

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1 Results

This chapter presents the results of the research conducted to develop “Smart Migrant Book”, an English for Specific Purposes (ESP) learning book designed for prospective Indonesian Migrant Workers (IMWs) preparing to work in Singapore. The product was developed to address the specific communication needs of IMWs, particularly in workplace and daily-life situations commonly encountered in the domestic sector. The development process followed an adapted Research and Development (R&D) model based on Borg and Gall (1983), consisting of eight stages: Research and Information Collection, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Final Product Revision, and Dissemination and Implementation.

The findings presented in this chapter describe the activities carried out throughout each stage of the development process, including the results of needs analysis, product development, expert validation, field testing, and product revision. Data were obtained through interviews, observations, document analysis, expert validation, and user evaluations. These findings were used to refine the product and ensure that the developed learning materials were relevant to the needs of prospective Indonesian Migrant Workers.

The final product is an English learning book that integrates practical learning materials, exercises, and QR code-based audio features to support independent learning. The contents were developed based on workplace communication requirements, learners’ backgrounds, and the training context of prospective IMWs. Through this development process, the “Smart Migrant Book” is expected to provide a practical, contextual, and accessible learning resource that supports English communication skills before departure to the destination country.

4.1.1 Research and Information Collection

The first stage of the study involved collecting information to identify the English learning needs of prospective Indonesian Migrant Workers (IMWs). Data were obtained through interviews, observations, and document analysis conducted at LPKS Nur Mutiara Bangsa, Kebumen, during February. The information gathered in this stage served as the foundation for determining the learning objectives and developing the content of the “Smart Migrant Book”.

To identify learners’ needs, informal interviews were conducted with ten prospective IMWs who were preparing to work in Singapore. The interviews were carried out in Indonesian to allow participants to share their experiences and learning difficulties more comfortably. According to Cohen, Manion, and Morrison (2018), informal interviews enable researchers to obtain natural and detailed responses regarding participants’ experiences and perspectives. The interview results showed that most participants had limited English proficiency and little prior experience in learning English. Many participants reported that their exposure to English was limited to school education, while some had rarely used English in their daily lives.

The interviews also revealed several challenges faced by the participants in learning English. Many learners experienced difficulties understanding learning materials because they lacked sufficient vocabulary knowledge. They explained that English lessons often focused directly on sentence construction without providing adequate vocabulary preparation. In addition, participants found it difficult to construct sentences and apply grammatical rules correctly. These findings indicated the need for learning materials that introduce vocabulary systematically, provide practical examples, and use simple grammatical structures that are easier to understand and apply.

In addition to collecting data from the prospective IMWs through questionnaires, semi-structured interviews were conducted with two stakeholders, namely Ayu Diah Woro Wuryani and Sri Wahyuni Rejeki. The interviews were conducted in Indonesian to obtain information regarding the English learning conditions and training needs of prospective migrant workers. Kallio et al. (2016)

state that semi-structured interviews allow researchers to explore specific issues while maintaining flexibility during the interview process. The stakeholders explained that the learning materials currently available were not specifically designed for prospective IMWs preparing to work in Singapore. They also noted that existing materials were generally too broad, contained inconsistent grammar explanations, and lacked sufficient focus on workplace communication. Furthermore, the available materials did not provide audio support to assist learners in improving their pronunciation and listening skills. According to the stakeholders, many learners also experienced difficulties understanding English instructions and communicating effectively in workplace situations.

Observations were conducted on several occasions throughout February at LPKS Nur Mutiara Bangsa. The researcher observed classroom learning activities, self-introduction video practices, cooking practices, informal-sector job training, and learners' English communication abilities. It was observed that the training program generally consisted of two daily sessions: classroom instruction and practical training. The observations revealed that many prospective IMWs still encountered difficulties in communicating in English, understanding spoken instructions, and pronouncing English words accurately. Their vocabulary mastery was also limited, making it difficult for them to participate confidently in English communication activities. In addition, the available learning resources were not specifically designed to support the communication needs of prospective migrant workers.

To complement the findings, the researcher analyzed training documents and learning materials, including the government training syllabus used in migrant worker preparation programs. The analysis indicated that the existing materials covered broad English topics and were not specifically intended for prospective Indonesian Migrant Workers in the informal sector. The materials provided limited opportunities for communication practice and lacked structured exercises that could support learners' progress. These findings highlighted the need for a more practical and contextual learning resource tailored to the communication requirements of prospective IMWs preparing to work in Singapore.

The findings obtained during this stage served as the basis for planning and developing the “Smart Migrant Book”.

4.1.2 Planning

Based on the findings obtained during the research and information collection stage, the researcher proceeded to the planning phase of the product development process. This stage focused on determining the learning objectives, selecting relevant materials, and identifying supporting features to be incorporated into the “Smart Migrant Book”. The planning process was guided by the needs analysis, which indicated that prospective Indonesian Migrant Workers (IMWs) required practical English materials that could support communication in workplace and daily-life situations in Singapore.

The learning materials were designed and organized based on the communication needs identified during the needs analysis stage. The contents were structured into several learning units, including alphabet and numbers, self-introduction, greetings, time expressions, prices, job interview preparation, daily vocabulary, responses, telephone conversations, receiving visitors, and vocabulary related to caregiving and household duties. These topics were chosen because they represent communication situations frequently encountered by IMWs in their workplace and daily activities.

In addition to the learning content, several supporting features were planned to enhance the learning experience. A QR code-based audio feature was included to provide pronunciation models and listening practice opportunities. An electronic version of the book was also prepared to improve accessibility and support independent learning. Furthermore, a learning schedule was designed to help learners study the materials systematically and monitor their learning progress.

The planning stage resulted in a detailed framework for the development of the “Smart Migrant Book”, including the organization of learning materials, supporting features, and learning objectives. This framework served as the foundation for developing the preliminary version of the product in the next stage.

4.1.3 Develop Preliminary Form of Product

Following the planning stage, the researcher developed the preliminary version of the “Smart Migrant Book”. This stage focused on transforming the product framework into a complete English learning resource for prospective Indonesian Migrant Workers (IMWs) preparing to work in Singapore. The development process was guided by the principles of English for Specific Purposes (ESP), which emphasize that learning materials should be designed according to learners’ specific needs and the communication situations they are likely to encounter in their future workplace (Hutchinson & Waters, 1987). Moreover Abdullah (2022) state that ESP textbooks should be evaluated based on learners' needs, content relevance, language skills, and practicality.

The development of the preliminary product was based on the findings obtained during the research and information collection stage. The needs analysis indicated that prospective IMWs required English learning materials that were practical, systematic, and closely related to workplace communication and daily interactions in Singapore. Therefore, the learning materials were developed to support learners throughout their preparation process, beginning from their training period at LPKS until their placement in the destination country.

The organization of the learning materials was designed not only to provide relevant content but also to establish a structured learning pathway that reflects the stages commonly experienced by prospective migrant workers. The materials were arranged progressively, beginning with basic language components and continuing toward more specific communication tasks related to recruitment, workplace adaptation, and daily interactions. According to Tomlinson (2011), instructional materials should be organized systematically to facilitate learners’ understanding and support gradual knowledge development. Therefore, the contents of the “Smart Migrant Book” were structured according to both the identified needs of the learners and the communication demands they are expected to face in Singapore.

The preliminary version of the “Smart Migrant Book” consists of several learning units that were specifically selected to address the communication needs of prospective IMWs. Each chapter was designed to serve a particular learning

objective and to prepare learners for communication situations commonly encountered during recruitment, training, and employment.

The book begins with fundamental language materials, including the alphabet and numbers materials for basic daily practice. These alphabet and numbers exercises are practiced daily to train and improve learners' pronunciation skills. These topics were included to strengthen learners' basic English knowledge before progressing to more complex communication activities. Since many learners demonstrated limited English proficiency during the needs analysis stage, the inclusion of foundational language materials was considered necessary to support further language learning. Nation (2013) states that vocabulary and basic language knowledge provide an essential foundation for language development and communication.

The next chapter focuses on self-introduction. This material was included because self-introduction is one of the most important communication skills required during the recruitment process. For prospective Indonesian Migrant Workers (IMWs), the ability to introduce themselves is essential, particularly during job interviews and when meeting employers for the first time. Through self-introduction, learners are expected to communicate personal information clearly and appropriately, including their identity, place of origin, educational background, work experience, and relevant skills. Therefore, this chapter provides essential vocabulary, a self-introduction template that can be used as a practical guide, and practice activities that allow learners to develop and personalize their own self-introduction according to their individual backgrounds.

Based on observations conducted at LPKS Nur Mutiara Bangsa, prospective IMWs are required to create self-introduction videos and introduce themselves during employer interviews. Therefore, this chapter provides structured examples and sentence patterns that enable learners to present personal information, educational background, family information, and previous work experience in English. The material was developed using simple sentence structures to accommodate learners with limited English proficiency

BAGIAN 1		
PERKENALAN DIRI (SELF INTRODUCTION)		
Self introduction adalah kemampuan memperkenalkan diri kepada orang lain yang penting bagi CPMI, terutama saat wawancara kerja atau pertama kali bertemu majikan. Melalui self introduction, CPMI dapat menyampaikan informasi dasar seperti identitas diri, asal, pengalaman, dan kemampuan kerja secara jelas dan sopan. Pada bagian ini, pembaca akan mempelajari kosakata yang digunakan dalam memperkenalkan diri, template perkenalan diri yang dapat digunakan sebagai panduan, serta latihan untuk membantu pembaca memperkenalkan diri sesuai dengan identitas masing-masing.		
Kosakata		
1. Agency (agen / lembaga) 2. Age (usia) 3. Brother (saudara laki-laki) 4. Catholic (katolik) 5. Children (anak) 6. Company (perusahaan) 7. Country (negara) 8. Daughter (anak perempuan) 9. Divorced (bercerai) 10. Education level (level pendidikan)	11. Elementary school (SD) 12. Employer (majikan) 13. Experience (pengalaman kerja) 14. Friend (teman) 15. Height (tinggi badan) 16. Husband (suami) 17. Introduce (memperkenalkan diri) 18. Job (pekerjaan) 19. Junior high school (SMP) 20. Married (menikah)	21. Myself (diri saya) 22. Moslem (muslim) 23. Name (nama) 24. Parents (orang tua) 25. Senior high school (SMA) 26. Single (lajang) 27. Sister (saudara perempuan) 28. Weight (berat badan) 29. Widow (cerai mati) 30. Worker (pekerja) 31. Years old (usia)

Figure 4.1 Introduction material

Ungkapan
Good morning/ Good afternoon/ Good evening (Mom/sir), i would like to introduce myself to you 1. My name is _____ 2. I am _____ years old 3. My height is _____ cm 4. My weight is _____ kg 5. I am (moslem/ protestant/ catholic/ buddhist) 6. I am (single/ married/ divorce/ widow) 7. I have _____ children 8. I have _____ brother, and _____ sister 9. My last education is (elementary school/ junior high school/ senior high school/ university) 10. I have working experience before in _____ from _____ until _____ my job was to take care of _____ 11. I also do housekeeping, cooking, ironing, washing the clothes, using hand and machine, washing the car and marketing. 12. I can speak a little English. For example, this is a pair of chopsticks, this is a spoon, this is a fork, this is a plate, and this is a bowl. Ok mam/ ok sir, i am finished introducing myself to you, thank you mom/ thankyou sir.

Figure 4.2 Introduction template

Following the self-introduction chapter, the book presents greeting expressions and basic daily communication. These materials were included to help learners establish basic interpersonal communication skills. Greetings are among the most frequently used expressions in workplace and social interactions. Richards (2008) explains that communicative language learning should provide learners with opportunities to use language in meaningful social contexts. Therefore, the chapter

introduces practical expressions that can be used when interacting with employers, family members, visitors, and other individuals.

The subsequent chapters discuss time and price. These topics were selected because they are closely related to the daily responsibilities of migrant workers. Understanding time expressions enables learners to follow schedules, understand instructions, and manage daily routines, while knowledge of prices and money-related expressions supports communication during shopping activities and financial transactions. The inclusion of these topics was intended to provide learners with practical language that can be applied directly in real-life situations.

One of the core components of the book is the job interview chapter. This material was developed based on the communication requirements identified during the needs analysis stage. Interviews play an important role in the recruitment process, and many learners expressed concerns regarding their ability to answer interview questions in English. Therefore, the chapter provides examples of commonly asked interview questions and model answers. The interview materials were adapted to common domestic work sectors, including baby care, child care, elderly care, and household work. This approach was intended to familiarize learners with authentic interview situations and increase their confidence during recruitment procedures.

BAGIAN 5	
PERSIAPAN SEBELUM WAWANCARA (JOB INTERVIEW PREPARATION)	
Interview adalah tahap penting bagi CPMI untuk mendapatkan pekerjaan. Pada tahap ini, calon pekerja harus mampu memperkenalkan diri, menjelaskan pengalaman, dan menunjukkan kemampuan dengan jelas dan sopan. Oleh karena itu, materi interview harus dikuasai karena sangat menentukan diterima atau tidaknya dalam pekerjaan.	
MATERI WAWANCARA	
1. What is your name?	- My name is _____
2. What is your short name?	- My short name is _____
3. How old are you?	- I am _____ years old
4. What is your birthday?	- My birthday is _____

Figure 4.3 Interview material

BAB: CHILD CARE	
➤ How to take care of children? 1. I help the children take a bath. 2. I help the children get dressed. 3. I prepare and give meals on time. 4. I help the children sleep on time. 5. I play and talk with the children. 6. I teach good behavior. 7. I keep the children clean and comfortable. 8. I watch the children carefully. 9. I always ensure the children's safety. 10. I follow the parents' instructions. ➤ If the children are sad, what should you do? 1. I stay calm. 2. I give the child love and a gentle hug. 3. I speak softly and comfort the child. 4. I ask what the child needs. 5. I play or read a story to make the child happy. 6. If needed, I inform the parents. ➤ If the children are naughty, what should you do? 1. I stay calm and never hit the child. 2. I speak gently and clearly. 3. I explain what is right and wrong.	➤ If the child is sick, what should you do? 1. I stay calm. 2. I check the child's condition. 3. I let the child rest. 4. I give medicine only with parents' permission. 5. I monitor the child carefully. 6. I inform the parents immediately. ➤ How to play with children 1. I choose safe and suitable games. 2. I play together with the child. 3. I teach simple words, songs, or counting. 4. I encourage the child to learn and explore. 5. I make sure the child is safe while playing. ➤ If the child does not want to eat, what should you do? 1. I stay calm. 2. I encourage the child to eat slowly. 3. I make the food interesting. 4. I feed the child patiently. 5. I do not force the child. 6. If the child still refuses, I inform the parents.

Figure 4.4 Baby care interview material

Another important chapter focuses on instructions and responses. During the needs analysis stage, both learners and stakeholders identified difficulties in understanding and responding to workplace instructions. Consequently, this chapter introduces common commands, instructions, and appropriate responses that are frequently used in domestic work environments. The materials emphasize practical communication rather than complex grammatical explanations, allowing learners to understand and respond to instructions more effectively. This approach is consistent with the ESP principle that learning materials should reflect authentic communication needs in the target environment (Hutchinson & Waters, 1987).

8. Let me check the room first before cleaning it. (biarkan saya memeriksa kamar dulu sebelum membersihkannya)
PERCAKAPAN
Employer: Please clean the kitchen. Worker: Yes, Ma'am. I will clean it now. Employer: Please prepare dinner at seven. Worker: Okay, Ma'am. I understand. Employer: Can you help me in the kitchen? Worker: Sure, Ma'am. Employer: Please bring me a glass of water. Worker: Just a moment, please. Employer: Please clean the room again. Worker: I'm sorry. I will clean it again now. Employer: Please do it quickly. Worker: Alright, Ma'am. I will finish it soon. Employer: Do you understand the instructions? Worker: Yes, Ma'am. I understand clearly. Employer: If you have a problem, please tell me. Worker: Yes, Ma'am. I will tell you. Employer: Thank you. Worker: You're welcome, Ma'am.

Figure 4.5 Instructions and Responses

The book also includes materials related to telephone communication and receiving visitors. These topics were selected because domestic workers may be required to answer telephone calls, receive guests, or deliver messages on behalf of their employers. The materials provide practical expressions, dialogues, and communication strategies that can be applied in these situations. By introducing authentic communication scenarios, learners are expected to become more familiar with the language used in their future workplace.

Praktik
• Hello, this is Rina _____. • Good morning. May I _____ to Mr. Lee? • May I _____ who is calling, please? • Please _____ a moment. I will connect you to the employer. • I am sorry, she is not _____ right now. • Would you like to _____ a message? • I am sorry, I did not _____ clearly. • Could you _____ that again, please? • Please speak more _____. • Thank you for _____. Goodbye.

Figure 4.6 Telephone Exercise

To address learners' limited vocabulary knowledge, a dedicated vocabulary section was included in the book. The vocabulary materials were organized according to workplace contexts, such as the kitchen, bedroom, bathroom, living room, laundry area, and other household environments. This organization allows

learners to associate vocabulary with actual objects and activities commonly encountered in domestic work. According to Nation (2013), vocabulary mastery plays a central role in successful communication because it enables learners to understand and convey meaning effectively moreover Schmitt (2000) states that vocabulary knowledge is fundamental for successful language communication.

DAPUR (KITCHEN)	
Benda di Dapur	Aktivitas di Dapur
1. Bottle (botol) 2. Bowl (mangkuk) 3. Chopsticks (sumpit) 4. Container (wadah makanan) 5. Cup (cangkir) 6. Cutting board (talenan) 7. Dish rack (rak piring) 8. Dish soap (sabun cuci piring) 9. Fork (garpu) 10. Freezer (freezer) 11. Gas (gas) 12. Glass (gelas) 13. Kettle (teko air) 14. Knife (pisau) 15. Ladle (sendok sayur) 16. Lid (tutup panci) 17. Microwave (microwave) 18. Oven (oven) 19. Pan (wajan) 20. Plate (piring) 21. Pot (panci) 22. Refrigerator / Fridge (kulkas) 23. Rice cooker (rice cooker)	1. Bake (memanggang) 2. Boil (merebus) 3. Clean the kitchen (membersihkan dapur) 4. Cook (memasak) 5. Cut / Chop (memotong) 6. Dry dishes (mengeringkan piring) 7. Fry (menggoreng) 8. Grill (membakar) 9. Heat the food (memanaskan makanan) 10. Mix ingredients (mencampur bahan) 11. Peel (mengupas) 12. Pour water (menuang air) 13. Prepare ingredients (menyiapkan bahan) 14. Put food in the fridge (menyimpan makanan) 15. Remove the lid (membuka tutup panci) 16. Rinse dishes (membilas piring) 17. Serve food (menyajikan makanan) 18. Slice (mengiris) 19. Stir the food (mengaduk makanan) 20. Store food (menyimpan makanan) 21. Take out the trash (membuang sampah) 22. Taste the food (mencicipi makanan) 23. Turn off the stove (mematikan kompor)

Figure 4.7 Vocabulary Knowledge

In addition to the main learning materials, each chapter contains practice exercises designed to reinforce learners' understanding of the content. The exercises were developed to provide opportunities for learners to review vocabulary, practice sentence patterns, and apply the language learned in each unit. Tomlinson (2011) emphasizes that instructional materials should encourage active learner participation and provide opportunities for meaningful language use. Therefore, the exercises were incorporated to support learning retention and evaluate learners' comprehension of the materials presented.

Overall, the preliminary version of the "Smart Migrant Book" was developed as a contextual and practical English learning resource that supports the communication needs of prospective Indonesian Migrant Workers. The organization of the materials reflects the learning journey commonly experienced

by IMWs, beginning from training activities at LPKS, continuing through the recruitment process, and extending to workplace communication in Singapore. As a result, the product was expected to provide a more structured and relevant learning experience compared to the learning resources previously available.

4.1.4 Preliminary Field Testing

After the preliminary version of the “Smart Migrant Book” had been completed, the product underwent an evaluation process involving one academic validator and two stakeholder validators. This stage aimed to obtain feedback regarding the quality, relevance, and practicality of the developed product before it was implemented with the target users. The evaluation focused on three main aspects, namely learning materials, visual design, and audio-supported features.

The academic evaluation was conducted by Naila Rohmah, S.Pd., M.Li., while the stakeholder evaluation involved Ayu Diah Woro Wuryani, A.Md.Kom., Head of LPKS Nur Mutiara Bangsa, and Sri Wahyuni Rejeki, Chief Instructor of LPKS Nur Mutiara Bangsa. The academic validator categorized the product as Good, while the stakeholder validators categorized it as Very Good. These results indicate that the “Smart Migrant Book” had successfully addressed the identified learning needs of prospective Indonesian Migrant Workers (IMWs) and was appropriate for further implementation after several improvements had been made.

The academic validator recommended correcting several capitalization errors found throughout the book to improve writing consistency and accuracy. Meanwhile, the stakeholder validators suggested adding children's songs as supplementary learning materials and providing clearer instructions for accessing the audio resources through the QR code feature. These recommendations were intended to enhance the supporting features of the book and improve learners' learning experience.

Overall, the evaluation results demonstrated that the “Smart Migrant Book” was relevant to the communication needs of prospective Indonesian Migrant Workers preparing to work in Singapore. Although several minor revisions were recommended, both the academic and stakeholder validators agreed that the product could proceed to the revision stage before being implemented in the main field

testing phase. The recommendations obtained during this stage are summarized in Table 4.1.

Table 4.1 Evaluation by Validators

Validators' Recommendations	Revisions Made
Correct capitalization errors	Capitalization errors throughout the book were corrected.
Add children's songs as supplementary materials	Children's songs were incorporated as supplementary learning materials.
Add audio access instructions	A QR code audio access guide was added to help learners access the audio materials independently.

4.1.5 Main Product Revision

Following the evaluation stage, the researcher revised the “Smart Migrant Book” based on the recommendations provided by the academic and stakeholder validators. The purpose of this stage was to improve the quality and usability of the product before it was implemented in the main field testing stage. All recommendations obtained during the evaluation process were carefully reviewed and incorporated into the product to ensure that the learning materials were more effective and accessible for prospective Indonesian Migrant Workers (IMWs).

The revisions focused on improving the accuracy of the written content and enhancing the supporting learning features. Based on the validators' recommendations, several adjustments were made, including correcting capitalization errors, incorporating children's songs as supplementary learning materials, and adding clearer instructions for accessing the audio resources through the QR code feature. These revisions were intended to improve the overall quality of the product and support learners in using the learning materials more effectively.

One of the revisions involved correcting capitalization errors identified by the academic validator. This revision was carried out to improve the consistency and accuracy of the written content throughout the book.

Table 4.2 Capitalization revision

Before Revision

Perkenalan Diri
Good morning/ Good afternoon/ Good evening (Mom/sir), i would like to introduce myself to you
1. My name is _____
2. i am _____ years old
3. My height is _____ cm
4. My weight is _____ kg
5. i am (moslem/ protestant/ catholic/ buddhist)
6. i am (single/ married/ divorce/ widow)
7. I have _____ children
8. I have _____ brother, and _____ sister
9. My last education is (elementary school/ junior high school/ senior high school/ university
10. I have working experience before in _____ from _____ until _____ my job was take care of _____
11. I also do housekeeping, cooking, ironing, washing the clothes, using hand and machine, washing the car and marketing.
12. I can little bit speak english, for example this is (chopstick, spoon, fork, plate, and this is bowl)
Ok mam/ ok sir, i am finished introducing myself to you, thank you mam/ thankyou sir.

After Revision

Perkenalan Diri
Good morning/ Good afternoon/ Good evening (Ma'am/sir), i would like to introduce myself to you
1. My name is _____
2. I am _____ years old
3. My height is _____ cm
4. My weight is _____ kg
5. I am (moslem/ protestant/ catholic/ buddhist)
6. I am (single/ married/ divorce/ widow)
7. I have _____ children
8. I have _____ brother, and _____ sister
9. My last education is (elementary school/ junior high school/ senior high school/ university
10. I have working experience before in _____ from _____ until _____ my job was take care of _____
11. I also do housekeeping, cooking, ironing, washing the clothes, using hand and machine, washing the car and marketing.
12. I can speak little bit of English, for example this is (chopstick, spoon, fork, plate, and this is bowl)
Ok ma'am/ ok sir, i am finished introducing myself to you, thank you ma'am/ thankyou sir.

Another revision involved the addition of children's songs as supplementary learning materials. This feature was included based on stakeholder recommendations, considering that some prospective IMWs may work in childcare settings where simple English songs are commonly used during daily interactions with children.

MATERI WAWANCARA TAMBAHAN	
1. Twinkle Twinkle Little Star Twinkle, twinkle, little star, How I wonder what you are. Up above the world so high, Like a diamond in the sky. Twinkle, twinkle, little star, How I wonder what you are. 2. Head Shoulders Knees and Toes Head, shoulders, knees and toes, knees and toes, Head, shoulders, knees and toes, knees and toes, And eyes, and ears, and mouth, and nose, Head, shoulders, knees and toes, knees and toes.	3. If You're Happy and You Know It If you're happy and you know it, clap your hands, If you're happy and you know it, clap your hands, If you're happy and you know it, Then your face will surely show it, If you're happy and you know it, clap your hands. 4. Baby Shark Baby shark, doo doo doo doo doo doo, Baby shark, doo doo doo doo doo doo, Baby shark! Mommy shark, doo doo doo doo doo doo, Mommy shark, doo doo doo doo doo doo, Mommy shark! Daddy shark, doo doo doo doo doo doo, Daddy shark, doo doo doo doo doo doo, Daddy shark!

Figure 4.8 Children song

The final revision focused on improving access to the audio-supported learning feature. A clearer guide explaining how to access the audio materials through the QR code was added to the product. This revision was intended to help learners use the audio resources independently and maximize the benefits of the pronunciation and listening practice activities.

CARA AKSES AUDIO	
KETERANGAN KODE	CARA AKSES
- Chapter 1. Perkenalan Diri (Self Introduction) (SI VO) (Halaman 9) - Chapter 2. Memberi Salam (Greetings) (G VO) (Halaman 15) - Chapter 3. Waktu (Time) (T KS) (Halaman 23) - Chapter 4. Harga (Price) (P KS) (Halaman 29) - 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) - Chapter 7. Respon dan Tanggapan (Responses) (R KS) (Halaman 73) - Chapter 8. Ungkapan Dalam Bertelpon (Expression in Telephoning) (EIT KS) (Halaman 81) - Chapter 9. Menerima Tamu (Receiving visitor) (RV KS) (Halaman 90)	- Buka kamera handphone anda - Scan QR-code yang tersedia - Pilih folder sesuai dengan kode yang tersedia

Figure 4.9 Audio access guide

After all recommended revisions had been incorporated, the revised version of the “Smart Migrant Book” was prepared for implementation in the main field testing stage.

4.1.6 Main Field Testing

The main field testing stage was conducted to evaluate users' responses toward the "Smart Migrant Book" before the final product was finalized. This stage aimed to determine whether the developed product was appropriate for the learning needs of prospective Indonesian Migrant Workers (IMWs) preparing to work in Singapore. The evaluation focused on three aspects, namely learning materials, visual design, and audio-supported features.

The respondents involved in this study consisted of ten prospective Indonesian Migrant Workers (IMWs) from LPKS Nur Mutiara Bangsa, Kebumen, who were preparing to work in Singapore. The participants were selected because they represented the target users of the "Smart Migrant Book", which was specifically developed for prospective IMWs intending to work in Singapore. The respondents ranged in age from 23 to 40 years old and came from diverse educational backgrounds, ranging from elementary school to senior high school graduates. In addition, all participants were undergoing pre-departure training and had varying levels of English proficiency, making them suitable representatives for evaluating the relevance, practicality, and usability of the developed learning materials.

Before completing the evaluation questionnaire, the participants were given three days to use the "Smart Migrant Book" during their English learning activities. During this period, they studied the learning materials, completed the exercises, and accessed the QR-code-based audio features provided in the book. This trial period was intended to ensure that the participants had sufficient opportunities to explore the content and features of the product before providing feedback. Allowing learners to interact with instructional materials prior to evaluation is consistent with formative evaluation practices, which emphasize the importance of obtaining feedback from actual users after they have experienced the product in a real learning context (Dick, Carey, & Carey, 2015). The documentation when Indonesian Migrant Workers completed the questionnaire is presented below



Figure 4.10 Documentation of the Questionnaire Completion Process

The questionnaire used a four-point Likert scale consisting of Strongly Disagree, Disagree, Agree, and Strongly Agree. It consisted of seventeen statements covering learning materials, visual design, and audio-supported features. The responses were analyzed to obtain the average score for each statement and were then interpreted based on the evaluation criteria used in this study. The detailed results are presented in Table 4.3.

Table 4.3 Result of Questionnaire

Material Aspect			
1	Penjelasan dalam buku mudah saya pahami meskipun saya belum pernah bekerja atau tinggal di luar negeri sebelumnya.	3.1	Agree
2	Kosakata bahasa Inggris yang diberikan membantu saya mempersiapkan komunikasi sehari-hari di luar negeri.	3.2	Agree
3	Materi pengenalan diri dan wawancara kerja membantu saya lebih siap menghadapi proses kerja di luar negeri.	3.4	Strongly Agree
4	Contoh percakapan dan instruksi kerja dalam buku membantu saya memahami situasi kerja di luar negeri.	3.1	Agree
5	Latihan-latihan dalam buku membantu saya belajar bahasa Inggris dengan lebih mudah.	3.3	Strongly Agree
6	Bahasa yang digunakan dalam buku sederhana dan mudah dipahami oleh pemula seperti saya.	3.1	Agree

Design Aspect		
1	Tampilan buku terlihat rapi dan menarik untuk dipelajari.	3.5 Strongly Agree
2	Jenis huruf, ukuran tulisan, dan jarak antar tulisan mudah dibaca.	3.3 Strongly Agree
3	Gambar dan ikon dalam buku membantu saya memahami materi dengan lebih mudah.	3.4 Strongly Agree
4	Warna dan desain buku membuat saya lebih tertarik untuk belajar.	3.2 Agree
5	Susunan bagian-bagian dalam buku memudahkan saya mencari dan memahami materi.	3.2 Agree
Audio Aspect		
1	Audio membantu saya mengetahui cara pengucapan bahasa Inggris yang benar.	3.1 Agree
2	Suara dalam audio terdengar jelas dan mudah diikuti.	3 Agree
3	Audio membantu saya lebih percaya diri untuk mencoba berbicara bahasa Inggris.	3.3 Strongly Agree
4	Kombinasi tulisan dan audio membuat saya lebih mudah memahami materi pembelajaran.	3.5 Strongly Agree
5	Latihan pengulangan dalam audio membantu saya melatih pengucapan bahasa Inggris.	3.3 Strongly Agree
6	Buku berbantuan audio membuat saya lebih semangat belajar bahasa Inggris secara mandiri.	3.5 Strongly Agree

Based on the evaluation results, the "Smart Migrant Book" received positive responses from the participants, with an overall mean score of 3.26, which was categorized as Very Good. The findings indicate that the product was considered appropriate for use as an English learning resource for prospective Indonesian Migrant Workers.

In the learning materials aspect, the participants agreed that the materials were easy to understand, relevant to workplace communication, and useful for preparing them to work in Singapore. The visual design aspect also received positive evaluations, indicating that the layout, images, and overall appearance of the book supported the learning process. In addition, the audio-supported feature was

considered helpful for improving pronunciation and supporting independent learning through the QR-code-based recordings.

Overall, the results suggest that the “Smart Migrant Book” successfully addressed the learners’ communication needs and provided practical support for English learning. Therefore, the product was considered suitable for implementation as an English learning resource for prospective Indonesian Migrant Workers.

4.1.7 Final Product Revision

Following the main field-testing stage, the “Smart Migrant Book” underwent a final review based on the evaluation results obtained from the participants. This stage aimed to ensure that the developed product had met the learning needs of prospective Indonesian Migrant Workers (IMWs) and was suitable for use as an English learning resource. The evaluation results showed that the participants responded positively to the product and considered the learning materials, visual design, and QR-code-based audio features useful in supporting English learning and workplace communication preparation.

The findings also indicated that no major issues were identified during the implementation process. In addition, the participants did not provide any significant suggestions for improvement, indicating that the product was already considered practical, understandable, and relevant to their communication needs. Therefore, no substantial revisions were required at this stage. After the final review had been completed, the “Smart Migrant Book” was established as the final product of this study and was considered ready to be used as an English learning resource for prospective Indonesian Migrant Workers preparing to work in Singapore.

4.1.8 Disseminating and Implementation

The final stage of this study was dissemination and implementation, which took place on June 18, 2026. After the “Smart Migrant Book” had been finalized, the product was introduced and provided to LPKS Nur Mutiara Bangsa, Kebumen, as the partner institution involved in this study on. The dissemination process aimed to make the product accessible to instructors and prospective Indonesian Migrant

Workers (IMWs) who may use it as a supporting resource for English learning activities.

The implementation of the product was intended to support English language training for prospective IMWs preparing to work in Singapore. The final product was made available in both printed and digital formats and was supported by QR-code-based audio features to facilitate independent learning. Through this dissemination process, the “Smart Migrant Book” is expected to contribute to the improvement of English communication skills among prospective Indonesian Migrant Workers and serve as a practical learning resource that can be utilized in future training programs.

4.2 Discussion

The first research question aimed to identify the English learning needs of prospective Indonesian Migrant Workers (IMWs) preparing to work in Singapore. Based on the needs analysis, observations, interviews, and questionnaires, the findings revealed that prospective IMWs required practical English skills to support communication in workplace and daily-life situations. The participants experienced difficulties in understanding workplace instructions, responding to employers, participating in job interviews, and using appropriate English expressions in everyday interactions. These findings indicate that the learners required contextual learning materials that focus on practical communication rather than general English knowledge.

The second research question focused on the development of an English learning resource that addresses those identified needs. To achieve this objective, this study developed the “Smart Migrant Book” by following the Research and Development (R&D) model proposed by Borg and Gall (1983). The development process included identifying learners’ needs, designing the instructional materials, conducting expert validation, revising the product, implementing field testing, and finalizing the product based on the evaluation results. Through these systematic stages, the final product was developed to ensure its relevance, practicality, and suitability for prospective Indonesian Migrant Workers preparing to work in Singapore.

The development of the “Smart Migrant Book” was grounded in the results of the needs analysis conducted with prospective Indonesian Migrant Workers (IMWs) and stakeholders at LPKS Nur Mutiara Bangsa. The findings indicated that many prospective IMWs faced challenges in using English for practical communication, particularly when responding to employers, understanding workplace instructions, and participating in job interviews. These findings support the principles of English for Specific Purposes (ESP), which emphasize that learning materials should be designed according to learners’ specific goals, communication needs, and target situations (Hutchinson & Waters, 1987; Anthony, 2018). Therefore, the content of the “Smart Migrant Book” was developed to reflect the communication situations commonly encountered by prospective IMWs preparing to work in Singapore.

The organization of the learning materials also reflects the results of the needs analysis. Instead of presenting general English content, the book follows a structured learning sequence that gradually introduces learners to essential vocabulary and expressions before progressing to self-introduction, interview preparation, workplace communication, and daily interactions. This approach is consistent with Nation and Macalister (2019), who argue that instructional materials are more effective when they are developed based on learners’ needs and intended language use. As a result, the book provides practical and contextual learning experiences that are closely related to the future responsibilities of prospective IMWs.

The findings of this study are in line with previous studies that highlighted the importance of English learning for Indonesian Migrant Workers. Nahartini et al. (2021) emphasized the need for learning materials that focus on workplace communication and learners’ actual needs. Similarly, Nernere et al. (2023), Maliki et al. (2022), and Afriani and Maimunah (2020) reported that English learning and training programs contributed to improving migrant workers’ communication skills, confidence, and preparedness for working abroad. Consistent with these findings, the participants involved in this study positively evaluated the developed

product and considered it useful for supporting communication in workplace and daily-life situations.

However, this study extends previous research by focusing on the development of a comprehensive English learning resource specifically intended for prospective Indonesian Migrant Workers who will work in the domestic sector in Singapore. While previous studies primarily focused on English training activities, the present study developed a learning product based on the results of a needs analysis involving both learners and stakeholders. In addition, the “Smart Migrant Book” was designed using a structured learning sequence that reflects the communication needs of prospective IMWs and integrates self-introduction materials, employer interview preparation, workplace instructions, caregiving-related vocabulary, learning exercises, and QR-code-based audio support within a single learning resource. The positive evaluation results obtained during the main field testing indicate that the product is practical, relevant, and appropriate for supporting the English learning needs of prospective Indonesian Migrant Workers preparing to work in Singapore. Therefore, this study contributes to the development of a contextual, needs-based, and occupation-oriented English learning resource that addresses a gap not fully explored in previous studies.