CHAPTER IV
RESULTS AND DISCUSSION

4.1 Results

This chapter presents the results of the development process of English learning media in the form of an interactive short story anthology book entitled *Kaleidoscope of Careers* with a multimodal approach that combines story text with audio narration, visual illustrations, and bilingual vocabulary glossary in each story presented. The main focus in this development is on the integration of audio narration as a key supporting feature in improving listening comprehension skills and improving reading comprehension of A2 level English learners based on CEFR standards. Audio narration not only helps students in recognizing the sounds and meanings of words, but also bridges the gap between written text and oral comprehension, which is one of the main difficulties for beginners in learning English.

The development of this learning media is carried out through a Research and Development (R&D) approach modified from the Borg and Gall model. In this study, the focus is on the stages: research and information collection, planning, development preliminary form of product, preliminary field testing, main product revision, main field testing, final product revision, and dissemination and implementation. This process is carried out systematically and planned so that the media produced is really in accordance with the needs of A2 level students. Based on data collection through surveys and interviews with elementary level learners, it is known that most students find it difficult to follow the pronunciation of native speakers too quickly and experience difficulties in understanding new vocabulary that is not explained contextually.

Then, after conducting a survey and interview for the second time as a testimonial and validation from material expert and user respondents, it shows that this developed learning media has advantages in terms of content presentation and attractiveness for users. The audio narration produced has a

tempo that is appropriate for beginner learners, intonation that supports the full understanding of sentence meaning, and clear articulation. Validation from expert and user respondents also confirms that the incorporation of audio, visual, and story text helps improve learners' focus on information absorption. In addition, the use of stories with the theme of professions relevant to students' real lives is also considered to increase learning motivation.

In this chapter, we will explain more about learning media development in subchapter 4.1.1, and the discussion in subchapter 4.2. The entire discussion is analyzed by linking it to the theoretical framework that has been presented in chapter II, in order to show the real contribution of this medium in improving English comprehension at the A2 level.

4.1.1 Product Development Stages

From the original ten stages in the model developed by Borg and Gall, the researchers modified it into eight stages, to better adapt to the context and time constraints of the study. Each stage is carried out systematically to produce interactive short story anthology media that is effective in improving English comprehension at A2 level, especially through strengthening audio narration features.

4.1.1.1 Research and Information Collection

The collection of relevant data and information is the initial stage in media development as a basis for decision-making in the media design and production process. The activities carried out included interviews with a number of respondents and surveys by distributing questionnaires through Google Form.

Interviews were conducted with 10 A2-level university students from various universities across Indonesia, including Diponegoro University, Universitas Sebelas Maret, Universitas Muhammadiyah Surakarta, and Universitas Tirtayasa. The participants came from diverse majors such as Library and Public Relations, Tax Accounting, Early Childhood Education Teacher Education (PGPAUD), Mathematics Education, Agrotechnology, and

Applied Foreign Language. They were in their 2nd, 4th, 6th, and 8th semesters and were taking English courses at the A2 level in accordance with the CEFR descriptors. The interviews, carried out in July 2025, lasted approximately 5–15 minutes per participant and aimed to explore the difficulties they faced in understanding texts and listening to English.

Meanwhile, questionnaires were distributed to 26 A2-level learners from various universities in Indonesia, including Universitas Negeri Jakarta, Universitas Airlangga, Universitas Padjadjaran, Sepuluh Nopember Institute of Technology (ITS), Universitas Singaperbangsa, and Universitas Islam Negeri Imam Bonjol. The respondents represented various majors and were in their 2nd, 4th, 6th and 8th semesters.

In addition, the questionnaire was distributed to reinforce the findings of the interview by targeting aspects such as topics that were considered difficult, preferences for learning media, and students' perceptions of short story and audio-based learning. The findings of this stage suggest that the most needed feature is audio narration with clear pronunciation and appropriate tempo, as the data show that they find it difficult to understand the pronunciation of the native speaker as well as distinguish the sounds of words in sentences. Therefore, the development of audio narration is positioned as a core component in the design of this media.

4.1.1.2 Planning

After basic information is obtained, the next stage is the initial planning and design process of the media to be developed. Here, the researcher began to develop the concept of an interactive short story anthology by determining the main elements to be included in the product, which are ten short story texts, illustrations of supporting images, bilingual vocabulary lists, and audio narratives. This planning is carried out by referring to the results of the needs analysis that have been obtained previously. In the context of this research, the planning process includes several main aspects, namely: determining the theme of the story, preparing a simplified narrative structure, integrating audio

features, designing supporting illustrations, and determining the layout of the book.

a. Determining the Theme of the Story

First of all, the theme of the story raised is around the world of professions that are close to the life of students, such as doctors, designers, pilots, chefs, painters, tour guides, and others. This theme was chosen because it is contextual and is able to build emotional engagement of readers while introducing new vocabulary that is applicable in real-life situations.

The book is titled *Kaleidoscope of Careers* to reflect the variety and diversity of professional fields presented in the stories. The word "kaleidoscope" symbolizes a dynamic and colorful range of perspectives, much like the varied career paths explored in the book. Combined with the word "careers," the title conveys the idea that learners will be exposed to multiple professions, each offering unique insights, vocabulary, and cultural contexts. With a relevant thematic approach, this media is expected to serve not only as a means of learning a language, but also as an initial introduction to various fields of work that may interest students in the future.

b. Simplified Narrative Structure

In terms of structure, the story is arranged using a simplified short narrative, paying attention to the linguistic rules that correspond to the A2 level. This simplification includes the use of single and direct sentences, the selection of simple and familiar diction, and the application of basic grammar such as simple present tense and simple past tense. Each story refers to the classic structure of the narrative consisting of orientation, complications, and resolution, to be easy to understand and help learners recognize the thinking patterns in the English story.

c. Audio Narration Feature Integration

Third, one of the main points in the development of this media is the integration of audio narration features. This feature was developed with the consideration that many learners at A2 level have difficulty in understanding the pronunciation of words in English, especially when they are listening to

native speakers or recordings that have a high speaking speed. Therefore, audio narration is carefully designed with several important aspects in mind, including:

1. Speech Speed: Narratives are recorded at a moderate speed, which is between 90 to 110 words per minute. This speed is chosen to adapt to the listening ability of beginner learners and gives them enough time to process the meaning of each sentence they hear. This is in line with the opinion of Nation and Newton (2009) who stated that listening comprehension skills develop optimally if learners are given controlled input in terms of speed and linguistic complexity.

2. Intonation and Emphasis: The use of intonation in the narrative is very much considered so that the meaning of the sentence can be conveyed properly. Sound emphasis is placed on key words and important parts of the story, thus assisting learners in understanding the structure of oral discourse.

3. Text–Audio Compatibility: Each audio is designed to fit in its entirety with the written story text. There is no addition or subtraction of content, so learners can listen while reading along, which will improve the connection between sound and the form of writing. This approach is in line with the concept of multimodal learning as explained by Mayer (2009) in the Cognitive Theory of Multimedia Learning, that information presented through two channels (verbal and auditory) will be easier to understand and remember than information conveyed through only one channel.

4. Pedagogical Function: Audio narration is not only intended as a companion to the text, but also as a means for practicing listening comprehension, shadowing techniques, and introduction to the natural rhythms of the English language. In practice, students can play back audio to practice pronunciation, understand intonation, and improve their sensitivity to sentence structure. Gilakjani and Sabouri (2016) state that listening is not a passive process, but an active process that requires

attention to context, rhythm, sound pressure, and intonation patterns in order for meaning to be fully acquired.

With this comprehensive audio narration planning, it is hoped that the media developed will be able to answer the gap between reading and listening skills in the A2 level English learning process. audio narration is expected to be an important link between the literacy skills of the text and the oral communication skills required by the learner.

d. Visual Illustration

Visual illustrations were developed to reinforce the storytelling elements in the book. This illustration is carefully tailored to the content of the story and is presented in an attractive, communicative, and colorful way to attract students' attention. The main goal is to help learners visualize the context and situations depicted in the story. The illustration style is designed to be universal and non-confusing, making it easy for learners from a variety of backgrounds to understand.

The application of illustration in this media is in line with the Dual Coding Theory theory from Paivio (1986), which states that when information is presented through two channels, namely verbal and visual, cognitive processing will be more effective. In this context, visual illustrations serve as a reinforcement of verbal information (story text), thus helping learners better understand and remember the content of the material as a whole.

e. Book Layout

The layout of the book is designed with user convenience, text readability, and effective integration of visual and text elements. The fonts used are easy to read, and the font size is adjusted for the comfort of the eyes. Images and a QR code are strategically placed so as not to interfere with the flow of reading. The book is formatted in A5 size so that it is concise and practical to use both in classroom learning and independently by students.

The layout design of this book is in line with the principles of Cognitive Load Theory from Sweller (1988), which emphasizes that neat presentation of information and does not burden working memory will provide understanding

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and retention of information. A precise and structured layout allows learners to be able to focus on the content of the story and audio narration without being distracted by excessive displays.

4.1.1.3 Development of Preliminary Form of Product

After all the designs and elements of learning media are formulated systematically at the planning stage, then the next process is to form a preliminary form which combines all the components that have been mapped, namely: story script, narrative structure, illustrations, glossary, and audio narrative.

a. Creating an Outline

The initial stage in the development of the prototype is to systematically outline the story. Each story is structured following a classic narrative structure consisting of orientation, complication, and resolution, by elevating the profession of the main character.

Table 4. 1 *The Stories Outline with a Classic Narrative Structure*

Title	Profession	Orientation	Complications	Resolution
Language Is Universal	Translator	Grey is a freelance translator who finds his life monotonous and exhausting. He lost his passion for his work and led an unhealthy lifestyle.	Raya, Grey's best friend, gave him a project to translate a documentary about healthy living. While working on this project, Grey continued to force himself to work late into the night, until he finally fell	After being treated and reprimanded by Raya, Grey realizes that he has to take care of himself. He began to live a healthier life and rediscovered meaning and passion in his

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			seriously ill due to exhaustion. Lita quarrelled with her parents. She entered the design competition and won, but her grandmother died before she could hear the good news.	work as a translator. Lita is still enthusiastic about pursuing her dreams. He succeeded in becoming a famous designer and finally his parents supported him.
Lita's Dream	Fashion Designer	Lita wants to become a famous designer, but her parents are not supportive. Only his grandmother always supported his dreams.		
Girls Can Too	Firefighter	Ronda dreams of becoming a firefighter, even though the people around her doubt her dream.	When he expressed his ideals in class, his friends laughed. However, his mother encouraged him. When there is a fire at school, Ronda stays calm and helps her friends.	The officer who rescued them turned out to be a woman and praised Ronda's bravery. His friends also apologized. Ronda is increasingly convinced that women can also

				pursue big dreams.
Let Me Sing	Singer	Suzie loved music because of her mother, but after her mother left, her father forbade everything about music. Secretly, Suzie continued to sing and join the school band.	When her father found out that Suzie was participating in a music competition, he forbade Suzie from performing. Because she felt that her dreams were not supported, Suzie was desperate to leave and still participate in the competition.	Her father was present secretly and was touched by Suzie's appearance. They eventually reconcile, and her father begins to support Suzie's dream of becoming a singer.
The Sky for Dirga	Pilot	Dirga and Langit have been friends for a long time. After the accident, Sky uses a wheelchair and dreams of being able to "fly high." Dirga	Even though Langit is afraid of becoming a burden for Dirga, he still supports his dream. Dirga's journey to become a pilot was not easy. He had to work hard while	Three years later, Dirga succeeded in becoming a pilot and realizing his promise. He invited Langit to fly in a special program for people with

		promised to make that dream come true and decided to become a pilot.	studying. However, Heaven's spirit continued to strengthen him.	disabilities. Above the sky, Sky felt free and happy. Their dream finally came true.
Behind The Smile of a Receptionist	Receptionist	Maya is a diligent and professional hotel receptionist. She loves her job, but begins to feel depressed because of the difficulty of sharing time with her husband, Arya, who is also busy with her work.	When Maya chooses a job instead of accompanying Arya on a business trip, she receives news that Arya has an accident. Maya keeps working and hides her sadness behind a smile, but feels very guilty about not being next to her husband.	After Arya recovers and comes to surprise Maya at the hotel, Maya realizes the importance of maintaining a balance between work and personal life. She learned that she also deserves to be loved, cared for, and given time.
Never Give Up	Painter	Alvia is a girl who loves to paint and dreams of becoming a	After being supported by Dhika and her father, Alvia decided to	Thanks to her father's support, Alvia got up and participated in

| | | great artist. One day, his friend Dhika invited him to participate in a painting competition. Alvia hesitated because she was afraid of failure. | participate in the competition. But when the results were announced, he did not win and felt disappointed. He lost his passion and stopped painting temporarily. | the competition again with a new spirit. This time, he won first place and realized that failure is not the end, but the step to success. |
| Between Diagnosis and Action | Doctor | Malik is a young doctor who used to be active and dedicated. After volunteering in Padang, she felt her life meant something— until a tragic incident happened to a pregnant patient that she couldn't save. | After the incident, Malik felt guilty and traumatized. He lost his spirits, had trouble sleeping, and began to rely on sleeping pills. His performance declined, and he withdrew from the surrounding environment. | With the support of Dr. Anna, Malik participated in a humanitarian program in Jakarta. There, he again felt the meaning of being a doctor. The experience helped him recover and rediscover his purpose in life. |

The Library and Mr. Harja	Librarian	Mr. Harja is a librarian who has worked for 20 years in a well-known public library. He is patient, diligent, and always helps visitors, even though he often faces challenges such as broken books or disorganized visitors.	One day, a teenager named Rosa insists on wanting to borrow more than two books, violating the rules of the library. Mr. Harja lost his temper and yelled at him. Their debate attracted the attention of many people and made the situation tense so that they had to be taken to the office of the head of the library.	After being explained by the head of the library, the two apologized to each other. The next day, Rosa came with a donut as a form of apology. From that incident, Mr. Harja learned that facing problems must be calm so that others can more easily understand the rules.
The Tour That Never Happened	Tour Guide	Marion, a tour guide at the Velmora Museum, receives a surprise visit from a group of children and	The tour went smoothly until suddenly the children and their teachers disappeared without a trace. Marion also	Arlo, the janitor informs him that the group is the spirits of children who died ten years ago.

their teacher on a quiet afternoon.	realized that there was no record of their visit in the reservation book.	Marion was touched for having given them one last chance at study, and has since always left room for "silent visitors."

b. Story Development

Once the story framework is complete, the next step is to develop each outline into a complete narrative story text.

Table 4. 2 *Original and Developed Stories Outline*

Initial Writing	Improved Writing
Between Diagnosis and Action	Between Diagnosis and Action
"Being a doctor is not just about title and knowledge, dr. Malik. Since you returned from disaster volunteering, your performance has been declining. Our responsibilities is not only toward diagnosis, but also for every decision we make. You are no longer a resident doctor anymore. So please be more cooperated."	"Malik, you are smart. You have a good degree. But your work is not good now. After that disaster, you changed a lot. Remember, you are not a student anymore. You are a doctor."
Like being tossed about in the middle of a vast ocean, the deserted corridor seemed to drown him. His senior's	Those were the words from a senior doctor in the break room. Malik didn't answer. He just walked out slowly. The hospital hallway was bright, but his heart felt dark. He touched his messy hair and took a deep breath.

reprimands kept ringing, buzzing in his head relentlessly without pause. He repeatedly exhaled a rough breath. His hands continuously combing through his now disheveled hair, hoping that all his burdens would melt away with the sweat that running down his temples and forehead.

c. Visual Illustration Design

Each story in the *Kaleidoscope of Careers* book is accompanied by a single color illustration depicting the main setting or central character in the story.
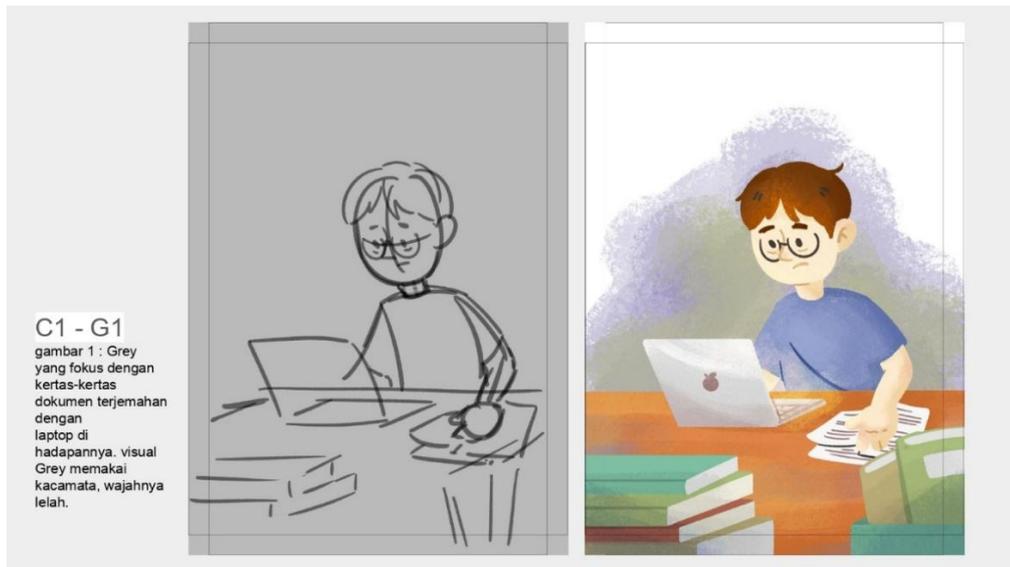

Figure 4. 1 Initial sketch to final color version

For example, in the first story titled *Language Is Universal*, there is an illustration featuring the main character named Grey. This illustration depicts Grey sitting at his desk with a tired expression, wearing glasses, and surrounded by a pile of papers and a laptop in front of him. The development process of this illustration starts from the initial sketch (thumbnail) to the final color version, with soft shades and a turquoise background of turquoise that represents Grey's saturated and stressed mood.

These visualizations not only clarifies the story section, but also builds an emotional connection with the reader, especially when learners can recognize expressions or situations similar to their personal experiences. The illustration style used is minimalist and expressive, emphasizing simple but communicative forms. Characters are portrayed in a semi-cartoon style to appeal to learners in their teens and early adulthood, with the use of neutral and warm colors that create a balance between visual comfort and sharpness of the message being conveyed.

d. Audio Narration Integration

The audio narration production process involves several important stages:

1. **Narrative script preparation**: Each story text is reprepared in audio script format with no changes in content to be in sync with the written text.

   Audio Script: The Sky for Dirga

   [Narration – Slow to Moderate Pace]

   Narrator:

   Dirga and Langit were best friends since childhood.

   They shared many dreams and stories.

   One day, Langit had a terrible accident.

   He could not walk anymore and had to use a wheelchair.

   But he never stopped smiling.

   He often said, "I wish I could fly high, just once."

   Dirga listened carefully.

   He made a promise to Langit.

   "I will become a pilot, and one day, I will take you to the sky."

   [Soft sound – time passing]

   Dirga worked hard.

   He studied during the day and worked at night.

   He was tired, but he never gave up.

   Heaven always supported him.

   He cheered for Dirga at every test and flight school exam.

   [Soft music – hopeful tone]

   Three years later, Dirga wore his pilot uniform.

   He smiled and called Langit.

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"Get ready. Today, we fly."

They joined a special flight program for people with disabilities.

Dirga flew the plane, and Heaven sat beside him.

From the sky, Langit saw the clouds, the sun, and the world below.

His eyes were full of tears, but he smiled brightly.

He whispered, "Thank you, Dirga. My dream came true."

[Closing line – warm tone]

The sky was no longer far.

It was their place of dreams, courage, and friendship.

2. **Voice recording**: Recording was done using the Recorder feature on the phone, ensuring sound clarity and avoiding background noise.
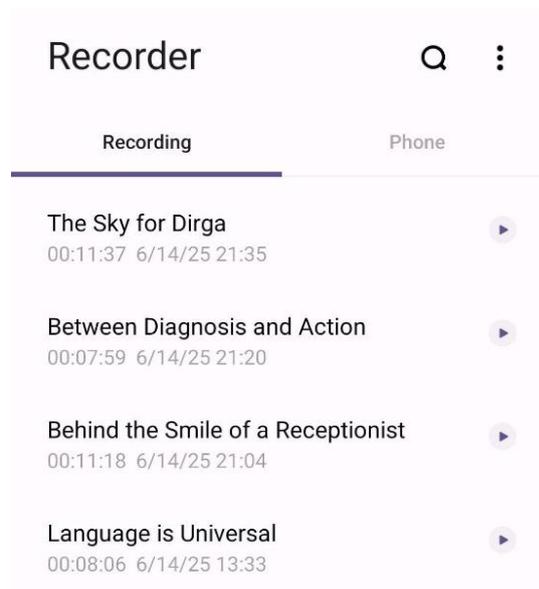
Figure 4. 2 The recorder feature on the phone

3. **Audio editing**: After the narration recording process was completed, the next step was editing to ensure optimal final results, both in terms of sound quality, listener comfort, and audio harmony with the story text. The recordings were edited using the CapCut application, a digital-

based video and audio editing application that is easily accessible and feature-rich, especially for educational projects.

Here are the technical steps and detailed explanations related to audio editing:

i. Import Audio Files to Timeline: Audio narration recording files from the phone's Recorder feature, imported into the CapCut project. On the timeline, narration audio is placed on the top track to ensure that the main path of the sound gets full attention in the editing process.

ii. Track Separation and Arrangement: In addition to the main narrative track, a separate track is added for the background music. Background music is placed on the track below the narrative track, so the volume can be adjusted independently. This separation makes it easy to set up the music to serve as an ambiance support without overpowering the narrator's voice.

iii. Volume Stabilization: In this process, the narration sound is analyzed to find parts of the volume that are too low or too high, and adjustments are made to ensure that the overall audio has volume stability. The result is a consistent narrative, so the listener doesn't have to try to manually adjust the volume when switching from the soft part to the louder part.

iv. Synchronization with Background Music: This process includes setting up the fade-in and fade-out of the background music to make transitions between audio segments feel natural. The background music was chosen with low intensity, with the aim of creating an emotional atmosphere that matches the story, but still kept the listener's focus on the narrative.

v. Export Audio Files: Once the editing process was complete and the audio quality has met the standards, the audio file were exported from M4A format to MP3 format with appropriate bitrate to guarantee sound clarity.
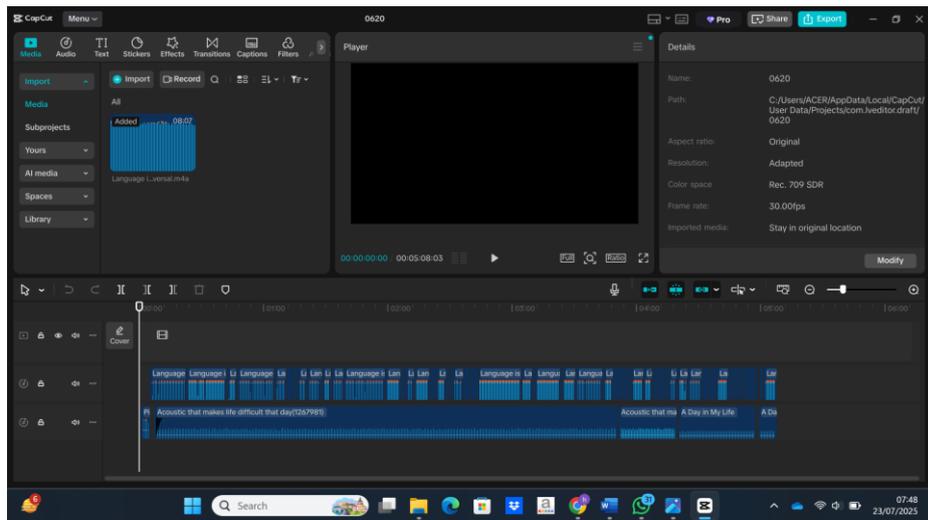
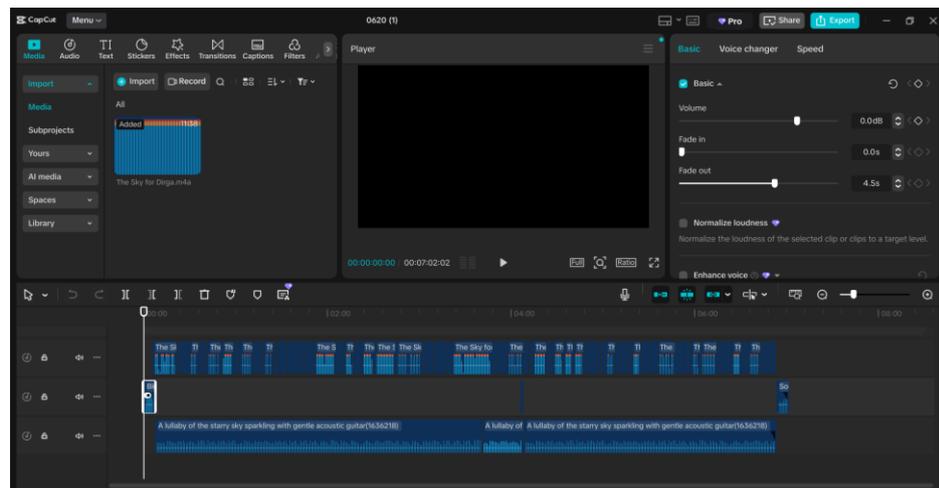**Figure 4. 3** CapCut editing process display

Figure 4. 4 Display of fade in, fade out, and volume editing processes

4. **Audio testing**: Audio is tested internally by the development team and some target learners to ensure a match for their level of understanding.

Each audio file is then saved in MP3 format and uploaded to Google Drive which is easily accessible over the internet. To make it easier for readers to access, the audio link is converted into a QR code placed on the final page of the book, before the About Author page. By simply scanning the QR code through a mobile phone or other digital device, learners can directly play the audio and listen to it while reading the text.

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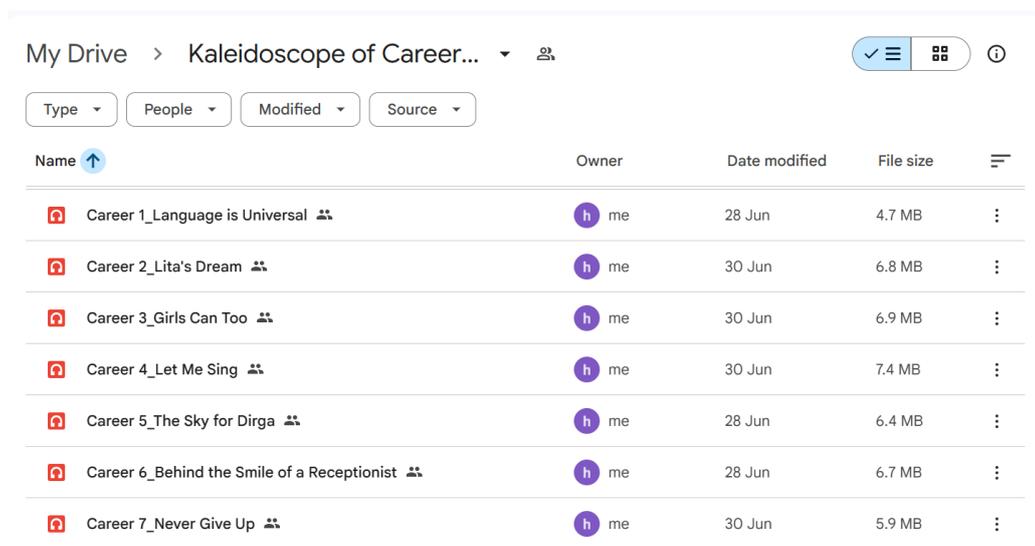
Figure 4. 5 Audio files placed in G-Drive

e. Bilingual Glossary Design

To support the understanding of the vocabulary that appears in each story, the *Kaleidoscope of Careers* book comes with a bilingual glossary at the end of each story. The vocabulary is presented in three columns. The first column contains words in English, while the second column provides the equivalent of their meaning in Indonesian, and the third column conveys examples of sentences based on related short stories.

Table 4. 3 *English-Indonesian Vocabularies*

No.	Word	Meaning in Indonesian	Example Sentence
1.	Accident	Accident	… after the accident that night took away so many things...
2.	Fragile	Fragile	… to support her fragile shoulders...
3.	Glisten	Sparkle/glow	… Dirga admired the most, glistened with unshed tears.
4.	Admire	Admire	Just like you, I also admire the sky.

5.	Struggle	Struggle	The struggle required him to make friends with pain...
6.	Passenger	Passenger	Langit sat in the passenger seat with Dirga as the pilot.
7.	Confidence	Confidence	Langit declared her confidence that had returned...
8.	Wistful	Sad	… sweet face and her wistful hazel eyes...
9.	Runway	Runway	… heading towards the airplane runway.
10.	Flushed	Flushed	That sweet face flushed with anger.
11.	Bound	Bound	… her body was no longer bound to the earth.
12.	Destiny	Destiny	Everything related to the sky has become my destiny.
13.	Grasp	Grasping	… while gently grasping Langit's fingers.
14.	Magnificent	Extraordinarily beautiful/magnificent	… his beautiful friend, who was as magnificent as the sky...
15.	Confession	Confession	… it was a vow, a promise, a confession, and a big dream...

f. Layout and Book Design

This aspect is designed comprehensively, starting from text placement, illustrations, glossaries, to QR code integration for audio narrative, so that all multimodal elements work in harmony.
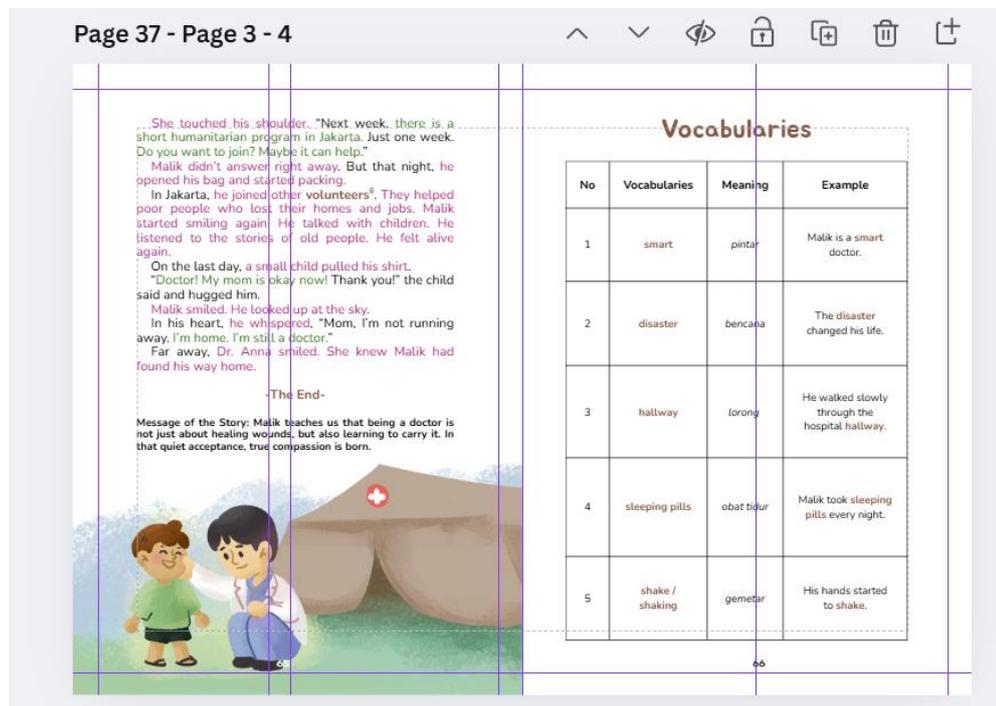
Figure 4. 6 Book layout

1. **Page Structure**

    Each story in the book is organized in a four- to five-page format that contains the following elements:

    i. The title of the story at the top.

    ii. The main story text is divided into short, easy-to-read paragraphs,

    iii. Illustration of two images of each story with one full page representing the key moments of the story,

    iv. Bilingual glossary (English–Indonesian) at the end of the story page,

2. **Typography and Font Size Selection**

    The fonts used in the book are selected based on reading comfort considerations for A2-level learners. The main text uses *the Nunito* font with a size of 12 pt so that it is not too small. Headings and professional titles are emphasized in larger and bold fonts with *the Jua* font, while the glossary uses a smaller size but remains legible (10 pt).

    Typography is arranged with line spacing that is spacious enough so as not to strain the reader's eyes, and supports the ability of students who may be new to reading foreign language texts.

3. QR Code Integration

All audio narration is connected by a single QR code located on the final page of the book before the About Author page. In the QR code it is also connected to the e-book from the *Kaleidoscope of Careers* book itself.
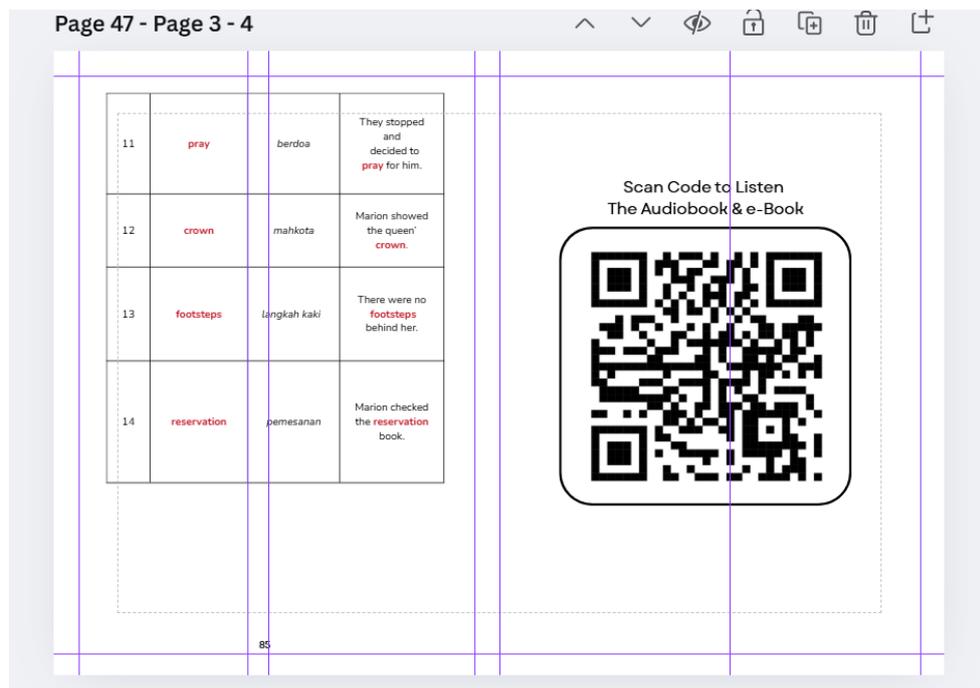

Figure 4. 7 QR Code display

4.1.1.4 Preliminary Field Testing

After the initial form of learning media for the *Kaleidoscope of Careers* book has been developed, an initial field trial stage is carried out to obtain responses and inputs related to the feasibility, comprehension, attractiveness, and effectiveness of the media in improving the English understanding of the target respondents, which refers to learners with A2 level English skills.

a. Expert Validation

Before the media is disseminated for user respondent testing, a validation process is carried out by an expert in the field of learning media development and English teaching.

Validation is carried out by:

Table 4. 4 *Material and Media Expert*

Field of Expertise	Criteria	Subject
Material Expert	Material and linguistic aspects	Windy Harsiwi, S.Pd., M.Int.Cul.
Media Expert	Short story anthology book display aspect	Windy Harsiwi, S.Pd., M.Int.Cul.

Furthermore, the following is a sample validation letter submitted to expert lecturer.

SURAT PERNYATAAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Windy Harsiwi, S.Pd., M.Int.Cul.

NIP : 199111262024062002

Program Studi : Bahasa Asing Terapan

Menyatakan bahwa produk tugas akhir mahasiswa-mahasiswa berikut:

Nama : Hani'mah Meilawati

NIM : 40020521650102

Program Studi : Bahasa Asing Terapan

Judul TA : Developing Audio Narration in an Interactive Short Story Anthology to Enhance English Comprehension at the A2 Level

Setelah dilakukan penilaian terhadap produk tersebut, dapat dinyatakan:

	Layak digunakan tanpa revisi
✓	Layak digunakan dengan revisi sesuai aturan
	Tidak layak digunakan

Demikian surat validasi ini dibuat agar dapat digunakan sebagaimana mestinya.

Semarang, 14 Juli 2025
Validator,

Windy Harsiwi, S.Pd., M.Int.Cul.
NIP: 199111262024062002

Catatan:

Kolom diisi dengan tanda (✓)

Figure 4. 8 Validation letter

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The validation process is carried out using the "Form of Validation Product" form which assesses media from various aspects with the following samples.

7. Does the vocabulary used in the book enrich readers' language skills without being too difficult?

☐ Inappropriate	☐ Somewhat challenging	☐ Moderately rich	☑ Very enriching

8. Are the characters in each short story well-developed and understandable for the readers?

☐ Hard to follow	☐ Lacking depth	☑ Fairly clear	☐ Well-developed

9. Is the book layout (spacing, margins, alignment) comfortable for reading in both print and digital versions?

☐ Poorly arranged	☐ Slightly uncomfortable	☑ Generally comfortable	☐ Very comfortable

10. Are the storylines in the anthology easy to follow and logically arranged from beginning to end?

☐ Confusing	☐ Somewhat hard to follow	☑ Mostly clear	☐ Easy to follow

11. Is there any more information that needs to be added to this book? If yes, please elaborate.

No, it is already well-written.

12. Criticism and suggestions
1. Bahasa Indonesia di bagian "Meaning", ditulis italic;
2. Apabila kata terlalu panjang (hlm 25, 61, 74), berikan — sesuai dengan penggalan katanya;
3. Message of the story (hlm 73) terlalu singkat;
4. Ganti kata "writers" dengan "authors";
5. Warna judul disamakan dengan warna tema pada halaman judul tersebut;
6. Cek ulang "example" di bagian "Vocabularies", pastikan ada fullstop (.) di akhir kalimat (lihat hlm. 16);
7. Cek ulang bagian "Vocabularies". Lihat halaman 42 contoh 7 "runaway" (Vocabularies) — runway (Example);
8. Tabel "Vocabularies", untuk "No", "Vocabularies" dan "Meaning" diperkecil, agar bagian "Example" bisa lebih besar;
9. Lihat hlm 16, masih ada yang belum diubah warnanya (Example). Cek ukura

Figure 4. 9 Form of validation product

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Form of Validation Product
Short Story Anthology for English A2 Level

Validator   : Windy Harsiwi, S.Pd., M.Int.Cul.
Date of Validation : Semarang, July 14th 2025

Media Expert Validation

Please checklist one of the selected answers (✔)

1. Does the cover of the anthology short story book look attractive and suitable for the theme?

| ☐ Not Attractive | ☐ Fairly Attractive | ☐ Attractive | ☑ Very Attractive |

2. Is the color selection in the cover and page layout appropriate and visually appealing?

| ☐ Unappealing | ☐ Slightly Appealing | ☐ Fairly Appealing | ☑ Visually Appealing |

3. Are the font styles and sizes throughout the book easy to read and consistent?

| ☐ Hard to read | ☐ Somewhat Readable | ☐ Readable | ☑ Easy to read |

4. Are the illustrations or images (if any) relevant to the content of the short stories?

| ☐ Not Relevant | ☐ Somewhat Relevant | ☐ Relevant | ☑ Highly Relevant |

5. Are the audio elements (if available in audiobook version) clear, engaging, and easy to follow?

| ☐ Poor clarity | ☐ Slightly unclear | ☑ Clear | ☐ Excellent clarity |

6. Are the grammar structures used in the short stories accurate and appropriate for the target level?

| ☐ Inaccurate | ☐ Fairly Accurate | ☐ Accurate | ☑ Very Accurate |

Figure 4. 10 Form of validation product

b. Trial Subjects

The subjects in the initial trial consisted of 10 students who participated in structured interviews and 31 additional respondents from various universities in Indonesia who participated in filling out questionnaires on Google Form.

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All respondents have a relevant English language learning background and are at the A2 CEFR proficiency level, so that they can provide an appropriate evaluation of the content, display, and function of the media.

c.   Aspects Assessed

The evaluation was conducted to assess the following aspects:

1.   Relevance of the content of the story to the context of A2 learning

2.   Text readability and sentence structure

3.   Visual appeal and layout

4.   audio narration effectiveness

5.   Functions of bilingual glossaries

6.   Understanding and storyline

7.   Ease of use and accessibility of media

4.1.1.5 Main Product Revision

The main product revision stage is carried out after the media is validated by expert lecturer who have a background in the field of learning media development and English teaching. This validation includes two main aspects, namely the content aspect of the material and the media display aspect. The validation process is carried out using the "Form of Validation Product" form accompanied by constructive comments and criticism for media improvement.

a.   Media Feasibility Statement

As a follow-up to the expert validation, the validator lecturer stated that the *Kaleidoscope of Careers* learning media is "Feasible to use with revisions according to the rules", as stated in the media validation statement letter that has been signed by the expert on July 14, 2025.

This statement provides academic legitimacy that the media that has been developed meets substantial and technical feasibility criteria, but still requires some minor cosmetic and technical improvements.

With the approval of the media through this official statement, the media is declared to have met the feasibility standards in terms of content,

pedagogical approach, and multimodal design to be used in English learning at the A2 level.

b.   Media Validation Results by Expert

Based on the results of validation by an expert lecturer, Windy Harsiwi, S.Pd., M.Int.Cul., the following results were obtained:

Table 4. 5 *The Results of Validation*

No.	Assessment Aspects	Assessment Results
1.	Page cover and layout	Considered very attractive and in accordance with the theme (✔ Very Attractive and ✔ Visually Appealing)
2.	Font style	Rated Easy ✔ to read
3.	Illustration	Considered very relevant to some story (✔ Highly Relevant)
4.	Narrated audio	Considered quite clear (✔ Clear)
5.	Grammar structure	In the story, it is considered very accurate and suitable for A2 level (✔ Very Accurate)
6.	Vocabulary	Considered very enriching without making difficulties for readers (✔ Very Enriching)
7.	Characters in the story	Fairly ✔ Clear
8.	Book layout	Rated Generally ✔ Comfortable
9.	Storyline	Rated Mostly clear and logical ✔

c. Criticisms and Suggestions from Validators

The validator also provides a number of criticisms and suggestions for improvements that are quite detailed, which are the basis for making major product revisions.

1. **Use of Indonesian in the "Meaning" section:** In vocabulary, all words in the "Meaning" column, which refers to the definition of vocabulary, are given in *italics* to be consistent and more professional.

2. **Too Long Separation:** Too long word separation on pages 25, 61, and 74 needs to be corrected to conform to the English decapitation rules.

3. **Delivery of the "Message of the Story":** The delivery of the moral message on page 73 is clarified so that it is not too short and remains in accordance with the narrative structure.

4. **Use of the term "writers" replaced with "authors":** The term "writers" in the "About Writers" section of the book is changed to "authors" to fit the context of writing the literary work.

5. **Title Color Consistency:** The title color in the "Vocabularies" section is adjusted to match the theme of the page.

6. **Appropriateness of the Placement of the Word "Example":** The "Example" column in the vocabularies" was re-checked, especially on pages 16 and 42, to ensure that the context and layout were not ambiguous, and were given full stop (.)

7. **Vocabulary Correction in Vocabularies:** Vocabulary such as "runaway" is changed to "runway" and other spellings are corrected according to standard dictionaries.

8. **Font Size in the Glossary Section:** The font size in the "Vocabularies" table for the "Examples" section has been enlarged to make it easier to read.

9. **Color of Visual Elements Not Consistent:** The colors in the sections that have not been changed, especially the "Example" and "Meaning" columns, are adjusted to be visually uniform and do not interfere with the reader's focus.

10. **Page 16 Revision:** This section has been thoroughly revised as there are still visual or typographical elements that have not been updated.

4.1.1.6 Main Field Testing

After the learning media of *the Kaleidoscope of Careers* book is revised based on expert validation and preliminary field-testing results, the next stage is the main field test. The purpose of this stage is to evaluate the effectiveness of media in the context of wider use, as well as to obtain more comprehensive qualitative data on the functioning of media as a reading and listening comprehension tool in CEFR A2 level learners.

The main field test involves a larger number of respondents, which consist of students with A2 English proficiency levels from several institutions. They participated in two types of evaluations, namely filling out a structured questionnaire, which was compiled in Google Form format and semi-structured interviews, which were conducted in person or through online media.

The interview and questionnaire participants were intentionally selected from different universities and majors to obtain a broader and more representative range of perspectives. While the interviews aimed to gather in-depth insights into individual learners' experiences and challenges, the questionnaires were designed to collect information from a wider pool of respondents. Using different participants for each method helped avoid bias and ensured diversity of academic backgrounds.

a. Interviews

In-depth interviews were conducted with 10 A2-level learners from various universities in Indonesia, including Diponegoro University, Universitas Sebelas Maret, Universitas Muhammadiyah Surakarta, and Universitas Tirtayasa, to explore the respondents' personal experiences or student testimonials after using the media. The participants came from diverse majors such as Library and Public Relations, Tax Accounting, Early Childhood Education Teacher Education (PGPAUD), Mathematics Education, Agrotechnology, and Applied Foreign Language, and were in their 2nd, 4th, 6th, and 8th semesters. The interview questions were designed to elicit qualitative

data about their learning experiences, the challenges they faced, and their suggestions for further development. Here is a list of respondents' interview questions:

1. Do you have any problems after reading short story anthology books related to the existing language style, vocabulary and audio?

2. Can learning media with short story anthology books help the process of learning to read and listen to English?

3. Do you think the combination of audio and visuals can make it easier for you to understand and feel engaged with the characters and events in the story?

4. Do short story anthologies find vocabulary and sentences that are difficult to understand?

5. As an A2 level English learner, what is your suggestion to make this short story anthology book easier to understand?

b. Questionnaire Form

This questionnaire was distributed to 31 A2-level learners from various universities across Indonesia, including 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. The respondents came from a variety of majors and were enrolled in the 2nd, 4th, 6th, and 8th semesters.

This questionnaire aims to explore qualitatively how users interpret the content, features, and effectiveness of media in supporting the English language learning process, especially at the A2 level. It consisted of 15 evaluative questions that invite respondents to provide reflective responses based on their experiences. Each statement is designed to explore the user's opinions, comforts, and barriers to various aspects of the media, including story content, vocabulary, sentence structure, audio narration features, visual illustrations, and learning motivation.

4.1.1.7 Final Product Revision

The next stage is to conduct a final product revision, which is carried out after the interview and questionnaire form is distributed to user respondents at the main field testing stage. The purpose of this final product revision is to evaluate the overall results of testimonials and revisions from respondents.

a. Interview Analysis Results

In-depth interviews were conducted with ten students from various departments and educational institutions. This interview delves deeper into the user experience of using *the Kaleidoscope of Careers* book as a medium for learning English.

Here's an analysis of the five main themes in the interview session:

1. **Constraints of Vocabulary, Language Style, and Audio Narration**

In general, most respondents revealed that they did not experience significant difficulties in understanding the story, although some vocabulary and sentence structure were considered quite challenging. One of the students majoring in Tax Accounting, stated, "The vocabulary in the story is quite varied. There are a lot of new words that make me learn new things, but sometimes I get confused about the meaning of the sentence as a whole." In addition, a student of Library Science added that "everything can be understood" and did not have any difficulties because it was helped by the glossary.

2. **The Effectiveness of This Book as a Learning Media**

The majority of respondents agreed that this book is very helpful in the process of learning to read and listen at the same time. A student majoring in PG-PAUD stated, "Short stories like this are very effective because they don't make me bored quickly and help me learn two skills at once." Likewise, the students of the Agrotechnology department also agreed, saying, "The book does not feel like learning, but more like reading in a fun and interesting way." Some respondents added that the repeatable and flexible audio format is a plus for their learning style.

3. **Audio and Visual Combination**

The combination of audio and visual illustration is considered to be very effective in aiding story comprehension and increasing emotional engagement. A Basing'24 student said, "With the combination of audio-visual, the understanding of the content of the storybook becomes better. Audio helps in listening, while visuals provide an attraction for reading." Another respondent, from the Library Science major, appreciated the use of sound effects in audiobooks that made them "feel as if they were in the story."

4. **Vocabulary and Sentence Difficulty Level**

Although the majority of respondents felt that the level of language difficulty was in accordance with the A2 level, some of them mentioned the existence of complex sentences or unfamiliar vocabulary. Respondents from the PG-PAUD study program revealed, "I felt that some sentences were too long and complex for my level." However, the existence of a glossary at the end of the story is very helpful, as a student from the Mathematics Education department said: "The existence of a glossary really helps me to understand the meaning of words." Even one of the Agrotechnology students admitted that he could still understand the context of the story even though there were some new words that he did not know.

5. **Suggestions for Improvement**

Various suggestions were put forward by respondents to increase the effectiveness of this book. A Basing student of the class of 2024, gave advice that "the color of the letters be made lighter and the font size enlarged to make it clearer," while the Agrotechnology student of the class of 2023, proposed to add a tense grammar marker to each story so that students can learn not only vocabulary, but also the correct sentence structure.

The results of the interviews show that the book *Kaleidoscope of Careers* received a positive response from users. They feel significant benefits, both in terms of content, format, and supporting features such as audio and visuals. Multimodal combinations have been shown to be effective in

increasing readers' understanding, interest in learning, and emotional engagement with stories. Nonetheless, the feedback provided is an important note for future product improvement and development.

b. Questionnaire Analysis Results

The assessment was carried out by 31 students as test subjects, who came from various study programs at various universities in Indonesia who are learning reading and listening skills at the A2 English level. Their feedback on the short story anthology book "*Kaleidoscope of Careers*" was collected through 15 evaluative statements in the form of a questionnaire.

The following are the results of the analysis of each question item:

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

31 responses
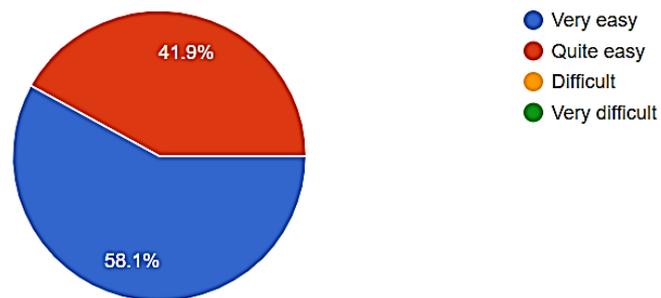
Figure 4. 11 First pie chart

Most of the user respondents found the stories in this book easy to understand. This shows that the use of language and storyline is in accordance with A2's ability level.

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

31 responses
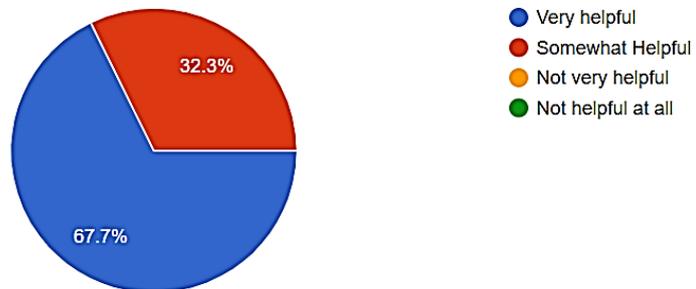
Figure 4. 12 Second pie chart

Most of the user respondents stated that the vocabulary section at the end of the story was very helpful in understanding the meaning of the word and enriching their vocabulary. This is an important tool in supporting the independent learning process.

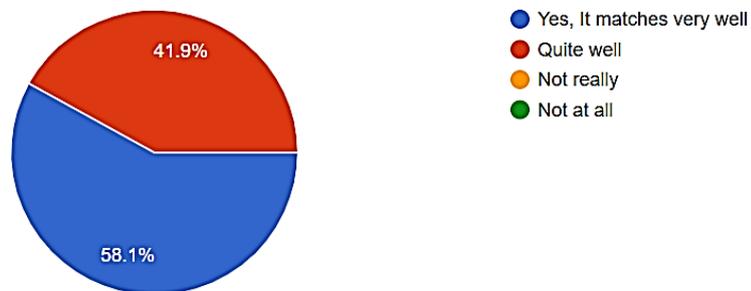3. **Do you think the grammar used in the short stories matches your English level (A2)?**

31 responses

Figure 4. 13 Third pie chart

The majority of respondents felt that the sentence structure and grammar used were appropriate to their proficiency level. The sentences are well arranged and not too complex, which makes students more confident in reading and understanding the content of the story

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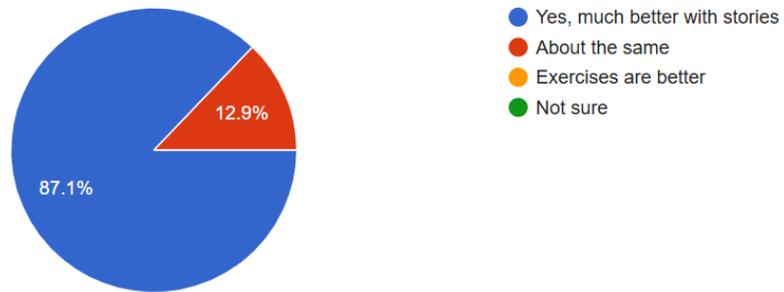
31 responses

Legend:
- Yes, much better with stories
- About the same
- Exercises are better
- Not sure

12.9%

87.1%

Figure 4. 14 Fourth pie chart

Most respondents tend to agree that short stories help them understand grammar more contextually and naturally. Through narrative texts, they can recognize grammatical patterns, such as present simple and past simple sentence structures in actual use, not just as theory.

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

Legend:
- Very helpful
- Quite helpful
- Not very helpful
- Not helpful at all

41.9%

58.1%
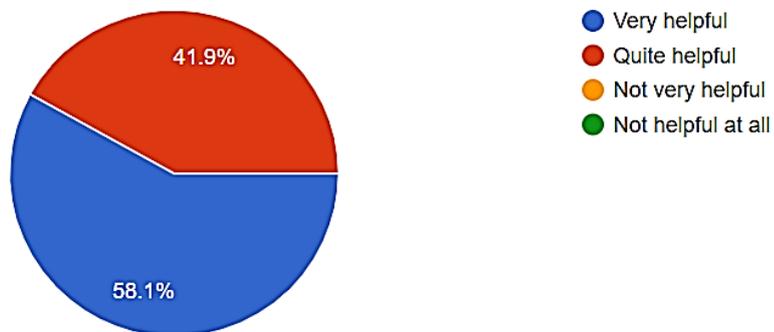
Figure 4. 15 Fifth pie chart

Most respondents stated that audio narration was very helpful for them in understanding the content of the story. The narrator's intonation, pronunciation, volume, and word pressure provide additional assistance in the process of understanding spoken and written texts simultaneously.

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

Legend:
- Yes, much better
- No difference
- I got confused
- I didn't try listening and reading together

90.3%

Figure 4. 16 Sixth pie chart

The results showed that reading while listening to stories was able to have a positive effect on story comprehension. This strategy allows learners to match pronunciation and meaning simultaneously, thereby strengthening their cognitive processes.
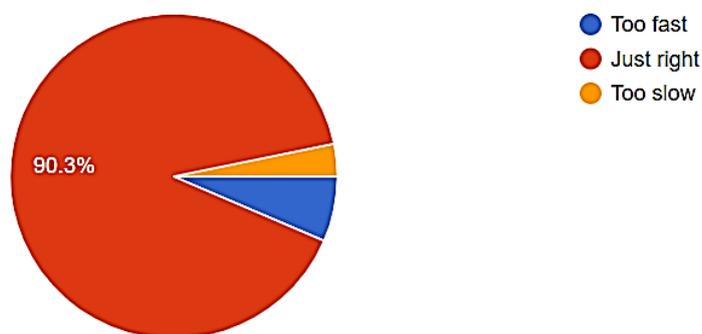
7. **How was the narrator's speaking speed?**

Legend:
- Too fast
- Just right
- Too slow

90.3%

Figure 4. 17 Seventh pie chart

The majority of student respondents considered that the narrator's speaking speed was appropriate. This speed allows them to listen with focus without feeling rushed or bored.

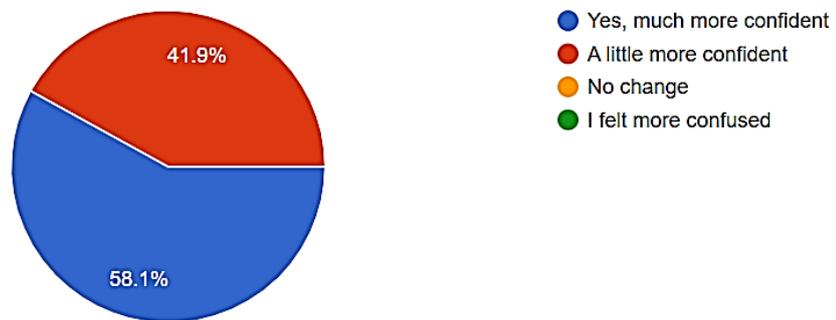8. **Did the audiobook help you feel more confident in listening?**

Figure 4. 18 Eighth pie chart

As many as 58.1% of students feel more confident in their listening skills after using audiobooks. While another 41.9% also felt an increase although not as large as the first group. This shows that the audio narration feature is able to provide an effective listening learning experience.

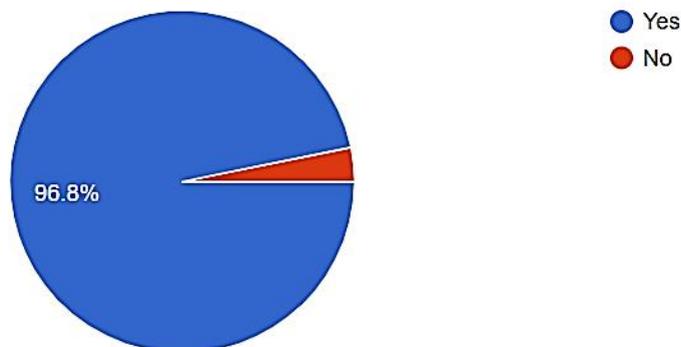9. **Would you like more books like this to include audio narration?**

Figure 4. 19 Ninth pie chart

As many as 96.8% of respondents stated that they would like similar books in the future to be equipped with audio narration. This indicates that this feature is highly appreciated and is considered to provide added value in the learning process.

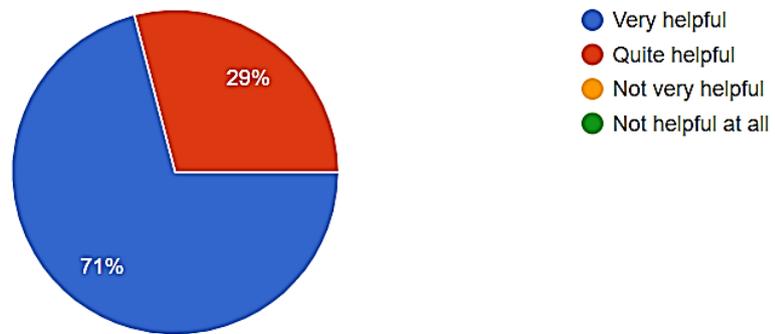10. **Did the visual illustrations help you understand the story?**

Figure 4. 20 Tenth pie chart

As many as 71% of students stated that illustrations really helped them understand the content of the story. Illustrations strengthen the reader's imagination of the situations, characters, and conflicts conveyed in the story.

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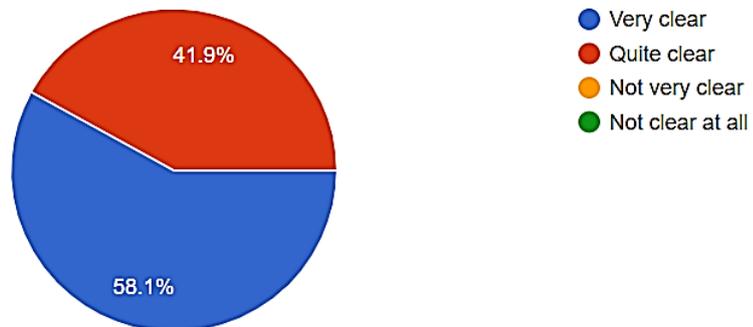

Figure 4. 21 Eleventh pie chart

As many as 58.1% of respondents considered illustrations to be very clear in depicting events and emotions, while 41.9% stated that they were quite clear. This indicates that visual quality plays an important role in building the depth of the story.

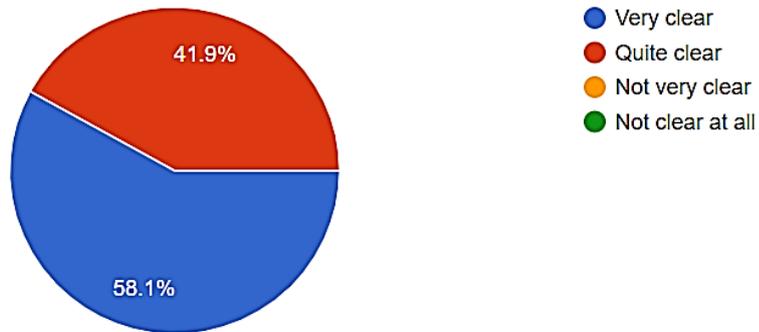12. **Were the pictures useful in helping you understand characters or settings?**

Figure 4. 22 Twelfth pie chart

Most (74.2%) respondents felt that images were very useful for understanding the characters and setting of the story. Visuals that support the narrative help the reader interpret the story more accurately.

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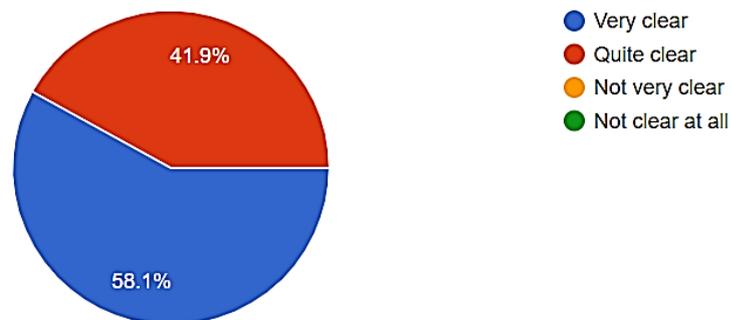

Figure 4. 23 Thirteenth pie chart

61.3% stated that the visual style makes the story much more interesting, while 38.7% feel slightly more interested. The colors, expressions of the characters, and the style of illustration enrich the aesthetic appeal of the book.

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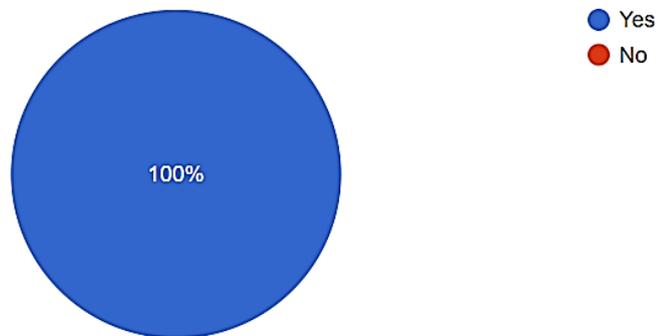

Figure 4. 24 Fourteenth pie chart

All respondents (100%) agreed that in the future similar books should be equipped with more pictures or illustrations. It reflects the expectations and visual needs of the learner.

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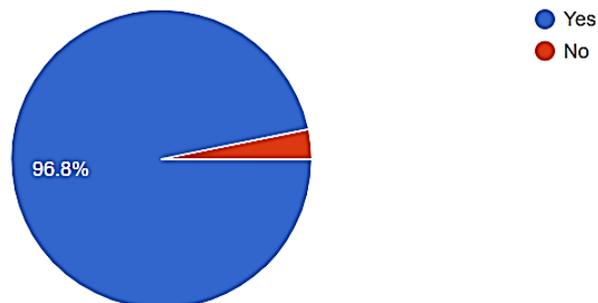

Figure 4. 25 Fiftheenth pie chart

As many as 96.8% of students expressed a desire to read similar stories in the future. This is an indicator that the format and content of the book receive a positive response and motivate readers.

Therefore, based on the results of the analysis of questionnaire data, it can be concluded that the book "*Kaleidoscope of Careers*" is very effective as a medium for learning English, especially for reading and listening skills.

The combination of story text, audio narration, and visual illustrations has been proven to increase students' understanding, interest, and confidence in learning English.

4.1.1.8 Dissemination and Implementation

After the *Kaleidoscope of Careers* book goes through the finalization and final revision process based on the results of field trials, the next step is dissemination and implementation. This stage plays an important role in ensuring that the products developed do not only stop at the academic stage, but can also be accessed, utilized, and recognized more widely by the community, both in the educational environment and the general public. Dissemination refers to the dissemination of book products, while implementation involves concrete steps for the application, utilization, and legal protection of works.

In the context of scientific works or education-based development products, one crucial form of implementation is the submission of copyright (IPR) to ensure that the work is legally recognized and protected from misuse. The following is an explanation of the stages of submitting copyright to the Directorate General of Intellectual Property (DJKI), Ministry of Law and Human Rights of the Republic of Indonesia

a. Document Preparation

The initial stage is to prepare the necessary administrative documents. This document includes: a complete manuscript of the book in PDF format, a copy of the Identity Card (KTP) as proof of the applicant's identity, and a statement of the authenticity of the work signed on a stamp.

b. Creating a DJKI Account and Filling out the Online Form

After the documents are prepared, the author registers an account on the official DJKI website through https://e-hakcipta.dgip.go.id. On the site, the applicant creates a personal account and verifies it via email. After successfully logging in, the applicant fills out a copyright registration form which includes information such as the type of work (book), title, year of manufacture, and

identity of the copyright owner. Filling is done online, and the system will ask for the upload of all documents that have been prepared beforehand.
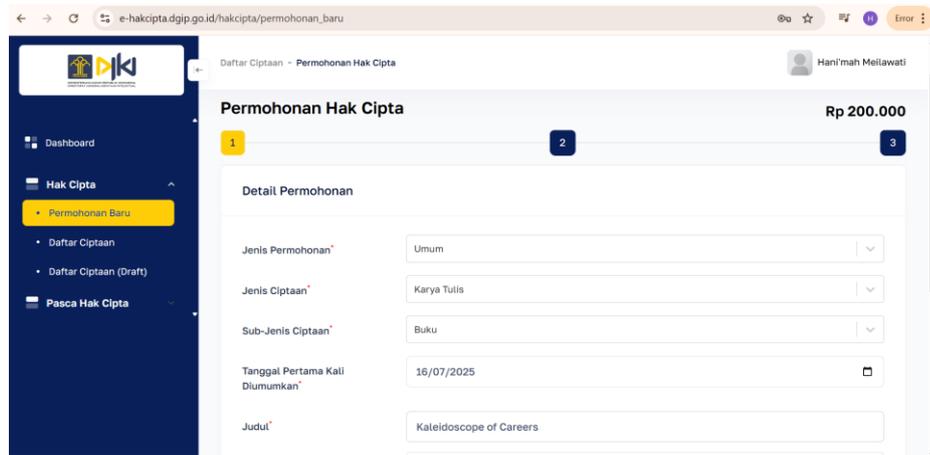

Figure 4. 26 Copyright registration form

c. Payment of PNBP (Non-Tax State Revenue)

After all data and documents are successfully uploaded, the system will automatically generate a PNBP (Non-Tax State Revenue) bill. The copyright registration fee is IDR 200,000. Payment is made through a bank or official payment channel appointed by DJKI. Proof of payment needs to be saved as confirmation and attached in the system when requested.

d. Verification and Certificate

After the payment is confirmed, the DJKI will conduct an inspection of the completeness of the documents and the authenticity of the work. If no obstacles are found, the DJKI will validate that the work is an original work and deserves copyright protection.

After passing the verification process, the applicant receives a digital copyright certificate that can be downloaded through a DJKI account. This certificate is a valid legal proof of the ownership of the work and provides legal protection in the event of infringement or claim of ownership by another party. In addition, this certificate can also be attached as an academic portfolio or a prerequisite for the distribution of works through official channels such as publishers or educational institutions.

4.2 Discussion

This subchapter discusses the results of the development of the book "*Kaleidoscope of Careers*" as an English learning medium for the A2 level, based on qualitative findings from field trials and expert validation. This discussion relates the data found to the theoretical framework in the literature review, to show the extent to which these media contribute to the improvement of listening comprehension and reading comprehension, as well as the effectiveness of the multimodal approach in the context of basic English learning.

4.2.1 The Effectiveness of Multimodal Approaches in Supporting Language Skills

The results of the study show that the integration of story texts, visual illustrations, and audio narration in these media significantly supports student understanding. These findings are in line with Mayer's (2009) Cognitive Theory of Multimedia Learning, which states that learning is more effective when information is processed simultaneously through two channels: verbal (text and audio) and visual (images or illustrations).

One of the respondents, said that "with the combination of audio-visual, the understanding of the content of the storybook becomes better. Audio helps in listening, while visuals provide an attraction for reading." Visual support helps clarify context and build emotional engagement, according to *Dual Coding Theory* (Paivio, 1986), which states that the combination of verbal and visual representations strengthens memory.

4.2.2 Audio Narration as a Facilitator of Improving Listening Comprehension

One of the main advantages of the "*Kaleidoscope of Careers*" media is the integration of audio narration specifically designed to support the listening skills of A2-level learners. This feature not only serves as a complement, but also as a key component that bridges the gap between oral and written comprehension. The role of audio narration in this book is very important

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because it is designed with the pedagogical, technical, and psychological aspects of beginners in mind.

Technically, each story in the book is presented in the form of a text that is fully synchronized with the audio script. Narrations are recorded at a speech speed of between 90–110 words per minute—adjusted to the ideal speech speed standard for beginner learners—so that they are not too quick to understand. The intonation and emphasis in the audio are also designed to mark key words and important sentences in the story. This supports students' understanding, in accordance with the theory of the Input Hypothesis by Krashen (1985), which states that students will learn language optimally if they are given comprehensible input in a continuous and consistent manner.

Furthermore, the preparation of audio narration also follows the principle of shadowing techniques, which is a training method in which students listen to and imitate the narrator's pronunciation to improve listening and speaking skills at the same time. Some respondents revealed that they found it easier to recognize pronunciation and understand sentence structure in a story when listening to the narrative. As one of the respondents revealed, "This book is very effective because I can read and listen at the same time. I can know how to pronounce it and it makes me more confident."

In addition, audio narration also has an important emotional function. In some stories, sound effects and background music are subtly inserted to reinforce the feel of the story, for example in the climax or when there is a change in the character's emotions. One Library Science student stated that she "felt as if she was in the story," thanks to the help of audio that created the atmosphere. This shows that audio not only helps in understanding meaning, but also supports emotional engagement, which indirectly increases learning motivation and attachment to the material.

From the results of the questionnaire, more than 90% of respondents stated that audio was very helpful for them in understanding stories, and 58.1% felt more confident in listening skills after using this medium. These findings reflect that audio narration is able to reduce listening anxiety, which is a

common anxiety that English learners often experience when listening to native speakers speak too quickly or with unfamiliar accents.

In the context of multimodal-based learning, the audio narrative in this book serves as a verbal scaffold that strengthens the relationship between writing and sound forms. This is in line with the Cognitive Load Theory (Sweller, 1988) which emphasizes that information processed in parallel between text and audio can reduce cognitive load and make it easier for learners to understand the material as a whole.

4.2.3 Visual Illustration as a Reinforcement of Context Understanding

Visual illustrations not only serve to beautify the appearance of books, but also have an important role in helping understanding the context of the story. In the questionnaire, the majority of respondents stated that illustrations were very helpful for them in understanding the characters, events, and atmosphere of the story. One Library Science student, for example, stated that the pictures in the story made her "feel as if she were in the story," suggesting that illustrations can build imagination and emotional closeness. This is in line with the concept of the Picture Superiority Effect, where visual information is easier to process and remember compared to text alone.

4.2.4 Vocabulary and Glossary as Vocabulary Acquisition Tools

The media also comes with a bilingual glossary inserted after each story. This feature has proven to be effective in helping learners recognize and understand new vocabulary. One respondent stated that "having a glossary really helped me to understand the meaning of words," while another respondent added that "the vocabulary in the story is quite varied. There are a lot of new words that make me learn new things, but sometimes I get confused about the meaning of the sentence as a whole." Nonetheless, examples of bilingual sentences and meanings in the glossary are able to bridge these limitations. Nation (2001) also emphasized the importance of learning contextual vocabulary in language learning, and this media has applied the principle consistently.

4.2.5 The Relevance of Thematic Stories to Students' Lives

The selection of relevant themes, such as everyday professions (pilots, doctors, librarians, etc.), makes this book not only a means of learning a language, but also a social reflection and a source of personal inspiration. Some stories, such as "Girls Can Too" and "The Sky for Dirga," received positive responses because they were able to evoke empathy and motivation. One respondent stated that "the book didn't feel like learning, but more like reading in a fun and engaging way," while another respondent said that "short stories like this are very effective because they don't get bored quickly and help me learn two skills at once." These findings suggest that a context close to the learner's life supports the learning process affectively, in line with the Affective Filter Hypothesis (Krashen, 1982).

4.2.6 Implications of Respondents' Input on Further Development

In addition to appreciating the content and features of the book, respondents also provided a number of inputs for product development. One female student interviewee proposed that "the color of the letters be made lighter and the font size enlarged to make it clearer," while another respondent hoped that each story would be equipped with grammar markers and sentence structure so that students could also learn tense. These inputs reflect the importance of adaptive and flexible learning, as well as the potential for the integration of interactive technology to support learning autonomy.