

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The present study successfully produced the Smart Migrant Book, an English learning resource specifically developed to address the communicative needs of prospective Indonesian Migrant Workers. The development process was grounded in a comprehensive needs analysis, ensuring that the content was directly aligned with the workplace communication demands and real-life situations commonly faced by migrant workers abroad. The resulting product incorporates contextually relevant vocabulary, audio support for pronunciation practice, and structured exercises, with the language level deliberately designed to progress gradually, making it particularly suitable for beginner learners with limited prior exposure to English. These features collectively affirm that the Smart Migrant Book is a valid, practical, and contextually relevant instructional resource well-suited for use in vocational training settings preparing Indonesian migrant workers for international employment.

The Smart Migrant Book was developed through eight sequential stages adapted from the R&D model of Borg and Gall (1983), spanning from initial needs assessment to formal dissemination. Beginning with research and information collection at LPKS Nur Mutiara Bangsa, the study systematically progressed through planning, preliminary product development, expert validation, main product revision, user-based field testing, final product revision, and culminated in the formal handover of the book to LPKS Nur Mutiara Bangsa. Each stage contributed meaningfully to the iterative refinement of the product, ensuring that the final version of the Smart Migrant Book was not only theoretically grounded but also empirically validated and directly responsive to the needs and experiences of its intended users.

5.2 Suggestion

Based on this research, future researchers are encouraged to examine the effectiveness of the Smart Migrant Book in enhancing learners' English proficiency and workplace communication skills through experimental or quasi-experimental

research designs. Since the present study primarily concentrated on the development and validation stages, the question of measurable learning outcomes remains an important avenue for subsequent inquiry. Longitudinal studies would be particularly valuable in tracking progress in learners' communicative competence over an extended period, providing more robust evidence of the book's instructional impact.

Further studies may also explore the implementation of the Smart Migrant Book across a variety of teaching methods and learning approaches to identify the most effective instructional strategies for improving learners' outcomes. Comparative studies could investigate whether learners achieve stronger results through facilitator-led group sessions, self-directed learning, or a combination of both, thereby contributing to the broader literature on instructional design for low-literacy adult learners.

It is equally recommended that future research extend the geographic and demographic scope of the book's implementation to determine whether the product performs equally well among migrant workers from different linguistic backgrounds, cultural contexts, or destination countries. Finally, given its triple coding foundation, future researchers may investigate the relative contribution of each modality text, image, and audio to learning outcomes, which would provide a stronger empirical basis for refining the design in future editions of the Smart Migrant Book.