

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

This chapter presents the outcomes of the study conducted to develop the Smart Migrant Book, a practical English learning resource designed for prospective Indonesian Migrant Workers (IMWs) preparing for employment in the domestic sector abroad, particularly in Singapore. The product was developed through an eight-stage adaptation of the R&D model proposed by Borg and Gall (1983), encompassing Research and Information Collecting, Planning, Developing a Preliminary Form of the Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Final Product Revision, and Dissemination and Implementation.

The findings reported in this chapter encompass the full scope of the development process, detailing the activities carried out at each stage of the R&D cycle, including the data gathered through interviews and direct observation conducted during the initial needs assessment stage, the evaluative input obtained from the expert validator through the structured validation form, and the quantitative feedback collected from field testing participants through the user validation questionnaire. Each stage contributed meaningfully to the progressive refinement of the product, ensuring that the final output reflected both the theoretical foundations of the study and the practical needs of its intended users.

The final product resulting from this developmental process is an English learning book entitled the “Smart Migrant Book”, grounded in the triple coding principle integrating material, design, and audio specifically developed to address the practical English communication needs of prospective Indonesian Migrant Workers and adequately support their preparation for workplace and daily interactions in Singapore.

4.1.1 Research and Information Collection

The first stage of this research focused on collecting information to identify the learning needs of prospective Indonesian Migrant Workers (IMWs) and to support the development of the Smart Migrant Book. The data were gathered through interviews with prospective IMWs, observations at LPKS Nur Mutiara Bangsa, and analysis of the syllabus. The interviews were conducted with 10 prospective IMWs using a semi-structured interview format, in which a set of predetermined questions served as the main guide while still allowing the researcher the flexibility to ask follow-up questions and explore participants' responses in greater depth. Among the participants, some had no prior exposure to English language learning, whereas others had previously engaged in some form of English instruction. The sample also included individuals with prior overseas work experience as well as those who had never worked abroad before. Through these interviews, the researcher aimed to uncover the specific obstacles participants faced in acquiring English and to determine which aspects of the language they regarded as most difficult to master.

The findings revealed three primary issues affecting learners' English language acquisition. To begin with, the majority of participants possessed minimal or no prior exposure to English. In addition, variations in educational background were found to influence the pace and quality of their learning progress. Furthermore, older participants tended to experience greater difficulty in comprehending and retaining new material compared to their younger counterparts. Observational data collected at the training center further indicated that the materials currently in use suffered from poor organizational structure, a notable absence of workplace-related vocabulary and common instructional phrases, and inconsistencies in the grammar explanations provided. The review of the existing syllabus similarly revealed that a considerable portion of the English content lacked direct relevance to the actual communicative demands faced by prospective migrant workers. Although the syllabus covered general English topics, it offered minimal coverage of workplace communication and the daily tasks typically encountered by

migrant workers abroad, making it difficult for learners to relate the material to their future occupational contexts.

Collectively, these findings underscored the necessity for a learning resource that is practical, contextually relevant, and accessible one firmly grounded in authentic workplace scenarios. These insights ultimately formed the foundational basis for the development of the Smart Migrant Book.

4.1.2. Planning

After completing the information collection stage, the researcher continued to the planning stage of product development. This phase focused on determining the learning objectives, materials, and additional features that would be included in the Smart Migrant Book based on the results of the needs analysis. The planning process considered the communication needs of prospective Indonesian Migrant Workers (IMWs), especially those who planned to work in Singapore. From the previous findings, it was identified that learners needed practical English materials to support workplace communication, everyday conversations, and job interview preparation. Therefore, the researcher selected topics related to situations commonly experienced by migrant workers in their daily activities. The materials were then arranged into several learning units covering basic English and workplace communication. The topics included alphabet and numbers, self-introduction, greetings, time, prices, job interviews, daily vocabulary, responses, expressions in telephoning, receiving visitors, and vocabulary related to caregiving and household tasks.

Considerable attention was also given to the visual and aesthetic design of the book. Given that the target learners are adult migrant workers who may have had limited recent exposure to formal education, the development team was mindful of avoiding a design that felt overly dense or monotonous. To address this, the layout was planned to be clean and visually engaging, incorporating illustrations and graphic elements to reduce text heaviness and sustain learner interest. A color palette was carefully selected to be comfortable for extended reading while maintaining a professional appearance suitable for a vocational learning context.

Overall, the design aimed to strike a balance between being approachable and purposeful, encouraging learners to engage with the book rather than feel discouraged by it. The outcomes of this stage became the guideline for developing the preliminary version of the “Smart Migrant Book” in the following phase.

Several supporting features were also incorporated into the planning stage to enhance the overall learning experience. An audio feature accessible through barcode scanning was included as a key component, allowing learners to listen to native or model pronunciation directly through their mobile phones, thereby supporting the development of pronunciation, listening, and speaking skills in a manner that complements the written content of the book. This feature was considered particularly important given that many learners had limited prior exposure to spoken English and would benefit from repeated, self-paced listening practice outside of formal classroom sessions. In addition, a structured study schedule was planned and incorporated into the book to guide learners in organizing their learning process more systematically, helping them allocate sufficient time to each unit and progress through the material in a consistent and manageable manner. In integrating text-based content with readily accessible audio support, the book was envisioned as more than a conventional reading material; it was designed to function as a multimodal learning tool that recognizes the importance of spoken communication in helping Indonesian Migrant Workers achieve their communicative objectives in preparation for employment in Singapore.

4.1.3 Developing Preliminary Field Testing

After completing the needs analysis and planning stages, the researcher created the preliminary version of the “Smart Migrant Book”. The product was developed as an English learning resource for prospective Indonesian Migrant Workers (IMWs) who were preparing to work in Singapore. The development process emphasized practical and applicable materials that could support learners’ communication needs in workplace and everyday situations.

The initial version of the book contained around 98 pages and used an A5 size format to make it easier to carry and use during classroom activities as well as

independent learning. The contents were divided into several learning units related to daily and workplace communication. The topics included alphabet and numbers, self-introduction, greetings, time, prices, interview preparation, daily vocabulary, responses, expression in telephoning, receiving visitors, and vocabulary connected to caregiving and household tasks.

The audio feature in the “Smart Migrant Book” was developed to support learners in practicing pronunciation, listening, and speaking skills. The development process began by selecting several materials from each chapter that were considered important for oral practice, such as vocabulary pronunciation, short expressions, responses, and daily communication.

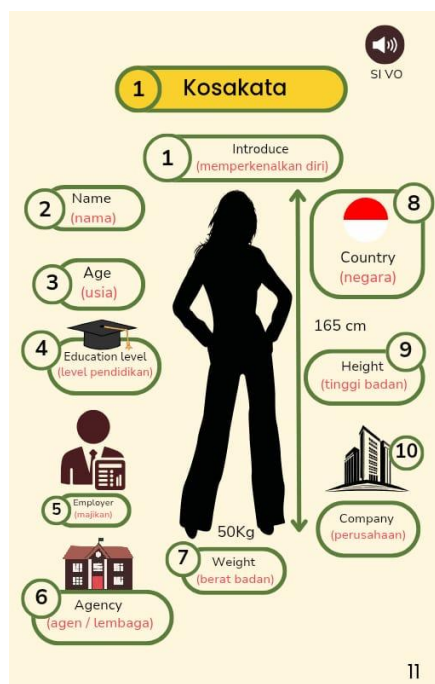


Figure 4. 1 Recording Script for Smart Migrant Book

After the materials were selected, the researcher prepared recording scripts derived directly from the instructional content presented in each chapter of the Smart Migrant Book. The recording process was conducted using a smartphone recording application due to its practicality and accessibility. The researcher recorded the pronunciation and . Each script was based on the vocabulary, and expressions covered within the corresponding chapter, ensuring that the audio

content was fully aligned with the written material and reinforced the same learning objectives. conversations clearly and at a measured pace so that learners could easily follow, comprehend, and imitate the audio in conjunction with the printed content of each chapter.

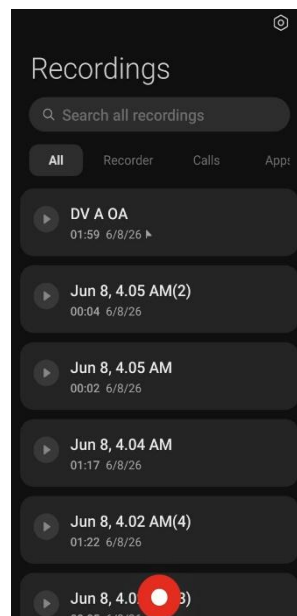


Figure 4. 2 Recording application

The audio feature in the “Smart Migrant Book” was provided through QR code access placed in several sections of each chapter. These QR codes were generated using the Bit.ly platform, which allowed each audio link to be converted into a scannable code and, where necessary, shortened for ease of distribution and tracking. Learners could scan the QR code using their mobile phones to access and listen to the related learning materials directly.



Figure 4. 3 Barcode of Audio

All audio recordings were stored in a dedicated folder hosted on Google Drive to ensure that the materials were well-organized, securely stored, and easily accessible. Within this folder, each audio file was arranged using specific codes corresponding to its respective chapter and topic, allowing for a clear and systematic filing structure. This organization system was designed to help prospective Indonesian Migrant Workers (IMWs) quickly locate the required audio materials during both classroom activities and independent study, while the use of Google Drive further ensured that the files could be accessed conveniently from any device with an internet connection.

Drive Saya > Smart Migrant Book > Smart Migrant Audio					✓ ☰ ①
Jenis ▾ Orang ▾ Dimodifikasi ▾ Sumber ▾					
Nama ▾	Pemilik	Tanggal diubah	Ukuran file	Urutkan	
8. RV KS	saya	8 Jun saya	—	⋮	
7. EIT KS	saya	8 Jun saya	—	⋮	
6. R KS	saya	8 Jun saya	—	⋮	
5. DV A	saya	20 Mei saya	—	⋮	
4. P KS	saya	8 Jun saya	—	⋮	
3. T KS	saya	8 Jun saya	—	⋮	
2. G VO	saya	8 Jun saya	—	⋮	
1. SI VO	saya	8 Jun saya	—	⋮	

Figure 4. 4 Folders of Audio with Code

Besides the printed version, the “Smart Migrant Book” was also made available in PDF format to provide greater flexibility and easier access for learners. This digital version enabled prospective Indonesian Migrant Workers (IMWs) to study the materials anytime and anywhere according to their learning needs. By combining instructional content, practice activities, and audio features, the product was designed to create a more interactive and meaningful learning experience. The completion of this initial version represented an important step in the development process, as the book was subsequently submitted for expert validation before being implemented in the field-testing phase.

4.1.4 Preliminary Field Testing

Following the completion of the preliminary version of the “Smart Migrant Book”, the product was submitted for expert validation to evaluate its overall quality and feasibility prior to implementation with the target users. The primary objective of this validation process was to obtain expert feedback that could be used as the basis for identifying necessary improvements before the product proceeded to the field testing stage.

This validation process involved a total of three validators: one academic expert, Ms. Naila Rohmah, S.Pd., M.Li., and two stakeholder representatives, namely Ms. Ayu Diah Woro Wuryani, A.Md.Kom., as Head of LPKS Nur Mutiara Bangsa, and Ms. Sri Wahyuni Rejeki, Chief Instructor of LPKS Nur Mutiara Bangsa. Each validator contributed distinct yet complementary perspectives the academic validator assessing the product from a teaching and learning standpoint, while the stakeholder validators provided evaluative input grounded in the practical realities of preparing prospective Indonesian Migrant Workers for deployment abroad.

Finally, a seven-item audio validation instrument examined the audio-supported features, focusing on pronunciation support, sound clarity, text-audio integration, repetition drill effectiveness, and the feature's ability to foster independent communication skills. Ultimately, the insights gathered from these

three instruments established the product's overall feasibility and provided a framework for necessary refinements prior to field testing.

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 early childhood 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: The revision, The code used in the audio section should be simplified, so if users look it up, they'll be able to understand it, and and instructions on how to scan the barcode have also been added, along with an explanation of the audio code.

Table 4. 1 Revision from Validators

Before Revision	After Revision
 voice and the code 1.SI VO1 2.G VO1 11 3.T KS 15 4.P KS 19 5. DV A LR 41 - DV A K 45 - DV A BEDR 49 - DV A BATHR 53 - DV A LA 57 - DV A OA 61 6.R KS 69 7. EIT KS 74 8. RV KS 84	 Voice and Code 1. Chapter 1. Perkenalan Diri (Self Introduction) (SI VO) (Halaman 9) 2. Chapter 2. Memberi Salam (Greetings) (G VO) (Halaman 15) 3. Chapter 3. Waktu (Time) (T KS) (Halaman 23) 4. Chapter 4. Harga (Price) (P KS) (Halaman 29) 5. Chapter 6. Penguasaan Kosakata Sehari-hari (Vocabulary) - Living room (DV A LR) (Halaman 53) - Kitchen (DV A K) (Halaman 56) - Bedroom (DV A BEDR) (Halaman 59) - Bathroom (DV A BATHR) (Halaman 62) - Laundry Room (DV A LA) (Halaman 65) - Outside Area (DV A OA) (Halaman 68) 6. Chapter 7. Respon dan Tanggapan (Responses) (R KS) (Halaman 73) 7. Chapter 8. Ungkapan Dalam Bertelpon (Expression in Telephoning) (EIT KS) (Halaman 81) 8. Chapter 9. Menerima Tamu (Receiving visitor) (RV KS) (Halaman 90) PERHATIKAN!! KODE YANG DIGUNAKAN ADALAH YANG DI CETAK TEBAL.
There is no explanation for the codes in the audio, and there are still page numbers associated with the codes	The code has been simplified, and explanations regarding the audio code have been added.

4.1.6 Main Field Testing

At this stage, the “Smart Migrant Book” was trialed with its intended target users to gather evaluative feedback concerning the book's content, visual presentation, and audio features. The primary objective of the main field testing was to assess the practicality and acceptability of the product from the perspective of prospective Indonesian Migrant Workers. A total of 10 prospective Indonesian Migrant Workers actively enrolled in the vocational training program at LPKS Nur Mutiara Bangsa participated in this stage. These participants were chosen because they matched the intended users of the “Smart Migrant Book”, a resource designed for future Indonesian migrant workers heading to Singapore. Respondents were between 23 and 40 years old and had varied educational backgrounds, from elementary through senior high school. All were currently enrolled in pre-departure training and showed differing levels of English ability, which made them appropriate subjects for assessing how relevant, practical, and usable the developed materials were.

Prior to completing the evaluation, each participant was provided with a personal copy of the “Smart Migrant Book” and allocated three days to independently engage with the materials. Throughout this period, participants were encouraged to work through the learning content, complete the exercises provided, and make use of the audio support accessible via the embedded barcode feature. This approach was adopted to ensure that all participants had adequate exposure to the full range of the book's features before submitting their evaluations.



Figure 4. 5 Users Collecting Respondent

Upon completion of the three-day independent learning period, participants were asked to fill out a structured user validation questionnaire. The questionnaire was developed to capture learners' perceptions across three core dimensions of the product: the instructional content, the visual design, and the audio support components. The data collected through this process served as the primary basis for determining the product's level of practicality and for identifying any aspects requiring further refinement prior to the final revision stage.

Table 4. 2 List of Statements of Questionnaire for Users

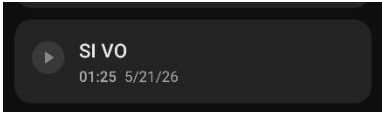
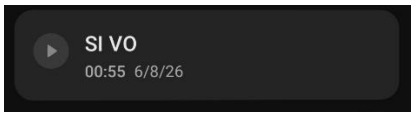
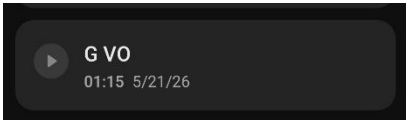
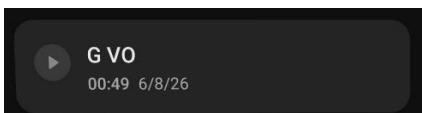
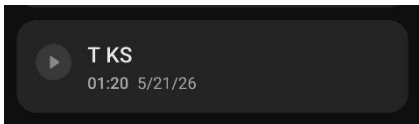
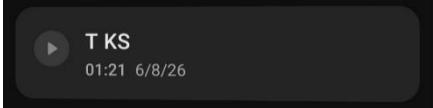
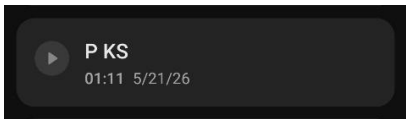
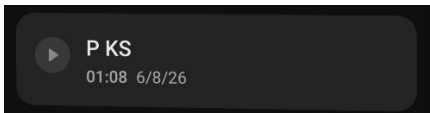
No	Statement	Average	Interval
	Material Aspect		
1	The explanations in the book were easy for me to understand, even though I had never worked or lived abroad before. Penjelasan dalam buku mudah saya pahami meskipun saya belum pernah bekerja atau tinggal di luar negeri sebelumnya.	3.1	Agree
2	The English vocabulary provided helps me prepare for everyday communication abroad. Kosakata bahasa Inggris yang diberikan membantu saya mempersiapkan komunikasi sehari-hari di luar negeri.	3.2	Agree
3	The material on self-introductions and job interviews helped me feel better prepared for the job search process abroad. Materi pengenalan diri dan wawancara kerja membantu saya lebih siap menghadapi proses kerja di luar negeri.	3.4	Strongly Agree
4	The conversation examples and work instructions in the book helped me understand work situations abroad.	3.1	Agree

Contoh percakapan dan instruksi kerja dalam buku membantu saya memahami situasi kerja di luar negeri.			
5	The exercises in the book help me learn English more easily.	3.3	Strongly Agree
Latihan-latihan dalam buku membantu saya belajar bahasa Inggris dengan lebih mudah			
6	The language used in the book is simple and easy for beginners like me to understand.	3.1	Agree
Bahasa yang digunakan dalam buku sederhana dan mudah dipahami oleh pemula seperti saya.			
Design			
1	The book has a neat and appealing layout that makes it a pleasure to read.	3.5	Strongly Agree
Tampilan buku terlihat rapi dan menarik untuk dipelajari.			
2	The font, text size, and spacing are easy to read.	3.3	Strongly Agree
Jenis huruf, ukuran tulisan, dan jarak antar tulisan mudah dibaca.			
3	The pictures and icons in the book help me understand the material more easily.	3.4	Strongly Agree
Gambar dan ikon dalam buku membantu saya memahami materi dengan lebih mudah.			
4	The book's colors and design make me more interested in learning.	3.2	Agree
Warna dan desain buku membuat saya lebih tertarik untuk belajar.			
5	The organization of the sections in the book makes it easy for me to find and understand the material.	3.2	Agree

	Susunan bagian-bagian dalam buku memudahkan saya mencari dan memahami materi.		
	Audio		
1	Audio helps me learn the correct pronunciation of English. Audio membantu saya mengetahui cara pengucapan bahasa Inggris yang benar.	3.1	Agree
2	The voices in the audio are clear and easy to follow. Suara dalam audio terdengar jelas dan mudah diikuti.	3	Agree
3	Listening to audio has helped me feel more confident about trying to speak English. Audio membantu saya lebih percaya diri untuk mencoba berbicara bahasa Inggris.	3.3	Strongly Agree
4	The combination of text and audio makes it easier for me to understand the learning material. Kombinasi tulisan dan audio membuat saya lebih mudah memahami materi pembelajaran.	3.5	Strongly Agree
5	Repetition exercises in the audio help me practice my English pronunciation. Latihan pengulangan dalam audio membantu saya melatih pengucapan bahasa Inggris.	3.3	Strongly Agree
6	Audiobooks have made me more motivated to learn English on my own. Buku berbantuan audio membuat saya lebih semangat belajar bahasa Inggris secara mandiri.	3.5	Strongly Agree

Based on the results presented in Table 4.2, the questionnaire responses collected from the participants yielded an overall average score of 3.26, which falls within the “Strongly Agree” category according to the modified Likert scale criteria proposed by Sukardjo (2005). This finding indicates that the Smart Migrant Book

was positively received by its target users across both the material and design aspects, suggesting that the product successfully met the practical learning needs and experience. *Table 4. 3 Audio revision based users feedback*

Before Revision	After Revision	4.1.7 Final
		
		
		
		

Product Revision

Following the completion of the main field testing stage, the data gathered through the user validation questionnaire were carefully reviewed and analyzed to identify aspects of the “Smart Migrant Book” that required further improvement. The feedback provided by users served as the primary reference for determining the specific refinements to be made at this stage, ensuring that the revisions were directly responsive to the actual experiences and perceptions of the target users rather than based solely on theoretical assumptions.

The revisions carried out at this stage were primarily directed toward the audio and content dimensions of the “Smart Migrant Book” based on the feedback gathered from participants during the main field testing stage. A key issue was

identified for improvement at this stage, namely the volume level of the audio recordings, which participants reported as insufficiently audible and too low to be heard clearly during independent study sessions. This issue required immediate attention, as the clarity of the audio component was considered essential to ensuring that learners could effectively engage with the pronunciation practice and listening exercises embedded throughout the book.

In response to these findings, the researcher conducted a complete re-voiceover of the audio components to ensure that the recordings were clear, audible, and of consistent sound quality throughout the entire book. The identified spelling errors were simultaneously reviewed and corrected to improve the overall linguistic accuracy and credibility of the written material. These targeted revisions ensured that the finalized version of the “Smart Migrant Book” was both linguistically accurate and fully functional in terms of its audio support features, rendering the product ready for official release and implementation.

Upon completion of this stage, the “Smart Migrant Book” was considered to have met the quality standards required for broader dissemination, representing the culmination of the iterative development cycle that incorporated insights from both expert validation and learner-based field testing.

4.1.8 Dissemination and Implementation

Upon completion of the final product revision, the “Smart Migrant Book” was formally released and made available for official use at LPKS Nur Mutiara Bangsa in Kebumen. The dissemination was carried out on June 18, 2026, marking the official handover of the product to the institution where the research had been conducted throughout the entire development and testing process. The book was presented directly to LPKS Nur Mutiara Bangsa as the primary recipient institution, given its central role as both the research site and the collaborative partner throughout the study.

As part of the product formalization process, the Smart Migrant Book was registered for intellectual property rights (HaKI) protection to safeguard its originality and ownership. The book was made accessible in print format, enabling

learners and instructors at LPKS Nur Mutiara Bangsa to engage with the materials flexibly according to their respective learning conditions.

Following its official release, ongoing monitoring was conducted to ensure that the content remained current and contextually relevant to the English language demands encountered by Indonesian migrant workers in their destination countries. This continuous review reflects the study's broader commitment to producing not only a validated instructional product but also a sustainable and adaptable learning resource that genuinely supports the long-term English language development of prospective Indonesian migrant workers at LPKS Nur Mutiara Bangsa and institutions of a similar nature.

4.2 Discussion

The development of the “Smart Migrant Book” was carried out through eight sequential stages adapted from the R&D model of Borg and Gall (1983), collectively ensuring the systematic construction, validation, and refinement of the product. The process began with research and information collection, in which a needs assessment conducted at LPKS Nur Mutiara Bangsa through interviews and observations revealed that prospective migrant workers faced persistent difficulties in mastering basic English vocabulary, comprehending spoken instructions, and engaging in workplace communication. These findings informed the planning stage, during which learning objectives, content scope, book layout, audio components, development timeline, and task responsibilities were established among the three-member research team. The preliminary product was then developed by incorporating all textual, visual, and audio elements into a cohesive draft, with audio recorded and embedded into the book via QR codes linked to organized audio folders.

The product subsequently underwent preliminary field testing through expert validation conducted by the supervising lecturer and two representatives from LPKS Nur Mutiara Bangsa, who assessed the book across dimensions including content accuracy, language clarity, audio quality, and the effectiveness of the triple coding design. Feedback from this stage guided the main product revision, during which targeted improvements were made to the materials, layout, and audio

components. The revised product was then subjected to main field testing with ten prospective migrant workers using a four-point Likert scale questionnaire administered in Indonesian, capturing perceptions across the material, design, and audio aspects. The responses informed the final product revision, addressing remaining areas of improvement identified by users. In the concluding stage, the Smart Migrant Book was formally handed over to LPKS Nur Mutiara Bangsa, and made available in print format with ongoing monitoring to ensure the content remains current and relevant.

User responses gathered from 10 Indonesia Prospective Migrant Workers reflected a generally positive reception of the Smart Migrant Book, with an overall mean score of 3.26 indicating that the majority of users agreed favorably across the evaluated aspects of material, design, and audio support. This result suggests that the multimodal design of the book combining textual, visual, and auditory elements was broadly well-suited to the learning preferences and needs of the target users, affirming the appropriateness of the triple coding approach as a guiding principle in the development of instructional materials for low-proficiency adult learners.

Nevertheless, it is important to acknowledge that not all respondents were in full agreement, as disagreement responses were also recorded across all three evaluated aspects. These responses suggest that while the Smart Migrant Book was broadly well-received, certain elements of the material, visual layout, and audio components did not fully meet the expectations or learning preferences of every individual user. Such variation in response is not uncommon in instructional product evaluation and underscores the importance of ongoing revision and contextual adaptation in materials development. The disagreement responses were carefully considered during the final product revision stage to ensure that the product more comprehensively addressed the diverse needs of its target users.

Taken together, the user responses affirm that the Smart Migrant Book constitutes a well-received and contextually appropriate instructional product for prospective Indonesian migrant workers, while simultaneously highlighting that the development of instructional materials is an iterative process that benefits from diverse and critical evaluative input. These findings suggest that a multimodal,

needs-based approach to materials development holds considerable promise for addressing the English learning needs of this underserved population, provided that ongoing refinement remains a central commitment of the development process.

The findings of this study are in line with previous research that has consistently emphasized the importance of needs-based and contextually grounded instructional materials for Indonesian migrant workers. Nahartini et al. (2021) similarly found that materials designed around learners' real working situations were more effective in supporting practical language use, while Maliki et al. (2022) reported that contextualized training tailored to specific destination countries and working conditions helped participants improve their English proficiency and workplace communication confidence. These preceding findings collectively affirm that instructional materials grounded in learners' real communicative needs consistently yield favorable outcomes among the target population, a conclusion strongly supported by the results of the present study.