

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

This study resulted in the development of a learning product entitled English Smart Book: *Mumu's Garden Adventure*, which focuses on developing English learning content for young learners by emphasizing three main aspects: vocabulary choice, themes, and language level. The product was developed using the Research and Development (R&D) method based on the Borg and Gall model as adapted by Sugiyono (2019). The development aimed to produce a learning medium that is not only visually engaging but also appropriate for the language development characteristics of children aged 4–6 years.

The English Smart Book developed in this study was designed as an interactive printed learning medium that integrates visual, contextual, and progressive approaches to English language learning. The primary focus of the product development was the organization of appropriate content, particularly in terms of vocabulary selection, theme utilization, and language level adjustment based on children's language proficiency levels (A1–A2). This approach was based on the needs of young learners who require language learning materials that are simple, concrete, and easy to understand.

The product was developed using an educational storytelling concept centered on a gardening theme and guided by the main character, a cat named Mumu. The inclusion of this character was intended to increase children's emotional engagement and help them follow the learning process in a more enjoyable and meaningful way. In addition, Mumu serves as a bridge connecting vocabulary, themes, and language use within a simple story context.

4.1.1 Research and Data Collection

The research and data collection stage was the initial step in developing English Smart Book: *Mumu's Garden Adventure*, which focuses on the aspects of vocabulary choice, themes, and language level for children aged 4–6 years. This stage aimed to identify actual needs in the field and gather relevant information as the foundation for developing the learning content. The research

process involved several activities, namely classroom observation, needs analysis, and literature review.

Observations were conducted to directly examine how English learning was implemented for young learners, including the learning media used, children's responses, and the challenges encountered during the learning process. The findings revealed that the learning media commonly used were still conventional, such as simple printed books, flashcards, and worksheets. These media generally focused only on introducing vocabulary without providing a clear context for language use. As a result, children tended to memorize vocabulary without fully understanding its meaning or application in everyday life. Vocabulary learning is more effective when words are presented in meaningful contexts and repeated consistently (Webb & Nation, 2021).

In terms of vocabulary choice, it was found that the vocabulary presented in several learning materials had not been fully adjusted to the characteristics of young learners. Some words were too abstract or unfamiliar, making it difficult for children to understand their meanings. According to Cameron (2016), young learners acquire language more easily through concrete vocabulary that is closely related to their real-life experiences.

Regarding themes, the analysis showed that the learning themes used were often less contextual and not sufficiently connected to children's daily lives. Unfamiliar themes made it difficult for children to relate vocabulary to their own experiences. Research by Shin and Crandall (2019) emphasizes that the use of relevant and contextual themes can significantly enhance children's comprehension and engagement in language learning.

Furthermore, in terms of language level, the findings indicated that learning materials were not always organized progressively according to children's language abilities. Some sentences were too long or complex, making them difficult for children aged 4–6 years to understand. Butler (2019) argues that English learning materials for young learners should employ simple language structures and be organized gradually to match children's cognitive

and linguistic development. In addition, the pronunciation aspect had not received sufficient attention. Most learning materials only presented vocabulary through text and pictures without audio support as a pronunciation model. Consequently, children experienced difficulties in imitating correct pronunciation. Appropriate audio exposure is essential for helping beginning language learners improve pronunciation accuracy.

Based on the overall research and data collection findings, several major needs were identified in the development of English learning media for young learners:

1. The selection of simple, concrete, and familiar vocabulary.
2. The use of contextual themes that are closely related to children's daily lives.
3. The organization of language levels in a gradual manner according to children's abilities.
4. The provision of pronunciation support through audio media.
5. The development of engaging and interactive learning media that actively involve children in the learning process.

The results of this needs analysis became the primary foundation for developing English Smart Book: *Mumu's Garden Adventure*. The book was designed around a gardening theme, featuring a main character named Mumu, a cat who guides children in learning English vocabulary through enjoyable gardening experiences. By integrating appropriate vocabulary, familiar themes, and progressively structured language levels, English Smart Book: Mumu's Garden Adventure is expected to address the needs of English learning for young learners and support a more effective, enjoyable, and meaningful learning experience.

4.1.2 Planning

The planning stage was conducted after the completion of the research and data collection phase. At this stage, the researcher developed a design plan for the English Smart Book: *Mumu's Garden Adventure*, focusing on the aspects of vocabulary choice, themes, and language level that are appropriate

for children aged 4–6 years. This planning process was carried out systematically based on the needs analysis obtained from the previous stage.

a. Book Concept Planning

Based on the needs analysis, the product was designed as an interactive printed learning medium that combines visual and contextual approaches to English language learning. The book was developed using an educational storytelling concept with a gardening theme, which was selected because it is closely related to children's daily experiences and allows for the integration of concrete vocabulary.

The selection of this theme was based on findings indicating that children learn language more effectively when learning materials are connected to real-life experiences. This is consistent with the study conducted by Shin and Crandall (2019), which states that theme-based learning can improve language comprehension because children learn within meaningful contexts. Furthermore, Liu and Chen (2020) found that the use of contextual themes can enhance vocabulary retention among young learners.

b. Main Character Planning

In the product development process, the researcher designed a cat character named Mumu as the main character of the story. This character was developed as a learning companion to guide children through the learning process in a more engaging and enjoyable way.

The selection of Mumu was not only based on visual appeal but also carried personal significance for the researcher. In addition, animal characters, particularly cats, are generally favored by young learners. The use of characters in educational media has been shown to increase children's emotional engagement. This is supported by Kucirkova (2019), who argues that characters in learning media can help children understand stories more effectively and enhance their motivation to learn.

c. Content Planning (Vocabulary, Themes, and Language Level)

Content planning was the primary focus of this study, in accordance with the research objective of developing learning materials based on three main aspects:

1) Vocabulary Choice

The selected vocabulary consists of basic, concrete, simple, and familiar words for children, such as the names of fruits and garden-related objects (e.g., banana, cherry, plant, and water). The purpose of selecting these words is to facilitate children's understanding and retention of vocabulary.

According to Webb and Nation (2021), concrete vocabulary that frequently appears in everyday life is easier for young learners to acquire.

2) Themes

The gardening theme serves as the foundation for organizing the learning materials so that the vocabulary is presented within a meaningful context. This theme also allows the integration of everyday activities such as harvesting, counting, and learning colors through objects found in the garden.

Research by Shin and Crandall (2019) emphasizes that familiar themes help children connect language learning with real-life experiences, making learning more meaningful and effective.

3) Language Level

The learning materials were organized progressively according to the CEFR levels, beginning with A1 and gradually advancing to A2. At the A1 level, children are introduced to basic vocabulary and simple sentence patterns. At the A2 level, children begin to understand and use language in broader and more meaningful contexts.

According to Butler (2019), the use of simple and gradually structured language is essential in English language learning for young learners because it aligns with their cognitive and linguistic development.

The planned structure of the book is as follows:

- a. Book Title: Mumu's Garden Adventure
- b. Preface
- c. Table of Contents (Visual Adventure Map)
- d. GO 1: Let's Learn ABC
 1. Introduction to letters A–Z
 2. Activities for recognizing and matching letters
- e. GO 2: Everything in the Garden
 1. Introduction to vocabulary related to garden objects (fruits, animals, plants)
 2. Activities for matching pictures and words
- f. GO 3: Color Time
 1. Introduction to primary and secondary colors
 2. Color recognition activities
- g. GO 4: Let's Count!
 1. Introduction to numbers 0–20
 2. Counting activities
- h. GO 5: Fun Challenge & Sensory Play
 1. Activities involving sticking, touching textures, and matching objects
- i. Simple evaluation of all learning materials
- j. Certificate

4.1.3 Develop Preliminary Form of Product

The development of the preliminary form of the product stage is an important phase in research and development studies, where the researcher begins transforming the planned concepts into a tangible product (Sugiyono, 2019). At this stage, all planning outcomes, including vocabulary selection,

themes, and language levels, were implemented into the initial version of English Smart Book: *Mumu's Garden Adventure*, which was prepared for validation and testing.

The preliminary product developed in this study was a prototype of English Smart Book: *Mumu's Garden Adventure*, specifically designed for children aged 4–6 years. The development focused on creating content that aligns with young learners' developmental characteristics and the principles of contextual and experience-based language learning. This is consistent with recent studies suggesting that learning materials for young learners should be contextual, visual, and interactive to facilitate understanding (Shin & Crandall, 2019; Enever, 2021).

a. Development of the Book Content Structure

The development of the book content structure was conducted as the initial step in organizing learning materials systematically and in accordance with the research objective, namely developing the content of English Smart Book: *Mumu's Garden Adventure* with a focus on vocabulary choice, themes, and language level for children aged 4–6 years. The content structure was designed to allow children to learn progressively, beginning with basic vocabulary and gradually advancing to the use of simple language in meaningful contexts.

The materials were arranged progressively from CEFR level A1 to A2. In the initial section, children were introduced to basic vocabulary and simple sentence patterns such as “It is an apple” and “It is a bird.” Subsequently, the same vocabulary was reused in broader contexts through stories and simple sentences. This gradual organization was intended to help children understand vocabulary while simultaneously developing their language skills according to their developmental stage.



Figure 4. 1 Learning Path

b. Development of the Storyline

During the storyline development stage, the researcher created the narrative framework of *Mumu's Garden Adventure*, which served as the foundation for the content development of the English Smart Book. The storyline was designed as a simple adventure featuring Mumu, a cat who enjoys gardening and growing various fruits in his garden.

In developing the storyline, the researcher organized the learning sequence on each page by determining the target vocabulary, learning themes, and language levels corresponding to CEFR levels A1 and A2 for children aged 4–6 years. The storyline functions not only as a narrative structure but also as a framework for organizing the learning content by integrating vocabulary choice, themes, and language levels in a gradual and meaningful manner.

Furthermore, the storyline served as a reference for developing the illustrations, ensuring that the visuals effectively supported vocabulary comprehension and reinforced the context presented throughout the story.

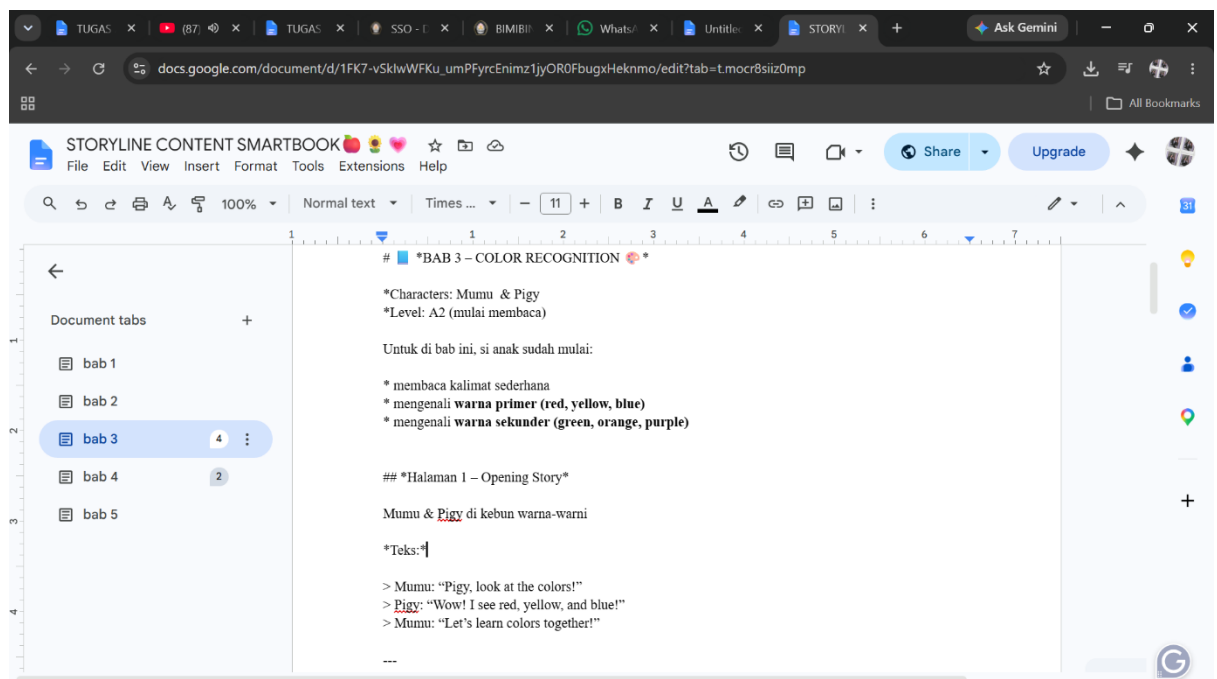
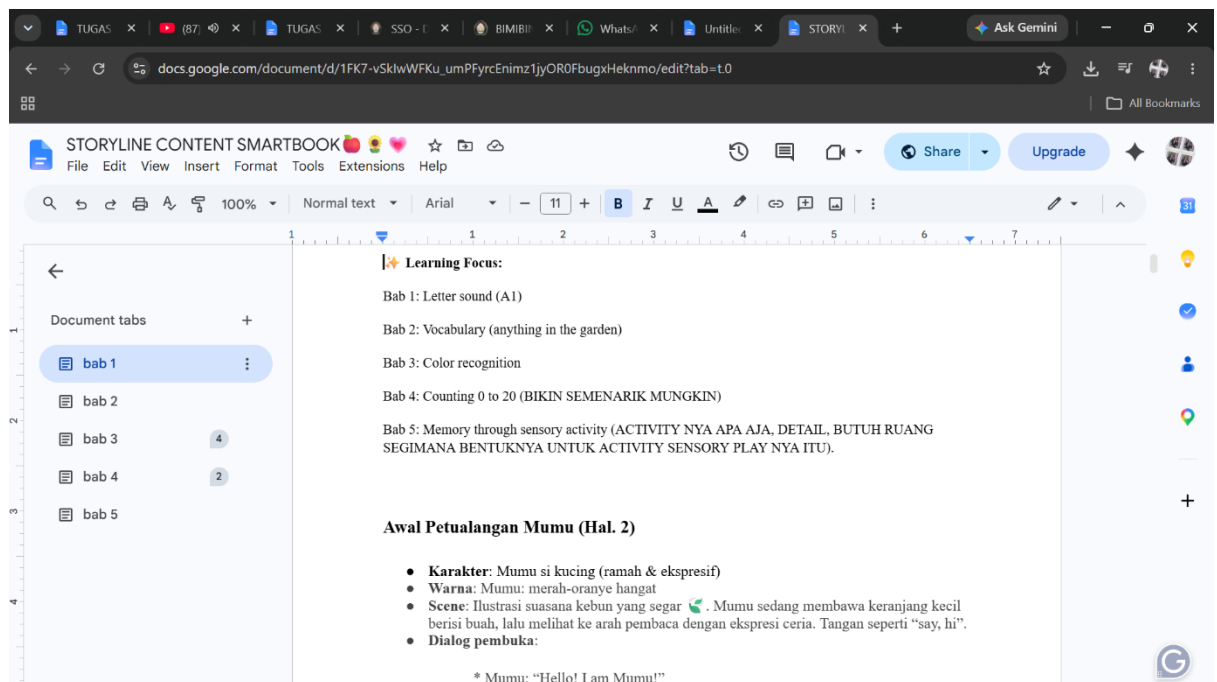


Figure 4. 2 English Smart Book Storyline Development

4.1.4 Preliminary Field Testing

After English Smart Book: *Mumu's Garden Adventure* had been fully developed, the product underwent a feasibility assessment through expert

discussion and validation to obtain evaluations and suggestions regarding the quality of the developed content.

At this stage, the product was validated by the research supervisor, Lilis Lamsehat Panjaitan, S.Pd., M.A., who served as the content validator. The validation process aimed to evaluate the appropriateness of the product before further testing was conducted.

Based on the validation results, the content of English Smart Book: *Mumu's Garden Adventure* was generally considered appropriate for use as an English learning medium integrated with sensory play activities for young learners. The selected vocabulary was regarded as relevant because it consisted of concrete words closely related to children's daily experiences. In addition, the gardening theme was considered meaningful in providing a context that helps children understand the relationship between vocabulary and its real-life usage. The gradual organization of learning materials from CEFR level A1 to A2 was also considered suitable for the language abilities of children aged 4–6 years.

However, the validator provided several suggestions for improvement. Some vocabulary items were recommended to be simplified to better match children's language development levels. Additionally, several sentences needed to be shortened and revised using more familiar vocabulary so that they would be easier for young learners to understand and remember. The validator also suggested improving the transitions between pages to make the storyline of Mumu more coherent and to create stronger connections among the learning materials presented throughout the book.

Based on these recommendations, revisions were made to several parts of the content before proceeding to the next stage of product testing. The results of the content and material validation conducted by the supervisor are presented in the following section.

Form Validasi Produk Pembuatan
Buku Mumu's Garden Adventure

Validator : Lili Lamsahat Panjaitan, SPd., M.A.
Hari/Tanggal : Rabu, 03 Juni 2026

Berikanlah tanda centang pada salah satu jawaban yang dipilih (✓)

Aspek Materi

1. Kosakata yang digunakan dalam Mumu's Garden Adventure sesuai dengan tingkat perkembangan anak usia 4-6 tahun			
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
2. Tema yang dipilih membantu anak memahami kosakata dalam konteks yang bermakna			
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
3. Tingkat bahasa yang digunakan dalam buku sesuai dengan kemampuan Bahasa Inggris anak usia 4-6 tahun			
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
4. Penyajian materi telah disusun secara bertahap dari tingkat yang lebih mudah ke tingkat yang lebih kompleks			
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
5. Materi yang disajikan mendukung proses pembelajaran Bahasa Inggris anak usia dini.			
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
6. Saran			
Content lebih sederhana. contoh: There is a agar pembaca pemula tidak kebingungan saat membaca			

Figure 4. 3 Preliminary Expert Validation Form

4.1.5 Main Product Revision

After the preliminary product draft had been developed, the next stage was expert validation. The validation was conducted by the research supervisor, who has expertise in young learners education and learning media development. The purpose of this validation was to obtain feedback and suggestions regarding the developed product before it was tested with the target users.

Based on the validation results, several revisions were made to improve the quality of English Smart Book: *Mumu's Garden Adventure*. The revisions focused on refining vocabulary selection, simplifying sentence structures, improving storyline coherence, and enhancing visual presentation to ensure that the content was more suitable for children aged 4–6 years.

The revised product design is presented as follows:

Table 4. 1 Content Revisions Suggested by the Validator

Before Revision	After Revision
 Modification of the use of "There is"	 Replacement of "There is" with "It is"
 Modification of the use of "There is"	 Replacement of "There is" with "It is"
 Modification of the use of "There is"	 Replacement of "There is" with "It is"



Lowercase letters (a-z) were not included
in the A-Z alphabet



Lowercase letters (a-z) were added



The word "Quail" was incorrectly written
as "Quil" due to the missing letter "a"



The letter "a" was added, correcting
the word to "Quail"



The orange color did not match the color of the fruit



The orange color was adjusted to match the color of the fruit

4.1.6 Main Field Testing (Advanced Expert Validation)

After revisions were made based on the results of the initial validation, the product underwent a second stage of expert validation to ensure that the improvements aligned with the objectives of the content development process. In this stage, the supervisor, acting as the validator, re-evaluated the aspects of vocabulary choice, themes, and language level incorporated in English Smart Book: *Mumu's Garden Adventure*. The evaluation focused on the appropriateness of the vocabulary for children aged 4–6 years, the relevance of the gardening theme to the learning materials, and the suitability of the language level for young learners.

The validation results indicated that the developed content had undergone significant improvements and was considered more appropriate for the needs of English language learning among young learners. The vocabulary used was regarded as simpler and easier for children to understand, the selected theme provided a clear and meaningful context for learning, and the language structure was considered suitable for the language development level of children aged 4–6 years. Overall, the validator concluded that the product was feasible for use and could proceed to the operational revision stage before the final product was produced.

**Form Validasi Produk Pembuatan
Buku Mumu's Garden Adventure**

Validator : Lili Lamschet Panjaitan, SPd, M.A.
 Hari/Tanggal : Rabu, 03 Juni 2026

Berikanlah tanda centang pada salah satu jawaban yang dipilih (✓)

Aspek Materi

- Kosa kata bahasa Inggris dalam buku mudah dipahami oleh anak usia 4-6 tahun

☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
---	------------------------------------	---	-------------------------------------
- Kalimat sederhana dalam buku mudah diucapkan dan ditiru oleh anak-anak

☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
---	------------------------------------	---	-------------------------------------
- Kosakata yang dipelajari dalam buku berkaitan dengan kehidupan sehari-hari anak-anak, khususnya tema berkebun dan buah-buahan

☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
---	------------------------------------	---	-------------------------------------
- Penggunaan level bahasa A1-A2 dalam buku disusun secara bertahap sesuai kemampuan anak

☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
---	------------------------------------	---	-------------------------------------
- Materi dalam buku sesuai dengan karakteristik dan tahap perkembangan anak usia 4-6 tahun

☐ Sangat Tidak Setuju	☐ Tidak Setuju	☒ Cukup Setuju	☐ Sangat Setuju
---	------------------------------------	---	-------------------------------------
- Saran
 cakupan materi pada tiap tema masih perlu diperluas, sesuai dengan kebutuhan sehari-hari pelajar 4-6 tahun.

Figure 4. 4 Main Validation Form

4.1.7 Operational Product Revision

The operational product revision was conducted based on the results of the advanced expert validation with the aim of refining the content of the English Smart Book: *Mumu's Garden Adventure*. At this stage, improvements focused on the aspects of vocabulary choice, themes, and language level to ensure that the book content was more appropriate for the characteristics of children aged 4–6 years.

Several revisions were made, including simplifying vocabulary that was considered less familiar to young learners, reorganizing the sequence of vocabulary presentation to make it more systematic, and refining the simple sentences used throughout each section of the learning materials.

In addition, adjustments were made to the gardening storyline to strengthen the relationship between vocabulary, activities, and the learning context, making the content clearer and easier for children to understand. Revisions were also made to the language level by ensuring that all materials

were aligned with the language proficiency of young learners and were organized progressively from simpler to more complex language use.

After the revision process was completed, the product was considered to have addressed the suggestions provided by the validator and was deemed ready to be used as the final product in the development of English Smart Book: *Mumu's Garden Adventure* for children aged 4–6 years.

4.1.8 Operational Field Testing

After completing the first product revision stage, the researcher conducted an operational field test to evaluate the feasibility of the developed product and gather responses from potential users. The testing was carried out online through Google Forms with the aim of collecting data and feedback regarding the content, design, and usability of the product in young learners learning activities.

The operational field test involved 11 respondents who met the criteria of being Kindergarten A and Kindergarten B teachers responsible for teaching children aged 4–6 years. The respondents came from diverse teaching backgrounds and experiences, which was expected to provide a variety of evaluations, perspectives, and suggestions regarding the developed product.

Through this stage, the researcher obtained evaluation results that were used as a basis for determining the feasibility of the product before its implementation in the learning process. The feedback collected provided valuable information regarding the strengths and areas for improvement of English Smart Book: *Mumu's Garden Adventure*, particularly in terms of content quality, visual appearance, and its suitability as a learning medium for young learners.

The following table presents the respondents who participated in the testing process:

Table 4. 2 Number of Respondents in the Product Trial

Respondent Type	Number of Respondents
KGA Teachers (<i>Guru TK A</i>)	6
KGB Teachers (<i>Guru TK B</i>)	5
Total	11

All respondents were asked to evaluate the content of the developed product. The product was distributed to kindergarten teachers who teach children aged 4–6 years in order to obtain feedback regarding the suitability of the book content with the characteristics and learning needs of young learners. Before completing the evaluation, respondents were given the opportunity to read and review the entire book, including the storyline, vocabulary selection, learning themes, and language levels used throughout the content.

Afterward, the respondents completed a questionnaire consisting of several evaluation indicators covering aspects such as vocabulary selection, theme appropriateness, language level suitability, storyline coherence, clarity of instructions, and the relevance of the materials to the language development of children aged 4–6 years. These indicators were designed to measure the extent to which the developed content could support children in understanding English vocabulary in meaningful contexts and according to their language proficiency level.

Feedback was collected through an online Google Form consisting of eleven evaluation statements. Respondents were asked to provide their responses by selecting one of four rating categories: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). In addition to the quantitative evaluation, the questionnaire also provided a section for comments and suggestions to obtain more detailed feedback regarding the quality of the developed content.

All statements in the instrument were subsequently grouped into several main aspects related to vocabulary appropriateness, thematic relevance, and language level suitability. These aspects served as the basis for determining the feasibility of the product before further revision and development were carried out.

Table 4. 3 Product Trial Questionnaire Statements

No.	Statement
Design Aspect	
1.	The illustrations of the character Mumu and the visual elements in the book are attractive and appropriate for children aged 4–6 years.
2.	The design of the images and backgrounds on each page supports an enjoyable learning atmosphere.
3.	The arrangement of images, numbers, and text in the book is well-organized and easy for children to understand.
4.	The font size and type used in the book are clear and easy to read.
5.	The visual appearance of the book creates an interactive impression and increases children's interest in learning English.
Content Aspect	
6.	The English vocabulary presented in the book is easy for children aged 4–6 years to understand.
7.	The simple sentences in the book are easy for children to pronounce and imitate.
8.	The vocabulary taught in the book is related to children's daily lives, particularly the themes of gardening and fruits.

9.	The use of A1–A2 language levels in the book is arranged progressively according to children's abilities.
10.	The content of the book is appropriate for the characteristics and developmental stage of children aged 4–6 years.
Audio and Sensory Play Aspect	
11.	The audio QR code in the learning media is easy to use and can be accessed using a smartphone.
12.	The pronunciation speed of the audio is appropriate for young learners.
13.	The sensory play activities in the learning media are safe and comfortable for children to use.
14.	The materials used in the sensory play activities are safe for children.
15.	The sensory play materials are appropriate for the object introduced to the children.

After the respondents completed the questionnaire, the data were analyzed using a Likert scale to evaluate the feasibility of the developed content, focusing on vocabulary choice, themes, and language level. The results were used to assess the content's suitability for children aged 4–6 years and to guide product revisions and improvements. The following section presents the respondents' responses, which have been processed and analyzed based on the Likert scale calculations.

Table 4. 4 Results of the Questionnaire Using the Likert Scale

Aspect	Statement Number	Scale				Mean Score	Mean Score of Aspect
		1	2	3	4		
Design Aspect	1	0	0	7	4	3,36	3,24
	2	0	0	8	3	3,27	
	3	0	1	9	2	3,18	
	4	0	0	9	2	3,18	
	5	0	0	7	3	3,18	
Content Aspect	6	0	1	8	2	3,09	3,14
	7	0	0	9	2	3,18	
	8	0	0	9	2	3,18	
	9	0	0	8	2	3,09	
	10	0	0	9	2	3,18	
Audio Aspect	11	0	0	9	2	3,18	3,18
	12	0	0	9	2	3,18	
	13	0	0	9	2	3,18	
	14	0	0	9	2	3,18	
	15	0	0	9	2	3,18	
Overall Mean Score							3,19

The table above presents the evaluation results of various aspects of the book *Mumu's Garden Adventure*. Based on the responses from the participants, namely Kindergarten A and Kindergarten B teachers at Karangturi Kindergarten, *Mumu's Garden Adventure* achieved an overall average score of 3.19 out of a maximum score of 4.00. This result indicates that the developed product falls into the very good category and is considered suitable for use as an English learning medium for young learners.

The evaluation was conducted based on three main aspects: design, content, and audio and sensory play features. The design aspect obtained an average score of 3.24, indicating that the visual appearance of the book was considered attractive and appropriate for the characteristics of young learners. The use of bright colors, communicative illustrations, the character of Mumu, and a simple layout were perceived as effective in attracting children's attention and increasing their interest in learning.

Meanwhile, the content aspect obtained an average score of 3.14, demonstrating that the vocabulary and learning activities presented in the book were appropriate for the language development level of children aged 4–6 years. The selected vocabulary, thematic organization, and gradual language progression were considered suitable for supporting children's English language learning.

For the audio and sensory play aspect, the average score was 3.10. This result indicates that the integration of pronunciation audio and sensory activities within the book was able to support a more interactive and enjoyable learning experience. The audio feature helped children become familiar with correct English pronunciation, while the sensory play activities encouraged active engagement during the learning process.

Overall, the evaluation results from Kindergarten A and Kindergarten B teachers at Karangturi Kindergarten indicate that *Mumu's Garden Adventure* demonstrates good quality in terms of design, content, and supporting learning

features. Therefore, it is considered appropriate for use as a sensory play-based English learning medium for children aged 4–6 years.

4.1.9 Final Product Revision

Based on the product trial involving 11 respondents, the author obtained various inputs and suggestions that were used as evaluation material for product improvement. These inputs were first analyzed and then consulted with the supervisor to ensure that the revisions made were in accordance with the research objectives and the characteristics of children aged 4–6 years before the final product revision was carried out. After being approved by the supervisor, the author proceeded to the final product revision stage as follows:

Table 4. 5 Final Product Revision – Chapter Title Modification

Before Revision	After Revision
The 'Before Revision' chapter map shows a winding path through a garden. The path is marked with numbered paw prints from 1 to 7. The chapters are labeled as follows: BAB 1 (ABC with Mummy), BAB 2 (Everything in the Garden), BAB 3 (Colors Around Us), BAB 4 (Let's Count), BAB 5 (Fun Challenge, Sensory Play), and a Mini Certificate. The path starts at a 'See You!' sign and ends at a 'Mini Certificate' sign.	The 'After Revision' chapter map shows the same winding path through a garden, but the chapter labels have been changed to 'GO'. The chapters are now labeled as follows: GO 1 (ABC with Mummy), GO 2 (Everything in the Garden), GO 3 (Colors Around Us), GO 4 (Let's Count), GO 5 (Fun Challenge, Sensory Play), and a Mini Certificate. The path starts at a 'See You!' sign and ends at a 'Mini Certificate' sign.

In addition, there were also other inputs from respondents regarding changes in the naming of chapters in the chapter map section. Therefore, the author revised the chapter names by changing them to “GO” so that children would feel more excited when opening each page of the book.

Table 4. 6 Final Product Revision – Addition of Lowercase Letters



There was feedback from respondents suggesting the inclusion of lowercase letters in the ABC section so that readers, especially children, can learn both uppercase and lowercase letters simultaneously. Therefore, the author added lowercase letters to improve readability and enhance the learning experience in the book “*Mumu’s Garden Adventure*.”

Form Validasi Produk Pembuatan
Buku Mumu's Garden Adventure

Validator : Lili Lamsat Pujitah, SPd, M.A.
Hari/Tanggal : Rabu, 03 Juni 2020

Berikanlah tanda centang pada salah satu jawaban yang dipilih (✓)

Jawaban			
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☐ Cukup Setuju	☒ Sangat Setuju
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☐ Cukup Setuju	☒ Sangat Setuju
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☐ Cukup Setuju	☒ Sangat Setuju
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☐ Cukup Setuju	☒ Sangat Setuju
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☐ Cukup Setuju	☒ Sangat Setuju
☐ Sangat Tidak Setuju	☐ Tidak Setuju	☐ Cukup Setuju	☒ Sangat Setuju

6. Saran
Penyempurnaan content materi untuk buku bahasa Inggris bagi anak usia 4-6 tahun

Figure 4. 5 Final Product Validation

4.1.10 Dissemination and Implementation

After going through the development, validation, and revision stages, the content of the English Smart Book: *Mumu's Garden Adventure* entered the dissemination and implementation stage. At this stage, the developed product in the form of book content focusing on vocabulary selection, themes, and language level for children aged 4–6 years was introduced to teachers as an alternative English teaching material for young learners education. The developed product was then printed as a book as the final output of the research, as well as an example of the implementation of English learning content development that is appropriate to the characteristics of young learners.

In addition to being used as a research output, the book “*Mumu's Garden Adventure*” was printed as the final result of the research and development process that had been carried out. The printed book serves as part of the academic requirements for the undergraduate thesis and also as an example of learning media ready to be used in teaching and learning activities. This book is expected to become a creative learning medium that supports the introduction of basic English vocabulary in a more enjoyable and interactive way for young learners.

At the implementation stage, the English Smart Book: *Mumu's Garden Adventure* was introduced to teachers and young learners as an alternative English teaching material focusing on vocabulary development, contextual learning themes, and the use of language levels appropriate for children aged 4–6 years. Through attractive illustrations, simple storylines, and gradually structured materials, this book is expected to create a more enjoyable and easily understandable English learning experience for children. As a form of intellectual property protection for the developed product, *Mumu's Garden Adventure* has been registered with the Directorate General of Intellectual Property (DJKI). In addition, the product development results were also presented in the undergraduate thesis examination as a form of academic accountability for the research and development process that has been carried out.

4.2 Discussion

This study aims to develop the content of the English Smart Book: *Mumu's Garden Adventure*, focusing on three main aspects: vocabulary selection, theme, and language level for children aged 4–6 years. The development of these three aspects is based on the needs analysis, which indicates that existing English learning media are still dominated by isolated vocabulary introduction, are not yet integrated into a contextual theme, and do not yet consider the gradual language ability of young learners. Therefore, this study seeks to produce content that is more aligned with the developmental characteristics of young learners.

The first aspect of the development is vocabulary selection. The findings show that the vocabulary used in the English Smart Book received positive responses from respondents because it consists of concrete, simple, and child-friendly words that are closely related to children's daily lives. Words such as apple, coconut, honey, iguana, and tomato were selected because they are easy to visualize and commonly encountered in children's surrounding environment. This finding is in line with Malik (2024), who states that young learners more easily understand and retain vocabulary that is directly connected to their real-life experiences. In addition, Nation (2013) explains that early language learning should prioritize high-frequency vocabulary that is relevant to children's communicative needs. Therefore, the vocabulary selection in this book not only considers word difficulty but also its meaningfulness for children.

The second aspect is the use of themes. This study develops a central theme of gardening activities through the story *Mumu's Garden Adventure*. The gardening theme was chosen because it connects various vocabulary items within a coherent context, making learning more meaningful. Through this theme, children are not only introduced to the names of fruits and plant parts but also gain an understanding of activities that take place in a garden. The validation and trial results indicate that familiar themes help children understand learning content more easily. This finding supports Shin and Crandall (2019), who state that theme-based learning helps children connect vocabulary with real-life experiences, thereby making language acquisition more effective. Furthermore, Enever (2018) explains that themes closely related to children's lives can increase their motivation and engagement in language learning.

The third aspect is the language level. In this study, the content was designed based on A1 to A2 levels, adjusted to the abilities of children aged 4–6 years. In the early sections of the book, children are introduced to single vocabulary items and simple sentences such as “It is a bird” or “I like bananas.” In the later sections, they are introduced to slightly more complex but still simple sentences, such as “Mumu plants a banana tree in the garden.” This gradual approach aims to help children understand language step by step without experiencing excessive difficulty. The respondents’ evaluation results show that this gradual language level helps children understand the material more easily. This finding is consistent with Butler (2019), who states that young learners language learning should be structured progressively according to learners’ linguistic development.

In addition to these three main aspects, this study also applies a story-based learning approach by introducing the main character named Mumu. The use of a character in the book aims to create an emotional connection between children and the learning content. The character Mumu was chosen because cats are generally favored by children, which is expected to increase their interest in following the storyline. Moreover, this character has personal significance to the researcher, as it was inspired by a pet cat that played an important role during the development process of the book. Mumu not only functions as a story character but also as a guide that connects vocabulary, themes, and language levels into a unified learning experience.

Based on expert validation and field testing results, the content of the English Smart Book obtained an average score of 3.19, which falls into the “very good” category. This result indicates that the developed content has met the criteria of appropriate vocabulary selection, thematic relevance, and suitable language level for children aged 4–6 years. Thus, this study successfully produces English Smart Book content that is not only aligned with the developmental characteristics of young learners but also provides a more contextual, gradual, and meaningful English learning experience.