CHAPTER III
RESEARCH METHOD

3.1 Research Type and Approach

This study employs the Research and Development (R&D) approach as its primary method of investigation. R&D is a research method aimed at developing new products—such as learning media—through systematic and structured steps, starting from needs analysis, design, testing, and validation. This method integrates two key components —research and development —to produce solutions that are not only innovative but also directly tested and proven effective in real-world settings (Afriani, 2025).

According to Borg and Gall (1989), Research and Development is a process used to develop and evaluate the effectiveness of educational products—such as curricula, learning media, or instructional models—through a series of stages starting from needs identification to final product dissemination. This approach is iterative, involving ongoing evaluation and revision to ensure that the final product truly meets user needs.

In the context of this study, the product developed is an English learning media in the form of an anthology of short stories designed for learners at the A2 level. The book is also equipped with visual aids, audio features, and a vocabulary list, which aim to help learners understand the content and language structure more easily.

The R&D stages used in this study refer to the model proposed by Borg and Gall (1989). While their original model consists of ten steps: (1) Research and Information Collecting, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Main Field Testing, (7) Operational Product Revision, (8) Operational Field Testing, (9) Final Product Revision, and (10) Dissemination and Implementation.
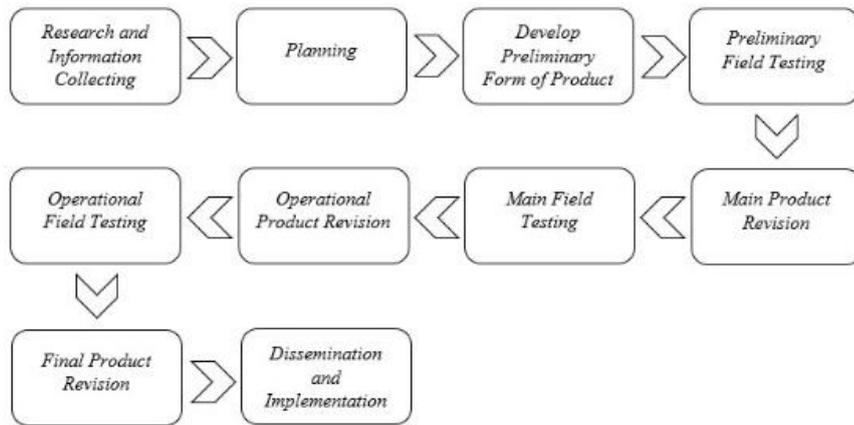
Figure 3. 1 The ten steps of Research and Development (R&D) method by Borg and Gall (1989)

This study adopts only eight of those steps. The steps used in this research are: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Test, (5) Revising Main Product, (6) Main Field Testing, (7) Final Product Revision, (8) Dissemination and Implementation.
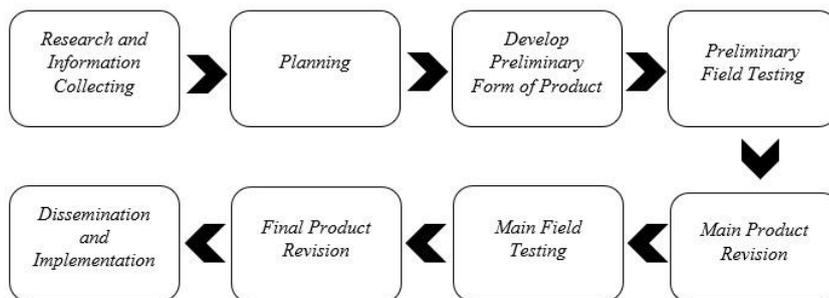

Figure 3. 2 The eight steps of Research and Development (R&D) method by Borg and Gall (1989)

3.1.1 Research and Information Collecting

In the Research and Information Collection stage, this study employed two main techniques:

a) Interview

Interviews were conducted with A2-level English learners to gain a deeper understanding of their needs and challenges in learning English. Additionally, the interviews examined their perceptions of using interactive short story anthologies as a learning medium. The respondents were also asked to provide suggestions related to the content, format, and interactive features they believed could make the learning process more effective and enjoyable.

b) Survey

At this stage, questionnaires were distributed to A2-level learners, who were identified as potential users of the product, to collect data. The questions included topics and English materials they found complex or confusing, as well as their preferred features in learning media. The survey also explored their level of interest in learning English through short stories, as well as their motivation and difficulties when using learning materials they had encountered previously.

3.1.2 Planning

At this stage, the process aimed to design the development plan for an interactive short story anthology as an A2-level English learning medium. This plan was formulated based on the information and user needs previously collected through interviews and surveys.

a) Determining the Story Theme

The themes selected for the anthology are aligned with the everyday life contexts of A2-level learners, making the material feel more relatable and relevant. This thematic choice also aims to help learners connect the stories with their personal experiences, making grammar comprehension feel more natural.

b) Creating the Narrative Structure

Each story is designed with a simple narrative structure. This approach helps ensure the stories are easy to follow for A2-level learners who are still in the early stages of reading comprehension. In terms of grammar, the stories apply sentence structures appropriate for the A2 level.

c) Creating the Voice Over

Each story is recorded as a voice-over with clear pronunciation. The audio can be accessed through a QR code on the book pages, allowing learners to listen while reading the text to improve their listening and pronunciation skills.

d) Creating Illustrations

Each story is accompanied by colorful illustrations that support text comprehension and increase learners' reading interest. These illustrations are not only decorative but also serve to depict the story context—such as characters' expressions, settings, and activities—visually.

e) Designing the Layout

The book layout is designed to be user-friendly and easy to read for students. The placement of text, illustrations, and QR codes is arranged proportionally to avoid confusion. The font size is large and clear, making it easy to read. Background and illustration colors are chosen to be non-distracting while still appealing and supportive of the story content.

3.1.3 Development Preliminary Form of Product

At this stage, an initial prototype of the learning product was developed in the form of an interactive short story anthology. The story drafts were written using a simple narrative structure and basic grammar, such as the present simple and past simple tenses. Illustrations accompanied each story to support comprehension of the context, as well as a voice-over recorded with clear pronunciation and accessible via a QR code. All elements—including text, images, and audio—were arranged in an A5-sized layout. The researcher then reviewed the draft product for initial refinement before proceeding to the validation stage.

3.1.4 Preliminary Field Test

At this stage, the initial prototype of the interactive short story anthology will first be validated by a supervising lecturer or subject matter expert before being tested in a limited trial with a small group of English learners at the A2 level. The purpose of this expert validation is to ensure that the product is suitable in terms of content, language, and media, thereby ensuring its safety and effectiveness when used with learners. The validation will be conducted by:

Table 3. 1 Expertise Criteria

Field of Expertise	Criteria	Subject
Material Expert	Material and Linguistic aspect	Windy Harsiwi, S.Pd., M.Int.Cul.
Media Expert	Short Story Anthology Book Display Aspect	Windy Harsiwi, S.Pd., M.Int.Cul.

Next, a sample of the validation letter to be submitted to the subject matter expert is as follows:

Figure 3. 3 Sample of Validation Form

The validation process was carried out using a form titled *"Form of Validation Product"*, which was designed to evaluate the media from various aspects. A sample of the form used can be seen in the following image:

Figure 3. 4 Sample of Validation Product Form

3.1.5 Main Product Revision

At this stage, the learning media, in the form of an interactive short story anthology, underwent revision and refinement before being tested through interviews and questionnaires via Google Form. This validation test involved 41 respondents with an A2 level of English proficiency. Through this test, the researcher observed how learners interacted with the material, whether they could understand the content of the stories, follow the grammatical structures used, and identify any technical or content-related issues.

3.1.6 Main Field Testing

At this stage, the interactive short story anthology, after undergoing revisions and improvements, was tested through interviews and questionnaires distributed via Google Forms. This validation test involved 41 respondents with A2-level English

proficiency. Through this test, the researcher observed how learners interacted with the material, whether they understood the content of the stories, followed the grammar patterns used, and identified any technical or content-related issues.

The instrument used was an interview guide that covered several aspects. A sample of the interview questions is presented in the following table.

Table 3. 2 The Instrument Interview

No	Questions
1.	Do you experience any difficulties after reading the short story anthology related to the language style, vocabulary, or audio provided?
2.	Do you think that learning through a short story anthology can help improve your reading and listening skills in English?
3.	In your opinion, does the combination of audio and visuals make it easier for you to understand and feel more engaged with the characters and events in the stories?
4.	Did you find any vocabulary or sentences in the short story anthology that were difficult to understand?
5.	As an A2-level English learner, what suggestions would you give to make this short story anthology easier to understand?

The instrument used was a questionnaire that covered several aspects. A sample of the questionnaire is presented in the following table.

Table 3. 3 The Instrument Questionnaire

No	Questions	Response Scale
	Story Aspect	
1.	Are the short stories in this book easy to understand?	Very easy, Quite easy, Difficult, Very difficult
	Vocabulary Aspect	

1.	How helpful are the vocabulary section at the end of each story?	Not helpful, Slightly helpful, Quite helpful, Very helpful
	Grammar Aspect	
1.	Do you think the grammar used in the short stories matches your English Level (A2)?	Not at all, Not really, Quite well, Yes, it matches very well
2.	Do you think short stories help you learn grammar more naturally than exercises?	Not Sure, Exercises are better, About the same, Yes, much better with stories
	Audio and Listening Ability Aspect	
1.	How helpful was the audio in understanding the story?	Not helpful, Slightly helpful, Quite helpful, Very helpful
2.	Did listening while reading help you understand the story better?	I didn't try listening and reading together, I got confused, No difference, Yes, much better
3.	How was the narrator's speaking speed?	Too slow, Just right, Too fast
4.	Did the audiobook help you feel more confident in listening?	I felt more confused, No change, A little more confident, Yes, much more confident
5.	Would you like more books like this to include audio narration?	No, Yes
	Visual Aspect	
1.	Did the visual illustrations help you understand the story?	Not helpful, Not very helpful, Quite helpful, Very helpful
2.	How clear were the illustrations in showing the events or emotions of the story?	Not clear at all, Not very clear, Quite clear, Very clear

3.	Were the pictures useful in helping you understand characters or settings?	Not clear at all, Not very clear, Quite clear, Vey clear
4.	Did the visual style (colors, expressions, drawing style) make the stories more interesting?	Not clear at all, Not very clear, Quite clear, Very clear
5.	Would you like more pictures or illustrations added to future stories like this?	No, Yes
	Interest and Attraction	
1.	Would you like to read more stories like these in the future?	No, Yes

3.1.7 Final Product Revision

At the Final Product Revision stage, final revisions and refinements are made to the interactive short story anthology before publication. These revisions are based on the results of the main field testing, which include feedback and data gathered from field trials involving A2-level English learners.

3.1.8 Dissemination and Implementation

This stage is the final step in the media development process, where the interactive short story anthology, having undergone final revisions, is disseminated and begins to be used more widely. Dissemination is carried out through publication in the form of printed books. In addition to being distributed, the product is also directly implemented in English language learning activities for A2-level learners.

Furthermore, to ensure legal protection of this developed product, the process of Intellectual Property Rights (IPR) registration is also carried out. The purpose of filing for IPR is to ensure that the copyright of the content and design of this media is legally recognized and to prevent misuse or plagiarism in the future.

3.2 Timeline of Processing

The implementation period for developing the interactive short story anthology book began in April and continued through July. The process included needs analysis, product design, validation and testing, as well as implementation

and dissemination. The following is the schedule of research activities for preparing the final project report.

Table 3. 4 The Final Project Report

Activity Type	April	May	June	July
Research and Planning Collecting	■			
Planning	■			
Development Preliminary Form of Product		■	■	
Preliminary Field Test				■
Revising Main Product				■
Main Field Testing				■
Final Product Revision				■
Dissemination and Implementation				■

3.3 Task Division

In the development project of this interactive short story anthology, the researcher carried out the following tasks:

Table 3. 5 The Researcher Task

No.	Task	Task Description
1	Story Writing	Wrote three profession-themed stories titled *Girls Can Too*, *Let Me Sing*, and *The Tour That Never Happened*. The stories were structured using a simple narrative format (orientation, complication, resolution) and used grammar appropriate for A2-level learners.

| 2 | Language Simplification | Simplified the content of all stories to match the language proficiency of A2-level learners, in terms of both vocabulary and sentence structure. |
| 3 | Audio Narration | Produced audio narration (voice-over) for the three written stories, with clear pronunciation and appropriate speech pace to help learners practice their listening and pronunciation skills. |

3.4 Budgeting

During the production process of this product, a certain amount of funds has been allocated to support the smooth execution of each stage of activity. The details of the budget allocation can be seen in the following table:

Table 3. 6 Product Budgeting

No.	Cost Component	Description	Amount (Rp)
1	Illustrator Fees	Creating colored illustrations for 10 stories, with two images per story, by an illustrator.	1DR 1.980.000, -
2	Book Printing Cost	Print the product in A5 size (Hard Cover with glossy fill pages) for validation and main field testing.	IDR 175.000, -
		Total	IDR 2.155.000, -