

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

This chapter presents the result from developing an English learning book for prospective Indonesian Migrant Workers (IMWs) preparing to work in Singapore. The development of this book was rooted in a genuine pedagogical need observed within the practical training context in Indonesia, particularly among individuals preparing for employment abroad. As the demand for skilled migrant workers continues to grow, so too does the necessity for targeted language preparation that goes beyond general English instruction and addresses the specific communicative demands of the workplace. A practical problem was identified at LPKS Nur Mutiara Bangsa in Kebumen, where prospective migrant workers consistently encountered difficulty with English pronunciation specifically in recognizing, producing, and practicing words relevant to their target work environment in Singapore. Existing training materials at the institution offered limited support in this area, leaving learners without a structured resource to develop this foundational skill. Without adequate pronunciation guidance embedded within contextually appropriate materials, learners risked entering the workforce underprepared for the basic verbal communication their jobs would require.

The Smart Migrant Book was developed as a direct response to this gap. Rather than relying on general-purpose English textbooks that bear little relevance to the lived experiences of migrant workers, this book was designed to provide structured, accessible, and contextually grounded content tailored to low proficiency level of its target users. It offers learners the opportunity to engage with vocabulary, pronunciation guidance, and situational language that mirrors the conditions they are likely to encounter in Singapore workplaces, making it a practical and purpose-built solution to the problem observed at the institution.

The development of this book followed an adapted R&D model by Borg and Gall (1983) across eight stages: Research and Information Collection, Planning, Preliminary Product Development, Preliminary Field Testing, Main Product Revision, Main Field Testing, Final Product Revision, and Dissemination. Each stage was carried out systematically to ensure that the final product was not only theoretically grounded but also validated through expert review and field testing with actual learners. The findings from each stage are presented and discussed throughout this chapter.

4.1.1 Research and Information Collection

The first stage of this study was conducted to identify the learners' needs through interviews, observations, and a syllabus review. The researcher interviewed 10 prospective Indonesian Migrant Workers (IMWs) using semi-structured questions where the researchers have the main question to ask, but if there's any additional question it's openly to ask to the interviewee. The participants were selected based on several criteria to obtain different perspectives. Some participants had never learned English, while others had previous experience learning English. The researcher also interviewed participants who had worked abroad and those who had not. During the interviews, participants were asked about their difficulties in learning English and the language skills they found most challenging.

The results showed three main problems. First, most participants had limited or no prior knowledge of English. Second, differences in educational background affected their learning progress. Third, older learners found it more difficult to understand and remember new material. Observations at the training centre revealed that the existing learning materials were not well organized, lacked workplace vocabulary and common instructional expressions, and contained inconsistent grammar explanations. Furthermore, the syllabus review showed that some of the English materials were not fully relevant to the actual

communication needs of prospective migrant workers. The syllabus contained general English topics but provided limited content related to workplace communication and daily tasks commonly faced by migrant workers. As a result, learners had difficulty connecting the materials to their future work situations. These findings indicated the need for practical, relevant, and easy-to-understand learning materials based on real workplace contexts, which became the foundation for developing the Smart Migrant Book.

4.1.2 Planning

The planning stage built directly upon the findings gathered during the research and information collection phase, translating identified learner needs into a structured content framework for the book. At this stage, the topics to be covered were carefully selected based on the most common communication situations prospective migrant workers are likely to face in Singapore workplaces. Rather than adopting a broad or generic English curriculum, the content was narrowed to functional, high-frequency areas that reflect the real daily demands of the target users. The topics finalized at this stage include the alphabet and numbers, self-introduction, greetings, time and price expressions, job interview preparation, daily vocabulary, common responses, telephone expressions, receiving visitors, and caregiving and household vocabulary. These topics were identified through interviews with the instructors and the head of instructor at LPKS Nur Mutiara Bangsa, whose direct experience training and placing domestic workers abroad provided insight into the language demands trainees would face in the workplace. Each topic was chosen with a clear communicative purpose in mind, ensuring that every unit of the book would contribute directly to the learners' readiness for workplace interaction. The learning objectives were defined to be measurable and achievable within the low proficiency range, so that learners with little to no

prior English background could still engage meaningfully with the material and experience a sense of progress throughout their study.

Alongside the content planning, considerable attention was given to the visual and aesthetic design of the book. Recognising that the target learners are adult migrant workers who may have had limited recent experience with formal education, the development team was mindful of the risk of producing a book that felt dense, intimidating, or monotonous. To address this, the design approach prioritised visual appeal and learner comfort. Layouts were planned to be clean and uncluttered, with illustrations and graphic elements incorporated to make each page more engaging and less text heavy. The colour palette was selected with care, favouring tones that are visually pleasant and easy on the eyes during extended reading or study sessions, while still maintaining a professional and credible appearance appropriate for a vocational learning context. The overall aesthetic was intended to strike a balance between being approachable and fun on one hand, and purposeful and structured on the other so that learners would feel invited to open the book rather than reluctant to engage with it.

The third major consideration during the planning stage was the integration of audio support to assist learners in developing their pronunciation and listening skills. Given that one of the core problems identified at LPKS Nur Mutiara was the difficulty prospective migrant workers faced in producing and practising English words correctly, it was clear that a print-only resource would be insufficient. To bridge this gap, the team planned to embed QR codes throughout the book, each linking to voice-over recordings that model the correct pronunciation of vocabulary items and expressions presented on that page. This feature was designed to allow learners to hear authentic pronunciation at any time, whether during guided sessions at the institution or during independent study at home. By combining written content with

accessible audio support, the book was planned not merely as a reading resource but as a multimodal learning tool one that acknowledges the central role of spoken language in the communicative goals of Indonesian Migrant Workers preparing for employment in Singapore.

4.1.3 Developed Preliminary Form of Product

Based on the results of the needs analysis and planning stage, the researcher developed the preliminary version of the learning book. The product was designed as a practical English learning resource specifically for prospective Indonesian Migrant Workers (IMWs) preparing to work in Singapore, with the development process guided by the communicative needs identified in the earlier stages. Every decision made during this phase from the selection of content to the choice of format and supporting features was grounded in the goal of producing a resource that was not only theoretically sound but also genuinely usable by the target learners in both instructional and independent learning settings.

The preliminary product consisted of approximately 98 pages and was developed in A5 format. This format was deliberately chosen to ensure portability and ease of use, as prospective migrant workers may need to carry the book during training sessions at the institution or study independently at home. The compact size was considered appropriate for the target users' learning conditions, making the book convenient to handle without compromising the clarity or readability of its contents. The materials were organised into several learning units covering topics directly related to workplace communication and daily interactions, including the alphabet and numbers, self-introduction, greetings, time, price, job interview preparation, daily vocabulary, common responses, telephone expressions, receiving visitors, and vocabulary related to caregiving and household responsibilities. Each unit

was structured to build on the learner's familiarity with functional language, progressing from foundational topics toward more situationally specific content that reflects the real demands of working and living abroad.

The product features a front cover intentionally designed to capture both the functional purpose and the professional identity of the learning book. As the visual entry point, the cover uses targeted imagery, layouts, and typography to clearly communicate its role for prospective Indonesian Migrant Workers (IMWs). Specifically, the visual elements on the cover reflect the domestic work sectors and daily duties IMWs encounter abroad, creating a direct visual link to the practical content found within the book. By combining these representative graphics with an appealing aesthetic, the cover serves as an immediate, recognizable marker for this specific learner group, effectively setting the tone for the overall instructional resource.



Figure 4.1 Front Cover of the Smart Migrant Book

To help learners navigate the book efficiently and independently, a table of contents was included at the opening of the book. This section presented a clear overview of the learning units and supporting sections, allowing learners

and instructors alike to locate specific topics quickly and plan their study sessions in an organized manner

DAFTAR ISI	
Chapter 1. Perkenalan Diri (Self Introduction)	1
Chapter 2. Memberi Salam (Greetings)	7
Chapter 3. Waktu (Time)	13
Chapter 4. Harga (Price)	
Chapter 5. Persiapan Wawancara (Job Interview Preparation)	1
Chapter 6. Kosakata Sehari-Hari (Vocabulary)	1
Chapter 7. Respon dan Tanggapan (Response)	1
Chapter 8. Ungkapan Dalam Bertelpon (Telephone Expressions)	1
Chapter 9. Menerima Tamu (Receiving Visitor)	1

Figure 4.2 Table of Contents of the Smart Migrant Book

One of the central components of the learning materials was vocabulary development. The vocabulary sections provided learners with commonly used words and expressions relevant to workplace and daily-life communication in Singapore. To make the vocabulary more accessible and easier to retain, each entry was accompanied by contextual illustrations, enabling learners to form a visual association with the word rather than relying solely on written definitions or translation. This approach was considered particularly important given the A1–A2 proficiency level of the target users, for whom visual support can significantly aid word recognition and comprehension.



Figure 4.3 Example of Learning Materials

In addition to vocabulary learning, the book also contained practical expressions and dialog that learners could use in real communication contexts, also in this section we also added pictures for the learners to easily understand the word and the real situation about how the word was used. These expressions were selected based on common situations that prospective IMWs might encounter while living and working abroad.



Figure 4.4 Example of Expressions Materials

To address the pronunciation difficulties that had been identified as a primary concern among learners at LPKS Nur Mutiara, the learning book incorporated a voice-over feature accessible through QR codes embedded throughout the book. Each QR code corresponded to the learning content on that page or unit, directing learners to audio recordings that modelled correct pronunciation of the vocabulary items and expressions presented. This feature was intended to support not only pronunciation accuracy but also listening comprehension and speaking confidence, giving learners repeated exposure to the target language in its spoken form. The inclusion of audio support transformed the book from a purely print-based resource into a multimodal learning tool, acknowledging that reading alone is insufficient for developing the oral communication skills that migrant workers need in the workplace.

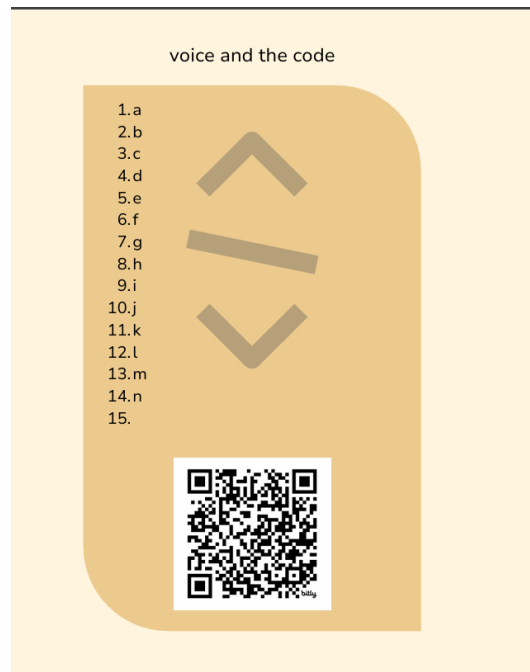


Figure 4.5 Barcode Access for Voice-over Materials

In addition to the printed version, the product was also made available in PDF format to further increase accessibility and support independent learning beyond the classroom. This digital version allowed learners to access the book on mobile devices, making it possible to study at any time and in any location, even without a physical copy. The integration of structured learning materials, contextual visual support, practical expressions, and audio resources was expected to provide learners with a more engaging, comprehensive, and effective learning experience than a conventional print textbook would offer. The completion of the preliminary product marked the transition into the evaluation stage, in which the learning book was submitted for review by expert validators before proceeding to field testing.

4.1.4 Preliminary Field Testing

To assess the quality of the product from multiple perspectives, a comprehensive validation process was conducted involving both an expert validator and stakeholder validators. The expert validation was carried out by Ms. Naila Rohmah, S.Pd., M.Li., while the stakeholder validation involved representatives from LPKS Nur Mutiara Bangsa, namely Ms. Ayu Diah Woro Wuryani and Ms. Sri Yuni Rejeki. Three distinct evaluation instruments were utilized in this process. First, a nine-item material validation instrument evaluated content relevance to learner needs, explanation clarity, vocabulary suitability, exercise effectiveness, language appropriateness, structural organization, and learning schedule alignment. Second, a five-item design validation instrument focused on visual aesthetics, including layout, typography, graphic elements, color choices, and overall readability, yielding a specific recommendation to distinctively color-code English words apart from their Indonesian meanings. Finally, a seven-item audio validation instrument examined the audio-supported features, focusing on pronunciation support, sound clarity, text-audio integration, repetition drill effectiveness, and the feature's ability to foster independent communication skills. Ultimately, the insights gathered from the expert and stakeholder validations established the

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

**SURAT PERNYATAAN VALIDASI
DOSEN PEMBIMBING TUGAS AKHIR**

Saya yang bertanda tangan di bawah ini:

Nama : Naila Rohmah S.pd., M.Li.
NIP : 198912262024062001
Program Studi : Bahasa Asing Terapan

Menyatakan bahwa proyek tugas akhir atas nama mahasiswa:

Nama : Mahendra Satrio Laksono
NIM : 4002052650093
Program Studi : Bahasa Asing Terapan
Judul TA : Designing "Smart Migrant Book": An English Learning Book Integrated with Interactive Image Supported E-Book for Prospective Indonesian Migrant Workers

Setelah dilakukan penilaian atas proyek tersebut dapat dinyatakan:

☐	Layak digunakan tanpa revisi
☒	Layak digunakan dengan revisi sesuai arahan
☐	Tidak layak digunakan

Demikian surat validasi ini dibuat agar dapat digunakan sebagaimana mestinya

Semarang, 19 Mei 2026
Validator

Naila Rohmah S.pd., M.Li.
NIP. 198912262024062001

Figure 4.6 Validation Form

4.1.5 Main Product Revision

After the preliminary product draft had been developed, the next stage was expert validation. The validation was conducted by the research supervisor, who has expertise in early childhood education and learning media development.

The purpose of this validation was to obtain feedback and suggestions regarding the developed product before it was tested with the target users. Based on the validation results, several revisions were made to improve the quality of the English Smart Book. The revision focused on the suggestion that the Indonesian meaning should be written in a different color from the English word, as well as improving the typography of the book so that it would be more

readable and presentable. In addition, a bookmark containing supplementary vocabulary was included as an additional feature to support users' vocabulary enrichment beyond the main content of the book. As part of these visual improvements, the front cover was also aesthetically revised to ensure it was polished, modern, and visually aligned with the high standards of the newly updated interior pages.

Table 4.1 Content revision based on validator

Before Revision	After Revision
	
Indonesian meaning still the same Color with the English word	Added different color into Indonesian meaning



Previous cover



The revised cover in term of aestaticly

TAMBAHAN KOSAKATA	TAMBAHAN KOSAKATA
BABY	ADULT
Batu marmer • Marble (n)	Batuhan • n
Batu pasir • Sand (n)	Bekas • Remains (n)
Batu pualam • Granite (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
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Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)
Batu kapur • Limestone (n)	Bekas • Remains (n)

4.1.6 Main Field Testing

In his stage the learning book was tested with the target users to obtain feedback regarding its content, design, and audio features. The main field testing aimed to evaluate the practicality and acceptability of the product from the perspective of prospective Indonesian Migrant Workers (IMWs). The participants involved in this stage consisted of 10 prospective Indonesian Migrant Workers enrolled in the training program. They were selected because they represented the intended users of the developed learning book and were directly involved in English language training activities. Before completing the evaluation questionnaire, each participant was provided with a copy of the

learning book and given three days to read and explore the materials independently. During this period, participants were encouraged to study the contents of the book, complete the learning activities, and access the audio support materials available through the QR code feature. This procedure was intended to ensure that participants had sufficient time to become familiar with the product before providing their evaluation. All statements in the instrument were subsequently grouped into several main aspects related to Learning material, Design readability, and Audio suitability. These aspects served as the basis for determining the feasibility of the product before further revision and development were carried out. The field testing involved 10 prospective Indonesian Migrant Workers (IMWs) from LPKS Nur Mutiara Bangsa, Kebumen, who were preparing to work in Singapore. The participants represented diverse educational backgrounds, ranging from elementary school to senior high school graduates, and were between 23 and 30 years old. This variation allowed the researcher to evaluate the suitability of the learning book for learners with different educational experiences and learning abilities.



Figure 4.7 Collecting Respondent

After the three-day learning period, the participants were asked to complete a user validation questionnaire. The questionnaire was designed to

collect users' perceptions regarding three main aspects of the product, namely the learning materials, visual design, and audio support features. The results obtained from this stage were used to determine the practicality of the product and identify any remaining areas for improvement before the final revision stage.

Table 4.2 User form questioner

No	Statement	Category	Desimal
Material Aspect			
1	The explanations in the book were easy for me to understand, even though I had never worked or lived abroad before. Penjelasan dalam buku mudah saya pahami meskipun saya belum pernah bekerja atau tinggal di luar negeri sebelumnya.	Agree	3.1
2	The English vocabulary provided helps me prepare for everyday communication abroad. Kosakata bahasa Inggris yang diberikan membantu saya mempersiapkan komunikasi sehari-hari di luar negeri.	Agree	3.2
3	The material on self-introductions and job interviews helped me feel better prepared for the job search process abroad. Materi pengenalan diri dan wawancara kerja membantu saya lebih siap menghadapi proses kerja di luar negeri.	Strongly Agree	3.4
4	The conversation examples and work instructions in the book helped me understand work situations abroad. Contoh percakapan dan instruksi kerja dalam buku membantu saya memahami situasi kerja di luar negeri.	Agree	3.1
5	The exercises in the book help me learn English more easily. Latihan-latihan dalam buku membantu saya belajar bahasa Inggris dengan lebih mudah	Strongly Agree	3.3

6	The language used in the book is simple and easy for beginners like me to understand. Bahasa yang digunakan dalam buku sederhana dan mudah dipahami oleh pemula seperti saya.	Agree	3.1
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Design

1	The book has a neat and appealing layout that makes it a pleasure to read. Tampilan buku terlihat rapi dan menarik untuk dipelajari.	Strongly Agree	3.5
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2	The font, text size, and spacing are easy to read. Jenis huruf, ukuran tulisan, dan jarak antar tulisan mudah dibaca.	Strongly Agree	3.3
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3	The pictures and icons in the book help me understand the material more easily. Gambar dan ikon dalam buku membantu saya memahami materi dengan lebih mudah.	Strongly Agree	3.4
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4	The book's colors and design make me more interested in learning. Warna dan desain buku membuat saya lebih tertarik untuk belajar.	Agree	3.2
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5	The organization of the sections in the book makes it easy for me to find and understand the material. Susunan bagian-bagian dalam buku memudahkan saya mencari dan memahami materi.	Agree	3.2
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Audio

1	Audio helps me learn the correct pronunciation of English. Audio membantu saya mengetahui cara pengucapan bahasa Inggris yang benar.	Agree	3.1
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2	The voices in the audio are clear and easy to follow.	Agree	3
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Suara dalam audio terdengar jelas dan mudah diikuti.

3	Listening to audio has helped me feel more confident about trying to speak English. Audio membantu saya lebih percaya diri untuk mencoba berbicara bahasa Inggris.	Strongly Agree	3.3
4	The combination of text and audio makes it easier for me to understand the learning material. Kombinasi tulisan dan audio membuat saya lebih mudah memahami materi pembelajaran.	Strongly Agree	3.5
5	Repetition exercises in the audio help me practice my English pronunciation. Latihan pengulangan dalam audio membantu saya melatih pengucapan bahasa Inggris.	Strongly Agree	3.3
6	Audiobooks have made me more motivated to learn English on my own. Buku berbantuan audio membuat saya lebih semangat belajar bahasa Inggris secara mandiri.	Strongly Agree	3.5

The distributing questionnaires to ten prospective Indonesian Migrant Workers (IMWs) at LPKS Nur Mutiara Bangsa in Kebumen, Central Java. The questionnaire consisted of 17 items covering four aspects of the *Smart Migrant Book*: content relevance, language accessibility, visual design, and audio features. Responses were scored on a four-point Likert scale.

Three items achieved the highest mean score of 3.5: the book's visual layout and appearance, the combination of written materials and audio, and the degree to which the audio-assisted format motivated participants to study English independently. These scores indicate that participants responded most positively to the visual presentation of the book and to the integration of audio with written content. Learners comprehend and retain information more

effectively when verbal and visual channels are engaged simultaneously. The high rating for independent learning motivation also reflects the characteristics of adult learners, who emphasized that self-direction is a defining feature of adult learning behavior.

The lowest mean score was 3.0, recorded for the item concerning whether the audio sound was clear and easy to follow. While this score still falls within the acceptable range, it was the only item that did not reach 3.1 or above. This relatively lower rating suggests that some participants found the audio clarity to be less optimal compared to other aspects of the book, possibly attributable to the recording environment or the quality of the audio files embedded in the e-book. The result points to a specific area for technical improvement in the final revision of the product, particularly in ensuring that audio recordings meet an adequate standard of clarity for learners with limited prior exposure to English pronunciation.

The greatest contrast in the data set lies between the highest-scoring items at a mean of 3.5 and the lowest-scoring items at a mean of 3.0, representing a difference of 0.5 points. Notably, this contrast appears within the audio dimension itself: while participants rated the motivational and comprehension-enhancing effects of the audio feature very highly, they were comparatively less satisfied with the technical sound quality of the recordings. This gap between motivational impact and technical execution is an important finding, as it suggests that the pedagogical design of the audio component was well-received, while the production quality remains an area requiring further attention. This contrast subsequently informed the revisions carried out in the final stage of development.

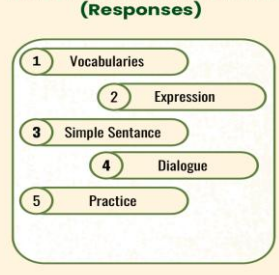
4.1.7 Final Product Revision

The final product revision was conducted after the main field testing was completed. This stage aims to review feedback from the target users and apply the necessary improvements before producing the final version of the Smart Migrant Book.

The main field-testing results showed that participants responded positively to the learning materials, visual design, and audio features included in the book. Overall, participants found the book useful and relevant to their needs as prospective Indonesian Migrant Workers. Most of them stated that the materials were easy to follow and helpful in preparing their English communication skills before working in Singapore.

Although no major problems were identified during the testing process, several participants suggested improving the book's typography. Specifically, some text sections were considered difficult to read due to inconsistent font sizes, limited spacing between lines, and the use of decorative fonts in instructional content. These issues potentially disrupted the reading flow and made it harder for learners to focus on the materials. Based on this feedback, the researcher reorganized the typography throughout the book by standardizing font sizes, increasing line spacing, and replacing decorative fonts with cleaner, more readable typefaces in the main content sections. These adjustments were made to improve readability and ensure that learners could follow the materials comfortably without being distracted by visual inconsistencies. Clear and consistent typography is particularly important for adult learners with limited prior literacy in the target language, as it reduces cognitive load and supports better comprehension.

Table 4.3 Product revision based on user suggestion

Before Revision	After Revision
WAKTU (TIME)  1 Kosakata 2 Ungkapan 3 Kalimat Sederhana 4 Percakapan 13	WAKTU (TIME)  1 Kosakata 2 Ungkapan 3 Kalimat Sederhana 4 Percakapan 19
 1. Wake up at six o'clock in the morning. (Bangun bangun jam enam pagi) 2. What time do you wake up? (Jam berapa kamu bangun?) 3. Okay, Mom. (Ya, Bu) 4. Good. Please prepare breakfast at seven o'clock. (Baik, tolong siapkan sarapan jam tujuh) Cobalah berlatih percakapan ini dengan teman/instruktur. 22	 1. Wake up at six o'clock in the morning. (Bangun bangun jam enam pagi) 2. What time do you wake up? (Jam berapa kamu bangun?) 3. Okay, Mom. (Ya, Bu) 4. Good. Please prepare breakfast at seven o'clock. (Baik, tolong siapkan sarapan jam tujuh) Cobalah berlatih percakapan ini dengan teman/instruktur. 32
RESPONS ATAU TANGGAPAN (Responses)  1 Vocabularies 2 Expression 3 Simple Sentence 4 Dialogue 5 Practice 63	RESPONS ATAU TANGGAPAN (Responses)  1 Kosakata 2 Expression 3 Kalimat Sederhana 4 Percakapan 5 Latihan 69

After incorporating these revisions, the Smart Migrant Book was finalized and prepared for dissemination and implementation. The completed product represented the final version developed through the Research and Development process.

4.1.8 Dissemination and Implementation

The final stage of the research involved the dissemination and implementation of the completed product, which was first introduced at LPKS Nur Mutiara Bangsa on June 18, 2026. After undergoing the processes of development, validation, revision, and field testing, the final version of the *Smart Migrant Book* was officially implemented as a learning resource for prospective Indonesian migrant workers.

The book was implemented as a supplementary English learning resource for prospective Indonesian Migrant Workers preparing to work in Singapore. The materials cover workplace communication, daily interactions, vocabulary development, interview preparation, and pronunciation practice, supported by audio features accessible through QR codes. The product is available in both printed and digital formats to provide flexible access and support independent learning.

Given the limited scope of this study, the dissemination was carried out on a small scale within the research setting. As a result, the implementation was restricted to the institution and participants directly involved in this study. However, the Smart Migrant Book has the potential to serve as a reference for future English learning programs targeting prospective Indonesian Migrant Workers in similar vocational training institutions.

The completion of this stage marked the end of the Research and Development process, resulting in a learning resource that had been systematically validated, revised, and tested with the intended users.

4.2 Discussion

For the first research question on how the Smart Migrant Book was designed, The Smart Migrant Book was designed through eight R&D stages. Needs analysis through interviews and observation revealed learners had limited English proficiency, varied educational backgrounds, and lacked relevant workplace materials. This informed the planning stage, where ten functional topics, a clean visual design, and QR-code audio support were selected to address these needs. The preliminary product was then developed as a 98-page A5 book combining illustrated vocabulary, practical expressions, and audio features, later supplemented with a PDF version. Expert and stakeholder validation in the preliminary field test confirmed the product's feasibility and recommended color-coding English and Indonesian text, which was applied in the main product revision along with typography improvements. Main field testing with 10 prospective IMWs showed strong ratings for visual design and audio-text integration, though audio clarity needed improvement, a point addressed in the final product revision through better fonts and spacing. The finalized book was then introduced at LPKS Nur Mutiara Bangsa on June 18, 2026, showing that the design process systematically addressed the communication needs and diverse backgrounds of prospective Indonesian Migrant Workers.

For the second research question on how prospective IMWs responded to the book, the field test showed a positive result. Most participants agreed that the materials were easy to understand, relevant to their future work in Singapore, and useful for developing their English communication skills. The voice-over feature received particularly positive responses, as it allowed learners to practice pronunciation and listening independently, an important advantage for learners who may have limited opportunities to practice English outside the classroom. These results indicate that the product effectively addressed the key problems identified in the needs analysis, particularly the need for accessible learning resources that could accommodate learners with varying educational backgrounds. typically develop their English ability. Topics

such as self-introduction, job interview preparation, telephone expressions, and receiving visitors were arranged to build learner confidence gradually. The inclusion of caregiving and household vocabulary further strengthened the book's relevance, particularly for learners preparing to work in domestic and elderly care sectors. Taken together, these findings suggest that the Smart Migrant Book has successfully fulfilled its purpose as a practical, relevant, and accessible English learning resource for prospective Indonesian Migrant Workers preparing to work in Singapore.

This finding also supports earlier studies, such as Maliki et al. (2022) and Nahartini et al. (2021), which called for more practical English resources for migrant workers, showing that this study helps fill that gap. One of the notable strengths of the Smart Migrant Book is its progressive learning sequence. The materials move from basic language concepts toward more specific workplace communication skills, following a logical path that reflects how prospective IMWs. This present study responds to this call by producing a tangible, validated learning product that directly addresses the gaps those studies identified, particularly the absence of accessible, workplace-oriented materials at the pre-departure training stage.