

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

This study employed the Research and Development (R&D) method proposed by Borg and Gall (1983) as a systematic framework for designing, developing, and evaluating the effectiveness of a learning product, as also supported by Assirri et al. (2026), who emphasize the importance of testing validity, practicality, and effectiveness in the development of educational products. The product developed was a practical guidebook titled “Survive Through Communication”, intended for students about to begin an internship, particularly during their first internship experience to enhance their readiness, adaptation, and build professional communication skills in a structured manner.

To streamline the development process, this study adopted eight of the ten stages in the original Borg and Gall model. This study involved various respondents, including students majoring in applied foreign languages and professional communication practitioners, who participated in the validation and testing phases. Several tools were supported the creation of the product, such as Canva for layout design and Google Forms for distributing and analyzing questionnaires.

4.1.1 Description of the Product Development Process

The development of the Survive Through Communication guidebook followed the ten step Research and Development (R&D) method proposed by Borg and Gall (1983). Each step was carried out sequentially and systematically to ensure that the final product met the readers’ needs. These development steps include planning, content development, preliminary validation, revision, testing, finalization, and implementation. A detailed explanation of each stage is provided below.

4.1.1.1 Research and information collection

1) Observation

Based on the observations, students had varying amounts of time to prepare for their internships. In general, the internship preparation period began approximately one to two months before the internship started, at the end of the semester. However, this period was significantly reduced because students were also required to participate in the *Kuliah Kerja Nyata* (KKN) program, which occupied approximately one month of the available preparation time. During this period, students simultaneously managed several academic responsibilities, including KKN, internship preparation, final semester examinations, and semester-end projects. As a result, they had very limited time to prepare for their internships. Most of their attention was focused on completing academic obligations, leaving little opportunity to develop workplace readiness, particularly in terms of professional communication and adaptation.

The observations also showed that the university conducted internship orientation sessions before students began their internships. These sessions primarily focused on internship procedures and administrative requirements, such as preparing internship recommendation letters, completing the internship information system (SI Magang), and maintaining internship logbooks. However, the orientation mainly emphasized administrative preparation and provided limited guidance on workplace communication skills, professional etiquette, and strategies for adapting to a professional work environment. These observations indicated that although the university had provided adequate administrative guidance, students still lacked sufficient preparation for the communication challenges they were likely to encounter during their internships. Therefore, the development of the *Survive Through Communication* guidebook was intended to

complement the existing internship orientation by providing practical communication guidance that better prepared college students for workplace situations.

2) Questionnaire

Based on the questionnaire results, nine out of ten respondents stated that they undertook internships in fields different from their current educational background. This indicates that, for nine of them, the internship was their first experience working in that particular field. Based on the results, the respondents also indicated that the majority of students faced various challenges in adapting to workplace culture and systems. As a result, they often required clear guidance or structured support to help them adapt more quickly during their internships.

As a result, they often required clear guidance or structured support to help them adapt more quickly during their internships. Furthermore, these findings reveal a strong need among students for a practical guidebook to help them navigate their internship experience. Most respondents expressed the need for an easily accessible learning resource that provides real-world examples, communication tips, and effective strategies for workplace interactions. This highlights that beyond theoretical knowledge, students require concrete, actionable guidance to improve their communication skills and successfully adapt to a professional environment.

4.1.1.2 Planning

1) Defining the Target Readers

During the planning phase, the researcher identified the primary target audience for the “Survive Through Communication” guidebook. This book is intended for students who will be participating in internships, serving as a learning tool to help them adapt to effective

professional communication skills. In addition to being used by students preparing for internships, this guidebook is also relevant for individuals facing communication challenges. With its systematic structure and practical approach, “Survive Through Communication” is designed to help readers navigate their career paths through meaningful internship experiences.

2) Defining the Structure

The following is the initial Table of Contents for the guidebook *Survive Through Communication*, which consists of eight chapters and their subchapters:

Table 4.1 Initial Structure of the Book

Table of Contents	Subchapters
Chapter 1: Understanding Internship	1.1 Definition of Internship 1.2 The Role of Internships in Career Preparation 1.3 Benefits of Internships for Students 1.4 Understanding Internship Expectations
Chapter 2. Communication in the Workplace	2.1 Definition of Workplace Communication 2.2 Types of Communication (Verbal, Non-verbal, Written) 2.3 The Role of Communication in Professional Environments
Chapter 3. Developing Communication Skills for Interns	3.1 Speaking Clearly and Confidently 3.2 Active Listening Skills 3.3 Professional Language in the Workplace

Chapter 4. Building Confidence Before Starting an Internship	4.1 Understanding Workplace Expectations 4.2 Preparing Mentally for Professional Interaction 4.3 Managing Nervousness in Communication 4.4 Building Self-Confidence in a New Environment
Chapter 5. Communicating with Supervisors and Co-Workers	5.1 Understanding Instructions Clearly 5.2 Asking Questions Professionally 5.3 Reporting Work Progress 5.4 Building Positive Workplace Relationships 5.5 Team Communication and Collaboration
Chapter 6. Understanding Workplace Culture	6.1 Professional Behavior 6.2 Workplace Etiquette 6.3 Communication Norms in Organizations 6.4 Observing Workplace Communication Styles
Chapter 7. Overcoming Communication Challenges	7.1 Fear of Speaking 7.2 Misunderstanding Instructions 7.3 Cultural or Language Differences 7.4 Strategies for Adapting to a New Work Environment 7.5 Learning from Colleagues and Being Proactive
Chapter 8. Handling Difficult Workplace Situations	8.1 Receiving Feedback from Supervisors 8.2 Responding to Criticism Professionally 8.3 Managing Workplace Conflicts 8.4 Asking for Help and Clarification

After consulting with the supervisor as the expert, the revisions suggested included simplifying the book structure by reducing the number of chapters from eight to four. This was done by combining several chapters with similar and related topics into one chapter to create a more concise and systematic structure, the language used in the guidebook was adjusted to better suit the target audience, ensuring that the content was easier for them to understand. After going through the revision stage, the final Table of Contents is as follows:

Table 4.2 Final Structure of the Book

Table of Contents	Subchapters
Chapter 1: An Internship: Where Your Career Story Starts	1.1 Let's Talk About Internships
Chapter 2: Communicate to Survive, Speak to Thrive!	2.1 Types of Communication 2.2 Developing Communication Skills for Interns 2.3 Building Confidence Before Starting an Internship 2.4 Building Positive Workplace Relationships with Co-Workers
Chapter 3: Workplace Culture: What No One Tells You!	3.1 Professional and Unprofessional Behavior 3.2 Do's & Don'ts: Professional Behavior
Chapter 4: How to Survive Hard Situation!	4.1 Managing Nervousness in Communication 4.2 Hard Situation: Difficult Co-Worker

3) Drafting the Materials

The initial draft of this guidebook was created in a rough format using Google Docs, where the researcher compiled all key materials based on data collection results and a literature review. This draft includes written explanations as well as practical elements such as communication tips, role-play conversations, and professional communication reflection questions tailored for students about to begin their internships. This initial version of the manuscript serves as the foundation for content refinement and expert validation in subsequent phases of the product development process.

4.1.1.3 Developing Preliminary Form of Product

1) Designing the Guidebook Format

a. Book Cover Concept



Figure 4.1 Selected book cover color

Based on the questionnaire results, dark blue was selected as the primary color because it received the highest number of responses, accounting for more than fifty percent of the total participants. Based on these data, the researcher chose dark blue as the main color for the book cover. Dark blue conveys a professional, calm, and academic impression, which aligns with the purpose of this guidebook. The cover of the “Survive Through Communication” guidebook was carefully designed to ensure

clarity, professionalism, and aesthetic consistency throughout the book.



Figure 4.2 Front and back cover

The front cover of the guidebook uses a staircase symbol to represent personal growth through three stages: Connect, Adapt, and Thrive. The colors of the staircase symbol and other visual elements were designed to match the overall color palette of the cover. For the back cover, the researcher included a motivational message intended to encourage and inspire the readers. On the cover page, the title was presented in uppercase letters. For the back cover, visual harmony with the front cover was maintained, ensuring the text remains clearly legible and neatly arranged.

b. Font

Throughout the book's content, chapter and subchapter titles were designed in Cambria Bold to help readers quickly navigate the various sections of the book and create a firm, professional impression. The body text was formatted in Poppins, making it comfortable to read and giving a neat, polished appearance. For the quote page placed after the chapter page, the quote text uses Canva Students Font, while the name of the person being quoted was used Pony Club Font. The difference in font selection was emphasized the distinction between the opening section and the main content of the book, which predominantly uses Poppins font. This variation

helps create a clearer visual hierarchy and gives the introductory section a different appearance from the rest of the book content.

c. Color Palette

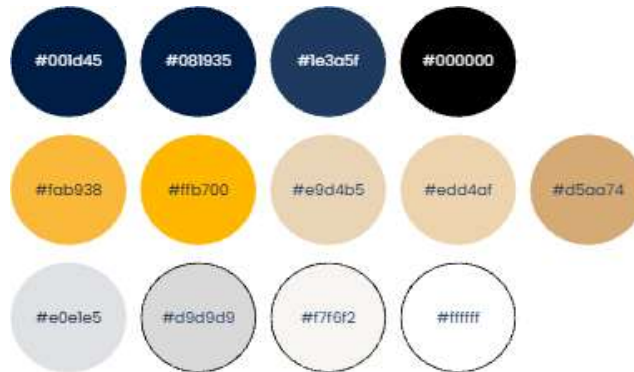


Figure 4.3 Color Palette

This guidebook uses a balanced color palette to enhance both aesthetics and readability. The deep blue in each chapter creates a serious and professional impression, while warm colors like orange highlight key elements. The soft cream tones and neutral colors throughout the book help prevent eye strain while reading. Overall, these color choices reflect clarity, inclusivity, and visual harmony throughout the design.

d. Designing Characters for the Guidebook

The researcher collaborated with an illustrator to develop ten characters with different expressions. These characters were designed to be used in various role-play sections and book layouts in order to make the pages appear more engaging. The character illustrations were created using Autodesk SketchBook through a structured digital illustration process. First, visual references were collected to determine the overall art style that matched the concept of the guidebook. Next, a list of character gestures and facial expressions was prepared to ensure that each illustration effectively conveyed the intended emotions and situations. After the planning stage, rough sketches were created, either manually or digitally, as the initial

composition of each character. The illustration process then continued by drawing the basic shapes, including the clothing, hands, hair, and other body parts, using only flat base colors. Once the basic forms were completed, detailed elements were gradually added, such as color gradients on the clothing, individual strands of hair, and other visual refinements. Shading was then applied to create depth and emphasize light and shadow, making the illustrations appear more realistic and visually appealing. Additional finishing details, including hand lines, facial blush, clothing folds, and other small decorative elements, were also incorporated to enhance the overall quality of the artwork. After all illustrations had been finalized, they were exported in PNG format, both with and without transparent backgrounds, to provide flexibility for various layout needs. Finally, the original editable files were saved in PSD format as the source files for future revisions and documentation purposes. The details of the ten characters featured in the guidebook “Survive Through Communication” are as follows:

Table 4.3 The Ten Expression Characters in the Book	
Miscommunication	
	
frowning while slightly raising one hand as if stopping the conversation	pointing at herself with a confused expression
Reporting Work Progress	



standing casually while looking
at documents with a focused
expression



holding notes while explaining
with slightly open hand
gestures

Listening to a Supervisor



speaking with open hand
gestures



slightly leaning forward, giving
a small nod with a serious
expression

Conflict with a Co-worker



crossing his arms with a
defensive expression



hands on hips or slightly raised
with a tense facial expression

Pleasant Situation / Self-Satisfaction



smiling widely while giving a
thumbs-up gesture



smiling proudly with "yes!"
gesture

4.1.1.5 Revising Main Product

Based on the validity test conducted in the fourth phase, this guidebook was revised in accordance with the experts' recommendations as follows:

- 1) The layout was improved by minimizing white space on the pages.
- 2) A separate page was created for the quotations under each chapter title to make them stand out more.
- 3) Several words that were still written in Indonesian were identified and revised to ensure language consistency throughout the guidebook.

4.1.1.6 Main Field Testing

At this stage, data were collected from ten respondents selected from among college students majoring in applied foreign languages study program who had at least three months of internship experience. The participants were asked to complete a Google Forms questionnaire designed to evaluate the guidebook. The evaluation covered several aspects, including the design, content, and suitability of the guidebook as a learning resource. Their responses also included valuable suggestions and constructive criticism for further improvement.

a. Identity of the Respondent

Table 4.4 Identity of the Respondents

No	Name Initial	Age	Ever/Never Training in Internship
1.	MP	22	Ever
2.	NJ	22	Never
3.	MYPP	21	Never
4.	S	23	Ever
5.	DF	22	Never
6.	RF	22	Never
7.	SPS	20	Ever

8.	NAM	22	Never
9.	CNF	22	Never
10.	K	21	Never

b. Interval of Results

Table 4.5 Interval of Results

Number of Statement	SA	A	D	SD	Total Score	Interval
1.	9	1			39	3.9
2.	1	9			31	3.1
3.	8	2			38	3.8
4.		10			30	3
5.	10				40	4
6.	9	1			39	3.9
7.	9	1			39	3.9
8.	4	6			34	3.4
9.	10				40	4
10.	4	6			34	3.4

Based on an analysis of the questionnaire results from ten respondents, the majority of responses were categorized as “Strongly Agree” on the Likert scale. The overall average score for all items exceeded 3.25. Therefore, it can be concluded that the “Survive Through Communication” guidebook is suitable and can be used as an effective learning tool for students preparing for internships.

4.1.1.7 Operational Product Revision

1. Target Readers Feedback

The changes proposed by the respondents including changing the font, refining the text, correcting spelling errors, adjusting the

icon layout, and adding the names of the author and illustrator. These improvements were intended to further enhance the professional impression and aesthetic quality of the guidebook.

2. Expert Feedback

Several suggestions were provided, including adding incomplete sections of the book such as the statement page, references, and author biography, as well as ensuring that the book structure follows the appropriate standard order. In addition, further revisions were made based on the feedback from the target readers.

4.1.1.8 Operational Field Testing

a. Target Readers

At this stage, the researcher distributed the final revised version of the guidebook to the target audience. From this process, the researcher received the following feedback:

Table 4.7 Target Readers Feedback

No.	Initial	Feedback
1.	MYP	“The guidebook looks great. I like that the illustration images are enlarged, and the cover looks better because the colors are darker and bolder. Overall, everything else is already good.”
2.	CNS	“The design looks great, and the color selection also matches well.”
3.	S	“Cool, the cover looks good and attractive. Overall, good.”

b. Expert Feedback

Based on the expert feedback, additional revisions were made including placing the researcher’s name before the academic supervisor’s name, as well as adding the year of publication on the statement page.

4.1.1.9 Revising Final Product

In this phase, the researcher carried out the final revisions based on the academic supervisor's suggestions, including changing the position of the author's name and adding the year of publication to the book. After completing these revisions, the researcher registered the copyright of the guidebook to protect its Intellectual Property Rights (IPR).

4.1.1.10 Dissemination

The guidebook has been officially registered for Intellectual Property Rights (IPR), ensuring its legal protection as an original educational product. Following the copyright registration process, the guidebook was distributed to the Applied Foreign Languages Study Program through *Himpunan Mahasiswa Bahasa Asing Terapan*. The guidebook was intended to serve as a learning resource for university students, particularly those preparing for internship programs. Through this dissemination, the guidebook was expected to become more accessible to students who require guidance in adapting to professional communication and workplace environments during their internships.



Picture 4.6 Disseminating the product

4.2 Discussion

The development of the guidebook “Survive Through Communication” indicates that students preparing for internships often require more than theoretical knowledge to successfully adapt to professional environments. The findings suggest that many students encounter challenges when entering workplaces that differ from their academic backgrounds. These challenges are closely related to difficulties in adjusting to workplace communication patterns, expectations, and interaction norms (Prouska et al., 2026). The expert validation process highlighted several aspects that required improvement, particularly in terms of layout, language clarity, and visual design. These revisions demonstrate that the effectiveness of instructional materials is not only determined by the accuracy of the content but also by how clearly and attractively the information is presented. A well-structured and visually accessible guidebook can significantly enhance user understanding and engagement (Lin et al., 2025).

Furthermore, the positive responses from users indicate that structured and practical learning resources can support students in better understanding workplace situations. The guidebook appears to help users gain clearer guidance in handling communication-related challenges during internships, which may reduce uncertainty in real work settings. When compared with existing internship preparation materials such as “The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions” by Baird and Mollen (2023), it can be observed that many available resources focus broadly on internship placement and general adaptation. In contrast, this guidebook aligned with practical communication strategies within workplace contexts, offering more specific situational guidance for students. Overall, the findings suggest that the guidebook has the potential to serve as a supportive learning resource for internship preparation. However, further development is recommended to expand the range of workplace scenarios and enhance the contextual variety of communication situations to better reflect real internship experiences.