

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **4.1 Results**

This section presents a detailed description of the final product, an interactive short story anthology titled "Kaleidoscope of Careers." The book was developed as a learning medium to support the mastery of A2-level grammar. Its development followed the Research and Development (R&D) approach based on the Borg and Gall model (1989). The product consists of ten short stories, each centered on a profession commonly encountered in everyday life, such as translator, designer, firefighter, singer, pilot, receptionist, painter, doctor, librarian, and tour guide. The selection of these themes was based on the results of surveys and interviews.

Each story is structured simply using orientation, complication, and resolution. The Language used follows A2-level grammar, including the use of present simple and past simple tenses. A vocabulary table is included at the end of each story to help learners understand unfamiliar words they may encounter while reading. In addition, colorful illustrations are provided to support comprehension, and audio narration is accessible via QR codes, allowing learners to practice listening and pronunciation while reading.

##### **4.1.1 Product Development Process**

The materials included in this interactive short story anthology book were developed using the Research & Development (R&D) approach proposed by Borg and Gall (1989), which consists of the following stages: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Main Field Testing, (7) Final Product Revision, and (8) Dissemination and Implementation.

##### **1. Research and Information Collecting**

The idea for developing this interactive short story anthology book emerged from a concern about the limited English learning media available for A2-level learners. Based on personal experience, observation, and direct interaction with

learners, the researcher found that existing materials were often unengaging and challenging to comprehend, leading to boredom and low motivation. Therefore, a learning medium was needed that not only matched the learners' level but was also more enjoyable and easier to understand.

To ensure that the developed media truly met learners' needs, initial data collection was carried out using two main techniques: interviews and questionnaires. The interviews were conducted with ten students whose English proficiency was identified as A2 level based on self-assessment and prior learning experiences. These interviewees came from various universities in Indonesia, including Universitas Diponegoro, Universitas Sebelas Maret, Universitas Muhammadiyah Surakarta, and Universitas Tirtayasa, representing majors such as Library and Public Relations, Tax Accounting, Early Childhood Education, Mathematics Education, Agrotechnology, and Applied Foreign Languages. They were in different semesters, namely the 2nd, 4th, 6th, and 8th semesters. The interviews explored in detail the challenges learners face in understanding grammar and new vocabulary, their experiences with previous learning media, and their perceptions of using interactive short story anthologies. Respondents revealed that they often struggled with grammatical structures because the learning materials they had encountered were often confusing and not tailored for beginners. However, they reported better understanding when grammar was presented through simple stories using sentence structures common in everyday conversations.

Meanwhile, questionnaires were distributed to twenty-six A2-level students from various universities in Indonesia, such as Universitas Negeri Jakarta, Universitas Airlangga, Universitas Padjadjaran, Institut Teknologi Sepuluh Nopember, Universitas Singaperbangsa, and Universitas Islam Negeri Imam Bonjol. These respondents came from various majors and were in the 2nd, 4th, and 8th semesters. The questionnaire aimed to gather data on their needs, difficulties, and preferences for short story-based interactive learning media. It included questions about the English topics they found challenging, their interest in story-based or audio-visual materials, and the perceived effectiveness of such media. The results indicated that the majority preferred story-based and audio-visual materials,

as these were considered easier to comprehend compared to rigid and abstract theoretical explanations. These findings served as the primary foundation for designing and developing the interactive short story anthology.

## 2. Planning

At this stage, the planning was carried out through several steps, including:

### a) Determining the Story Theme

The theme of professions was chosen as the primary focus of this interactive short story anthology because it aligns with learners' interests, passions, and daily experiences. Data from the needs analysis indicated that learners prefer materials closely related to real-life contexts, and professions are also a common topic in A2-level learning. The stories feature familiar occupations such as doctors, designers, pilots, chefs, painters, tour guides, and others, making the content more relatable and engaging. This contextual approach not only supports grammar learning within familiar settings but also introduces practical vocabulary that can be applied in everyday situations.

The title *Kaleidoscope of Careers* was selected to reflect the variety and diversity of professional fields presented in the stories. The word "kaleidoscope" symbolizes a vibrant and dynamic range of perspectives, mirroring the different career paths explored in the book. Combined with the word "careers," it conveys that learners will encounter multiple professions, each offering unique insights, vocabulary, and cultural contexts. With this relevant thematic focus, the book serves not only as a language learning resource but also as an early introduction to various career possibilities that may inspire learners' future aspirations.

### b) Narrative Structure and Language Simplification

Each story was written with a simple structure consisting of orientation (introduction), complication (problem), and resolution (solution). This structure was selected to ensure that the storyline is easy to follow for A2-level learners who are still developing their reading comprehension in English. From a grammatical standpoint, the stories employ structures suitable for an A2 level, such as the present simple and past simple. Sentences are kept short

and clear to ensure easier understanding.

c) Integration of Audio Feature

To address learners' need for listening practice, each story is accompanied by a voice recording with clear pronunciation and a speech pace suitable for the A2 level. The Audio can be accessed through a QR code, allowing learners to listen while reading and practice their listening and pronunciation skills independently. This feature was also added in response to survey data, which indicated that many students hoped for learning media that could help them improve their listening skills in an easier and more accessible way.

d) Designing Supporting Illustrations

Colored illustrations were specifically designed to support comprehension of the story context. The visuals correspond to the storyline, character expressions, and settings to make the stories easier to understand. This decision was also based on the needs analysis, in which learners mentioned that relevant visuals help them better understand the content of the stories.

e) Layout Design

The layout of the book was designed to be user-friendly and easy to read for A2-level learners. Texts, images, and QR codes are placed in proportion to one another. The font size is large and clear, and the background colors and illustrations were chosen to be attractive but not too distracting. All of these elements were carefully considered to ensure that learners can use the book comfortably and comprehend the content easily.

3. Development of Preliminary Form of Product

During this stage, the preliminary product was developed through a series of steps, including:

1) Creating an Outline

At this stage, the researcher first developed the initial outline for each short story in the anthology. This outline presents the story sequence from beginning to end, organized by its structure and the profession featured in each story. The story structure follows a simple narrative format consisting of orientation (introduction of the situation), complication (emergence of a

problem or challenge), and resolution (problem-solving or conclusion).

Table 4. 1 The Outline Stories

<b>Title</b>	<b>Profession</b>	<b>Orientation</b>	<b>Complication</b>	<b>Resolution</b>
<b>Language Is Universal</b>	Translator	Grey is a freelance translator who feels that his life is monotonous and exhausting. He has lost his enthusiasm for his work and is living an unhealthy lifestyle.	Raya, Grey's best friend, offers him a project to translate a documentary film about healthy living. While working on the project, Grey keeps pushing himself to stay up late, until he eventually falls seriously ill from exhaustion.	After receiving medical care and being scolded by Raya, Grey realizes that he needs to take better care of himself. He begins to live a healthier lifestyle and rediscovers the meaning and passion in his work as a translator.
<b>Lita's Dream</b>	Fashion Designer	Lita wants to become a famous designer, but her parents do not support her. Only her grandmother always supports her dream.	Lita had an argument with her parents. She entered a design competition and won, but her grandmother passed away before she could hear the good news.	Lita kept pursuing her dream with enthusiasm. She became a successful designer, and eventually, her parents gave her their support.
<b>Girls Can Too</b>	Firefighter	Ronda dreamed of becoming a firefighter, even though the people around her doubted her dream.	When she shared her dream in class, her classmates laughed at her. However, her mother encouraged her. When a fire broke out at school, Ronda stayed calm and helped her friends.	The firefighter who rescued them turned out to be a woman and praised Ronda's bravery. Her classmates apologized, and Ronda became even more confident that girls can also chase big

				dreams.
<b>Let Me Sing</b>	Singer	Suzie loved music because of her mother, but after her mother left, her father forbade everything related to music. Secretly, Suzie kept singing and joined the school band.	When her father found out that Suzie was joining a music competition, he forbade her from performing. Feeling that her dream wasn't supported, Suzie bravely left and decided to compete anyway.	Her father came secretly and felt happy when he saw Suzie sing. They made up, and he started to help Suzie with her dream to be a singer.
<b>The Sky For Dirga</b>	Pilot	Dirga and Langit had been best friends for a long time. After an accident, Langit had to use a wheelchair and dreamed of "flying high." Dirga promised to make that dream come true and decided to become a pilot.	Even though Langit was afraid of being a burden to Dirga, he still supported his dream. Dirga's journey to become a pilot wasn't easy. He had to work hard while attending college. However, Langit's spirit kept him going.	Three years later, Dirga succeeded in becoming a pilot and fulfilled his promise. He invited Langit to fly in a special program for people with disabilities. Up in the sky, Langit felt free and happy. Their dream had finally come true.
<b>Behind The Smile of a Receptionist</b>	Receptionist	Maya was a diligent and professional hotel receptionist. She loved her job, but began to feel overwhelmed because she struggled to find time for her husband, Arya, who was	When Maya once again chose work over accompanying Arya on a business trip, she received news that Arya had been in an accident. Maya continued working and hid her sadness behind a smile,	After Arya recovered and surprised Maya at the hotel, she realized the importance of maintaining a balance between work and personal life. She learned that she also deserved to be loved, cared for,

		also busy with his own work.	but she felt deeply guilty for not being by her husband's side.	and given time.
<b>Never Give Up</b>	Painter	Alvia was a girl who loved painting and dreamed of becoming a great artist. One day, her friend Dhika invited her to join a painting competition. Alvia hesitated because she was afraid of failing.	After receiving support from Dhika and her father, Alvia decided to join the competition. However, when the results were announced, she didn't win and felt disappointed. She lost her motivation and stopped painting for a while.	Thanks to her father's support, Alvia got back on her feet and entered another competition with renewed spirit. This time, she won first place and realized that failure is not the end, but a step toward success.
<b>Between Diagnosis and Action</b>	Doctor	Malik was a young doctor who used to be active and dedicated. After volunteering in Padang, he felt that his life had meaning—until a tragic incident occurred when he failed to save a pregnant patient.	After the incident, Malik felt guilty and experienced trauma. He lost his motivation, had trouble sleeping, and began to rely on sleeping pills. His performance declined, and he started to withdraw from those around him.	With support from Dr. Anna, Malik joined a humanitarian program in Jakarta. There, he rediscovered the meaning of being a doctor. The experience helped him heal and find his purpose in life once again.
<b>The Library and Mr. Harja</b>	Librarian	Mr. Harja is a librarian who has worked for 20 years at a well-known public library. He is patient, diligent, and always helps visitors, even though he often faces challenges such as damaged books or unruly	One day, a teenager named Rosa insisted on borrowing more than two books, violating the library's rules. Mr. Harja lost his patience and snapped at her. Their argument drew the attention of many people and escalated the situation,	After the head librarian explained the situation, both of them apologized to each other. The next day, Rosa came with donuts as a gesture of apology. From that incident, Mr. Harja learned that handling

		patrons.	eventually requiring them to be taken to the head librarian's office.	problems calmly helps others better understand the rules.
<b>The Tour That Never Happened</b>	Tour Guide	Marion, a tour guide at the Velmora Museum, received an unexpected visit from a group of children and their teacher on a quiet afternoon.	The tour went smoothly until suddenly the children and their teacher vanished without a trace. Marion then realized that there was no record of their visit in the reservation book.	Arlo, the janitor, told her that the group was the spirits of children who had died ten years ago. Marion was deeply moved, knowing she had given them one last chance to learn. Since then, she always made space for the “silent visitors.”

## 2) Writing The Draft

At this stage, the researcher began drafting the initial stories based on the previously designed framework and chapter flow. The framework included key elements such as professional themes, narrative structure (orientation, complication, and resolution), as well as the application of grammar appropriate for the A2 level. The main goal of writing the stories was to create content that was not only engaging but also aligned with learners' needs.

During the writing process, the researcher consistently used short and clear sentences, selecting vocabulary commonly used in everyday life. This was done to ensure A2-level readers would easily understand the stories. The story contexts were also designed to closely reflect real-life situations they might encounter, such as school activities, work environments, or family life.

In addition, the researcher ensured that each story maintained coherence between sentences and paragraphs. The results of this stage served as a crucial foundation for the next steps, which include editing, language simplification, and the integration of other features such as illustrations or audio narration.

### 3) Editing and Revision

After the initial drafts of the stories were completed, the next stage was the editing and revision process. At this stage, the researcher reviewed the entire content of the stories to ensure that the Language, sentence structures, and grammar used were appropriate for A2-level learners according to CEFR standards.

Revisions were made by simplifying sentences that were considered too long or complex, replacing difficult vocabulary with more commonly used words, and ensuring that each paragraph flowed well and was easy to understand. Adjustments were also made to the context of the stories to keep them relevant to the learners' everyday lives, making the material feel more relatable and meaningful.

In addition to the language aspect, editing also addressed the story content, including the consistency of the narrative flow, clarity of the conflict, and the suitability of the resolution for the intended learning message. If any parts were found to be weak or not supportive, they were revised or replaced.

This revision process was carried out in stages, starting with self-editing by the writer, followed by discussions and feedback from the academic advisor. The results of this stage were simplified stories that were ready to be integrated with other elements such as illustrations and audio narration.

Below is an example of the simplification process from one of the stories in the book titled "*Girls Can Too.*" This example demonstrates how the writer adapted the content and sentence structure to align with the comprehension level of A2 learners. The simplification was done while preserving the core Meaning of the story, but using simpler vocabulary and more accessible sentence structures.

Table 4. 2 The Story Simplification

<b>Before Simplification</b>	<b>After Simplification</b>
Ronda never liked it when people placed limits on her simply because she was a girl. Since childhood, she had	Ronda didn't like it when people gave her limits just because she was a girl. Since she was a child, Ronda was

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always been curious about big and daring things—about the fire burning on the stove, the sound of sirens echoing from afar, and the sight of uniformed people running toward danger while others ran away.

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She loved watching shows about firefighters on television. Seeing how they helped people, rescued animals, extinguished fires, and stayed calm amidst chaos made her admire them deeply. She dreamed of becoming one of them someday. Not everyone could do such a job, she thought. But what if her classmates laughed at her dream?

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One day, in Ms. Kim’s class, the students were discussing their future ambitions. Everyone was excited, including Ronda.

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Ms. Kim asked each student to come to the front of the class and share what they wanted to be in the future. One by one, Ronda’s classmates took turns expressing their dreams, and everyone listened enthusiastically.

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Then came Ronda’s turn. She stood confidently and said, “I want to be a firefighter when I grow up!” Laughter instantly filled the room. “Firefighters are only for boys!” Gasly said mockingly. “Girls aren’t fit to be firefighters,” added Derek.

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The class became noisy, until Ms. Kim quickly stepped in and firmly scolded Gasly and Derek for their remarks.

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always curious about big things. She liked watching fire in the kitchen, hearing sirens from far away, and seeing people in orange uniforms run to danger when others ran away.

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Her favorite TV show was about firefighters. She loved how they helped people, saved animals, stopped fires, and stayed calm when everyone else was afraid. Ronda admired them a lot. She thought, “*Not everyone can do that job. But maybe I can.*”. She dreamed of becoming a firefighter. But what if people laughed at her dream?

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One day, in Ms. Kim’s class, the students talked about their dreams for the future. Everyone was excited. Ronda felt excited too, but also a little nervous.

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Ms. Kim asked each student to come to the front and say their dream job. One by one, her classmates went to the front and spoke. Some wanted to be doctors, others wanted to be teachers, artists, or singers. The class clapped for each friend who shared their dream.

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Then it was Ronda’s turn. She walked to the front. Her hands felt cold, but she stood tall. “I want to be a firefighter when I grow up!” she said with strong voice. For a second, the class was quiet. Then suddenly, some students laughed loudly. “Firefighters are only for boys!” said Gasly, laughing. “Girls can’t be firefighters,” said Derek.

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The room got loud with giggles and whispering. Ms. Kim quickly stood up and clapped her hands. “Enough!” she said firmly. “That is not kind. Everyone can have their own dream. Girls can be firefighters too.”

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Ronda stood her ground, facing her now-quiet classmates. Though her heart sank a little from being laughed at, she didn't regret it. In fact, she felt a sense of pride for having the courage to speak her dream aloud.	The class became quiet. Ronda stood there, looking at her classmates. Her heart felt small, but she didn't cry. She felt a little proud, because she spoke her truth. Her dream was still her dream, even if people laughed.
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#### 4) Vocabulary Selection and Glossary

After the texts were written and simplified to suit A2-level learners, the vocabulary selection process was carefully carried out. Although the vocabulary used in these stories is aligned with the A2 level, the selection was based on several considerations: the frequency of the word in everyday contexts, its relevance to the theme, and its potential comprehensibility for A2 learners. This was necessary because, although certain words are categorized as A2-level, not all learners may be familiar with them.

The inclusion of a glossary aims to help learners understand the Meaning of words within the context of the story while also enriching their vocabulary knowledge. To clarify how the vocabulary was selected, the following glossary table presents several words from the story *Girls Can Too*. The table includes words that may be unfamiliar to some A2-level learners, even though their difficulty level falls within the A2 category.

Table 4. 3 The Vocabulary Table

No.	Vocabularies	Meaning	Example
1	<b>firefighter</b>	pemadam kebakaran	Ronda wants to be a <b>firefighter</b> when she grows up.
2	<b>dream</b>	mimpi / cita-cita	My <b>dream</b> is to become a teacher.
3	<b>brave</b>	berani	The firefighter was <b>brave</b> and saved the dog.
4	<b>laugh</b>	tertawa	Some students <b>laughed</b> at her dream.

5	<b>believe</b>	percaya	I <b>believe</b> I can do it if I try hard.
6	<b>danger</b>	bahaya	Firefighters run toward <b>danger</b> to help others.
7	<b>save</b>	menyelamatkan	She helped <b>save</b> her friends during the fire.
8	<b>helmet</b>	helm	The firefighter wore a big red <b>helmet</b> .
9	<b>hallway</b>	Lorong (dalam gedung/sekolah/rumah)	From the <b>hallway</b> , they saw black smoke coming from the science lab.
10	<b>smoke</b>	asap	Thick <b>smoke</b> came from the science lab.
11	<b>wet</b>	basah	Use a <b>wet</b> clothes to cover your mouth during a fire.
12	<b>kind</b>	baik hati	Ms. Kim is a <b>kind</b> teacher who supports her students.
13	<b>sorry</b>	minta maaf	Gasly said <b>sorry</b> to Ronda after the fire.
14	<b>understand</b>	mengerti	Now they <b>understand</b> that girls can be firefighters too.

##### 5) Audio Narration Integration

As one of the key features of this interactive book, the development of audio narration was carried out to accompany each story in the anthology. The primary purpose of adding this audio feature is to help A2-level learners improve their English listening and pronunciation skills. The audio narration is designed to allow learners to listen while reading, enabling them not only to understand the content of the stories but also to become familiar with

correct pronunciation and intonation.

a. Narrative Script Preparation

To produce a compelling audio narration, the first step was to prepare a narrative script based on the content of the written story. In preparing the script, careful consideration was given to intonation and pauses during the reading process so that the narration would sound more natural when heard and help learners better understand the flow of the story. Below is an example of a segment of the narrative script along with intonation guidance:

Table 4. 4 The Narrative Script

<b>Narration Text</b>	<b>Intonation Guide</b>
Ronda didn't like it when people gave her limits just because she was a girl.	Read firmly and clearly. Emphasize "just because she was a girl" with a slightly rising tone to show disagreement.
Since she was a child, Ronda was always curious about big things.	Use a light and curious tone.
She liked watching fire in the kitchen, hearing sirens from far away, and seeing people in orange uniforms run to danger when others ran away.	Use a flowing narrative rhythm. Add slight pauses at each comma.
Her favorite TV show was about firefighters.	Use a cheerful tone to express fondness.
She loved how they helped people, saved animals, stopped fires, and stayed calm when everyone else was afraid.	Read with a steady rhythm. Emphasize the verbs "helped," "saved," "stopped," and "stayed calm."
Ronda admired them a lot.	Speak slowly and deeply to convey admiration.
She thought, "Not everyone can do that job. But maybe I can."	Use a gentle and hopeful tone for the quotation. Emphasize "maybe I can."

b. Voice Recording

After the intonation guide was prepared, the next step was the voice recording process. The recording was conducted in a quiet room to avoid background noise. The narration was read aloud based on the

prepared script, with attention to intonation, pauses, and emotion to ensure the Audio sounded clear, engaging, and easy to understand for A2-level learners. During the recording process, if there were any mispronunciations or unsatisfactory sounds, the researcher could re-record those parts to achieve the best result. The recording was made using a mobile phone with a suitable microphone.

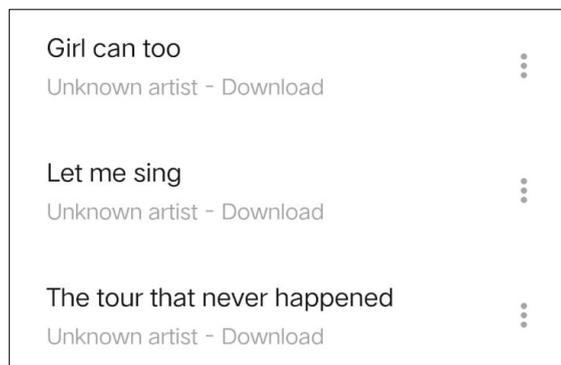


Figure 4. 1 The Result of Recording

c. Audio Editing

After the recording is completed, the audio narration editing process involves several stages as follows:

1. Trimming and Cleaning the Audio

The initial stage involves trimming unnecessary parts of the recording, such as overly long pauses, mispronunciations, or background noise. This process also involves removing unwanted sounds using noise reduction features to produce a cleaner result that emphasizes the narrator's voice.

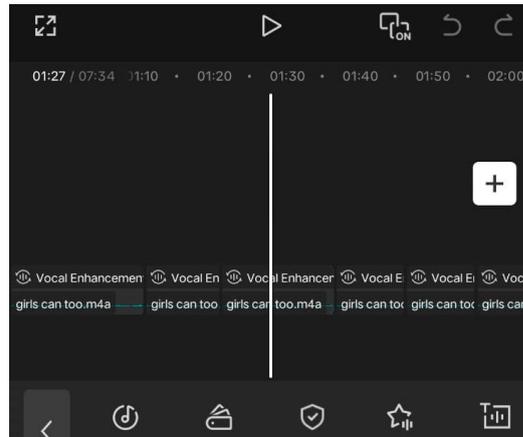


Figure 4. 2 Cleaning The Audio

## 2. Enhancing Audio Quality

Once the Audio is cleaned, the next step is enhancing the sound quality. This includes adjusting volume, tone, and audio balance to make the voice sound more natural and pleasant to listen to.

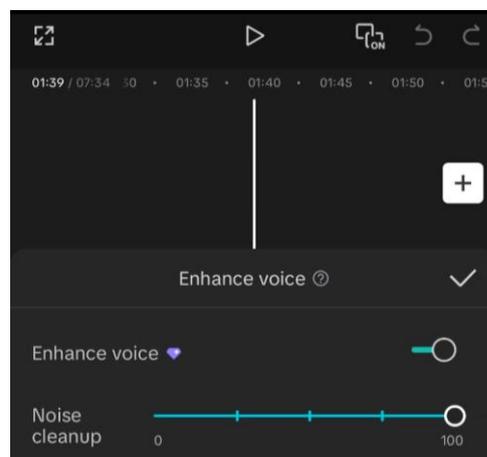


Figure 4. 3 Enhacing Audio Quality

## 3. Adding Sound Effect or Background Music

To increase engagement and create a more enjoyable learning experience, relevant sound effects or background music can be added.

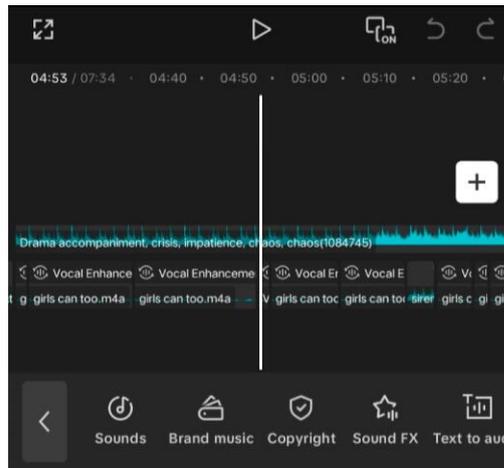


Figure 4. 4 Adding Background Music

d. Review and Finalization

After the editing process is complete, the entire Audio is reviewed thoroughly to ensure there are no technical errors or quality issues. This step is also important to evaluate whether the Audio meets the standards for A2-level learning materials. If any part is found to be lacking, revisions will be made before finalization.

e. Export and File Formatting

Finally, the Audio is saved in MP3 format. The audio files are then uploaded to a Google Drive folder, and the links are converted into QR codes, allowing learners easy access via mobile phones or other devices.

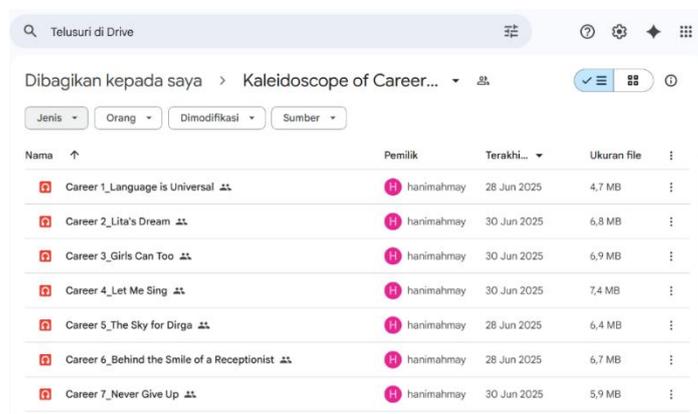


Figure 4. 5 Google Drive Folder

## 6) Design and Layout

At this stage, the researcher began designing the visual layout of the interactive short story anthology book to ensure that it is not only aesthetically appealing but also supports comfort and ease of use for A2-level English learners.

### a. Book Cover Design

The book cover was designed to highlight the central theme, which is professions—serving as the core of the stories in the book. The cover illustration depicts various types of jobs, such as translator, tour guide, and receptionist. These three professions were chosen because they appear in the stories within the book. Additionally, these occupations are closely related to the language field, making them particularly relevant for foreign language learners.

The cover design employs bright yet balanced colors, aiming to convey a positive, friendly, and professional impression. The book title is displayed in a clear, easy-to-read font with a large enough size to make it eye-catching and easily recognizable. The placement of visual elements, both images and text, is arranged proportionally to maintain balance and readability.

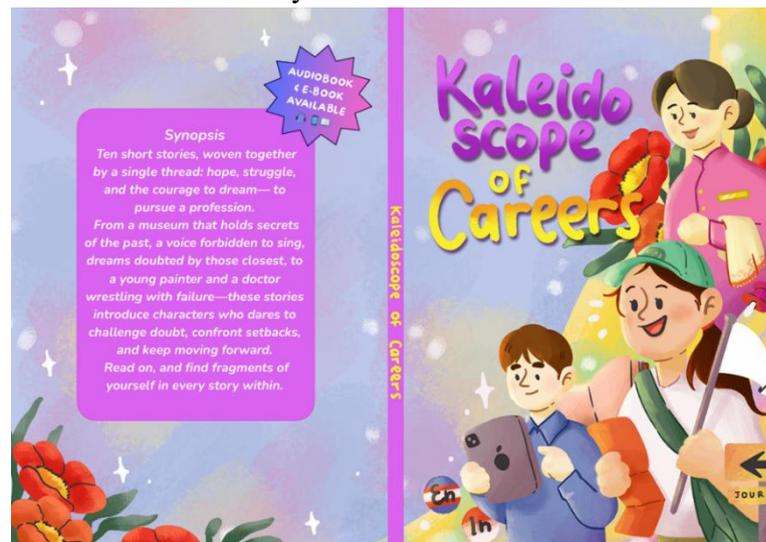


Figure 4. 6 The Book Cover

b. Illustrations

Each story in the book is accompanied by full-color illustrations that visually represent the storyline. These images help learners visualize the situations described in the stories, including the setting, character expressions, and ongoing activities.



Figure 4. 7 The Story Illustration

c. Page Layout

The page layout of this book is designed to be accessible for beginners, particularly A2-level learners, allowing them to read comfortably without feeling overwhelmed. The text is arranged with adequate spacing, an easy-to-read font, and a font size that is neither too small nor too large, preventing eye strain while reading.

The sequence of stories is also organized based on their themes and content to avoid monotony and to keep learners engaged throughout the use of the book. The flow between chapters is as follows:

1. Cover
2. Foreword
3. Table of Contents
4. Story 1: *Language Is Universal*
5. Vocabulary for Story 1
6. Story 2: *Lita's Dream*

7. Vocabulary for Story 2
8. Story 3: *Girls Can Too*
9. Vocabulary for Story 3
10. Story 4: *Let Me Sing*
11. Vocabulary for Story 4
12. Story 5: *The Sky for Dirga*
13. Vocabulary for Story 5
14. Story 6: *Behind the Smile of a Receptionist*
15. Vocabulary for Story 6
16. Story 7: *Never Give Up*
17. Vocabulary for Story 7
18. Story 8: *Between Diagnosis and Action*
19. Vocabulary for Story 8
20. Story 9: *The Library and Mr. Harja*
21. Vocabulary for Story 9
22. Story 10: *The Tour That Never Happened*
23. Vocabulary for Story 10
24. QR Code for Audio Narration
25. About the Authors and Illustrator

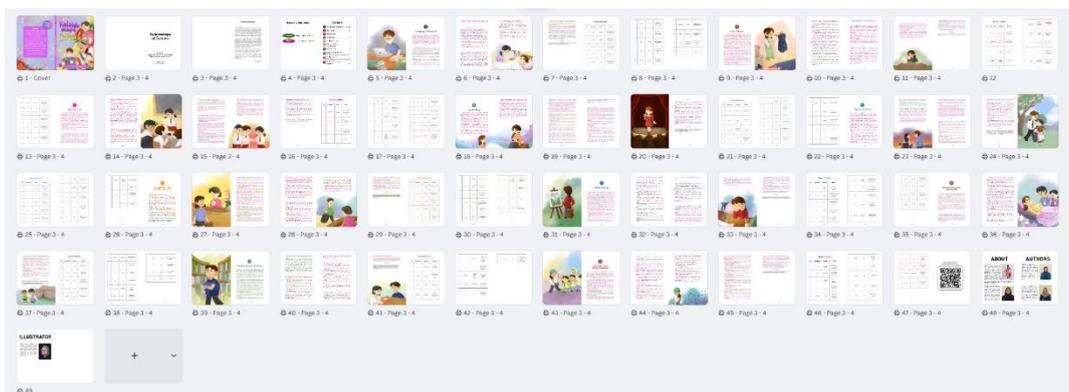


Figure 4. 8 The Book Layout

d. About the Authors and Illustrator

Each story is accompanied by two relevant illustrations designed to help readers better understand the content. These illustrations are

strategically placed—typically beside or below the text—so they do not disrupt the reading flow but still attract attention. Each paragraph is kept short and neatly arranged, and a glossary page is placed at the end of each story to avoid interrupting the reading experience while remaining easily accessible when needed. Overall, the page layout is kept simple, engaging, and supportive of language learners, making the reading experience easier and more enjoyable.

## ABOUT

**Windy Harsiwi, S.Pd., M.Int.Cul.**, a lecturer at the Vocational School of Universitas Diponegoro, Semarang. With extensive experience in teaching English spanning over four years, she is dedicated to helping students improve their communication skills through practical, engaging, and learner-centered approaches. Her interests include developing creative teaching materials, integrating real-world contexts into language instruction, and supporting students in achieving both academic and professional goals. Originally from Yogyakarta, she now resides in Semarang, where she continues her journey in education as an educator.



## AUTHORS

**Hani'mah Meilawati**, an Applied Foreign Language student who's heart rooted in stories and verses. She finds her true voice in fiction and poetry—where silence turns into narrative, and fleeting thoughts bloom into lines. This book is a reflection of her ongoing journey, where she believes every word has the power to move, heal, and inspire.



**Laksita Niwanda Maimunah**, an Applied Foreign Language student who loves to daydream and watches movies at 2 a.m. just to keep her Letterboxd neat. Most of her stories in this book come from last-minute ideas and the classic "I need to graduate fast" motivation. Thanks for stopping by—hope to see you again in her next projects!



**Seftian**, an Applied Foreign Language student who has a big dream to achieve self-achievement, self-development and self-knowledge. Someone who loves peace and serenity in her future life. Through this book, I hope you are motivated by the words and phrases in each story that has been presented. Thank you to readers.



Figure 4. 9 About Authors

## ILLUSTRATOR

**Dinda Raisa Maulida**, an illustrator and graphic designer who loves drawing backgrounds, experimenting with different styles, and constantly learning new things. The world of illustration is her creative playground, and she's always ready for the next artistic adventure!



Figure 4. 10 About Illustrator

e. Typography and Font Size Selection

The main font used for the body text in this book is Nunito. This font was chosen because of its rounded, clean, and easy-to-read letterforms. For the story titles, the Jua font is used, which makes the titles appear bolder and more visually appealing, helping readers easily recognize them as titles.

The font size used is 12 pt, which is considered ideal—neither too small to strain the eyes nor too large to disrupt the page layout. This ensures the text remains both legible and neat on the page.

f. QR Code Integration

Each story in this book is linked to a QR code that can be scanned using a mobile phone or tablet. The QR code connects directly to an audio recording of the corresponding story. To ensure easy access and maintain a clean page layout, the QR code is placed at the end of each story. Its placement is adjusted to blend harmoniously with the overall page design and avoid disrupting the reading flow.

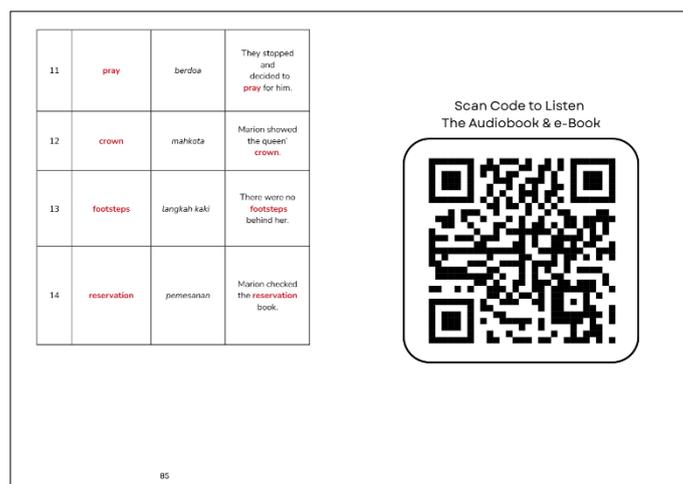


Figure 4.11 The QR Code

4. Preliminary Field Test

At this stage, the initial version of the interactive short story anthology product that has been developed will be tested on a limited basis to obtain initial

feedback regarding the product's feasibility. In this study, the trial was conducted through a validation process involving academic supervisors or content experts, who served as representatives of expert users and provided evaluations and suggestions for improvement.

The purpose of this validation is to ensure that the product meets academic and learning standards before being tested directly by users.

**SURAT PERNYATAAN VALIDASI**

Yang bertanda tangan di bawah ini:

Nama : Windy Harsiwi, S.Pd., M.Let.Cul.  
 NIP : 199111262024062002  
 Program Studi : Bahasa Asing Terapan

Menyatakan bahwa produk tugas akhir mahasiswa-mahasiswa berikut:

Nama : Lakita Niwanda Maimunah  
 NIM : 46020521659073  
 Program Studi : Bahasa Asing Terapan  
 Judul TA : Developing an Interactive Short Story Anthology Focused on Grammar at the A2 Level as a Medium for Learning English

Setelah dilakukan penilaian terhadap produk tersebut, dapat dinyatakan:

<input type="checkbox"/>	Layak digunakan tanpa revisi
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi sesuai aturan
<input type="checkbox"/>	Tidak layak digunakan

Demikian surat validasi ini dibuat agar dapat digunakan sebagaimana mestinya.

Semarang, 14 Juli 2025  
 Validator,  
  
 Windy Harsiwi, S.Pd., M.Let.Cul.  
 NIP: 199111262024062002

Catatan:  
 Kolom diisi dengan tanda (✓)

Figure 4. 12 The Validation Form

Several aspects were evaluated, including:

1. Indonesian translations in the “Meaning” section should be written in *italic*;
2. If a word is too long (pages 25, 61, 74), add a hyphen (-) according to its syllables;
3. The "Message of the story" (page 73) is too short;
4. Replace the word “writers” with “Authors”;
5. Match the title color with the theme color of the respective page/section;
6. Recheck the “example” section under “vocabularies” and ensure each sentence ends with a full stop (.) (see page 16);
7. Recheck the “vocabularies” section. See page 42, example 7: "runaway" (vocabularies) › runaway (example);
8. In the vocabulary table, reduce the column width for “No”, “Vocabularies”, and “Meaning” so the “Example” column can be expanded;

9. See page 16: some colors in the “example” section have not been adjusted— please recheck;
10. Add the authors’ names on the (colored) title page;
11. Add the supervisor’s name in the “written by:” section;
12. Write full names;
13. See page 60, number 6 (typo).

The validation process was conducted by having the academic supervisor fill in an evaluation form. From this, the researcher received valuable feedback to improve the product.

### 5. Main Product Revision

After the validation stage, the researcher revised the product based on the evaluation results and feedback from the supervising lecturer. This revision aimed to enhance the product, making it more suitable for A2-level learners.

First, the word *Meaning* in the vocabulary section was changed to italic. This was done to distinguish the Meaning of the word from other elements, making the text layout more structured and easier to read.

Vocabularies			
No	Vocabularies	Meaning	Example
1	firefighter	pemadam kebakaran	Ronda wants to be a firefighter when she grows up.
2	dream	mimpi / cita-cita	My dream is to become a teacher.
3	brave	berani	The firefighter was brave and saved the dog.
4	laugh	tertawa	Some students laughed at her dream.

Figure 4. 13 Revision The Word *Meaning*

Secondly, on several pages, such as pages 25, 61, and 74, some words were too long, causing the text layout to appear untidy or cut off. Therefore, these words were hyphenated according to writing conventions so they could be read correctly without disrupting the page layout.

7	save	menyelamatkan	She helped save her friends.
---	------	---------------	------------------------------

7	save	menyelamat-kan	She helped save her friends.
---	------	----------------	------------------------------

11	announce	mengumumkan	The judges will announce the winners tomorrow.
11	announce	mengumumkan-kan	The judges will announce the winners tomorrow.
3	return	mengembalikan	Please return the books.
3	return	mengembalikan-kan	Please return the books.

Figure 4. 14 Revision Product Page 25,61,74

Thirdly, the "Message of the Story" section on page 73 was considered too brief and lacked an explanation of the story's moral Message. A revision was made by adding a more comprehensive explanation, allowing readers to understand better the values intended to be conveyed in the story.

<p>"Thank you. I forgive<sup>6</sup> you. But you didn't have to bring me this," said Mr. Harja. "I understand. Thank you, Sir. I'll go now," said Rosa and left.</p> <p>Mr. Harja learned something important that day. When facing problems with people, we must stay calm and explain<sup>8</sup> things well. We must help others understand and respect the rules<sup>5</sup>, anywhere we are.</p> <p>-The End-</p> <p>Message of the story: Be Patient and stay calm</p>	<p>you, Sir. I'll go now," said Rosa and left.</p> <p>Mr. Harja learned something important that day. When facing problems with people, we must stay calm and explain<sup>8</sup> things well. We must help others understand and respect the rules<sup>5</sup>, anywhere we are.</p> <p>-The End-</p> <p>Message of the story: patience, respect, and the courage to apologize are the keys to solving conflicts wisely. Stay calm, speak kindly, and choose to be someone who brings peace—not trouble.</p>
---	---

Figure 4. 15 Revision the Message of the Story

Fourthly, the word "writers" was replaced with "authors" in the book's preface. This change was made to use a more formal term that fits the academic context and standard conventions of book writing.

<b>ABOUT</b>	<b>WRITERS</b>
<b>ABOUT</b>	<b>AUTHORS</b>

Figure 4. 16 Revision The Word Writers

Fifthly, the title colors were adjusted to match the theme of each story page. This adjustment aimed to create a more harmonious page layout and help readers differentiate each story section through color.

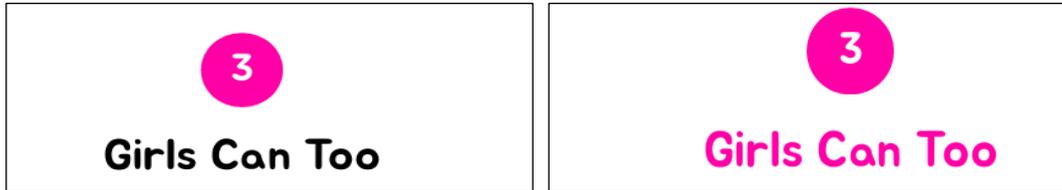


Figure 4.17 Revision The Tittle Colors

Sixthly, in the *example* section of the vocabulary table, a recheck was conducted to ensure that all example sentences ended with a full stop (.) rather than a comma. This is important to maintain consistency in sentence writing according to proper grammatical rules.

8	<b>dream</b>	mimpi	Her biggest <b>dream</b> was to be a designer.	8	<b>dream</b>	<i>mimpi</i>	Her biggest <b>dream</b> was to be a designer.
9	<b>prize</b>	hadiah / penghargaan	She won the first <b>prize</b> in the design competition	9	<b>prize</b>	<i>hadiah / penghargaan</i>	She won the first <b>prize</b> in the design competition.

Figure 4.18 Revision The *Example* Section

Seventhly, a format check was also conducted for the *vocabulary* section. For instance, on page 42, the separation between the word "runaway," its Meaning, and the example sentence was clarified to enhance user comprehension.

7	<b>runaway</b>	landasan pesawat	They went to the <b>runway</b> to see the plane.	7	<b>runway</b>	<i>landasan pesawat</i>	They went to the <b>runway</b> to see the plane.
---	----------------	------------------	--	---	---------------	-------------------------	--

Figure 4.19 Revision The Word Runaway

Eighthly, the column sizes in the vocabulary table were adjusted—especially the "No," "Vocabularies," and "Meaning" columns were reduced in size so that the "Example" column could be expanded. Consequently, the font size was changed from 12 to 11. This revision aimed to make the example sentences more visible and easier to read.

Vocabularies			
No	Vocabularies	Meaning	Example
1	wheelchair	kursi roda	Langit sits in a wheelchair every day.

Figure 4. 20 Revision The Column Sizes

Ninthly, on page 16, certain elements had not yet been adjusted to the theme colors, particularly in the *example* section. Revisions were made to align the color of these elements with the rest of the pages.

5	natural waist dress	gaun dengan potongan di pinggang alami	The natural waist dress fits her perfectly.
6	not popular yet	belum terkenal	The store is not popular yet but has great potential.
7	only child	anak tunggal	Lita is an only child in her family.
8	dream	mimpi	Her biggest dream was to be a designer.
9	prize	hadiah / penghargaan	She won the first prize in the design competition.

Figure 4. 21 Revision The Theme Colors

Tenth, the authors' names were added to the colored title page. This was done to inform readers about the leading writers of the book, as well as to acknowledge and appreciate their contributions.



Figure 4. 22 Revision The Cover Book

Eleventhly, the name of the supervising lecturer was also added under the "Written by:" section as a form of appreciation for the guidance provided throughout the book development process.

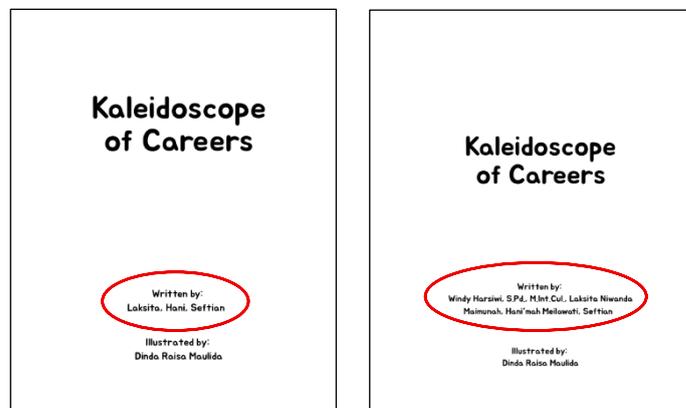


Figure 4. 23 Revision The *Written by* Section

Twelfthly, all names were written in full to appear more professional and easily recognizable.



Figure 4. 24 Revision Names

Thirteenthly, typographical errors were corrected, such as in item number 6 on page 60. This is essential to ensure that the book content is neat and does not confuse readers.

6	surprise	kejutan / terkejut	Alvia felt surprise when Dhika came to her house.
6	surprised	kejutan / terkejut	Alvia felt surprised when Dhika came to her house.

Figure 4. 25 Revision The Typographical Errors

## 6. Main Field Testing

The main field testing was conducted to determine how well the developed product performs when used by A2-level English language learners, who were the target users. The purpose of this activity was to identify any shortcomings that may not have been discovered in the previous stages and to obtain direct feedback from end users regarding the content, layout, and usefulness of the storybook.

### 1) General Description of Respondents

The field testing involved 41 A2-level learners, all of whom were university students from various regions of Indonesia with an A2-level proficiency in a foreign language. Of these respondents, 10 were purposively selected for direct interviews due to their proximity to the researcher and their willingness to participate. These interviewees came from several universities in Indonesia, namely Universitas Diponegoro, Universitas Sebelas Maret, Universitas Muhammadiyah Surakarta, and Universitas Sultan Ageng Tirtayasa. They represented diverse majors, including Library and Public Relations, Tax Accounting, Early Childhood Education, Mathematics Education, Agrotechnology, and Applied Foreign Languages, and were in the 2nd, 4th, 6th, and 8th semesters. The interview participants were intentionally selected from different universities and majors to obtain a broader and more representative range of perspectives. This selection strategy ensured diversity of academic backgrounds, avoided bias, and allowed the researcher to gather richer insights into individual learners' experiences, challenges, and opinions regarding the story content, language, and visual appearance of the book.

Meanwhile, the remaining 31 participants were asked to complete a questionnaire to assess the book's feasibility in a more structured manner. These respondents were students from various universities in Indonesia, such as Universitas Negeri Jakarta, Universitas Airlangga, Universitas Padjadjaran, Institut Teknologi Surabaya, Universitas Singaperbangsa, Universitas Islam Negeri Imam Bonjol, Universitas Negeri Semarang, Universitas Negeri Yogyakarta, and Universitas Tarumanegara. They came from a variety of majors and were in the 2nd, 4th, 6th, and 8th semesters. The questionnaire gathered their evaluations and feedback on the content, language, visual design, and interactive features of the book, providing valuable data for determining its feasibility.

## 2) Interview Results

Interviews were conducted with 10 A2-level learners to gather deeper feedback on the content, visual presentation, and usefulness of this interactive short story anthology. The following is a summary of the interview results based on several aspects:

### a) Story Content

Most respondents stated that the plot of the stories presented in the book was interesting and easy to understand. The short stories were considered adequate because they were not boring and matched the short study durations, especially since some learners were busy and active university students. Several respondents also mentioned that the illustrations and Audio in each story helped them visualize the content more easily while reading.

### b) Language

Most respondents felt that the vocabulary used was sufficiently varied for learners at the A2 level. However, some long sentences were considered quite challenging to understand, although the glossary feature helped alleviate this issue, making it less of a problem.

### c) Audio

The audio narration proved to be helpful for many learners, particularly

in understanding pronunciation and sentence rhythm. The clear narration and appropriate speaking pace enabled learners to follow the storyline effectively.

d) Visual

The illustrations in the book were considered very helpful in aiding learners' comprehension of the stories. All respondents agreed that the visual representation of characters and story settings made reading easier by allowing them to imagine the scenes and understand the context.

e) Suggestions for Development

Several respondents provided suggestions for the future development of the book, such as adding grammar explanations and highlighting sentences in the stories using colors based on suitable grammar structures for A2-level learners.

3) Questionnaire Results

To further explore users' perceptions of the interactive short story anthology, the researcher distributed a questionnaire to 31 respondents. Each question in the questionnaire was analyzed individually to identify which aspects were rated highly and which still needed improvement.

Below are the analysis results of each question provided:

**1. Are the short stories in this book easy to understand?**

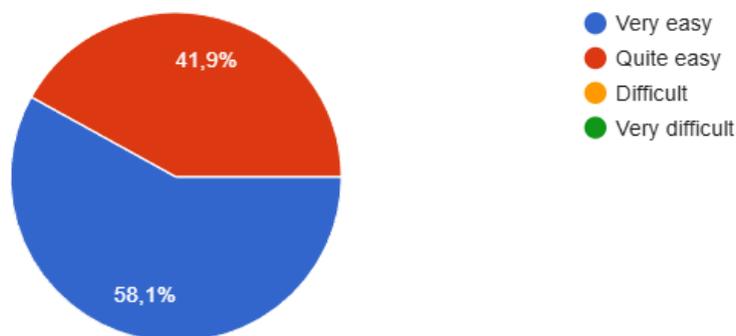


Figure 4. 26 Question 1 for Book Product

Based on the questionnaire completed by 31 respondents, the majority (58.1%) stated that the short stories in the book were straightforward to understand, while 41.9% said they were pretty easy to understand. No respondents chose the "difficult" or "very difficult" options, indicating that the stories were written with Language and plotlines appropriate for A2-level learners.

**2. How helpful are the vocabulary sections at the end of each story?**

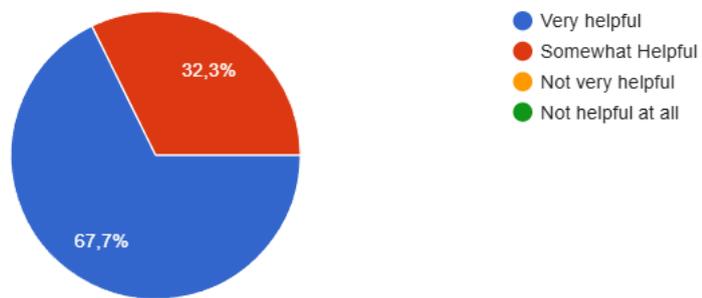


Figure 4. 27 Question 2 for Book Product

Among the 31 respondents, most (67.7%) indicated that the vocabulary sections at the end of each story were very helpful for understanding the content. Meanwhile, 32.3% said they were quite helpful. None of the respondents considered them to be unhelpful or not helpful at all. This suggests that the vocabulary section is effective in supporting comprehension, particularly for A2-level learners.

**3. Do you think the grammar used in the short stories matches your English level (A2)?**

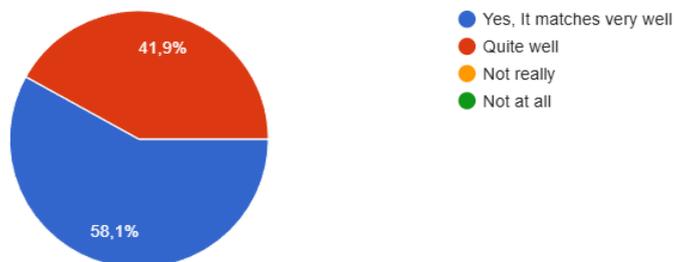


Figure 4. 28 Question 3 for Book Product

The majority of respondents (58.1%) believed that the grammar used in the short stories was highly appropriate for their A2-level English proficiency, while 41.9% felt it was moderately appropriate. No one thought the grammar structure was inappropriate. This indicates that the sentence structures and grammar used in the book are well-suited to the needs of A2 learners.

**4. Do you think short stories help you learn grammar more naturally than exercises?**

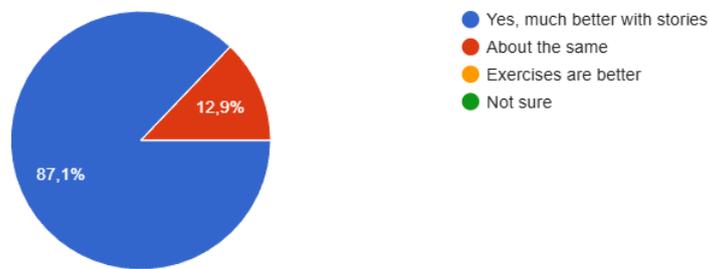


Figure 4. 29 Question 4 for Book Product

Most respondents (87.1%) stated that learning grammar through short stories was more effective and natural than doing exercises. Another 12.9% felt both methods were equally effective. No respondents chose "exercises are better" or "not sure," showing that short stories are considered a helpful and preferred tool for grammar learning by A2-level learners.

**5. How helpful was the audio in understanding the story?**

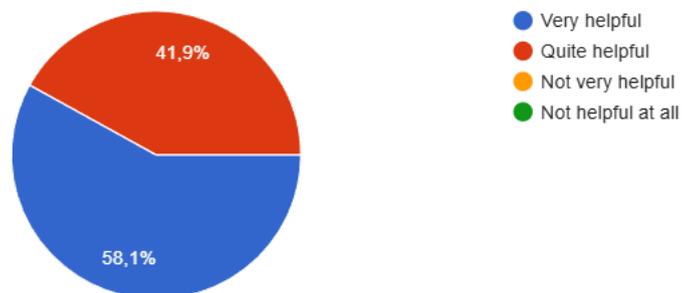


Figure 4. 30 Question 5 for Book Product

A significant portion of respondents (58.1%) found the Audio very helpful in understanding the story, while the remaining 41.9% found it quite

helpful. No one stated that the Audio was unhelpful or not helpful at all, suggesting that Audio is a valuable supporting tool, especially for A2-level learners.

**6. Did listening while reading help you understand the story better?**

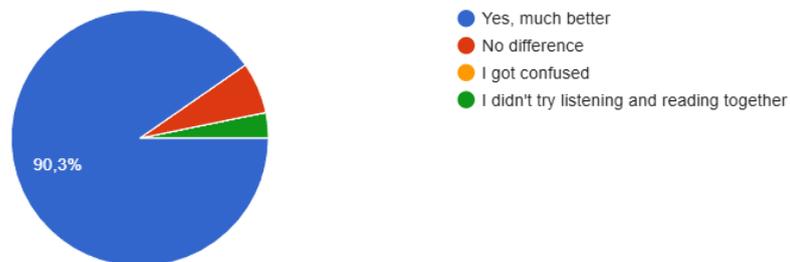


Figure 4. 31 Question 6 for Book Product

Most respondents (90.3%) reported that listening while reading helped them understand the story much better. A small portion (around 6.5%) felt it made no difference, while about 3.2% felt confused. None of the respondents stated that they did not try reading and listening simultaneously. This suggests that the combination of Audio and text is highly effective in enhancing comprehension among A2 learners.

**7. How was the narrator's speaking speed?**

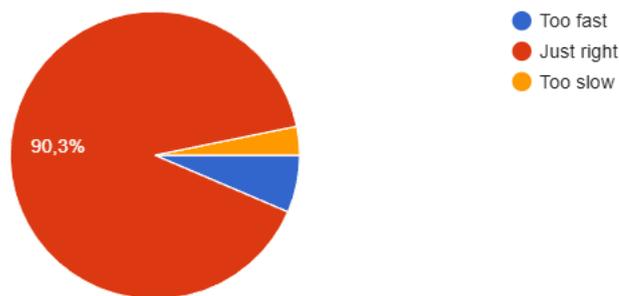


Figure 4. 32 Question 7 for Book Product

According to the responses from 31 participants regarding the narrator's speaking speed, the majority (90.3%) said it was appropriate. Only a small number felt it was too fast (around 6.5%) or too slow (about 3.2%). This shows that, in general, the narration speed was considered suitable and comfortable.

**8. Did the audiobook help you feel more confident in listening?**

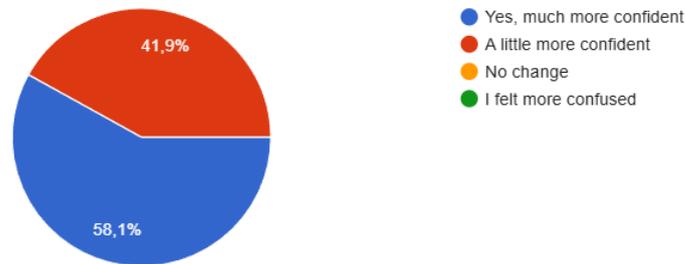


Figure 4. 33 Question 8 for Book Product

Out of the 31 respondents, the majority (58.1%) reported feeling significantly more confident in their listening skills after using the audiobook. The remaining 41.9% also reported a slight boost in confidence. Interestingly, no one indicated that they experienced no change or felt more confused, showing a substantial positive impact of the audiobook on listening confidence.

**9. Would you like more books like this to include audio narration**

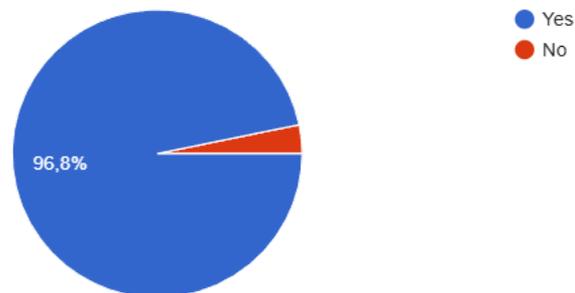


Figure 4. 34 Question 8 for Book Product

A total of 96.8% of respondents expressed interest in having more books like this one with audio narration included. Only 3.2% did not prefer this.

**10. Did the visual illustrations help you understand the story?**

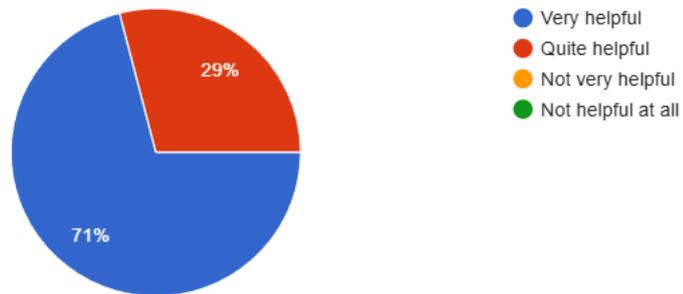


Figure 4. 35 Question 10 for Book Product

A majority (71%) said that the visual illustrations in the book were very helpful in understanding the story. The remaining 29% found them fairly helpful. None of the respondents found them unhelpful, indicating that the use of illustrations was highly effective in supporting comprehension.

**11. How clear were the illustrations in showing the events or emotions of the story?**

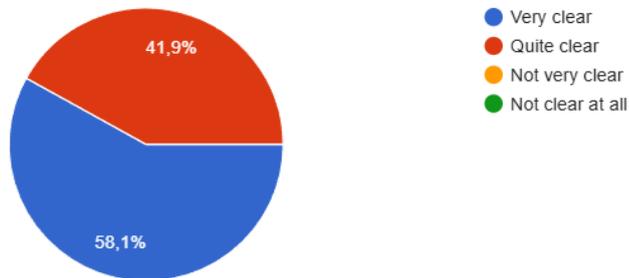


Figure 4. 36 Question 11 for Book Product

Out of the 31 respondents, 58.1% rated the illustrations as very clear in depicting events or emotions in the stories, while the other 41.9% found them reasonably clear. No respondents considered them unclear or completely unclear, showing that the illustrations were generally effective in conveying the visual Message of the story.

**12. Were the pictures useful in helping you understand characters or settings?**

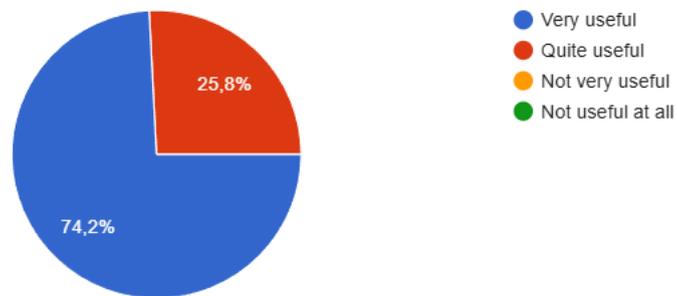


Figure 4. 37 Question 12 for Book Product

Most respondents (74.2%) found the pictures to be very useful in helping them understand the characters and story settings. Meanwhile, 25.8% considered them quite useful. None of the respondents reported that the visual elements were unhelpful, indicating the important and positive role they play in enhancing overall story comprehension.

**13. Did the visual style (colors, expressions, drawing style) make the stories more interesting?**

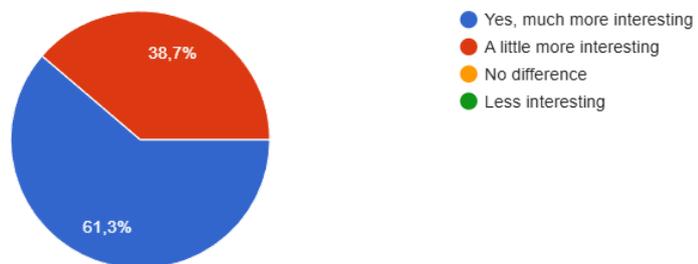


Figure 4. 38 Question 13 for Book Product

A majority of respondents (61.3%) stated that the visual style—including colors, facial expressions, and illustration style—made the stories significantly more interesting. The remaining 38.7% felt that it made the stories slightly more interesting. No respondents felt the visual style had no effect or made the stories less appealing, indicating that visuals played a significant role in enhancing story engagement.

**14. Would you like more pictures or illustrations added to future stories like this?**

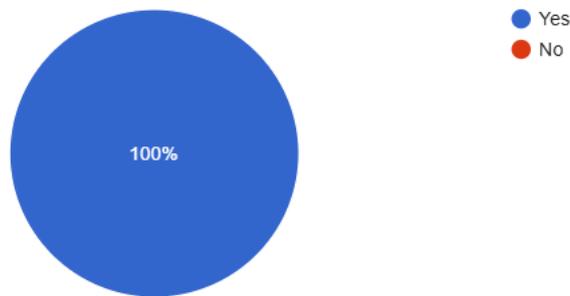


Figure 4. 39 Question 14 for Book Product

All respondents (100%) stated that they would like more pictures or illustrations added to similar stories in the future. This result highlights that visual elements are highly valued and expected by all readers to support comprehension and increase interest in the stories.

**15. Would you like to read more stories like these in the future?**

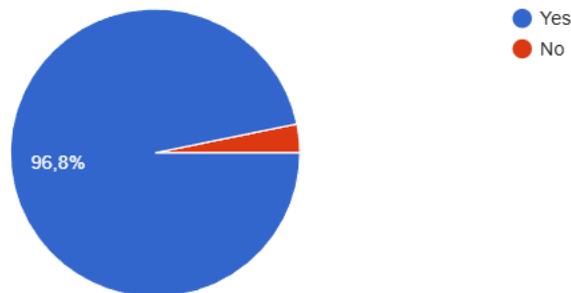


Figure 4. 40 Question 15 for Book Product

As many as 96.8% of respondents expressed interest in reading more stories like these in the future, while only 3.2% were not interested. This indicates that these types of stories are highly favored by most readers and have great potential for further development in educational or entertainment contexts.

**Final Product Revision**

At this stage, final revisions and refinements were made to the interactive short story anthology book based on the feedback gathered from the main field testing.

First, a revision was made by adding a brief explanation of the grammar structures used in each story. This was intended to help A2-level learners better understand the sentence patterns being introduced.

Grammar's Colors Palette		CONTENTS	
Present	→ Subject + Verb 1	1	Language Is Universal.....2
Past	→ Subject + Verb 2	2	Lita's Dream.....9
		3	Girls Can Too.....18
		4	Let Me Sing.....27
		5	The Sky for Dirga.....36
		6	Behind the Smile of a Receptionist.....44
		7	Never Give Up.....53
		8	Between Diagnosis and Action.....62
		9	The Library and Mr. Harja.....69
		10	The Tour That Never Happened.....77

Figure 4. 41 Revision Brief Explanation of the Grammar Structures

Second, another revision involved applying color highlights to specific sentences in the stories to mark the use of grammar structures such as the present simple and past simple tenses. This color coding aims to help learners more clearly recognize grammatical structures while reading the stories.

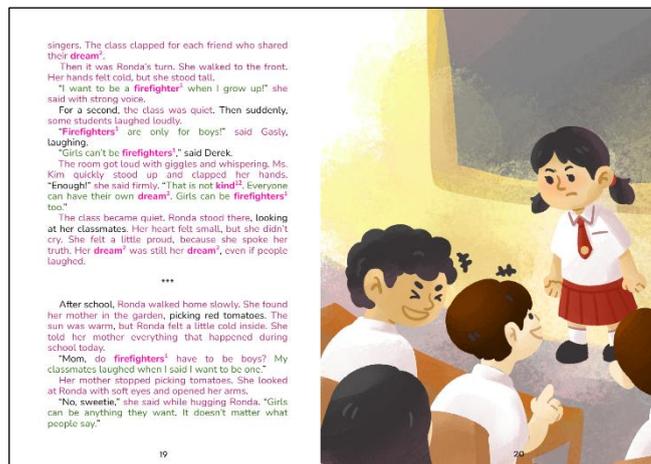


Figure 4. 42 Revision Color Highlights

## 7. Dissemination and Implementation

At this stage, the revised and refined interactive short story anthology book was disseminated for broader use. The dissemination process was carried out

through the publication of a printed book, allowing the material to be utilized by A2-level English learners in various learning environments. In addition, the book was directly implemented in classroom activities as a supplementary medium to support reading and listening skill development. To protect the intellectual property of this product, the researcher also applied for Intellectual Property Rights (IPR) as a legal safeguard for the book's content and design.

## **4.2 Discussion**

This section presents the results of the development and trial of the interactive short story anthology, designed to support the mastery of A2-level grammar according to the CEFR standard. The discussion explores the effectiveness of the media in helping learners understand grammar, examines users' responses, highlights the strengths and weaknesses of the media, and assesses its relevance to previous theories and studies.

The trial results indicate that short stories employing simple narrative structures—namely, orientation, complication, and resolution—are highly effective in helping learners understand A2-level grammar, such as the present simple and past simple tenses. The stories are concise and utilize vocabulary relevant to everyday life, making them easier to comprehend. This helps prevent confusion and increases learners' motivation to engage in studying. These findings align with theories that suggest relevant learning materials can enhance learners' understanding and engagement (Akintunde & Iwuagwu, 2024).

The audio feature, accessible via QR codes, is also beneficial, particularly in developing listening and pronunciation skills. It provides learners with the opportunity to hear proper English pronunciation, which they can directly imitate. Questionnaire results also show that most users felt the audio feature improved their confidence when listening to English. This aligns with previous research highlighting the importance of audiovisual media in language learning, as it reinforces understanding through dual channels (Mayer, 2024; Paivio, 1986).

In terms of appearance, the illustrations included in the stories help learners understand the content more easily. The engaging visuals also make the reading process more enjoyable and less monotonous. This supports previous findings that

visuals can enhance text comprehension in language learning (Khotimah et al., 2021).

Overall, this media is well-suited to meet the needs of A2-level learners. Its content is appropriate, it is interactive, and it is easy to use. The media not only helps learners understand grammar, but also makes the learning process more interesting and motivating. This demonstrates that using interactive short stories enriched with Audio and visuals is an effective strategy for teaching basic grammar. Therefore, this interactive short story anthology can serve as an innovative solution for English language learning, especially for beginners. It not only helps learners grasp grammar concepts but also fosters interest and motivation to learn and enjoy the process.