CHAPTER IV
RESULT AND DISSCUSSION

4.1. Result

This research was conducted based on the development of an anthology of short stories at A2 level with vocabulary insights through Visual Characters in English using the research and development method by Borg & Gall (1989) to collect qualitative and quantitative data that can validate the feasibility of a product as an educational method or learning tool. With Borg & Gall's (1989) R&D method, it is expected to obtain accurate results in developing an A2 short story anthology with vocabulary insights through Visual Characters in English that is interesting and valuable for learners at the A2 level of English. According to the Common European Framework of Reference for Languages (CEFR), the stories are arranged in a simple language style that is suitable for students' abilities at the A2 level. The product developed in an A2 level short story anthology book which helps people learn English. In the storybook there are ten professional stories with included test simply or grammar, audio narration and visual illustration characters each of which tells about things that happen in everyday life. The development of this book chooses themes based on the environment of everyday life which will be easier to understand relate the story if the context comes from events they are familiar with in their own lives. To determine how this research described and developed the A2 level short story anthology 'Kaleidoscope of Careers' with vocabulary insights through visual characters, which used data through interviews and questionnaires.

4.1.1. The design procedure for the short story anthology book

The stages of designing a short story anthology book that has been simplified by the author which consists of 8, namely (1) Research and information collecting, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Main Field Testing, (7) Final Product Revision and (8) Dissemination and Implementation.

4.1.1.1. Research and information collecting

This stage aims to identify the actual needs of English learners at the A2 level. Data was collected through interviews, literature studies on the CEFR, and the distribution of questionnaires to English learners at the A2 level in Indonesia. Interviews were conducted with ten A2-level students from various universities, including Diponegoro University, Sebelas Maret University, Muhammadiyah Surakarta University, and Sultan Ageng Tirtayasa University, as well as different departments such as Applied Foreign Languages, Tax Accounting, Library Science, Mathematics Education, Early Childhood Education, and Agrotechnology, in students 2nd, 4th, 6th, and 8th semesters, to explore their learning challenges, particularly in vocabulary, sentence structure, listening, and reading comprehension. The literature review examined the CEFR guidelines, relevant academic studies, and existing teaching materials to determine the expected competencies, vocabulary scope, and engaging learning approaches. A questionnaire was distributed to twenty-six A2-level respondents from various universities, including the University of Jakarta, Airlangga University, Padjadjaran University, Singa Perbangsa University, the Institute of Technology Ten Nopember, and the State Islamic University Imam Bonjol, in students 2nd, 4th, 6th, and 8th semesters. The questionnaire included closed-ended and open-ended questions to gather information about preferred story topics, preferred media types, vocabulary difficulties, and perceptions of visual aids in learning materials. The main focus is to get information about appropriate story topics, word or sentence arrangement, audio, vocabulary that is still difficult to understand, and types of media that are considered interesting. This data is used to design the content and type of anthology book to be made. The results of the data collection show that A2 learners tend to like stories related to things that happen in daily life, such as professions, home activities, and simple social interactions. In addition, learners need visual aids to attract their interest in reading to

learn English. Therefore, to make the reading experience more effective and interesting, the researcher decided to create simple short stories with character illustrations and important vocabulary lists.

4.1.1.2. Planning

Initial product concepts and designs were created during the planning stage. The stories should use vocabulary that is commonly used in everyday life and have sentence structures that are appropriate for A2 level as well as clear audio voices to help English language learners. Each story will have two visual illustrations of the characters in each story to attract reading interest and will also include a vocabulary list with meanings and examples of usage in simple sentences. In addition, this plan includes the design of the book's layout, the number of stories (ten stories), and the storyline in accordance with the social context of the environment. All parts are made to fulfil the learning objective of improving contextual vocabulary acquisition. Content conformity with the A2 standard in terms of language style, audio and visuals is highly considered in this plan.

a. Determining of the theme

The story behind the planning of this anthology began with determining the theme of the stories. The themes chosen were based on how closely A2 level students relate to everyday life, such as professions, daily routines, weekend activities, interactions with neighbours, and light activities such as shopping. Additionally, the selection of these themes considers the availability of basic vocabulary appropriate for the A2 CEFR level, ensuring that stories can be developed around familiar themes without relying on technical or abstract vocabulary that may be difficult to understand. Furthermore, this thematic approach simplifies the creation of visual characters. The selected themes are professions, including doctor, painter, tour guide, pilot, receptionist, singer, librarian, fashion

designer, and firefighter. The title chosen is 'Kaleidoscope of Careers,' selected to reflect the diversity of professions featured in this collection of stories. The word 'kaleidoscope' represents diverse, dynamic, and colourful perspectives, much like the various career paths highlighted in the book. By adding the word 'careers,' the title emphasises that readers will learn about various professions, each offering unique knowledge, vocabulary, and cultural insights. It is hoped that these themes will help students understand the content of the story more easily and increase their desire to read English texts because the themes are concrete, contextual, and relevant to the real world.

b. Writing the story

The writing of story is done with great care to ensure that the language used is appropriate for the A2 level. Sentences are in simple form, with a predominant subject-verb-object structure. It does not use words and sentences that are already understood. This method aims to create a text that is easily understood by students while maintaining interesting and rational narrative elements. In stories, repetition of important vocabulary naturally occurs. This allows learners to identify and remember the words in various contexts. Conjunctions such as "and", "but", "then", and "because" are carefully selected to fulfil the learners' needs. In addition, the characters and storyline are arranged in a communicative style, so that the learners feel like they are listening to the story from the narrator himself. The aim is not only to make the reading process more fun and enjoyable, but also to create an emotional bond between the learners and the story.

c. Book size and format

To balance production efficiency and reading comfort, the book is designed in A5 size. While this format is simple enough to be carried or used in self-study sessions, it is still spacious enough to present

the text, illustrations and additional vocabulary proportionally. To avoid an overly dense and confusing appearance for A2 learners, the page layout is organised in two columns with fairly loose spacing between rows. The use of fonts, such as 'Jua' or 'Nunito', supports high readability in print and digital media. The layout of the story is created with a clear reading flow in mind. It starts with the title, opening illustration, narrative text, motivational sentences and vocabulary table at the end of the story. Sizable margins are provided for learners to write notes or marks on certain sections if they so desire. Each story is limited to two consecutive pages to grab the reader's attention and avoid too much content on one page. This design is designed to meet the needs of learners who may not be familiar with long English texts and need a simple structure that helps learners read.

d. Story Audio Compilation

Each story has an English audio recording to support listening skills. Packaged as digital files, the audio format can be accessed through QR codes printed at the end of the story pages. This allows learners to read and listen at the same time, or just listen separately to practise listening skills.

1. Sound speed

The audio was recorded with clear English pronunciation and at a slow to medium speaking speed, which meets the A2 level standard.

2. Intonation and emphasis

The intonation of the voice with the content of the story is structured in a way that helps the reader understand the emotions and atmosphere present in it. For example, when there is a question, the tone of voice rises and falls as the sentence ends.

To get learners used to listening to English, the story is read by an author who has a relatively standard pronunciation.

3. Text-audio congruence

Congruence between text and audio is essential to ensure that information is conveyed clearly and easily understood. If the text and audio match the text, the listener can follow the information without confusion. Otherwise, mismatches can lead to misinterpretation and impair comprehension.

4. The role of Supporting the learning process

That is, when reading can match the pronunciation of words with their written form, audio also serves as a vocabulary reinforcement tool. Also, in the long run, this audio can be turned into an interactive feature with the help of apps or wider online learning platforms.

e. Visual Illustration Design

In every story has a visual character which gives an attraction to a product. the following description is as follows:

1. Illustration style

characters use a friendly, colourful, and expressive semi-realist illustration style used to depict each character. This style was chosen because it helps learners understand the story and introduces them to the facial expressions, activities, and social roles of the characters in the story.

2. Representation of Diversity in everyday life

The skin colour, clothing and activities shown show the diversity and simplicity in everyday life. The purpose of this presentation is to make the learners feel familiar with the situation depicted.

3. Illustration of the theme

In work-themed stories, characters will be depicted wearing appropriate work clothes, such as a firefighter's uniform or a doctor's coat. To make the story easier for learners to understand,

the illustration also comes with supporting visual elements, such as work tools.

4. Functions of Illustrations

   Illustrations can be used as visual aids for teaching vocabulary in addition to decoration. To help learners understand the meaning of words such as "angry", "sad", or "smile", the characters' facial expressions and activities are clearly depicted.

5. Visual-Text Positioning and Relevance

   Illustrations are placed appropriately to provide context, usually at the beginning of the story or next to relevant paragraphs. This placement helps to make a natural and non-confusing connection between text and visual meaning.

f. Other supporting elements

    These elements become supporting tools to provide

1. Vocabulary Table at the End of each Story

   At the end of each story, the book has a vocabulary table designed to help learners understand important words in the story. The table consists of three main columns: the key word in English, its meaning in Indonesian, and a short relevant example sentence. The sentences used are taken directly from the story and organised in a way that matches the language structure of level A2, so that learners can understand both English and Indonesian word usage.

2. Focus on Important and Contextualised Vocabulary

   The table shows the vocabulary selected as having high learning value. Among the words include common adjectives, colloquial verbs, and basic phrases that are often used in daily life. Thus, learners not only expand their vocabulary but also gain an understanding of how and when these words are used in daily communication.

3. Example Sentences and Visual Icon Functions

The addition of example sentences provides the benefit of knowing the context of the word in the story sentence rather than memorising the word meaning directly. This table also has visual icons that show the function of words to facilitate understanding. Sentences that use the present or past tense are marked with different colours, while newly introduced vocabulary words are given a special colour and bolded. These visual elements not only explain the function of sentences and their tenses, but also draw students' attention to concentrate more on the important parts of the text.

4. Interactive Learning Media

This book is intended to be used as an interactive and gradual learning tool by combining text, tables and visual elements. Each section is created with a clear purpose: to help learners understand sentence structure, improve vocabulary, and have a fun learning experience. This method keeps the material focused and meets the needs of A2 learners. Moreover, it encourages learners to actively participate in the language learning process.

4.1.1.3. Develop Preliminary Form of Product

At this stage, based on the design and requirements analysed earlier, the initial form of the product was developed. The ten short stories were written with a sentence structure that suits the comprehension ability of A2 level learners, namely simple, direct sentences, and with common vocabulary that is often used in daily life. The theme of the stories is also in accordance with the learner's context, namely Profession. Each story has a character illustration that shows the main character, setting, and main character. These illustrations serve as visual aids that help readers understand the story and comprehend new vocabulary. At the end of each story, there is a motivational sentence, vocabulary insight which consists of a table that has the word in English, the meaning in Indonesian, and a simple example sentence

found in the short story. The coloured word elements are designed to support contextual and fun learning for learners at A2 level.

1. Creating of Outline

    Based on the creation of a story outline consisting of title, profession, orientation, complication and result. it is made into a table as follows:

Table 4. 1 Outline Short Story.

Judul	Profesi	Orientasi	Komplikasi	Resolusi
Language Is Universal	Translator	Grey adalah seorang penerjemah lepas yang merasa hidupnya monoton dan melelahkan. Ia kehilangan semangat terhadap pekerjaannya dan menjalani gaya hidup yang tidak sehat.	Raya, sahabat Grey, memberinya proyek menerjemahkan film dokumenter tentang hidup sehat. Saat mengerjakan proyek ini, Grey tetap memaksakan diri bekerja hingga larut malam, sampai akhirnya jatuh sakit parah karena kelelahan.	Setelah dirawat dan ditegur oleh Raya, Grey tersadar bahwa ia harus menjaga diri sendiri. Ia mulai menjalani hidup lebih sehat dan menemukan kembali makna serta semangat dalam pekerjaannya sebagai penerjemah.
Lita's Dream	Fashion Designer	Lita ingin menjadi desainer terkenal, tapi orang tuanya tidak mendukung. Hanya neneknya yang selalu mendukung mimpinya.	Lita bertengkar dengan orang tuanya. Ia mengikuti lomba desain dan menang, tapi neneknya meninggal sebelum sempat mendengar kabar baik itu.	Lita tetap semangat mengejar mimpinya. Ia sukses jadi desainer terkenal dan akhirnya orang tuanya mendukungnya.

34

Girls Can Too	Firefighter	Ronda bermimpi menjadi pemadam kebakaran, meskipun orang-orang di sekitarnya meragukan mimpinya.	Ketika menyampaikan cita-citanya di kelas, teman-temannya menertawakan. Namun, ibunya memberinya semangat. Saat terjadi kebakaran di sekolah, Ronda tetap tenang dan membantu teman-temannya.	Petugas yang menyelamat kan mereka ternyata seorang perempuan dan memuji keberanian Ronda. Teman-temannya pun meminta maaf. Ronda semakin yakin bahwa perempuan juga bisa mengejar mimpi besar.
Let Me Sing	Singer	Suzie menyukai musik karena ibunya, tapi setelah ibunya pergi, ayahnya melarang segala hal tentang musik. Diam-diam, Suzie tetap bernyanyi dan ikut band sekolah.	Saat ayahnya tahu Suzie ikut lomba musik, ia melarang Suzie tampil. Karena merasa mimpinya tidak didukung, Suzie nekat pergi dan tetap ikut lomba.	Ayahnya hadir diam-diam dan tersentuh oleh penampilan Suzie. Mereka akhirnya berdamai, dan ayahnya mulai mendukung mimpi Suzie untuk menjadi penyanyi.

The Sky Pilot for Dirga		Dirga dan Langit adalah sahabat sejak lama. Setelah kecelakaan, Langit menggunakan kursi roda dan bermimpi bisa "terbang tinggi." Dirga berjanji akan mewujudkan mimpi itu dan memutuskan menjadi pilot.	Meski Langit takut menjadi beban bagi Dirga, ia tetap mendukung mimpinya. Perjalanan Dirga menjadi pilot tidak mudah. Ia harus bekerja keras sambil kuliah. Namun, semangat Langit terus menguatkannya.	Tiga tahun kemudian, Dirga berhasil menjadi pilot dan mewujudkan janjinya. Ia mengajak Langit terbang dalam program khusus bagi penyandang disabilitas. Di atas langit, Langit merasa bebas dan bahagia. Mimpi mereka akhirnya terwujud.
Behind The Smile of a Receptionist	Receptionist	Maya adalah seorang resepsionis hotel yang rajin dan profesional. Ia mencintai pekerjaannya, namun mulai merasa tertekan karena kesulitan membagi waktu dengan	Saat Maya kembali memilih pekerjaan dibanding menemani Arya dalam perjalanan bisnis, ia menerima kabar bahwa Arya mengalami kecelakaan. Maya tetap bekerja dan menyembunyikan kesedihannya di balik senyum, tapi merasa sangat bersalah	Setelah Arya pulih dan datang mengejutkan Maya di hotel, Maya sadar pentingnya menjaga keseimbangan antara pekerjaan dan kehidupan pribadi. Ia belajar bahwa dirinya juga

		suaminya, Arya, yang juga sibuk dengan pekerjaannya.	tidak ada di samping suaminya.	pantas untuk dicintai, dirawat, dan diberi waktu.
Never Give Up	Painter	Alvia adalah gadis yang suka melukis dan bermimpi menjadi seniman hebat. Suatu hari, temannya Dhika mengajaknya ikut lomba melukis. Alvia ragu karena takut gagal.	Setelah didukung Dhika dan ayahnya, Alvia memutuskan ikut lomba. Namun saat hasil diumumkan, ia tidak menang dan merasa kecewa. Ia kehilangan semangat dan berhenti melukis sementara waktu.	Berkat dukungan ayahnya, Alvia bangkit dan ikut lomba lagi dengan semangat baru. Kali ini, ia memenangkan juara pertama dan menyadari bahwa kegagalan bukan akhir, tapi langkah menuju keberhasilan.
Between Diagnosis and Action	Doctor	Malik adalah dokter muda yang dulunya aktif dan berdedikasi. Setelah menjadi relawan di Padang, ia merasa hidupnya berarti—hingga kejadian tragis	Setelah kejadian itu, Malik merasa bersalah dan mengalami trauma. Ia kehilangan semangat, sulit tidur, dan mulai bergantung pada obat tidur. Kinerjanya menurun, dan ia menarik diri dari lingkungan sekitarnya.	Dengan dukungan Dr. Anna, Malik mengikuti program kemanusiaan di Jakarta. Di sana, ia kembali merasakan arti menjadi dokter. Pengalaman itu membantunya pulih dan

		menimpa seorang pasien hamil yang tidak bisa ia selamatkan.		menemukan kembali tujuan hidupnya.
The Library and Mr. Harja	Librarian	Mr. Harja adalah pustakawan yang telah bekerja selama 20 tahun di perpustakaa n umum terkenal. Ia sabar, rajin, dan selalu membantu pengunjung, meski sering menghadapi tantangan seperti buku rusak atau pengunjung yang tidak tertib.	Suatu hari, seorang remaja bernama Rosa memaksa ingin meminjam lebih dari dua buku, melanggar aturan perpustakaan. Mr. Harja kehilangan kesabaran dan membentaknya. Perdebatan mereka menarik perhatian banyak orang dan membuat situasi menjadi tegang hingga harus dibawa ke kantor kepala perpustakaan.	Setelah dijelaskan oleh kepala perpustakaa n, keduanya saling meminta maaf. Keesokan harinya, Rosa datang membawa donat sebagai bentuk permintaan maaf. Dari kejadian itu, Mr. Harja belajar bahwa menghadapi masalah harus dengan tenang agar orang lain bisa lebih mudah memahami aturan.
The Tour That Never Happened	Tour Guide	Marion, pemandu wisata di Museum Velmora, menerima kunjungan	Tur berjalan lancar hingga tiba-tiba para anak-anak dan gurunya menghilang tanpa jejak.	Arlo, petugas kebersihan, memberitah u bahwa kelompok itu adalah

	mendadak dari sekelompok anak-anak dan guru mereka di sore hari yang sepi.	Marion pun menyadari bahwa tidak ada catatan kunjungan mereka di buku reservasi.	arwah dari anak-anak yang meninggal sepuluh tahun lalu. Marion merasa tersentuh karena telah memberi mereka kesempatan belajar terakhir, dan sejak itu selalu menyisakan ruang untuk "pengunjung diam."

After determining the contents of the short story anthology, which consists of the cover, foreword, table of contents, stories, motivational quotes, vocabulary table, barcode, and information about the author and illustrator, the contents of the book are as follows:

a. Cover

b. Foreword

c. Acknowledgement

d. Table of Contents

e. Story 1: Language Is Universal

f. Vocabulary 1

g. Story 2: Lita's Dream

h. Vocabulary 2

i. Story 3: Girls Can Too

j. Vocabulary 3

k. Story 4: Let Me Sing

l. Vocabulary 4

m. Story 5: The Sky for Dirga

n. Vocabulary 5

o. Story 6: Behind the Smile of a Receptionist

p. Vocabulary 6

q. Story 7: Never Give Up

r. Vocabulary 7

s. Story 8: Between Diagnosis and Action

t. Vocabulary 8

u. Story 9: The Library and Mr. Harja

v. Vocabulary 9

w. Story 10: The Tour that Never Happened

x. Vocabulary 10

y. Barcode

z. About Author and Illustrator
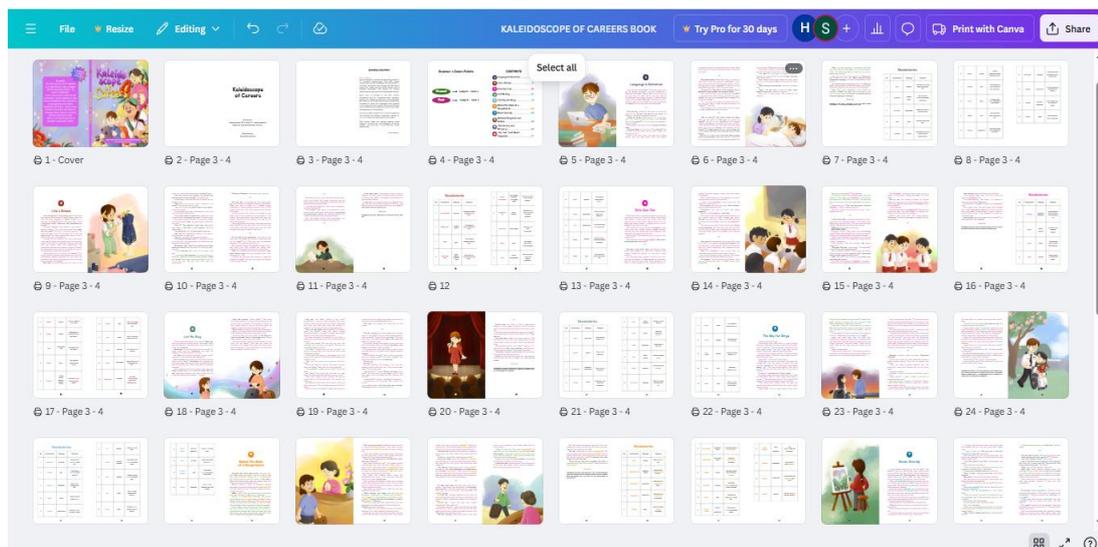
Figure 4. 1 Layout structure book.

2. Simplification of story sentences

The writing of the draft story before and after being simplified to the A2 language level of English which uses vocabulary and makes sentences that

are easy to understand. the following table before and after being simplified where this story is taken from one of the story books for example:

Table 4. 2 Simplication of Stories.

Before simplification	After simplification
On Sunday afternoon in the city park, there was a person sitting on a long chair painting a garden scene where the weather was sunny and not too hot so there were people having picnics with their families and some were exercising. The person painting was named Alvia or her family called her Alaa.	It was Sunday afternoon at the city park. The weather was nice, not too hot. Many people were having a picnic with their families. Some people were also doing exercise. On a long bench, there was a girl named Alvia. Her family called her Alaa. She was sitting and painting the beautiful view of the park.
She loves to paint whatever she sees, such as the sky, flowers and each other. She aspires to be a painter where every painting she paints has a beautiful meaning when she sees it.	Alvia loved painting everything she saw, like the sky, flowers, and more. Her dream was to become a great painter. She wanted every painting she made to have a beautiful meaning.
Alvia, who had finished painting, decided to go home because it was getting dark, indicating that night time would arrive. She cleaned up her painting equipment and put it in her bag. Along the way, she was riding a motorbike to go home while enjoying the bustling city atmosphere.	After she finished painting, the sky started to get dark. Alvia packed her painting tools into her bag and went home. She rode her motorbike through the busy city streets, enjoying the view.
After arriving home, she was surprised by Dhika who was waiting for her in front of the terrace of the house where he was sitting by playing with his mobile phone.	When she arrived home, she was surprised. Her friend Dhika was waiting for her in front of the house, sitting and playing with his phone.
Alvia immediately parked her motorbike in front of the house. Then, she approached and asked Dhika why he came to her house at night.	Alvia parked her motorbike and sat beside Dhika.
"Dhik, what do you need to come to my house," said Alvia who had parked her motorbike and immediately sat next to Dhika.	"Dhik, why did you come to my house this late?" asked Alvia.

Dhika, who was playing with his mobile phone, immediately turned off his mobile phone and looked at Alvia who was already beside him.	Dhika stopped looking at his phone and turned to her.
"You didn't bring your mobile phone, I've been texting you but you haven't replied since noon." Dhika said.	"You didn't bring your phone? I sent you a message this afternoon but you didn't reply," said Dhika.
"I brought my mobile phone, it's on silent mode so I can't hear the sound of incoming messages on my phone. By the way, why did you come to my house?" said Alvia.	"I brought it, but it was on silent mode. I didn't hear the message. So, why did you come here?" asked Alvia.
"I want to invite you to join the painting competition with me," said Dhika.	"I want to ask you to join a painting competition with me," said Dhika.
Alvia who listened to the invitation wanted to follow him. However, she was still too afraid to take part in the competition because she felt that her painting was still not good enough to take part in the painting competition and was also afraid of failing because she was not ready to accept the failure she would get.	Alvia wanted to say yes, but she was afraid. She felt her painting was not good enough and she was not ready to fail.

3. Book Design

The process of designing the visual appearance and content structure of a book so that it is attractive, easy to read, and suitable for the purpose for which it is published is known as book design. Book design encompasses many elements, including page layout, typography, illustrations, colour, size, cover, and content order.

   a. Cover Sketch

      In making product design, namely in the front and back cover sketches which are the beginning of the book design made.

Figure 4. 2 Cover Sketch.

b. Visual sketches of characters

In designing visual sketches of characters, which match the story characters to be depicted and adjusted to place the visual layout of the characters to the content of the story.
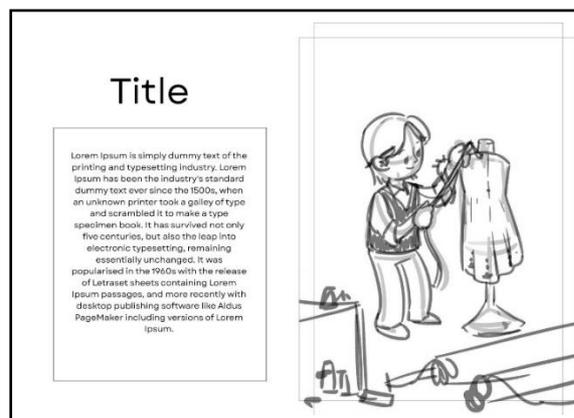
Figure 4. 3 Visual of Characters Sketch.

c. Font and size selection

There are several fonts used in writing the content of the story. In each title section using the font 'Jua' and the content section using 'Nunito'. The fonts used are different which differentiates the title and content as well as the size and colour of the letters.

Figure 4. 4 Font and Size.

d. Colour

In choosing colours, both from visual characters and letters. In visual characters in the selection of soft colours which have low saturation and high brightness which gives a pleasant impression to each visual character. Meanwhile, the letters are given a bold colour which has high saturation and low brightness which gives a striking impression.
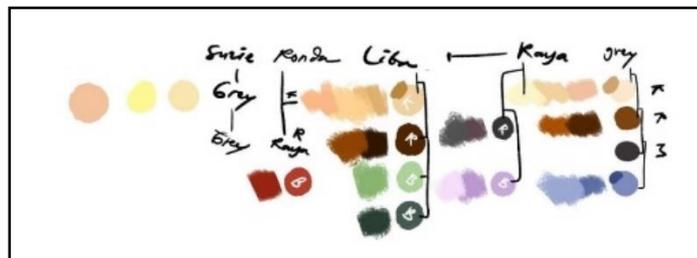
Figure 4. 5 Color Visual Characters.

The figure above shows the colours used for the visual characters, which are soft and made attractive by combining other colours.

Figure 4. 6 Font Color.

The colours above are used for fonts that indicate new vocabulary, which are bolded, while grammar letters are not bolded.

44

e. Layout design of the book

After designing everything starting from the cover, characters and colours, there is a book design layout with an A5 book size which is used to determine the layout of visual characters, story content, motivational sentences, vocabulary tables and others. In arranging the layout using canva which is as follows:
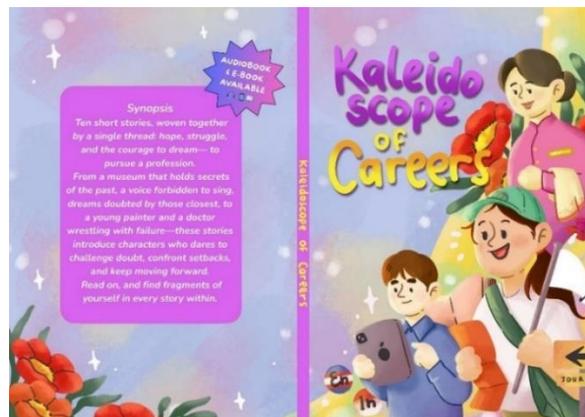
Figure 4. 7 Cover book.

The figure above shows the front and back covers of the book. The front cover highlights the characters, while the back cover shows a synopsis of the short story and information about the audiobook and e-book.

CONTENTS

Figure 4. 8 Table of Contents.

The figure above is a table of contents showing the titles and page numbers of the stories.

Figure 4. 9 Visual Character.

The figure above shows the contents of the book, where the layout of the story and visual characters are adjusted to suit the scenes or events in the story.

Figure 4. 10 Table of Vocabulary.

The figure above is a list of vocabulary words found in the short story, consisting of the word (English), meaning (Indonesian), and example sentence.

Scan Code to Listen
The Audiobook & e-Book

Figure 4. 11 Barcode.

The figure above shows a barcode that will take you to the e-book and audiobook.

Figure 4. 12 About Authors.

The figure above is a section about the author of the short story anthology.

Figure 4. 13 Illustrator.

The figure above is an illustrator for designing the visual characters in the short story.

4. Audio Narration

While reading the text, learners can listen to the audio story. This integration improves learners' listening skills, pronunciation and vocabulary comprehension. By listening to the narration that matches the text, learners can understand English intonation, rhythm and pronunciation more naturally and contextually.

a. Narration Script Development

The narration script is based on the story text, with language adjustments appropriate for A2 level. The sentences are made simple, clear and easy to follow so that learners can understand the content of the story when listening to the narration.

b. Voice Recording

Recording is done in a quiet atmosphere with a high-quality microphone. To make the narrator easy for students to understand, the narrator was selected by considering clear pronunciation, natural intonation, and appropriate speaking speed.
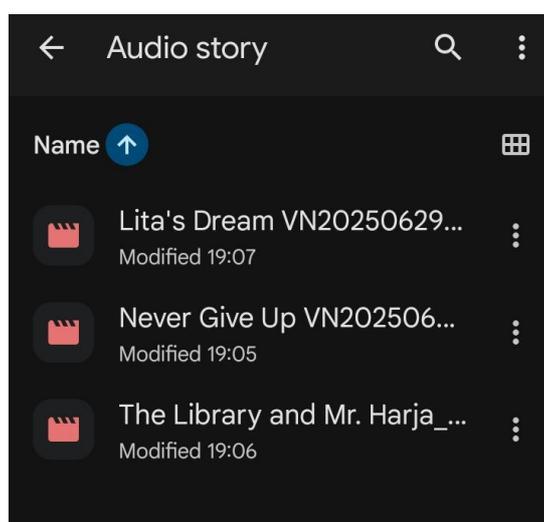
Figure 4. 14 Voice Recording.

c. Audio Editing

This audio editing process uses the VN application. Editing begins by importing audio files into the editing software timeline. To facilitate alignment and further processing, the audio tracks are separated and organised.

1. Import audio files to the timeline

   As a first step in editing, the recorded files are included in the audio editing programme. This allows the editor to arrange the audio parts in a more organised manner.

2. Track Separation and Arrangement

   Separated from effects or background music, the main audio track is then rearranged where necessary. This is done to aid the synchronisation process and maintain the clarity of the narration sound.

3. Volume stabilisation

   To prevent parts of the sound from being too quiet or too loud during playback, the volume is adjusted from the beginning of the recording to the end of the recording.

4. Synchronising with music

   Background music is added carefully and the rhythm is adjusted so as not to distract from the story. Synchronisation improves the dynamics of the story without compromising the clarity of the main voice.

5. Export Audio files

   Once the editing is complete, the audio files are exported in a suitable format for integration with the digital materials. The format chosen should be suitable for the learning platform being used.
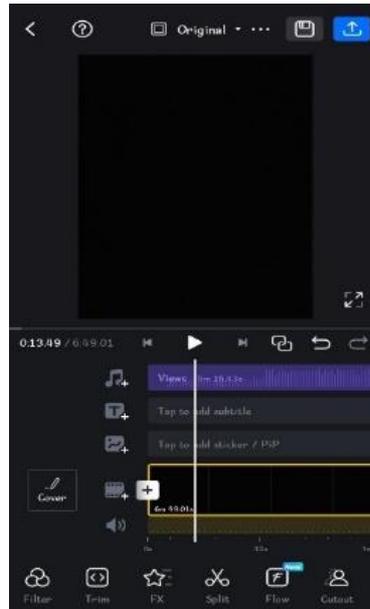
Figure 4. 15 Audio Editing.

d. Audio Testing

To ensure an optimal learning experience for users, the finished audio is tested again to ensure sound quality, story clarity and synchronisation with the visual material.
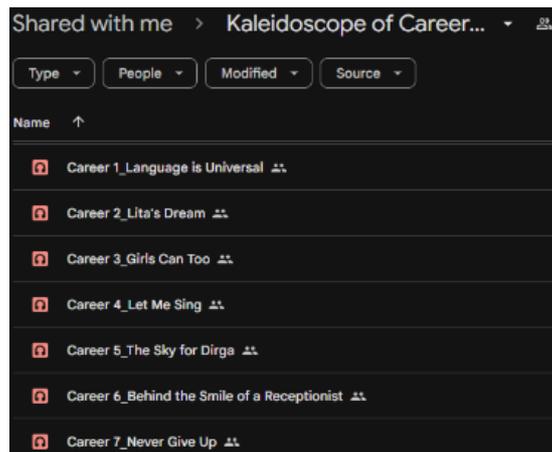
Figure 4. 16 Audio Testing.

e. Vocabulary

Vocabulary helps the learning process which provides a vocabulary table at the end of each story to increase understanding, which initially did not know the meaning of a word to know because of the vocabulary. the vocabulary

50

table has three columns, namely words (English), meaning (Indonesia) and example sentences contained in the story. The following is an example of a vocabulary table in a short story anthology:

Table 4. 3 Vocabulary.

No.	Vocabulary	Meaning	Example
1.	clothing store	*toko baju*	She bought a dress at the clothing store.
2.	design room	*ruangan desain*	The designers work in the design room.
3.	dress	*gaun*	The customer ordered a beautiful dress.
4.	tea-length dress	*gaun panjang (dibawah lutut)*	She wore a tea-length dress to the party.
5.	natural waist dress	*gaun dengan potongan di pinggang alami*	The natural waist dress fits her perfectly.
6.	not popular yet	*belum terkenal*	The store is not popular yet but has great potential.
7.	only child	*anak tunggal*	Lita is an only child in her family.
8.	dream	*mimpi*	Her biggest dream was to be a designer.
9.	prize	*hadiah / penghargaan*	She won the first prize in the design competition.
10.	stop it	*berhenti*	Their mother asked them to stop it.
11.	funeral	*pemakaman*	The funeral was held in the afternoon.
12.	skill	*kemampuan*	Lita improved her skills over time.
13.	believe	*percaya*	She believes in her dream despite challenges.

5. Editing and Revision

In the editing and revision step, the materials, both text and audio, are adjusted to the learning objectives and quality standards. Text is double-checked to ensure grammar, consistency of style and understandability of content, and audio is double-checked to ensure synchronisation, pronunciation and intonation are good. Revisions are made to the text content and audio-visual elements if there are errors or discrepancies. This process is very important to ensure that the material presented is not only engaging, but also accurate and easily understood by the learners.

4.1.1.4. Preliminary Field Testing

The initial trial involved the supervisor as a media expert for learning materials. The supervisor was asked to assess sentence structure, language, audio and visual attractiveness. The assessment was conducted through validation sheets and guided interviews. The aim was to get feedback and suggestions about the content structure, suitability of English stories with A2 level, and feasibility of visual display and vocabulary presentation. Some criticisms and recommendations were proposed based on the results of this trial. The next stage is a sample of validation letters submitted to expert lecturer.

Figure 4. 17 Sample of Validation form.

Figure 4. 18 Form of Validation Product.

Evaluation of criticism and suggestions related to the collection of short stories.

1. Words using Indonesian in the 'Meaning' section are written in italics;

2. Words that are too long (pages 25, 61, 74) should be hyphenated according to their syllables;

3. The 'Message of the story' section (page 73) is too short;

4. Replace the word 'writers' with 'authors';

5. The title colour should match the theme colour on the page or title;

6. Double-check the 'example' section in the 'vocabularies' section to ensure there is a full stop (.) at the end of the sentence (see page 16);

7. Double-check the 'vocabularies' section. See page 42 in example number 7 'runaway' (vocabularies) ◊ runway (example);

8. In the 'vocabularies' table, reduce the size of 'No', 'Vocabularies' and 'Meaning' so that the 'Example' section can be larger;

9. See page 16, there are still some that have not been changed in colour (Example), double-check.

After the first revision of the product validation form, the supervising lecturer rechecked the revisions written on the form. After rechecking, there

were several more revisions to the product, as follows:

1. Add the supervisor's name in the "written by:" section;
2. Write full name;
3. See page 60, number 6 (typo).

After all the revision evaluation processes from the academic supervisor in filling out the evaluation form, the researcher received suggestions and criticism to improve the book product.

4.1.1.5. Main Product Revision

This stage included a main revision of the storybook product. The focus of the revision was to simplify the sentence structure to match the comprehension ability of A2. This revision included avoiding compound clauses and the use of tenses that were not appropriate for the level. To make the story simpler and easier to understand, they maintained a plausible and interesting storyline, corrected typos in words or sentences whether it was the vocabulary table or the content of the story, improved the layout of elements, and improved character illustrations to make them more communicative and contextualised. Rather than just visual embellishments, the placement of images is intended to enhance the understanding of the story content.

a. Media Appropriateness Statement Letter

From the validation letter that has been given to the lecturer as an expert validator, the response is that the kaleidoscope of careers learning media is 'Worth using with the revisions given and according to the rules', on the media validation statement letter that has been signed by the media expert lecturer. The statement provides academic support that the media can be developed that has met the criteria for basic and technical feasibility, even so it requires some simple corrections to the book product. With this official statement, it shows that the media is suitable for use in learning English at A2 level because it meets the standards of content, delivery method, and design appearance.

b. Results of Validation by Media Experts

In accordance with the results of validation by lecturers as media experts, the following results were obtained. As an expert, the validator provided some criticism and suggestions in correcting errors in the book product. the following revisions were given:

1. The use of Indonesian language in the 'Meaning' section: In the vocabulary table in the 'Meaning' column that refers to the meaning of vocabulary, italicised each word to make it harmonious and neat;

Figure 4. 19 Meaning.

2. Hyphen of words that are too long: Separate words on pages 25, 61, and 74 need to be corrected to conform to the rules of hyphen in writing;

Figure 4. 20 Hyphen of Word.

3. Message of the Story: On page 73 in the 'massage of the story' section requires improvement, namely sentences that are not too short so that

the message can be conveyed properly in accordance with the narrative structure;

Figure 4. 21 Message of the Story.

4. Use of the word 'Writers' Replace 'Authors': The 'About Writers' section in this book was changed to 'About Authors' to better fit the context of literary works.

Figure 4. 22 Replaced word.

5. Title Colour Change: The title colour is the same as the theme colour on the title page;

Figure 4. 23 Title color change.

6. Use of full stops at the end of sentences: Double-check 'example' in the 'vocabulary' section to ensure there are full stops (.) at the end of sentences (see page 16);

Figure 4. 24 Use full stops.

7. Vocabulary Correction in Vocabularies: Double-check the vocabulary section on page 42, example no. 7 "Runaway" (vocabulary) → runway (Example);

7	runaway	landasan pesawat	They went to the runaway to see the plane.

7	runway	landasan pesawat	They went to the runway to see the plane.

Figure 4. 25 Word correction.

8. Table size in Vocabulary Section: The font in the 'Example' section of the 'Vocabularies' table was enlarged to improve readability.

Vocabularies

No	Vocabularies	Meaning	Example

Vocabularies

No	Vocabularies	Meaning	Example

Figure 4. 26 Change table size.

9. Revised Page 16: This section was thoroughly re-reviewed as there were still visual elements and fonts that had not been updated.

5	natural waist dress	gaun dengan potongan di pinggang alami	The natural waist dress fits her perfectly.
6	not popular yet	belum terkenal	The store is not popular yet but has great potential.

5	natural waist dress	gaun dengan potongan di pinggang alami	The natural waist dress fits her perfectly.
6	not popular yet	belum terkenal	The store is not popular yet but has great potential.

Figure 4. 27 Font color consistency.

Second revision after improvements were made to the first revision, as follows:

1. Add the supervisor's name in the "written by:" section on the front cover of the book.

Figure 4. 28 Add name on front cover.

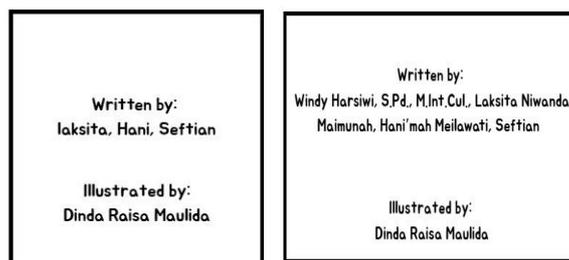2. Write full name; Write down the full names of all authors.

Figure 4. 29 Write down the full name.

3. See page 60, number 6 (typo). Correcting a typo in the vocabulary table in the book product.

Figure 4. 30 Correcting a typo.

4.1.1.6. Main Field Testing

After revisions were made based on the supervisor's feedback, the product was re-tested on its main target users—A2-level learners. This trial involved 10 A2-level students, chosen based on their availability and willingness to participate. They were asked to read the short stories independently, observe the illustrations, and use the provided vocabulary list. Upon completing the short story anthology, a semi-structured interview was conducted to gather feedback, while a questionnaire in Google Form format was provided for participants to give their evaluations either in person or online. The interview and questionnaire participants were intentionally selected from various universities and majors across Indonesia to ensure a broad and representative range of perspectives. The interviews, involving 10 students, aimed to gain deeper insights into individual learners' experiences and challenges, whereas the questionnaires, completed by 31 A2-level English learners, were designed to collect data from a larger group. Using different participants for each method minimized bias and maintained diversity in academic backgrounds.

a. Interview results

Interviews were conducted with ten student respondents from various universities, including Diponegoro University, Sebelas Maret University, Muhammadiyah Surakarta University, and Sultan Ageng Tirtayasa University, as well as different departments such as Applied Foreign Languages, Tax Accounting, Library Science, Mathematics Education, Early Childhood Education, and Agrotechnology, in students 2nd, 4th, 6th, and 8th semesters. In this section, through interviews, the researcher attempts to explore the English learning experience of users using the Kaleidoscope of Careers book. The following are the results of the interviews and questionnaires that have been conducted.

1. Challenges in Vocabulary, Style, and Audio

   Most respondents reported that they did not encounter serious obstacles in understanding the story. However, some vocabulary and sentence structures were considered quite challenging. One respondent said that the variety of words in the story was quite diverse and enriched their knowledge, but sometimes learners had difficulty understanding the overall meaning of the sentences. On the other hand, some respondents reported no difficulties because they found the provided glossary helpful. Several respondents suggested that the audio be equipped with speed control and pronunciation features to facilitate listening practice.

2. Effectiveness of the Book as a Learning Medium

   The majority of respondents considered the book to be very supportive of the process of learning to read and listen at the same time. One participant said that the short stories presented were not boring and were effective for honing two skills at once. Another respondent added that the reading experience was enjoyable and not like learning in a formal setting. In addition, the flexible and repeatable audio format was considered suitable for a variety of learning styles.

3. Combination of Audio and Visual

The combination of audio narration and visual illustrations is considered to strengthen the understanding of the story and attract the reader's attention. One respondent stated that the combination of the two facilitates the process of understanding the text, where audio helps with listening, while images support the visualisation of the story. Several participants also appreciated the sound effects in audiobooks, which made them feel more emotionally involved.

4. Language Difficulty Level

Most respondents felt that the vocabulary and sentence structure were appropriate for the A2 level. However, some felt that some sentences were too long and complex. Despite this, the glossary was very helpful in understanding the meaning of new words. Some participants even said that even though there were unfamiliar words, they could still understand the story's content thanks to the clear context.

5. Feedback for Development

Various suggestions were made to improve the book. These include adding exercises or reflective questions after each story, providing Indonesian translations for beginners, and adding features to adjust the speed and pronunciation of the audio to make it more user-friendly for all users. Some respondents also suggested improvements to the visual appearance, such as brighter font colours and larger font sizes. Several respondents also suggested that grammar markers such as tenses be inserted into the stories so that readers could learn sentence structure more comprehensively.

In general, respondents gave positive feedback on the Kaleidoscope of Careers book. The story content, multimodal format, and supporting features such as audio and illustrations were considered useful in improving understanding, learning interest, and emotional engagement. However, the feedback provided is an

important consideration for further development, particularly regarding audio quality, visualisation, and reflective elements in learning.

b. Results of Questionnaire Analysis

A total of 31 students in Indonesia from various universities, such as the University of Jakarta, Airlangga University, Padjadjaran University, Surabaya Institute of Technology, Singaperbangsa University, Imam Bonjol State Islamic University, Semarang State University, Yogyakarta State University, and Tarumanegara University, with various majors and in their 2nd, 4th, 6th, and 8th semesters, participated as test subjects in this assessment. They are English language learners at the A2 level, specifically in reading and listening skills. Their responses to the short story anthology Kaleidoscope of Careers were obtained through a questionnaire consisting of 15 evaluative statements. The following are the respondents' answers to each question:

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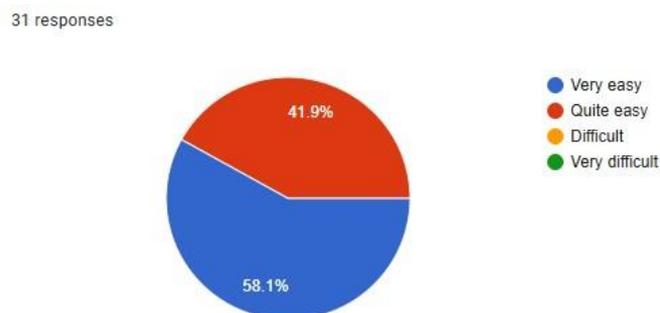

Figure 4. 31 Questionnaire results 1.

A total of 18 respondents (58.1%) stated that the content of the story in this book was very easy to understand. Meanwhile, 13 respondents (41.9%) stated that the content of the story was quite easy to understand. These findings indicate that the choice of language and narrative flow were appropriate for English language proficiency at the A2 level.

61

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

31 responses

- Very helpful
- Somewhat Helpful
- Not very helpful
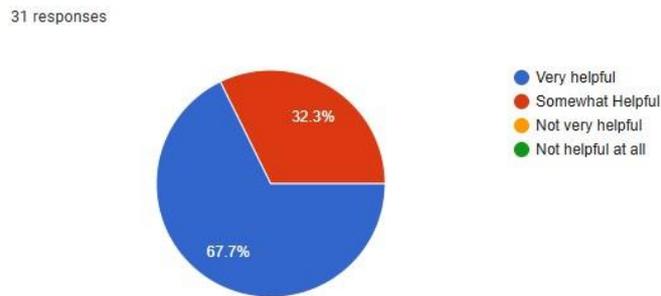- Not helpful at all

32.3%

67.7%

Figure 4. 32 Questionnaire results 2.

Approximately 21 respondents (67.7%) considered the vocabulary section to be very helpful for respondents. Meanwhile, 10 respondents (32.3%) considered it to be quite helpful for respondents as English learners. These results indicate that the vocabulary at the end of each story helps learners in the process of learning to read in English.

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

31 responses

- Yes, It matches very well
- Quite well
- Not really
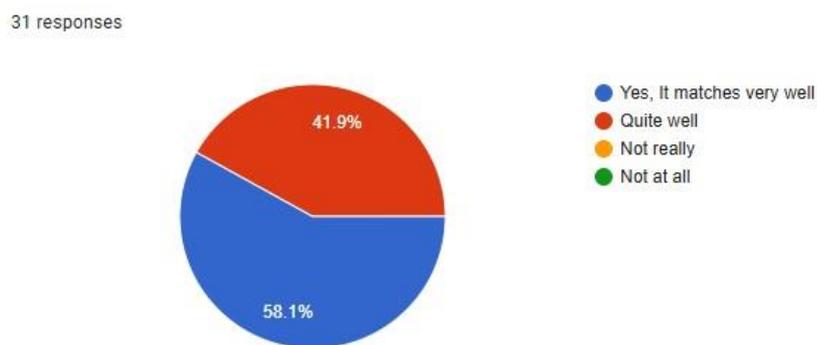- Not at all

41.9%

58.1%

Figure 4. 33 Questionnaire results 3.

A total of 18 respondents (58.1%) assessed that the grammar in the story was appropriate for their level, which is suitable for learners in learning English. Meanwhile, 13 respondents (41.9%) found the simple grammar structure quite helpful. This shows that some sentences in the context of the story help learners understand the overall meaning.

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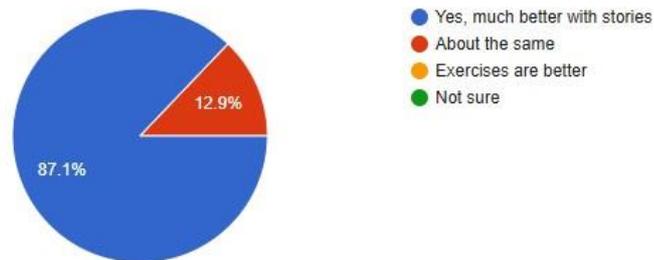
31 responses

Figure 4. 34 Questionnaire results 4.

A total of 27 respondents (87.1%) felt that learning grammar through stories was more natural than through exercises. Meanwhile, 4 respondents (12.9%) stated that learning English through stories and exercises was almost the same. These findings show that learning grammar through stories is more helpful and enjoyable for A2 level learners.

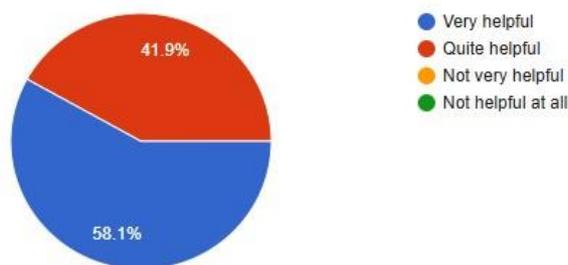5. How helpful was the audio in understanding the story?

31 responses

Figure 4. 35 Questionnaire results 5.

Around 18 respondents (58.1%) stated that audio was very helpful. Meanwhile, 13 respondents (41.9%) answered that it was quite helpful in understanding the story content. This shows that pronunciation and intonation help learners easily understand the meaning of the story content.

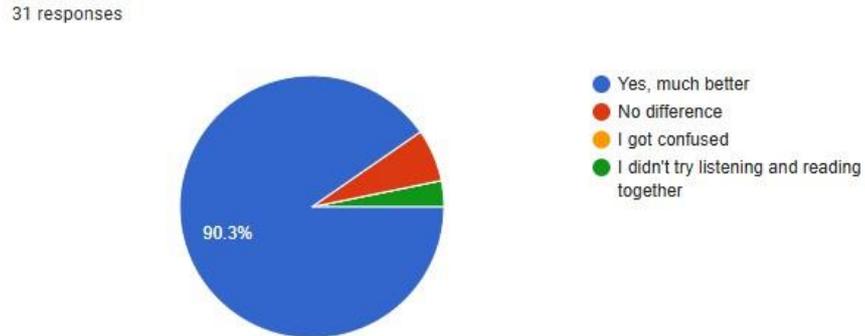6. Did listening while reading help you understand the story better?

Figure 4. 36 Questionnaire results 6.

A total of 28 respondents (90.3%) felt that reading while listening is more effective in understanding the story's content. 2 respondents (6.4%) coloured red felt there was no difference when reading while listening. Meanwhile, 1 respondent (3.2%) coloured green did not try listening while reading simultaneously. These results indicate that the audio in the story can connect the text with direct pronunciation.

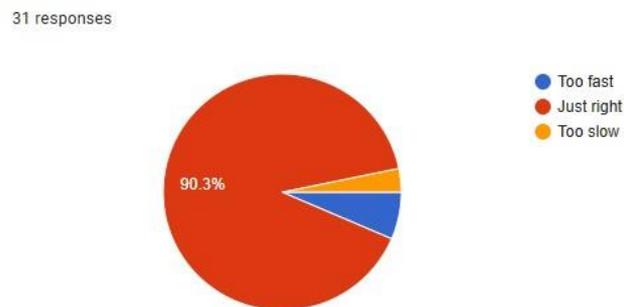7. How was the narrator's speaking speed?

Figure 4. 37 Questionnaire results 7.

Around 28 respondents (90.3%) rated the narrator's speaking speed as appropriate. 2 respondents (6.5%) coloured blue stated that the narrator spoke too quickly, while 1 respondent (3.2%) coloured yellow stated that the narrator spoke too slowly in narrating the story. This indicates that

the speaking speed should have a speed adjustment feature so that learners can adjust the speed.

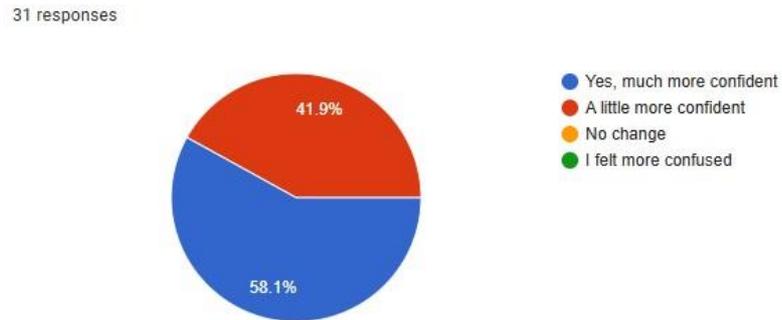8. Did the audiobook help you feel more confident in listening?

Figure 4. 38 Questionnaire results 8.

A total of 18 respondents (58.1%) felt confident in listening after listening to audiobooks. Meanwhile, 13 respondents (41.9%) felt slightly confident. This shows that respondents felt more familiar with English pronunciation and conversation flow.

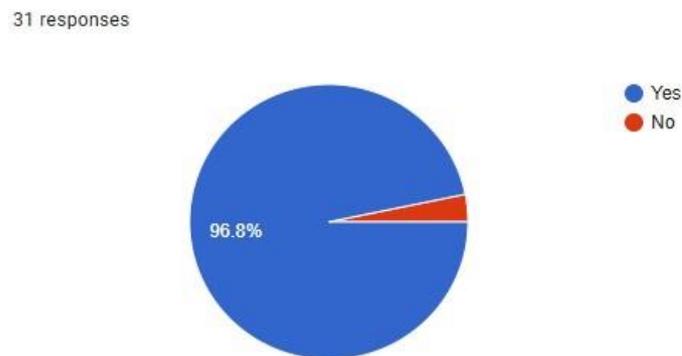9. Would you like more books like this to include audio narration?

Figure 4. 39 Questionnaire results 9.

A total of 30 respondents (96.8%) said yes, hoping that books like this will also be equipped with audio stories in the future because it makes learning more lively and enjoyably. Meanwhile, 1 respondent (3.2%) said no. This shows the need for innovation in the development of audiobooks for stories.

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

31 responses
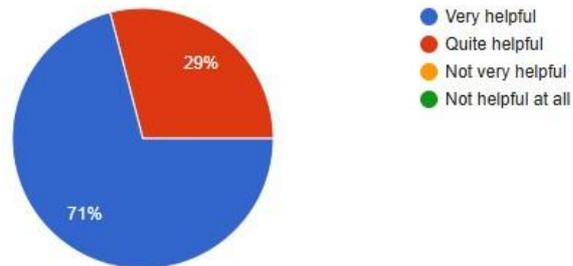
Figure 4. 40 Questionnaire results 10.

A total of 22 respondents (71%) rated the visual illustrations as very helpful, making it easier to imagine the situations in the story and clarify the plot. Meanwhile, 9 respondents (29%) found the images to be somewhat helpful

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

31 responses
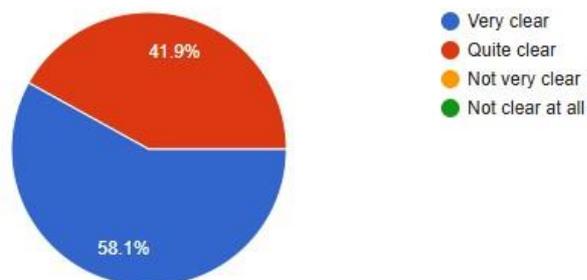
Figure 4. 41 Questionnaire results 11.

Approximately 18 respondents (58.1%) rated the descriptions of the environment, language, and events that are important parts of the story as very clear, while 13 respondents (41.9%) rated them as somewhat clear.

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

31 responses

Very useful
Quite useful
Not very useful
Not useful at all

25.8%
74.2%

Figure 4. 42 Questionnaire results 12.

Approximately 23 respondents (74.2%) stated that the images were very useful, while 8 respondents (25.8%) stated that they were somewhat useful, indicating that the images helped in understanding the characters and settings that appear in the story.

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

31 responses

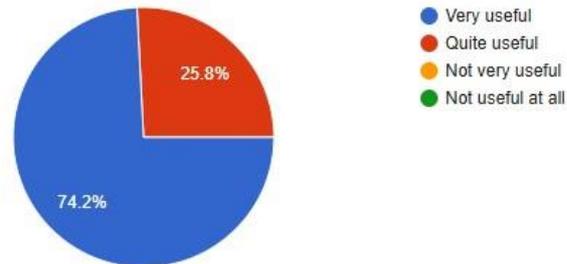Yes, much more interesting
A little more interesting
No difference
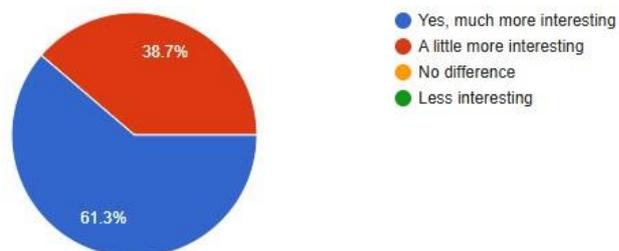Less interesting

38.7%
61.3%

Figure 4. 43 Questionnaire results 13.

A total of 19 respondents (61.3%) rated the visual style used, which includes the use of colour and character expressions, as making the story more interesting and less boring. Meanwhile, 12 respondents (38.7%) rated the visual style as slightly more interesting.

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

31 responses

Figure 4. 44 Questionnaire results 14.

All respondents (100%) expressed a desire for more illustrations in future stories because images facilitate understanding and enrich the reading experience.

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

31 responses

Figure 4. 45 Questionnaire results 15.

A total of 30 respondents (96.8%) expressed a high interest in reading more stories in a similar format, feeling that this method was enjoyable and effective in supporting the English language learning process. Meanwhile, 1 respondent (3.2%) stated no.

4.1.1.7. Final Product Revision

In the final revision stage, two sources of feedback were used from A2 level learners. The revision that has been carried out in the main field testing section is

the purpose of this final product revision to thoroughly review based on the feedback and testimonials given by the respondents. The first is the addition of color to sentences as a grammatical marker which can help English learners at level A2 recognize present and past tense sentences and also understand the content of the story. Sentence color markers begin by introducing which colors are for present and past tense.

Figure 4. 46 Revision of adding sentence color markers.

The second, continue by applying all the sentences to be colored, where the color markers for the present tense and past tense in the short story can help English learners easily understand the contents of the short story.

Figure 4. 47 Result revision of adding sentence color markers.

4.1.1.8. Dissemination and Implementation

After final revisions, the interactive short story anthology has been distributed in both printed and digital formats as the final stage of the media

development process. While the printed version is intended for supervisors and examiners, the digital version is shared via document platforms, WhatsApp study groups, and educational social media to support independent learning for A2-level learners. The product is also implemented directly in basic English reinforcement programs, where it is used for reading practice, exploring visual illustrations, listening audiobook and building vocabulary through vocabulary intuition. Intellectual Property Rights (IPR) have been secured to legally protect the content and design from plagiarism. Initial user responses have been very positive, highlighting improved understanding, increased interest through character illustrations, and better vocabulary retention. Overall, the anthology proves to be a technically and pedagogically effective tool for contextual and enjoyable English learning at the A2 level.

4.2. Discussion

Kaleidoscope of Careers is an enjoyable and effective educational book based on interviews and questionnaires conducted by learners at the A2 level. It was found that the short stories presented use simple and easy-to-understand English that is appropriate for the respondents' English language abilities. The coherent plot and frequently used vocabulary make it easy for learners to follow the stories. This indicates that this medium has fulfilled the pedagogical elements required for teaching basic English. Additionally, the visual and audio elements provided make the learning process more engaging and less monotonous, with respondents showing active involvement while using this media.

In addition to the story content, the glossary and visual illustrations are crucial for helping learners understand the story. Respondents believe that providing a vocabulary table at the end of the story helps them understand new words without having to look them up manually. Visual illustrations also support the context of the story, making its meaning clearer, and can even make learners feel close to the characters in the story. One interesting finding is that the visuals displayed help strengthen imagination and imagery of the setting, in addition to

serving as a complement. This shows that media that strategically combines text with visuals influences learners' meaning-making at the basic level.

In addition, the survey results show that learning grammar through stories is much easier and more natural than conventional methods such as exercises. It is considered that using grammar integrated into stories helps learners understand the function of sentence structures without memorising all the rules. Because grammar is acquired from reading experience, rather than from theory alone, the learning process becomes more contextual and less burdensome. This supports the idea that context-based learning can improve students' understanding and absorption, especially in foreign language learning at the A2 level.

Most respondents gave positive feedback on the audio narration of this book. Respondents said that learners received help in improving their listening skills, especially in terms of understanding correct pronunciation and intonation. Some respondents said that listening while reading made them more focused and confident. However, some respondents mentioned that the narrator spoke too quickly or too slowly. This highlights the importance of the ability to adjust audio speed to meet individual learning needs. These responses indicate that while the media already supports multimodal learning, flexibility remains a crucial component to consider when developing story-based digital media.

Colours and visual style greatly influence reading comfort. It is considered that the illustrations used provide an aesthetically pleasing impression in addition to clarifying the content of the story. Colours such as soft blue, bright green, and warm orange are used to create a warm and welcoming atmosphere for readers, especially for learners who are new to the English language. These visual elements are crucial for maintaining readers' attention and fostering deeper emotional engagement with the story.

Additionally, respondents provided valuable recommendations for media development. Some suggested enhancing understanding by including practice questions or reflections after each story. Others proposed Indonesian translations for beginners, particularly those who are not yet confident in reading stories in English independently. Furthermore, it was noted that the educational elements in

the book could be strengthened by adding grammar markers such as tenses or sentence structures.

Overall, the Kaleidoscope of Careers book received positive feedback from respondents and proved capable of fulfilling its pedagogical objectives as an English language learning medium at the A2 level, providing a comprehensive, engaging, and relevant learning experience that combines stories, visuals, audio, and vocabulary support. This media has become an example of effective multimodal learning media that is worthy of further development, although there are still some things that need to be improved. These findings are in line with previous studies by Misriandi and Hendrawan (2023) as well as Ghazanfari, Hemmati, and Rastegar (2014), which demonstrated that short stories and visual illustrations enhance vocabulary acquisition and comprehension. However, this study extends earlier research by integrating stories, visuals, and audio narration into a single medium, addressing the gap in previous literature where these elements were often examined separately.