, located at Jl. Pulau Batanta No. 6 Dauh Peken, Tabanan, Bali. This school focuses on students with special needs, particularly the visually impaired. This school was chosen because it has 12th grade visually impaired students who are studying English. The school also facilitates the use of assistive technology, enabling researchers to develop audiobook-based teaching materials. Grade 12 was chosen because students at this level have already learned English and have more developed cognitive abilities. In addition, Grade 12 students at SLB Negeri 1 Tabanan are already accustomed to using assistive technology such as audio devices and screen readers, making it easier to apply audiobooks at the Grade 12 level. Finally, observations show that Grade 12 students demonstrate a higher level of learning independence, enabling them to access materials more independently.

The object of this study is a product developed in the form of an audiobook containing English learning materials specifically designed to facilitate the development of listening and speaking skills for visually impaired students. This audiobook was developed as an audio-based learning medium to meet the needs of visually impaired students at SLB Negeri 1 Tabanan. The material in this audiobook is systematically arranged to include simple language, clear pronunciation, and appropriate intonation. The development of the material is based on data obtained from interviews with teachers and observations of learning activities taking place at the school. The audiobook is designed to focus on three main aspects, namely clarity in the delivery of material, accessibility for visually impaired users, and educational value relevant to the curriculum. The final audiobook product will be tested again by experts who are competent in the field of English.

2.2. Method of Instrument and Data Collection

To obtain the data needed for this study, the researcher used data collection methods appropriate to the type and characteristics of the research objectives. The observation stage was the initial preparatory stage in data collection for this study. Observations were conducted to obtain a realistic picture of the learning situation, interactions in the classroom, and the learning behavior of visually impaired students during the English learning process. This method stated by Creswell's (2018), which states that observation allows researchers to gain a better understanding of student behavior in a natural context. The instrument needed to conduct observation is in the form of field notes, where the format of the field notes used by researchers refers to QualNotes Blueprint by Berengueres (2025), which focuses on structure and reflection in collecting observation data. These field notes will document learning activities during the learning process at school. The field notes will form the basis for the development of relevant learning materials and media for the students' learning process.

The interview stage was conducted to explore more in-depth information regarding the responses of teachers and students to the needs, obstacles, and experiences in the English teaching and learning process. In addition, the interviews also provided perceptions regarding the teaching materials used and their potential for development. The interviews also provided more realistic views on aspects of the audiobook that needed improvement. The instrument used was an interview guide based on Guha (2020), which focused on the development of audiobooks for visually impaired students. The questions were arranged in a table to facilitate data recording and analysis. In addition, document study was also a stage of data collection in this study. At this stage, the researcher specifically collected supporting documents for the learning process, such as syllabi, lesson plans, teaching modules, and student worksheets used at SLB Negeri 1 Tabanan. Researchers examine and analyze these documents as a basis for developing audiobook material that is aligned with the syllabus and curriculum and helps improve students' abilities and needs. From the results of this document analysis, researchers can further identify the scope of material and relevant learning structures. Journaling also became a supporting stage in data collection, where researchers used journaling activities as a stage to obtain all the

design and build (prototype) processes in this research. This greatly helped researchers to reflect on themselves during the audiobook design process.

The final stage in data collection was Expert Judgment, where researchers reviewed the design results of audiobooks created by experts in the field of English language teaching. This evaluation was conducted to ensure that the learning materials contained in the audiobooks were accurate, appropriate, and effective in helping visually impaired students. The assessment was carried out based on a rubric derived from the theory of language teaching materials by Tomlinson (2011).

2.3. Method of Data Analysis

This study uses a mixed method approach by combining qualitative and quantitative data analysis to assess the quality of the audiobooks developed. Qualitatively, the researcher used a content analysis approach, where the data collected included transcripts of interviews with teachers and visually impaired students, as well as field notes from observations. The data was then analyzed based on Krippendorff (2004) model. The analysis process was carried out through six main stages based on Krippendorff (2004), namely, first, determining the unit of analysis (Unitizing). In this stage, parts of the interview results and field notes collected by the researcher were divided into units that were in accordance with the level of relevance to the problems and issues studied by the researcher. After that, the researcher will determine the sampling in content analysis, which aims to filter the data. Sampling selection is carried out by choosing the units that best represent the research objectives so that the analysis becomes more focused. Then, data recording is carried out, where raw data is processed so that it can be analyzed. The researcher transcribes and documents the data permanently in the form of written text and field notes. After that, the researcher assigns codes according to the unit to facilitate data processing and further analysis.

The next stage is Reducing, where researchers eliminate data that is not related to the focus of the research, while relevant data is retained and summarized. This process is used to highlight important information that is relevant to the research objectives and to facilitate data interpretation. Then, researchers conduct the Abductively Inferring stage, which involves interpreting data by linking empirical findings with their theoretical framework. This abductive reasoning is carried out to connect data so that it has a strong theoretical basis. Finally, the content analysis presents the results, where the researcher presents the analysis results in a systematic and easy-to-understand narrative. The research findings are supported by relevant theories and literature reviews so that they are scientifically accountable. The results of this analysis will be the basis for the preparation and development of audiobook material to better suit the characteristics and needs of students.

In quantitative terms, researchers used descriptive statistical analysis. Quantitative data in this study was obtained from audiobook content assessment using an assessment rubric instrument. The assessment was conducted using a scale of 1 to 10, with 1 indicating very low quality, 5 indicating moderate quality, and 10 indicating very high quality. This quantitative data analysis focused on calculating the average score for each assessment criterion to determine the quality level of the audiobook material. The mean score was chosen because it was considered capable of representing the general trend of the experts' assessments. The calculation of the value is done by adding up all the scores given by the experts, then dividing them by the number of assessments. The results of this calculation will provide an overview of the quality of the audiobook material to support the research objectives.

3. Finding and Discussion

This section presents the research results and discussion of the findings obtained during the research process to answer the research questions.

3.1. Finding

Researchers present the results obtained from observations, interviews, document studies, and expert judgment. The data analysis process is carried out with reference to the research problem formulation and the stages in the Two-Phase Successive Approximation Model (SAM), which includes the preparation phase and the iterative design and development phase.

In the Successive Approximation Model (SAM) Two-Phase, the preparation stage consists of two main steps, namely Information Gathering and Savvy Start. This stage is used to answer the first research question, namely the challenges faced by English teachers and visually impaired students at SLB Negeri 1 Tabanan regarding the potential use of audiobooks in the English learning process before the media was introduced.

In the information gathering stage, the researcher collected data related to the obstacles, needs, and opportunities of implementing audiobooks for visually impaired students. The data used came from field notes, interviews with teachers and students, and analysis of the learning modules used by teachers.

The results of the observation show that the students' previous learning process was dominated by WhatsApp voice messages and Braille books, and sometimes teachers also used YouTube as an additional learning resource. However, the repeated use of media tended to make students feel bored in the learning process. Teachers also said that audiobooks had been used previously and received positive responses from students, but due to limited access, the audiobooks could not be used continuously. The learning materials used by teachers were also mostly sourced from online teaching modules without modification when applied to students. This was due to limitations in time, resources, and teacher competence in developing special learning media for visually impaired students. Observations also showed that students were accustomed to using assistive technology, but the lack of special learning media for visually impaired students remained a major challenge.

Interviews conducted with teachers and students also showed that the learning process for visually impaired students still faces various obstacles, such as the use of monotonous media, limited access to teaching materials, and a lack of teacher training, which greatly affects student engagement during the learning process. However, teachers who tend to use audio-based media are quite helpful during the learning process. Audiobooks are considered quite helpful in eliciting positive responses from students, but their use is still limited due to minimal access, differences in student abilities, teachers' difficulties in explaining concepts visually, and limited learning resources such as Braille books and e-modules. Teachers also stated that relevant audiobooks are better when they use natural voices with clear intonation, are 3-5 minutes long, can be accompanied by background music that is not distracting, and use vocabulary for everyday communication.

Interviews with students also revealed that mobile phones and Braille books are their main learning resources at school. Supported by other media such as YouTube, WhatsApp, or other note-taking applications, this shows that students already have digital awareness. They also consider audiobooks to be very effective, especially if the audio is clear, can be played repeatedly, and is bilingual. Audiobooks must be made accessible to students so that they do not become an obstacle to the learning process. Visually impaired students tend to prefer learning that begins with a friendly greeting and is interspersed with simple games.

The Savvy Start stage is the initial stage of media design, in which teachers and students are actively involved. At this stage, the researcher held discussions with teachers and students to find out their expectations for the audiobook being developed. From the teachers' point of view, they hoped that the audiobook would use natural narration, be 3-4 minutes long, and contain basic vocabulary with simple dialogue and short stories. The audiobook is also expected to be used as an independent learning medium that supports the learning process in the classroom. Students want the audiobook to be playable repeatedly, use bilingual language, have clear intonation, and contain elements of stories, questions, or simple games. Students believe that these simple interactive features can help the learning process as long as the material remains easy to understand.

Based on these findings, it can be concluded that teachers and students need learning media that is easily accessible, interesting, and designed according to the characteristics and needs of visually impaired students. Audiobooks can be the right solution for the characteristics and needs of visually impaired students.

The next stage carried out by the researcher was the Interactive Design and Development Phase, which focused on the design and development of teaching materials in the form of audiobooks. This stage will answer the second problem statement, namely how English teaching materials are developed in the form of audiobooks to suit the needs of visually impaired students?

At this stage, the researcher's journal becomes the main instrument for documenting the entire development process. Every decision will consider the needs of students, input from experts, and the accessibility process for students. The first step in this stage is project planning, where researchers determine the basis that will be used to develop learning materials and contexts for students. The topics chosen by researchers are based on their relevance to students' daily lives. The material will be designed to be presented in the form of an audiobook using the Heyzine Flipbook platform equipped with audio. Next, the researcher compiles a fixed structure for each Audiobook unit. Each unit consists of vocabulary introduction, contextual

expressions, dialogues, quizzes, and speaking exercises. A consistent structure is applied to each unit to help students understand the learning flow and be able to learn independently.

Then entered the design stage where researchers developed the initial draft of the audiobook based on the predetermined structure. Each unit was designed with the same framework but with different topics. The content of the audiobook consisted of usage guides, vocabulary and meanings in Indonesian, language expressions, listening quizzes, speaking exercises, and dialogue-making assignments. This consistent structure would make it easier for students to follow audio-based learning. Each of the three initial drafts of the material will be immediately validated by two English education experts. The experts' input is recorded in a journal to facilitate the revision process for each material. After the material is validated and revised, it is then converted into an interactive audiobook. The researchers use the Heyzine Flipbook platform to support audio integration so that the content is more structured. The audio will be recorded based on the final script in accordance with the audiobook criteria expected by teachers and students. The visual display of the audiobook is designed using Canva. All audio and visual elements are then combined in Heyzine Flipbook to produce a structured audiobook that is friendly for students with hearing impairments.

In quantitative terms, researchers used descriptive statistics to assess the results of revisions made by experts regarding the final outcome of the audiobook designed by researchers.

Pie Chart: Quality Distribution of Audiobook Evaluation Criteria

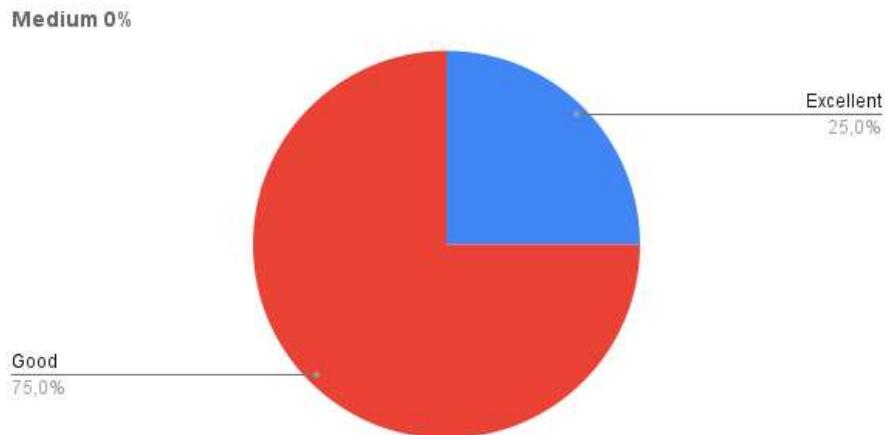


Figure 3.1 Pie Chart of Expert Judgment Result

Expert judgment was conducted using a rubric-based assessment sheet with 16 criteria for language teaching material development proposed by Tomlinson (2011). Each criterion was assessed by two experts on a scale of 1–10, then averaged and classified into the categories of fair, good, and very good. The results showed that none of the categories fell into the moderate category, which means that all aspects of the audiobook were rated at least in the good category. Of the 16 criteria assessed, 12 aspects (75%) were in the good category and 4 aspects (25%) were in the excellent category. The criteria that received the excellent category included the ability of the material to help students feel comfortable, the relevance and usefulness of the material, the exposure to authentic language use, and the students' attention to linguistic sleep. There were slight differences in the scores given by the two experts, but this was very helpful in refining the audiobook that was being developed. In general, the experts assessed that the audiobook that was being developed met the criteria for high-quality, relevant, and suitable teaching materials for the learning process of visual impairment students. It creates a comfortable learning atmosphere and helps students develop their language skills. Thus, the experts' assessment confirms that the audiobook that has been developed meets the requirements and is ready to be used as a medium for teaching English to visually impaired students in grade 12 at SBL Negeri 1 Tabanan.

3.2. Discussion

This study reveals that teachers and students with special needs at SLB Negeri 1 Tabanan still face various challenges in the English learning process. The interview results show that students have difficulty accessing appropriate learning media. These findings show that the learning materials used in schools do not meet the criteria for good language teaching materials according to Tomlinson (2011). The modules used by teachers from Merdeka Mengajar tend to be less interesting to students. As a result, students feel bored because of the repetitive use of media. Students also feel that the material provided is not relevant to their daily lives and communication. This also affects the decline in student motivation to learn. In addition, the material provided also gives students very limited opportunities to participate, with very minimal exposure to the language and supporting activities for language use that are far from optimal. The lack of adjustment to students' learning styles limits them in exploring the learning process.

The challenges found in this study are in line with previous studies which state that virtual impairment students face limitations in inclusive teaching materials that hinder student learning progress (Gunadi et al., 2023). In addition, Sohaib et al. (2021) also stated that the limitations of English teachers in finding inclusive learning resources and inadequate training make the teaching process less effective. Zahra et al. (2022) focused on the problem that teachers must convert visual materials into audio, which is also a major challenge for teachers in creating adequate teaching aids for visually impaired students. These findings are in line with the research context, where teachers and students at SLB Negeri 1 Tabanan still face challenges in the English learning process.

Therefore, this study emphasizes the importance of developing flexible, accessible, and student-centered learning media such as audiobooks. The audiobooks developed in this study are designed with clear narration, bilingual content, and interactive learning activities that combine stories and conversations related to students' daily lives as topics. Learning media should not only help overcome students' learning difficulties, but should also support more effective teaching practices and help students develop their abilities to be better. In line with Guha's (2020) research, which emphasizes that audiobooks are very important in the learning process of visually impaired students, learning designs must also be structured according to the needs of students with special needs.

The development of audiobooks using the Two-Phase Successive Approximation Model (SAM), which consists of a preparation stage and a design and development stage, became the guideline for compiling audiobooks in this study (Allen et al., 2012). This model consists of two main stages, namely preparation, where researchers collect in-depth information from relevant sources. Next is the development stage, where the audiobook is designed based on the initial information gathered by the researcher to meet the criteria for audiobooks suitable for students with special needs. When compared to the previous development model, ADDIE (Saputra et al., 2022; Sholeha et al., 2024), the SAM Two-Phase model has proven to be superior, especially in the context of inclusive education. The SAM model offers flexibility and continuous revision based on user feedback, so that media development remains responsive and tailored to student needs. In addition, the advantages of SAM are collaboration, rapid prototyping, and user involvement from the initial planning to the development process. In this study, SAM allows audiobook features to be arranged more expressively in terms of dialogue, bilingual narration, vocabulary, and speaking exercises. With this, the development process will remain in line with student needs. Ali (2021) states that SAM produces better contextual understanding compared to ADDIE. Iskandar et al. (2022) also stated that SAM is superior in media development because it can encourage learning motivation, making it more effective and relevant. In conclusion, SAM Two-Phase is more valid for use in compiling audiobooks that suit students' needs.

From the results of expert assessment, which received excellent results in terms of material usage, authentic language usage, and linguistic features in audiobooks. This shows that the audiobooks designed are considered capable of engaging students emotionally in the learning process. In addition, students are also more encouraged to participate in the English learning process. The bilingual narration provided in this audiobook greatly helps students to be more confident and active in speaking. These findings are in line with Tomlinson (2011), who emphasizes learning motivation, active student involvement, and clarity of material. Several aspects received good scores, such as the use of communicative language, the development of student confidence, and the level of interactivity, which is still limited. However, this positive assessment shows that audiobooks are inclusive, student-centered, and help overcome learning barriers. This indicates that the audiobooks developed can still be improved and used continuously. In general, the audiobooks developed

meet the criteria for high-quality language teaching materials (Tomlinson, 2011). The results of the criteria in the excellent and good categories show that these audiobooks are suitable for visually impaired students at SLB Negeri 1 Tabanan. Expert validity confirms that this media is suitable for use as an inclusive learning tool. This study also recommends continuous development, such as adding interactive features, implementing audiobooks in the classroom, and conducting long-term evaluations to observe learning outcomes.

4. Conclusion

The conclusion of this study shows that the development of English audiobooks is a very appropriate solution to support the learning process of visual impairment students in grade 12 at SLB Negeri 1 Tabanan. The data obtained shows that the English learning process still faces obstacles from both teachers and students. The main problems identified in this study are the limited availability of appropriate teaching materials, conventional lesson plans, and the dominance of visual aspects as learning media. These obstacles have resulted in low motivation and involvement of students in the learning process. Therefore, the application of the Two-Phase Successive Approximation Model (SAM) has proven to be effective in developing learning materials that are tailored to the needs of visually impaired students. This model supports a more flexible and sustainable development process through the stages of preparation, interactive design, expert evaluation, and revision, so that the materials are responsive to the needs of both students and teachers.

Based on the assessment of audiobook experts, the audiobook developed has met the criteria for good language teaching materials as found by Tomlinson. The experts' findings show that the product has a strong pedagogical foundation, is interesting, and makes it easier for visually impaired students to access. The use of bilingual narration, expressive intonation, and consistent study structure makes audiobooks an effective medium for supporting students' listening and speaking skills. Thus, it can be concluded that the process of learning English for the visually impaired not only requires an understanding of the limitations of the students but also the selection of an adaptive and flexible development model such as the SAM Two-Phase Model. The final results show that the opportunity to utilize audio-based learning media more widely in special schools greatly supports the realization of fair, equal, and inclusive English language learning for students.

Bibliografi

Akhter, S., Haidov, R., Majeed Rana, A., & Hussain Qureshi, A. (2020). Exploring the Significance of Speaking Skill for Efl Learners. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 6019–6030. <https://archives.palarch.nl/index.php/jae/article/view/5149>

Ali, C. A. (2021). A comparative study of SAM and ADDIE models in simulating STEM instruction. *African Educational Research Journal*, 9(4), 852–859. <https://doi.org/10.30918/aerj.94.21.125>

Allen, M. (2012). *Leaving ADDIE for SAM: An agile model for developing the best learning experiences*.

Berengueres, J. (2025). *Digitalisation of Qualitative Research through a Mobile App : A QualNotes Blueprint*. February.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications Ltd.

Fansury, A. H., Lutfin, N., & Arsyad, S. N. (2019). Audio Books As Teaching Media To Blind Students in Learning Efl. *Klasikal : Journal of Education, Language Teaching and Science*, 1(1), 1–9. <https://doi.org/10.52208/klasikal.v1i1.4>

Gkora, V., & Karabatzaki, Z. (2023). Motivation in Learning Disabilities and the impact of ICTs. *TechHub Journal, January*, 14–26. www.techhubresearch.com

Guha, S. (2020). Creating Audio Books for Children with Visual Impairment: The Collaborative Approach Leading to Virtual Learning. *International Journal of Technology in Teaching and Learning*, 16(1), 37–48. <https://doi.org/10.37120/ijttl.2020.16.1.04>

Gunadi, Y. F., & Binawan, H. (2023). *Difficulties in Learning English Faced by Visually Impaired Student at Inclusive School*. 8(4).

Iskandar, H., Koto, I., Yulanto, D., & Marlan, M. (2022). *Instructional Design of Successive Approximations Model (SAM) for Project-Based Learning Media Development*. <https://doi.org/10.4108/eai.11-10-2022.2325511>

Jyoti, R. (2020). Exploring English Language Students' Difficulties in Listening Comprehension. *Journal La*

Edusci, 1(3), 1–10. <https://doi.org/10.37899/journallaedusci.v1i3.125>

Khadijah, Wahyuni, S., & Qamariah, H. (2020). An analysis of teacher's strategies in teaching speaking skill to visually impairment students at sma luar biasa Banda Aceh in academic year 2019/2020. *Jurnal Ilmiah Mahasiswa Pendidikan*, 1(1), 1–11.

Krippendorff, K. H. (2004). *Content Analysis: An Introduction to Its Methodology*.

Malavika, R., & Muthukrishnan, T. (2021). the Importance of Teaching Speaking Skills. [www.ijcrt.org](https://www.ijcrt.org/2021/IJCRT|Volume9,Issue8August2021|ISSN:2320-2882IJCRT2108307InternationalJournalofCreativeResearchThoughts(IJCRT),) 9(8), 828–832.

Pratiwi, F., & Rahayu, E. (2020). *Improving Students Learning Motivation Through Innovation of Media Learning in Physical Education for Visual Impairment*. 464(Psshers 2019), 305–308. <https://doi.org/10.2991/assehr.k.200824.072>

Ratminingsih, N. M. (2016). Efektivitas Media Audio Pembelajaran Bahasa Inggris Berbasis Lagu Kreasi di Kelas Lima Sekolah Dasar. *Jurnal Pendidikan Indonesia* |27, 5(1), 2303–288.

Ratminingsih, N. M. (2017). *The Effect Of Teaching Techniques And Types Of*. 29(1).

Saputra, R., Asrib, A. R., & Mappalotteng, A. M. (2022). Pengembangan Media Pembelajaran Berbasis Audio Untuk Siswa Penderita Tuna Netra Di Slb-a Yapti Makassar. *UNM Journal of Technology and Vocational*, 6(1), 63. <https://doi.org/10.26858/ujtv.v6i1.34303>

Sholeha, U. I., Apriyanti, C., & Hadi, S. (2024). *The Development of an Interactive Audiobook “ DARE ” for Students with Intellectual Disabilities*. 3, 320–333.

Sohaib, M., Maheen, I., Ali, I., & Farooq, M. (2021). *English Language Teaching To Blind Students In Khyber Pakhtunkhwa : An Investigation Of Teachers ' Challenges*. 18(4), 2739–2749.

Sujana, I. W., & Susiliastini, N. K. T. (2022). Flipbook: Media Pembelajaran Inovatif Berbasis Etnomatematika pada Muatan Pelajaran Matematika Kelas V Sekolah Dasar. *Jurnal Pendidikan Multikultural Indonesia*, 5(2), 105–118. <https://doi.org/10.23887/jpmu.v5i2.54596>

Tomlinson, B. (2011). *Materials Development in Language Teaching*.

Utami, N. L. G. F. P., & Santosa, M. H. (2023). *Using VoiceThread to develop the speaking skills of EFL learners : A systematic literature review*. 10(1), 83–91.

Warsihna, J., Kosasih, F. R., Ramdani, Z., & Amri, A. (2022). Effectivity Of Audiobook As Innovative Learning Media In Open And Distance Education. *Proceeding of the International Conference on Innovation in Open and Distance Learning*, 3, 1230–1237. <http://conference.ut.ac.id/index.php/innodel-proceedings/article/view/945#>

Zahra, A., Butt, A., & Bhatti, S. A. (2022). A Study of the Challenges in Teaching English as a Foreign Language to the Students with Visual Impairment. *Global Educational Studies Review*, VII(I), 147–163. [https://doi.org/10.31703/gesr.2022\(vii-i\).16](https://doi.org/10.31703/gesr.2022(vii-i).16)