

**DESIGNING A PUBLIC SPEAKING HANDBOOK FOR
STUDENTS AT MIFTAHUL ULUM BOARDING SCHOOL**

A Thesis

*Submitted to the English Language Education Study Program of Education and
Teacher Training Faculty of the State Islamic University of Palopo for an
Undergraduate Degree in English Education*



Written By :
Imroatul Fathonah
2102020072

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

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Submitted By :

Imroatul Fathonah

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Supervised:

- 1. Amalia Yahya, S.E., M.Hum**
- 2. Andi Tenrisanna Syam, S.Pd., M.Pd**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF PALOPO

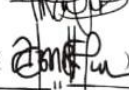
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THESIS APPROVAL

This thesis, entitled “**Designing a Public Speaking Handbook for Students at Miftahul Ulum Boarding School**”, written by Imroatul Fathonah, Registration Number 2102020072, a student of the English Language Study Program of Education and Teacher Training Faculty at the State Islamic University of Palopo, has been examined and defended in the *Munaqasyah* Session, which is carried out on Thursday, August 14th 2025, coinciding with 20 Shafar 1447 AH. The examiners have approved the thesis as a requirement to pursue the *Sarjana Pendidikan* (S.Pd) title.

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Training Faculty


Prof. Dr. H. Sukirman, S.S., M.Pd
NIP. 19670516 200003 1 002

The Head of English
Education Study Program


Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

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Who undersigned below:

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Imroatul Fathonah

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Thesis Entitled : Designing a Public Speaking Handbook for Students at
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Written By
Name : Imroatul Fathonah
Reg Number : 21 0202 0072
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Study Program

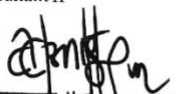
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Palopo, 31st July 2025

Consultant I


Amalia Yahya, S.E., M.Hum.
NIP. 19771013 200501 2 006

Consultant II


Andi Tenri Shinta Syam, S.Pd., M.Pd.
NIP. 19860423 201503 2 005

EXAMINER APPROVAL

Thesis Entitled : Designing a Public Speaking Handbook for Students at Miftahul Ulum

Boarding School.

Written By

Name : Imroatul Fathonah
Reg Number : 21 0202 0072
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Study Program

It has been corrected and approved to be examined in Munaqasyah thesis.

Palopo, 28 July 2025

Examiner I



A. Masafir Rusyaidi, S.Pd.I., M.A., Tesol., P.Hd.
NIP. 19820624 201503 1 003

Examiner II



Nurhayati Usman, S.Pd., M.Hum.
NIP. 19831108 202321 2 024

NOTA DINAS PEMBIMBING

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Lamp :
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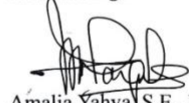
Nama : Imroatul Fathonah
NIM : 21 0202 0072
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **DESIGNING PUBLIC SPEAKING HANDBOOK
FOR STUDENTS AT MTs. MIFTAHUL ULUM
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Pembimbing I



Amalia Yahya, S.E., M.Hum.

NIP. 19771013 200501 2006

Tanggal

Pembimbing II



Andi Tarsana Syam, S.Pd., M.Pd.

NIP. 19860423 201503 2 005

Tanggal

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ أَمَّا بَعْدُ

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Palopo, 15th September 2025
The Researcher,

Imroatul Fathonah

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ABSTRAK

Imroatul Fathonah, 2025. *“Perancangan Buku Panduan Berbicara di Depan Umum untuk Siswa di Pondok Pesantren Miftahul Ulum.”* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Amalia Yahya dan Andi Tenrisanna Syam.

Penelitian ini bertujuan untuk merancang sebuah buku panduan berbicara di depan umum bagi siswa yang terdaftar di MTs Miftahul Ulum, khususnya yang tinggal di lingkungan Pondok Pesantren Miftahul Ulum. Tujuan utama dari penelitian ini adalah untuk mengembangkan buku panduan berbicara di depan umum yang efektif dan relevan, serta mengidentifikasi tanggapan siswa dan guru terhadap buku tersebut. Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan mengadopsi model 4-D. Instrumen penelitian meliputi observasi, wawancara, dan survei. Partisipan dalam penelitian ini terdiri atas 29 siswa, satu orang guru, serta beberapa dosen, yaitu Fadliyah R. Muin, S.Pd., M.Pd., dan Amalia Yahya, S.E., M.Hum., yang dipilih melalui teknik *purposive sampling*. Data kuantitatif diperoleh melalui survei, sedangkan data kualitatif dikumpulkan melalui catatan siswa dan hasil observasi. Peneliti melakukan analisis kebutuhan serta survei persepsi siswa terhadap buku panduan berbicara di depan umum. Hasil survei menunjukkan bahwa skor persepsi siswa sebesar 3,41, yang dikategorikan sebagai “baik.” Sebanyak 29 responden berpartisipasi dalam studi uji coba awal (*pilot study*). Hasil validasi dari para ahli serta umpan balik dari siswa menunjukkan bahwa buku panduan tersebut memenuhi kriteria dari segi konten, desain, dan format. Buku ini dinilai sebagai materi pembelajaran yang menarik, serta mencerminkan kebutuhan, preferensi, dan kekurangan siswa. Dengan demikian, dapat disimpulkan bahwa pengembangan buku panduan ini berhasil.

Kata kunci: Berbicara di Depan Umum, Buku Panduan, Model 4-D

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ABSTRACT

Imroatul Fathonah, 2025. *"Designing a Public Speaking Handbook for Students at Miftahul Ulum Boarding School."* Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Amalia Yahya and Andi Tenrisanna Syam.

This study aims to design a public speaking handbook for students enrolled at MTs Miftahul Ulum, particularly those residing in the Pondok Pesantren Miftahul Ulum environment. The main objectives are to develop an effective and relevant public speaking handbook and to identify students' and teachers' responses toward the product. The research employed a Research and Development (R&D) method, adopting the 4-D model. Research instruments included observation, interviews, and surveys. Participants consisted of 29 students, one teacher, and several lecturers namely Fadliyah R. Muin, S.Pd., M.Pd., and Amalia Yahya, S.E., M.Hum. Selected through purposive sampling. Quantitative data were collected through surveys, while qualitative data were obtained from students' notes and observation results. The researcher conducted a needs analysis and surveyed students' perceptions of the handbook. The survey results indicated a perception score of 3.41, categorized as "good." A total of 29 respondents participated in the pilot study. Validation results from experts, along with students' feedback, showed that the handbook met the criteria in terms of content, design, and format. The book was considered engaging learning material that reflected students' needs, preferences, and areas for improvement. Thus, it can be concluded that the development of this public speaking handbook was successful.

Keywords: Public Speaking, Handbook, 4-D Model

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الملخص

إمراة القطنانة، ٢٠٢٥. "تصميم كتاب إرشادي في فن الخطابة أمام الجمهور لطلبة معهد مفتاح العلوم." رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف: أمالية يحيى، وأندي تريسانا شام.

يهدف هذا البحث إلى تصميم كتاب إرشادي في فن الخطابة أمام الجمهور للطلبة المقيدين في المرحلة الثانوية بمعهد مفتاح العلوم، خاصة الطلبة المقيمين في السكن الداخلي بالمعهد. الهدف الرئيس من هذا البحث هو تطوير كتاب إرشادي فعال وملام في فن الخطابة أمام الجمهور، والتعرف على آراء الطلبة والمدرسين تجاه هذا الكتاب. المنهجية المستخدمة هي البحث والتطوير (R&D) باعتماد نموذج ٤-دي (4D). أما أدوات البحث فتشمل الملاحظة، والمقابلة، والاستبيان. شارك في البحث ٢٩ طالباً، وأستاذ واحد، بالإضافة إلى إثنين من محاضري الجامعة الإسلامية الحكومية فالوفو، وهما: فضلية ر. معين وأمالية يحيى، وقد تم اختيارهم باستخدام أسلوب العينة المصادفة. البيانات الكمية تم جمعها من خلال الاستبيان، أما البيانات الكيفية فتم جمعها عبر ملاحظات الطلبة ونتائج الملاحظة. وقد أجرت الباحثة تحليل الاحتياجات واستبياناً حول تصورات الطلبة تجاه الكتاب الإرشادي في فن الخطابة أمام الجمهور. وأظهرت نتائج الاستبيان أن متوسط تصور الطلبة بلغ ٣,٤١، وهو مصنف ضمن الفئة "جيد". وقد شارك ٢٩ مستجيباً في دراسة تجريبية أولية. كما أظهرت نتائج التحقق من قبل الخبراء وردود فعل الطلبة أن الكتاب الإرشادي استوفى المعايير من حيث المحتوى، والتصميم، والشكل. وقد اعتُبر هذا الكتاب مادة تعليمية جذابة، تعكس احتياجات وتفضيلات ونقائص الطلبة. وبناءً على ذلك، يمكن الاستنتاج أن تطوير هذا الكتاب الإرشادي قد حقق النجاح.

الكلمات المفتاحية: الخطابة أمام الجمهور، الكتاب الإرشادي، نموذج ٤-دي

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CHAPTER I

INTRODUCTION

A. Background

Speaking is the act of communicating verbally with others, involving simple sentences. This activity expresses personal thoughts, ideas, and opinions through verbal language commonly used in both formal and informal daily conversations. According to Harianto Erwin, oral expression consists essentially of the ability to organize ideas logically and systematically, to express them in linguistic codes according to the rules of the language used and the appropriate communicative context, and to listen fluently and clearly.¹

Public speaking is the art of communicating information, ideas, and opinions persuasively and effectively to an audience. It includes public speaking skills, the art of understanding the audience, and the art of using body language, voice intonation, and good delivery techniques. By Askanah, Public speaking is the process of communicating in front of an audience to convey information, persuade, or entertain. It also includes the manner of public speaking.²

Therefore, public speaking is an essential skill to be taught in junior high schools, especially in boarding schools, because it boosts self-confidence,

¹ Harianto Erwin, "Metode Pertukaran Ide dalam Pembelajaran Keterampilan Berbicara," *Didaktika: Jurnal Pendidikan* 9, no. 4 (2020): 411–422, <https://doi.org/10.58230/27454312.56248>

² Askanah Dwi. "Public Speaking Menurut Para Ahli: Menguasai Panggung dengan Cara Santai." Diakses 8 September 2025. <https://takterlihat.com/public-speaking-based-the-expert/>.

the ability to convey ideas clearly, and fosters leadership skills. These skills also help them communicate effectively and build good social relationships. In addition, public speaking prepares students for academic success and future opportunities by honing their critical thinking skills and courage to perform in public.³ Islamic boarding schools educate their students to become figures who can later spread the Goodness of their religion to the broader community. Public speaking helps students convey their knowledge of religion effectively and appropriately. Public speaking is a valuable skill that can help students develop their communication, leadership, and critical thinking abilities, ultimately benefiting them in their academic, professional, and personal lives.

However, what often becomes an obstacle for students when learning public speaking is that they usually feel insecure when speaking in public, which makes them feel uncomfortable and tends to cause them to avoid the situation. According to Andriani et al., students who have not received sufficient training in public speaking often struggle to master this skill. This causes them to be unsure of their ability to speak in public.⁴ As cited in Ajeng Ayuning Tyas, students often struggle to use and apply the correct understanding and language structure when speaking, which can hinder their ability to convey messages clearly and effectively.⁵ Following Taufik R.

³ "The Importance of Public Speaking in Schools," English Montessori School, accessed September 8, 2025, <https://www.englishmontessorischool.com/blog/public-speaking-schools/>.

⁴ Fizzy Andriani dan Wahyu Srisadono, "Hambatan Siswa SMA Di Boyolali Dalam Pelatihan Public Speaking," *Wacana, Jurnal Studi Komunikasi* 16 (2017): 193, <https://doi.org/10.32509/wacana.v16i2.22>.

⁵ Ajeng Ayuning Tyas, Aris Naeni Dwiyantri, dan Wahyu Nuning Budiarti, "Hambatan dalam Public Speaking pada Siswa Sekolah Dasar Atas: Tinjauan Literatur," *dalam Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar*, 2023.

Tahalu, many students experience communication apprehension, which causes them to fear being wrong or laughed at when speaking in public, so this often makes students avoid public speaking situations.⁶ By Husnaini et al, the main obstacles in learning to speak in school include limited vocabulary, student anxiety when speaking, and pronunciation difficulties.⁷

Recognising this, the researcher is interested in creating a handbook to meet the needs of boarding school students and help them become more confident individuals. A handbook is a handbook that contains guidelines or instructions on a topic or procedure. In the context of public speaking, a handbook is a book that provides a complete guide to public speaking skills, including methods, techniques, and tips to improve speaking ability. According to Wahyu Utara Krisna, a handbook is a book that contains a complete guide to public speaking skills. It discusses various aspects of public speaking, including its definition, purpose, methods, and benefits. A key reason for creating this book is a book that contains an introduction to public speaking , that it will provide valuable tips on skill development, boosting students' confidence, enhancing their communication skills, and cultivating their character.⁸

⁶ Taufik R. Talalu, "Kendala Public Speaking Dan Solusi Kecemasan Komunikasi Pada Mahasiswa," *Journal Of Research Dynamics: Religious Social Communication Media* 22, no. 02 (November 2022): 263-282.

⁷ Andi Tenrisanna Syam, Husnaini, Niken, and A. Soares, "Teachers' Strategies in Teaching Speaking at High Schools: Obstacles and Challenges," *Journal of English Language Teaching Studies*, 2024.

⁸ Dinas Perpustakaan dan Kearsipan Provinsi DKI Jakarta, *The handbook of public speaking: buku pegangan wajib orator ulung*, accessed September 8, 2025, <https://perpustakaan.jakarta.go.id/book/detail?cn=INLIS000000000803012>.

Considering the explanation above, the researcher aims to utilising R&D methods using 4D models to develop students who can speak confidently in public. The title of this research is "Designing a Public Speaking Handbook for Students at Miftahul Ulum Boarding School".

B. Research Questions

Considering the background outlined above, the problems examined in this study can be formulated as follows:

1. How to design a correct and effective public speaking handbook?
2. How do students and teachers respond to the content and design of the public speaking handbook?

C. Research Objective

Based on the problems raised above, the objectives of this study are as follows:

1. To find out how to design a correct and effective public speaking handbook.
2. To find out how students and teachers respond to the content and design of the public speaking handbook.

D. The Specification of the Research

This handbook is designed for the students of Miftahul Ulum Boarding School and includes the following features:

1. The content of the product comprises information and tips on public speaking, organised into six chapters.
2. The content of the product must be bilingual (English-Indonesian).

3. The product will be designed to include images in each chapter to create a product that stimulates students' interest in public speaking.

E. The Significance of the Research

This research is significant, namely:

1. The output of this product is an additional tool for learning English at the Islamic boarding school Miftahul Ulum.
2. Students can enhance their English speaking skills.

F. The Assumption and the Delimitation of the Research

The following assumptions were put forward by researchers when creating a public speaking handbook for MTs. Miftahul Ulum students:

1. The students have completed the questionnaires and the needs analysis.
2. The objective of expert opinion in evaluating the handbook's design
3. The conversation handbook would be a helpful teaching tool that meets the needs of the students.

The researcher faced several constraints in conducting this study:

1. Due to the limited number of chapters, only six chapters of the speaking handbook were completed.
2. The handbook only contains introductory content on public speaking for Islamic boarding school students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Results from earlier research serve as a source of data for the current study, which entails a comparison. The following preview studies are relevant to this study:

Batari AS., in their thesis entitled *"Designing Speaking Handbook for Students in the Eleventh Grade of SMAN 2 Palopo"*.⁹ This study is expected to be of academic value in English language education, especially since it focuses on the development of teaching materials for English language teaching. From a practical standpoint, the objective of this study is to provide English teachers with appropriate teaching materials that they can refer to in their conversation classes. It is hoped that students will improve their conversational skills through the conversation guide. The point of comparison between this research and that of Batari AS lies in the creation of a conversation guide with the aim of improving conversational skills. The difference lies in the target audience of the books. In Batari AS's research, the manual is offered as reference material for teachers who teach English conversation, while in this research, the target audience of the public place conversation manual is students, with the aim of training them to communicate confidently in public places.

⁹ Batari AS, B. A. T. A. R. I., *Designing Speaking Handbook for Students in the Eleventh-Grade of SMAN 2 Palopo* (Doctoral diss., Universitas Islam Negeri [UIN] Palopo, 2021).

Fauziah Tanjung, *“Guidebook for Game Development for Beginner Level Speaking at the Merah Putih Palopo International Language Course”*.¹⁰

This research aims to develop a framework for English teachers, encourage teachers' creativity in developing teaching materials, and help students acquire English conversation skills in different ways. From a practical point of view, the goal of this study is to provide a product that can be used by teachers at Merah Putih International Language Courses. The similarity between her study and this one is that both aim to create a conversation guide to improve students' conversational skills. Differences in the subject matter of the books: while Tanjung's study focuses on a beginner's game guide, this study focuses on designing a conversational guide for learners..

Uswatunnisa Utami, *“English Speaking Development Worksheet for Class X Students of Computer Network Engineering Department of SMKN 7 North Luwu”*.¹¹ This study aims to improve students' conversation skills and make conversations interesting and fun, as a motivation in learning to speak and as a foundation in improving the understanding of English speaking habits in the classroom, to improve the effectiveness of instruction and educational engagement, enabling students to grasp the material. The similarity between their study and this study is that both develop speaking prompts to improve students' speaking skills. However, the differences are in the subject matter of

¹⁰ Tanjung Fauziah. *“Guidebook for Game Development for Beginner Level Speaking at the Merah Putih Palopo International Language Course.”* Bachelor's thesis, State Islamic University of Palopo (UIN Palopo), 2019.

¹¹ Utami Uswatunnisa, *“English Speaking Development Worksheet for Class X Students of Computer Network Engineering Department of SMKN 7 North Luwu”* (Bachelor's thesis, State Islamic University of Palopo [UIN Palopo], 2019).

the studies. Uswatunnisa used 10th-grade students of SMKN North Luwu as research subjects. While this research uses the students of Miftahul Ulum Boarding School is the research subject.

Izzah Fijriyah, *"Providing ESP Teacher Guide Books For Teaching Speaking For Nursing"*. The purpose of this study is to create a teacher's guide for the "Speaking II" course at the Faculty of Nursing, Muhammadiyah Marun University (UMM), and to tailor it to the needs of students and UMM's English for Specific Purposes (ESP) program. The development of this product was driven by the lack of motivation among UMM nursing students to participate actively in teaching and learning processes. Furthermore, there was a lack of opportunities in English teaching materials, particularly related to conversation, to promote student motivation and active participation. As a result of verification and evaluation by experts, this research product received high ratings in terms of content, language use, length of explanation, and alignment with the curriculum. The similarity between this research and the current study is that both aim to develop a conversation guide to improve students' conversational skills. The difference from this research is that Izzah's study is specifically focused on English for Specific Purposes (ESP) for beginners in conversation for nurses, while this research designs public speaking guidebooks for students.¹²

¹² Fijriyah Izzah. *"Developing ESP Teacher's Handbook To Teach Speaking For Nursing,"* accessed September 8, 2025, <https://ejournal.uinmalang.ac.id/index.php/abjadia/article/view>, <https://doi.org/10.18860/abj.v1i1.3376>.

Xatarina Yesy, *"English Public Speaking Lessons In Pesantren (Qualitative Descriptive Study On Class X Of Al-Zaytun Islamic Boarding School)"*. The focus of her research is to make a positive contribution. This motivates them to delve deeper into learning public speaking in English, which is very important for improving their skills, academic performance, and future professional careers. Information, ideas, images, and references on teaching public speaking in English. In particular, this content relates to how to provide teaching materials, selection strategies, conducting classroom activities, using media, and evaluating students. This study can help teachers develop a curriculum for public speaking in English, especially for secondary schools, including boarding schools. This can serve as a reference for schools to develop public speaking in English, improve students' public speaking skills, and foster appropriate characteristics in students, which could benefit further research on public speaking in English, especially in boarding schools. The common ground between his research and the present study is that both have developed oral expression guides with the aim of improving the English oral expression skills of boarding school students. While the a difference in the research. Xatarina inserted the syllabus into the book. This research only contains tips on how to be confident when speaking in public.¹³

¹³ Xatarina Yesy Dahlia, *"Teaching English Public Speaking in Pesantren (A Qualitative Descriptive Study at the Tenth Grade of Al-Zaytun Islamic Boarding School)"* (tesis, Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2018), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/40209/1/Xatarina%20yesy%20dahlia-FITK>.

B. Some Pertinent Ideas

As cited in Azizah Isnawati, teaching public speaking is essential for developing students' communication skills. In public speaking classes, teachers impart knowledge about various aspects of speech and improve students' communication skills. The objective of teaching rhetoric is to develop logical reasoning skills and enable students to communicate effectively and confidently through language. Students learn to express their emotions and understand the elements of speech, and speak appropriately so that their listeners can understand the content.¹⁴

According to Nunan et al, teaching speaking means (1) Generate patterns of English sounds and phonetics; (2) Use words, sentences, rhythms, and intonation patterns of a second language; (3) Select appropriate words and sentences based on social context, situation, audience, and theme; (4) Organize thoughts in a logical and meaningful order; (5) Use language as a means to convey evaluation and appreciation; (6) Use the language confidently and fluently.¹⁵

In teaching, we must be mindful of the fact that students differ in their capabilities, levels of motivation, expectations, background knowledge, and preferred learning approaches. Teachers must therefore be able to vary their

¹⁴ Hanik Lailatul Azizah, "The Effectiveness of Using Think Pair Share Strategy Towards The Students' Speaking Ability of The Eighth Grade At MTs. Darul Hikmah Tulungagung," IAIN Tulungagung Institutional Repository, 2017, 11–12, <https://doi.org/10.4324/9780429348808-3>.

¹⁵ David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching: Language*, First Edition, vol. 57 (New York: McGraw-Hill/Contemporary, 2003).

approach and give the whole class as many opportunities as possible to explore them.

1. The Nature of Teaching Speaking

Teaching speaking skills is an important aspect of language education, enabling students to communicate effectively. It involves various techniques such as role plays, discussions, debates, and presentations to improve fluency and confidence. Teachers focus on pronunciation, vocabulary, grammar, and non-verbal cues to help students express themselves clearly. Encouraging participation, providing constructive feedback, and creating a supportive environment are key to developing students' speaking skills. In addition, students feel comfortable and understand the material more easily thanks to the sequential implementation of the presentation, practice and production stages.¹⁶

2. Speaking Component

There are some speaking components:

a. Fluency

In the teaching and learning process, fluency and accuracy are emphasized, especially for beginners and intermediate students. At the very least, this option helps students feel encouraged to communicate successfully with their friends in English.

¹⁶ Amalia Yahya Husnaini, Nur Inayah Wulandari Putri, dan Amalia Yahya, "The Efficacy of the Presentation, Practice, and Production (PPP) Method on Speaking Skill of the English Learners Community (ELC) Students," *EDULANGUE* 6, no. 1 (2023): 45–61, <https://doi.org/10.20414/edulangue.v6i1.7747>

b. Accuracy

Pronunciation accuracy is the totality of the activities that take place in the production of speech sounds, including articulation, which is how the position of the tongue, teeth, lips, palate, and other phonetic tools are formed in the formation of vowels, consonants, and other speech sounds. Thus, incorrect pronunciation of consonants and vowels results in words and phrases with different meanings.

c. Vocabulary

Vocabulary is one aspect that teachers assess. That is, how much or how little vocabulary students know when they speak. Knowing vocabulary helps students speak English fluently.

d. Grammar

Grammar plays a vital role in speaking; however, this does not imply that learners should dwell on it excessively. After all, if a learner focuses too much on grammar when speaking, he or she may stammer when speaking. Especially in English, at least the other person knows what you are talking about. Even native speakers do not consistently focus on grammatical correctness, especially with complicated verb forms.

e. Pronunciation

Pronunciation is an important factor for students taking English lessons. Good pronunciation is the foundation for mastery of English.

Therefore, students need to be trained to acquire perfect pronunciation from an early age. If students mispronounce words, they will mispronounce words, which can lead to misunderstandings when communicating in English.

The process of education and learning consists of the interaction among teachers, students, and academic content. To facilitate seamless instruction, teachers may create their support materials for use during the learning process.

3. The Nature of Public Speaking

Public speaking is the process of communicating with people in a structured and deliberate way; the goal is to tell, persuade, or entertain the audience. This form of communication is essential for various purposes, including sharing knowledge, persuading others, and providing entertainment. Public speaking involves both verbal and non-verbal elements, such as body language and gestures, to effectively convey the message to the audience. It is a skill that can be developed with practice and requires preparation, organization, and effective delivery to achieve its intended purpose.

Public speaking is also a form of art that involves sharing ideas orally. It is a combination of verbal and non-verbal language, which is the most effective way to communicate a message. Public speaking involves getting the speech ready, presenting it, and listening to feedback from the audience. By Brent D. Ruben et al, effective public speaking requires a clear

understanding of the audience, the message, and the channel used to deliver the message. It is a formal and organized method of communication that can have a significant impact on the audience, potentially changing their attitudes and behaviors.¹⁷

Public speaking is a means of conveying information and potentially changing how people think and behave. A formal and well-structured communication approach that incorporates the speaker, the message, the audience, the transmission medium, and the resulting influence. The presenter is the source of information, the message is what is communicated, the audience is the intended recipient, the channel is how the message is communicated, and the effect is the impact or result. Public speaking is more formal than casual conversation and requires preparation and organization to be effective. It is an important skill that can increase self-confidence and can be used to mark important occasions, celebrate milestones, and motivate people.¹⁸

4. The Function of Public Speaking

Speaking means communication. Communication is the contact relationship between individuals or groups. Generally, the function of speaking is to convey messages and serve as a means of communication to carry out necessary activities. speaking has three functions (1) Speech as

¹⁷ Brent D. Ruben dan Lea Stewart, *Communication & Human Behavior*, "Nature of Public Communication" (2015), diakses September 8, 2025, <https://www.slideshare.net/slideshow/nature-of-public-communication/15930738>

¹⁸ Study.com, "*What Is Public Speaking and Why Do I Need It?*," Study.com, 2023, accessed September 8, 2025, <https://study.com/academy/lesson/what-is-public-speaking-and-why-do-i-need-it.html>

interaction: speech is used to interact with individuals and groups. Speech as interaction, usually understood as “conversation,” is an interaction involving social functions. (2) Speech as a transaction: Speech as a transaction involves communication where the message's substance takes priority. (3) Speech as performance: Speech that is marked by context is called language as performance. This type of speaking focuses on sharing knowledge with an audience through formats like classroom presentations, public forums, and official speeches.¹⁹

The education and learning process consists of the interaction of three elements: teachers, students, and teaching materials. To facilitate this process, teachers can develop their teaching materials (textbooks) that can be used in the education process.

5. English Speaking Handbook

The Murphy, Redding, and Twyman guidebook is a collection of information on various topics in specific fields of expertise. These handbooks generally contain information on specific fields of expertise or technology and are designed to be easy to use.²⁰

¹⁹ H. A. Mieg, E. Ambos, A. Brew, D. Galli, dan J. Lehmann, eds., *The Cambridge Handbook of Undergraduate Research*, Cambridge Handbooks in Education (Cambridge: Cambridge University Press, 2022), diakses dari <https://assets.cambridge.org/97805212/738>

²⁰ Murphy, Michael, Stephanie Redding, and Jennifer Twyman, *Handbook on Innovations in Learning* (Philadelphia: Center on Innovations in Learning, Temple University, 2012), accessed July 18, 2024, <https://eric.ed.gov/?id=ED558056>.

As emphasized by Abdul Hakim Sudarnoto, quoting R. Tiara Dewi, “this guidebook provides diverse information in a concise and easily accessible format in fields such as physics handbook.”²¹

Goodwyn stated that the handbook can provide additional practice to enhance the learning process in each subject. Students can practice in Mathematics, Statistics, English, and other subjects to deepen their knowledge. The use of handbooks and guides is widely recognized in distance education and can sometimes lead to an independent (self-taught) learning process.²²

According to the definition above, a manual may be described as a written resource that delivers details regarding specific (or multiple) fields in a practical manner. In this way, the design of the conversation handbook in English education serves as a tool to assist students in learning to speak.

6. Handbook Criteria

As explained above, a handbook is a collection of instructions, guidelines, and information for work, travel guides, or compilations of quotations. The fundamental principles of a handbook may be outlined as follows: (1) a collection of different types of information concerning one or several interconnected subjects; (2) the handbook usually deals with the “what, how, why and when”; (3) instructions, guidance and information;

²¹ (N.d.). Retrieved from <https://id.scribd.com/document/618629214/bukti-4-manual-book>

²² Goodwyn Middle School, *Student-Parent Handbook 2022-2023* (Montgomery Public Schools, 2022), diakses September 8, 2025, https://al50000660.schoolwires.net/cms/lib/AL50000660/Centricity/Domain/44/GMS%20STUDENT%20PARENT%20HANDBOOK__%20%202022-2023.pdf

(4) specific topics within a scientific/knowledge area or related topics; (5) generally organized by classification; (6) practical information and instructions on specific types of work or activities and their content.²³

7. Handbook Components

People commonly associate a handbook with a notebook or pocketbook. However, there are differences between the two, such as size. A handbook is usually the same size as a standard book, around 17.5 cm x 24.7 cm or 21 cm to 25 cm.²⁴

Important components or physical parts of a handbook include the following: (a) Cover - The design of the book or material is made to be eye-catching, so that the cover is attractive. Depending on the content, lesson names or titles may be used. (b) Textbook covers include a title page, a main cover page, and an index (occasionally excluding the index), with sequential page numbering according to the general numbering used for textbook covers. (c) Book contents - The textbook contains the instructional material provided to students and consists of chapter headings and subheadings. (d) The textbook contains a bibliography at the end of the book.

²³ "Handbook Definition and Meaning," *Lisedunetwork*, accessed September 8, 2025, <https://www.lisedunetwork.com/handbook-definition-and-meaning/>

²⁴ Anggiani, Qodariah, Fitria Ahhyatul, dan Rekan-rekan. *Analisis Handbook Dan Manual*. Diakses pada 27 Maret 2021. https://www.academia.edu/38209189/Analisis_Bahan_Pustaka_Referensi_-_Handbook_dan_Manual.docx

C. Conceptual Framework

A conceptual framework is a theoretical structure that illustrates the relationship between a theory and the various factors connected to the central issues. This conceptual framework explains the researchers' intention to conduct this study systematically. The purpose of this study is to explain how an appropriate guide for oral expression can be designed for students of MTs. Miftahul Ulum.

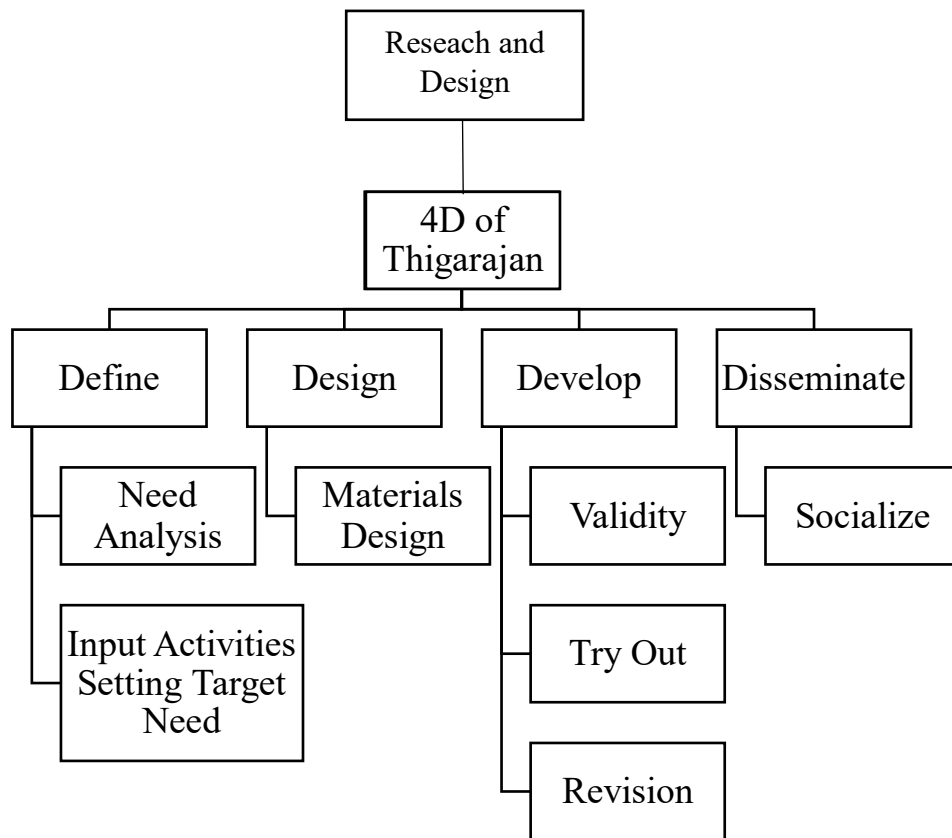
As cited in Ulfa et al, English for Specific Purposes (ESP) is a language teaching method that focuses on learners' specific needs and professional contexts. The need for contextualized English learning materials has been consistently emphasized in ESP research. Furwana and Hartine (2023) argue that English materials should not only address language structures but also accommodate the students' learning environment, background, and field of study²⁵. Meanwhile, Daulay et al. explain, ESP improves learners' practical communication skills in their chosen field of study, motivation, and general language proficiency.²⁶

The relationship between variables in this study can be seen in the following framework:

²⁵ Dewi Furwana dan St. Hartine, "Developing English Material for Sharia Economy Study Program at IAIN Palopo," *Language Circle: Journal of Language and Literature* 17, no. 2 (2023), <https://doi.org/10.15294/lc.v17i2.43127>

²⁶ Ernita Daulay, Sukma Septian Nasution, and Rahmawati Rahmawati, "Improving Students' Proficiency in Teaching for English Specific Purpose," *Vision* 20, no. 1 (2024), <https://doi.org/10.30829/vis.v20i1.3454>

Table 3.1 Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Method

In this thesis, the researcher uses S. Thiagarajan's format. There are four stages in the development of a student public speaking manual: the 4D model consists of three main stages: Define, Design, Develop, and Disseminate. These stages ensure that the research proceeds systematically and that each stage is well-integrated. Thiagarajan's 4D model is frequently employed in research and development (R&D) studies due to its systematic and structured framework for product development. Each part has clear directions and steps, making it easier for researchers to organise and carry out research. Researchers can adjust the methods and techniques used in each stage according to the research context and objectives. By following systematic stages and conducting evaluations at each stage, the 4D model helps improve the quality of the product or program developed, ensuring the final result is more effective and aligned with user needs.²⁷

B. Place and Times of the Research

This research was carried out at MTs. Miftahul Ulum (Miftahul Ulum Boarding School, Luwu Timur) - The observation and interview were conducted on November 16th, 2023. The product testing was conducted on June 12th, 2025.

²⁷ Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. Bloomington: Indiana University.

C. Research Participant

A population is a group formed by objects or subjects that possess specific characteristics or features, which researchers study to conclude. The target group for this study consisted of students at MTs Miftahul Ulum, who resided in the Miftahul Ulum dormitory. The sample was a subset of the target group that had similar characteristics and was considered representative of the target group. The sampling method used in this study was simple random sampling based on Thiagarajan's "4D Model." In this method, each element (member) of the group being studied has an equal probability of being selected as a sample.

D. Research Procedures

The development model used by the researchers in this study is the 4D model, which was utilized to develop a manual for students' oral expression. The researchers chose this research model since the 4D model offers multiple benefits. These advantages include: (1) it is suitable as a foundation for the development of learning materials, (2) the steps can be easily tracked, (3) furthermore, the 4D model consists of only four steps, and (4) the explanations appear complete and systematic²⁸.

²⁸ Gede Mahendra dan Muhammad Kristiawan, "Developing Teaching Material of Research Methodology and Scientific Writing Using the 4D Model," *Journal of Education: Journal of Research Results and Literature Reviews in the Field of Education, Teaching, and Learning* 13, no. 3 (2023): 563–574

RESEARCH DESIGN

4D Model Research (Thiagarajan et al., 1974)

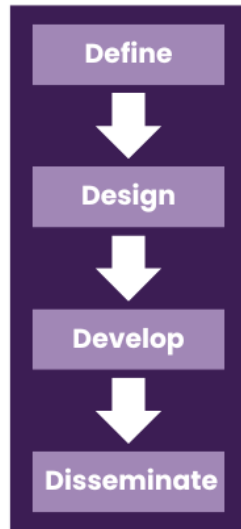


Figure 3.1 The 4D models

1. Define

At this stage, we focus on determining students' learning needs and identifying them based on the analysis of those needs. The activities carried out by the researchers are as follows:

a. Observation

Observations were initial information about the learners, and the subjects were MTs. Miftahul Ulum students face problems faced by students when learning English, challenges encountered by educators in language instruction, the school's curriculum and academic programs, and the instructional resources utilized in the classroom.

b. Interview

The interview relates to the kind of design the students like and aligns with the teacher's preferences in this case. The researcher

conducted 55-minute interviews with English teachers at MTS Miftahul Ulum school, comprising a total of 13 questions, to develop learning materials tailored to students' needs, particularly in the area of speaking English. For example, (1) What content is necessary for students to improve their speaking skills? (2) What is the feedback from students and teachers regarding the creation of a public speaking handbook for Miftahul Ulum Boarding School?

c. Questionnaire

At this stage, the researcher distributes questionnaires to students, which are used to find out information about their needs, shortcomings, and desires for the book that the researcher will design. Researchers also provide expert assessments for products to determine whether they are designed to be practical, feasible, and in line with the needs assessment.

2. Design

After concluding the definition phase, the researchers crafted the first draft of the product. Feedback from students and teachers—gathered through observation, interviews, and questionnaires—served as the foundation for its development.

The first version of the product was submitted to a group of experts for validation and evaluation. During the design phase, the following steps were taken:

a. Input

The input for development is to organise the objectives of the teaching materials. As cited in Amalia Yahya and Mappile, the materials are designed to be accessible and contextually relevant to students' backgrounds, enhancing their communication skills both inside and outside the classroom.²⁹ Here, the content of the handbook is also presented, organised, and designed. It includes the design of layout, figures, and font styles.

b. Activity

The chapter-based assignments will be based on a prerequisite analysis and will be tailored to meet the needs and wishes of the students. For example, pictures, discussions, group work, and specific individual activities will be used. The materials are designed to be engaging and tailored to the students' needs, ensuring they remain interested and motivated.

c. Concept of the Media

In this study, the researcher structured the material into several chapters. These chapters are framed within real-life contexts that align with students' everyday routines and interaction patterns. Furthermore, the content was curated according to the learners' interests and

²⁹ Mappile Ria Warda dan Yahya Amalia, *Research Report: Development of English Textbook in Iain Palopo Language Laboratory*, (2021), diakses dari <https://repository.iainpalopo.ac.id/id/eprint/5914> pada 2023.

identified learning needs. It is important to create activities that inspire students by considering things that interest and engage them.

3. Develop

At this stage, once the revised initial product was completed, the next researcher conducted a professional evaluation to ensure that the product was prepared for testing.

a. Expert Appraisal (validation expert)

This expert verification verifies the content of the language material in the media manual before testing and uses the verification results to modify the original product. The language manual is then created and evaluated by the expert. In other words, there are two experts: a materials expert and a linguist. This will determine whether the media is suitable for the purpose. The results of this verification will be used as material for improvement to refine the language manual design.

b. Students Perceptions

Students' perceptions are their views, assessments, or responses to a learning process, method, or medium that they experience. These perceptions are formed from their experiences, environment, abilities, and learning processes. In R&D (Research and Development) studies using the 4D model (Define, Design, Develop, Disseminate), student perceptions are typically measured to assess the effectiveness, acceptability, and quality of the products or media being developed.

4. Dessiminate

The dissemination phase represents the concluding step in the design process. Following small-scale testing and evaluating the tools and products, the researchers presented the products in schools. The researchers only carried out limited dissemination.. Therefore, during the dissemination stage, the researchers distributed only a verbal expression guidebook to the students of MTs. Miftahul Ulum (Islamic boarding school Miftahul Ulum).

E. Technique, Instrument and Data Collection of The Research

The researcher adopted multiple methods and instruments to collect data during the research process:

a. Questionnaire

In this research, data were obtained using a questionnaire-based survey. The researcher administered questionnaires to students to gather insights into their difficulties, expectations, and learning needs. A total of 15 questions were provided, focusing on students' profiles and their requirements in learning the English language, and they could select one or more options from the questionnaire.

b. Interview

In this study, researchers conducted interviews to collect data/information. This was achieved through in-person interviews, which supplemented the survey data and gathered information on the needs of the

target group. The teacher of Miftahul Ulum Boarding School was interviewed using a set of 10 questions prepared by the researcher.

c. Expert Appraisal

After the product had been finalized, the researchers carried out an expert review. During this stage, the experts evaluated the original product using a questionnaire. In addition to the questionnaire, data were also collected from the experts in the form of a proposal. The expert evaluation is conducted to ensure that the product is ready for testing.

F. Technique of Data Analysis

1. Data Analysis of Questionnaire

During the needs analysis phase, students complete a questionnaire designed to gather data regarding their learning needs. Their responses will serve as the basis for identifying and describing those needs. The data will be processed using both quantitative and qualitative descriptive approaches. The results of the needs analysis will be calculated using the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

Figure 3.2 Formulation of Mean Score Experts Validation

Where:

X = value

$\sum x$ = score of the student's answer

N = total number of subjects of research

The option with the highest percentage represents the most preferred choice among students. This serves as the basis for the researcher in developing the handbook.

2. Data Analysis of Expert Validation and Students' Perception

The researcher will analyze the expert validation results and student feedback using a Likert Scale. To evaluate the data, the mean score derived from both expert and student responses will be calculated. This can be analysed in terms of the experts' scores, calculating the mean of the answers; the formula proposed by Arifin, Z., as cited in Sagita³⁰, can be seen as follows:

The number of answer excellent = $E \times 4 = \dots$

The answer Good = $G \times 3 = \dots$

The answer Fairly = $F \times 2 = \dots$

The answer Poor = $P \times 1 = \dots$

Total score = $\dots$

After calculating the total score, the researcher calculates the average score using the following formula:

$$M = \frac{B}{N}$$

Figure 3.3 Formulation of Average Score

Where:

M= mean

³⁰ Reski Jayanti Sagita, Sahraini, dan Syam, *"Designing English Syllabus for Islamic Education Study Program at UIN Palopo,"* 2020.

B = total score

N = total items/materials

Following the computation of the average score, the researcher proceeds to determine the value using the formula outlined below:

$$X = \frac{M}{N} \times 100\%$$

Figure 3.4 Formulation of Average Score

X = value

M = average score

N = total number of values

Once the average score for each material topic has been computed, the researcher will identify them as suitable components of a public speaking handbook for students at Miftahul Ulum Boarding School.

Table 3.1 Material Topics Qualification of the Product

Score	Percentage	Qualification	Categories
3,6 – 4	90% - 100%	Excellent	Can be utilized without revision
2,6 – 3,5	65% - 89%	Good	Can be utilized with a little bit Revision[[[
1,6 – 2,5	40% - 64%	Fairly	Can be utilized with much revision
0 – 1,5	0% - 39%	Poor	Cannot be utilized

Table 3.2 Material Topics Qualifications of Product Evaluation

No	Indicator	Average Score	Qualification	Categories	Experts' Suggestion

Table 3.3 The Example of Students' Perception Form

No	Indicator	Average Score	Qualification	Categories

CHAPTER IV

FINDINGS AND DISCUSSION

A. Teaching Material Model Development Process

This chapter describes the development of a public speaking handbook for MTs. Miftahul Ulum, Miftahul Ulum Boarding School. This development study utilises Thiagarajan's 4-D (Four-D) model, as described in Chapter 3, to produce supplementary teaching materials in the form of a product. The stages of development undertaken by the researcher were as follows.:

1. Define

At the definition stage, researchers employed three methods to collect initial information from students: observation, interviews, and needs analysis through questionnaires. Nonetheless, observation and interviews were carried out before the needs analysis, followed by the needs analysis. The steps are described below:

a. The Result of Observation

The task conducted during this phase involved observing the target population. The results of the observations were as follows:

1) Media in Learning

MTs. Miftahul Ulum implements the 2013 curriculum. The instructional materials utilized in speaking classes are typically also used by other students in their studies, who are not required to speak in public. They do not have a specific textbook for learning public speaking, especially when they are required to speak in public during

boarding school activities, such as giving speeches, hosting events, or reciting prayers. Therefore, the researcher may infer that it is necessary to develop specialized instructional materials in the form of a public speaking handbook.

b. The Result of the Interview

The findings from interviews held by the researchers with the students at MTs. Miftahul Ulum and English teachers are as follows:

1) Students' Skill

The language skills of the students are a crucial factor in determining the relevance of textbook content. From discussions with several students, it appears that those who live in Islamic boarding schools and spend their days as santri tend to focus solely on Arabic, resulting in their English skills remaining at a basic level and not developing. Some students remain unable to communicate in English, while others lack confidence and vocabulary in English.

2) Product Design Layout

The design of textbooks is a crucial aspect for both students and teachers. An attractive design that stimulates interest in reading will encourage students to demonstrate increased involvement in the learning process. Following interviews with both students and teachers, the research received positive acknowledgment and requested speaking materials in both Indonesian and English that could improve students' daily speaking practice. Additionally, they

require materials tailored to students' interests, including commonly used vocabulary in public speaking, frequently used expressions in public speaking, and enjoyable practice activities. Meanwhile, for textbook design, most students prefer visually appealing, colourful media with simple animations and interactive activities.

The findings derived from the researchers' observations and interviews, as well as the findings from the needs analysis survey (questionnaire) distributed, have been integrated into the design of the presentation manual.

c. Results of the MTs. Miftahul Ulum Students' Questionnaire

The instrument was validated by the researcher before being distributed to the respondents with Amalia Yahya S.E., M.Hum., an expert in needs analysis. Of the 11 questions created by the researcher, two were removed, and eight new questions were added. The following are the results of the instrument validation:

Table 4.1 The Result of Language Expert Validation

Indicators	Score
Content	4,66
Scope of the content	4,5
Language	4,66
Average Score	4,6

After obtaining validation results from experts, the researchers proceeded to distribute questionnaires through questionnaire sheets distributed to schools. The questionnaire contained 17 questions. The questionnaire responses consisted of twenty-nine students, with 10 from grade VII, nine from grade VIII, and 10 from grade IX, specifically students from the Miftahul Ulum Islamic Boarding School.

1. Need Analysis

During the initial phase, the researchers examined the requirements for developing a new product. The creation of new educational materials was guided by an analysis of student needs (design, weaknesses, expectations, requirements, etc.). For data collection, researchers distributed questionnaires to students at Miftahul Ulum Boarding School. The collected data was used for the development of a public speaking handbook. Before distributing the questionnaires, researchers collaborated with supervisors to ensure their effectiveness.

After providing validation results from experts, the researchers continued their study and administered questionnaires to MTs. Miftahul Ulum Islamic Boarding School.

The questionnaire provided by the researcher contained 17 questions. A total of 29 students participated in the needs analysis by completing the questionnaire.

a) Target Needs

1) Needs

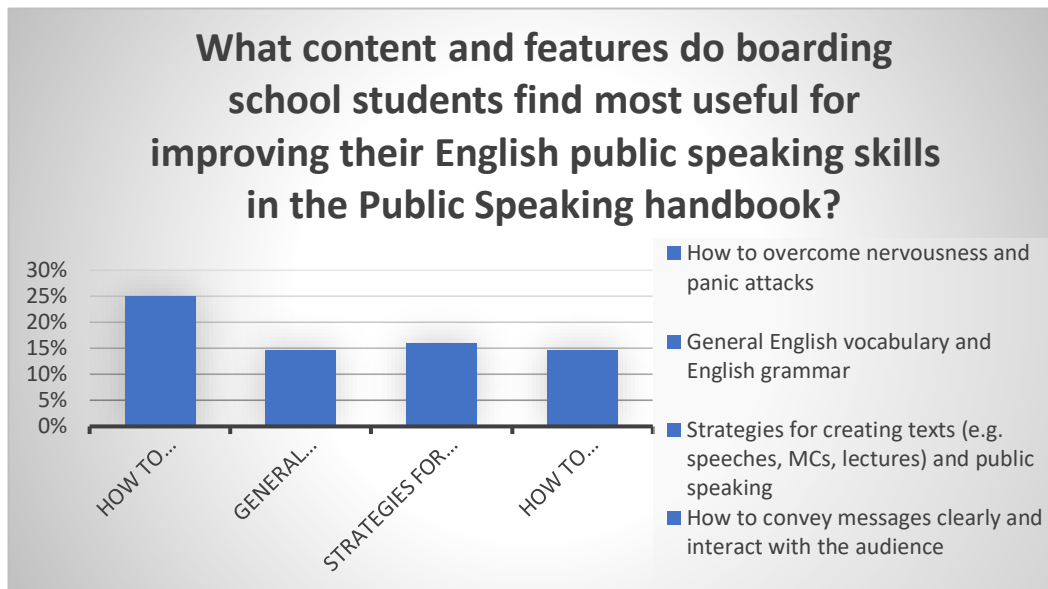


Figure 4.1 Percentage of students' desired content and features in the Public Speaking book

Figure 4.1 shows that 17 students (25%) chose answer (a) for the book to know how to overcome nervousness and panic attacks, 10 students (14.7%) chose answer (b) for the book to have general English vocabulary and grammar, 11 students (16.1%) chose answer (c) wanted the book to contain strategies for creating texts (examples of speeches, MCs, and lectures), and 14 other students chose answer (d) for the book to contain how to convey messages clearly and interact with the audience.

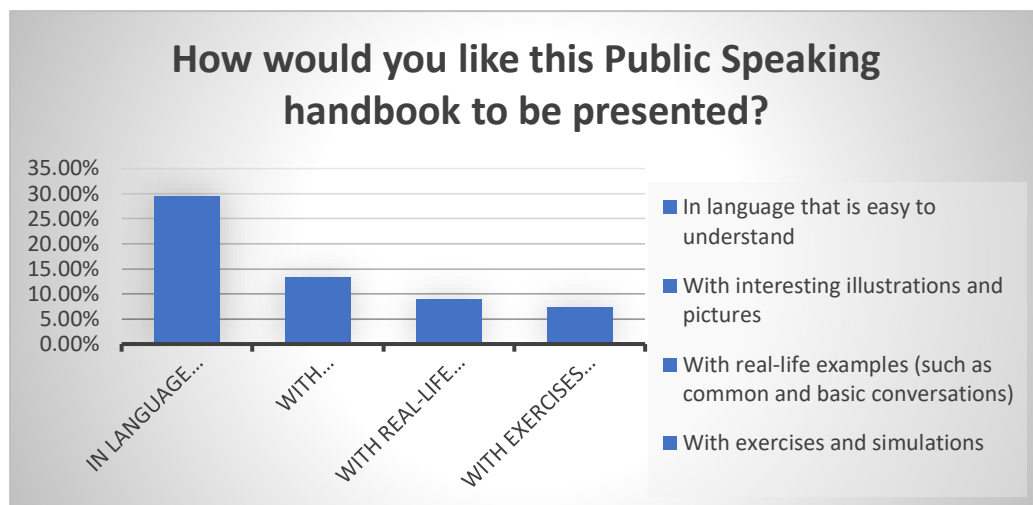


Figure 4.2 Percentage of students' wishes on how the handbook will be presented.

Figure 4.2 presents that 20 students (29.4%) chose (a) the book is designed with easy-to-understand language, nine students (13.2%) chose the answer (b) wishing the book is designed with illustrations and pictures that are easy to understand, six students (8.82%) chose the answer (c) that the book is designed with real examples such as general and basic conversations, and as many as five students (7.35%) chose the answer (d) that the book is designed with exercises and simulations.

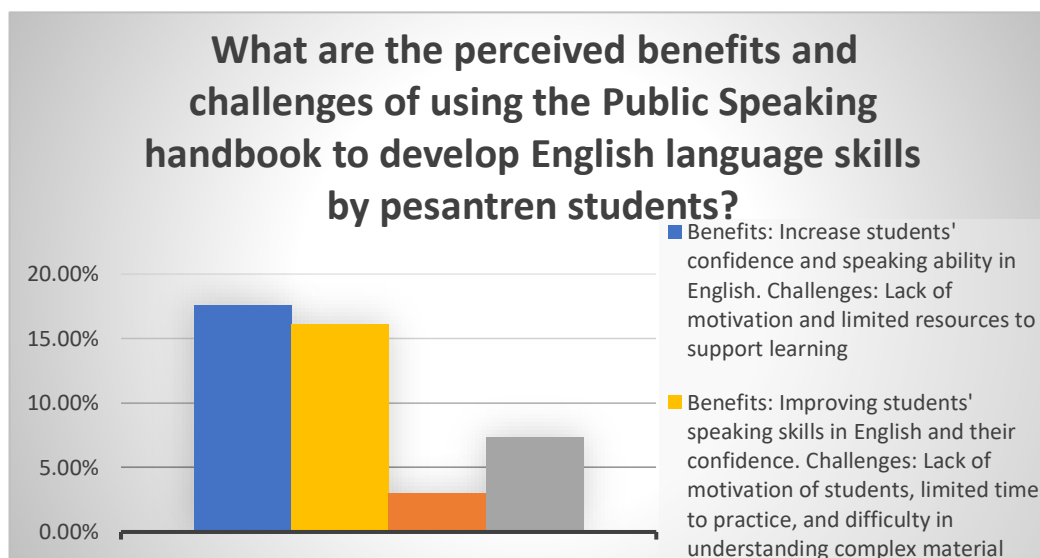


Figure 4.3 Percentage of perceived benefits and challenges of using the Public Speaking handbook

Figure 4.3 shows that 12 students (17.6%) chose answer (a), namely, benefits, which include increasing students' confidence and improving their speaking ability in English, as well as challenges such as a lack of motivation and limited resources to support learning. Two students (2.94%) chose answer (b), namely benefits: learning. Benefit: improving students' speaking ability in English. Challenges include a lack of support from teachers and limited time for practice. Five students (7.35%) chose answer (c), namely "Benefits: improving students' speaking skills in English and their confidence." Challenges include a lack of support from teachers, limited time for practice, and difficulty in understanding complex material. Moreover, 11 students (16.1%) chose the benefit of improving students' English speaking skills and their confidence. Challenges include a lack of student motivation, limited time for practice, and difficulty in understanding complex material.

2) Lacks

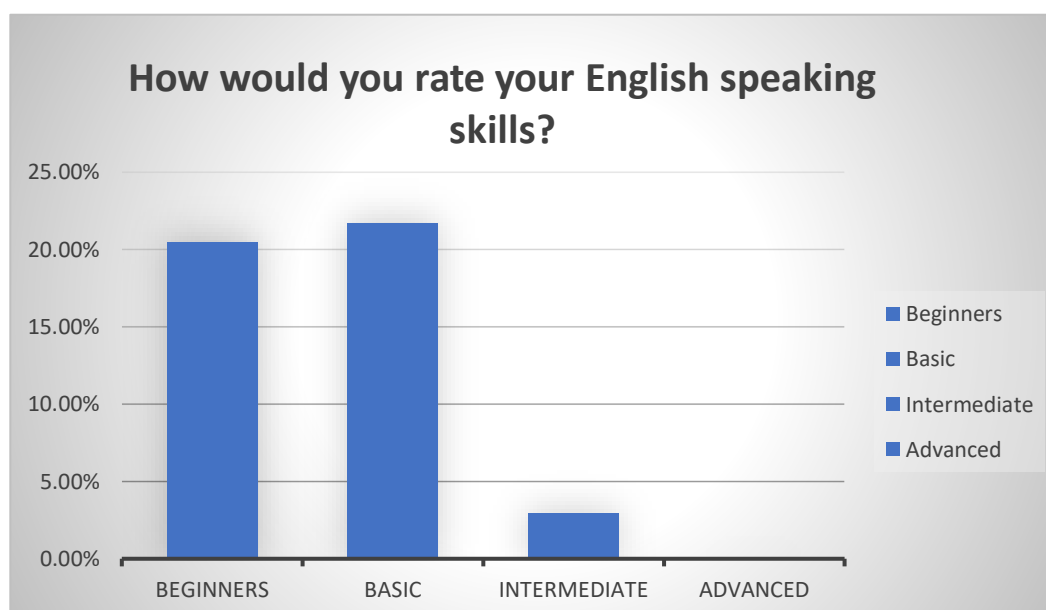


Figure 4.4 Percentage of students' English speaking ability

Figure 4.4 shows that 14 students (20.5%) chose answer (a) assessing their English speaking ability at beginners level, 15 students (21.7%) chose answer (b) assessing their English speaking ability at basic level, two students (2.94%) chose answer (c) assessing their English speaking ability at intermediate level, and no students chose answer (d) other (0%).

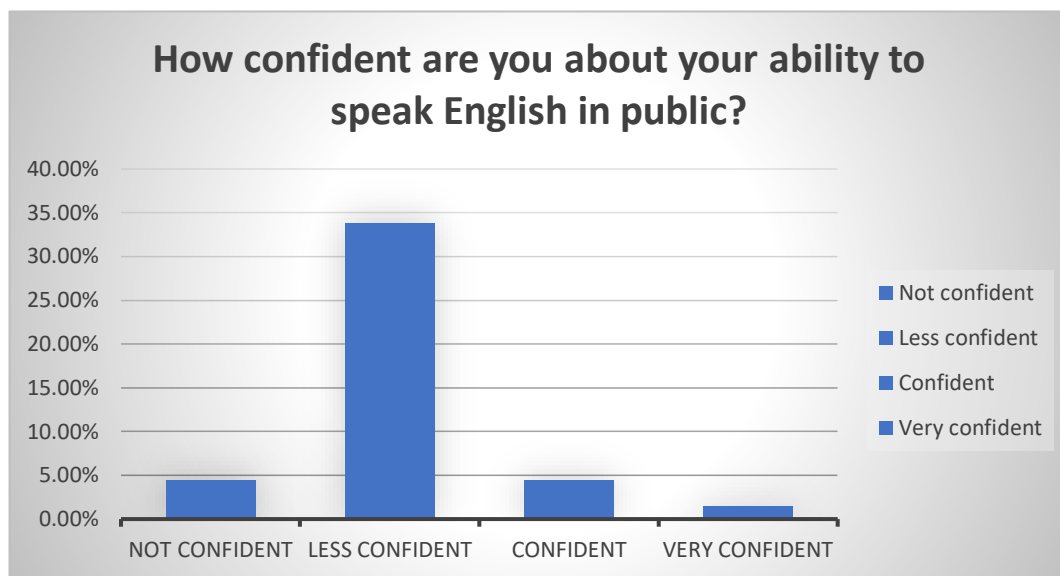


Figure 4.5 Percentage of students' confidence in speaking English

Figure 4.5 shows that three students (4.41%) chose (a) not confident in speaking English, 23 students (33.8%) chose answer (b) indicating that students English speaking ability is less confident, as many as three students (4.41%) chose (c) indicating students confidence level in speaking English is Confident, and there is only one (1.47%) student who chose answer (d) indicating his speaking ability is very confident.

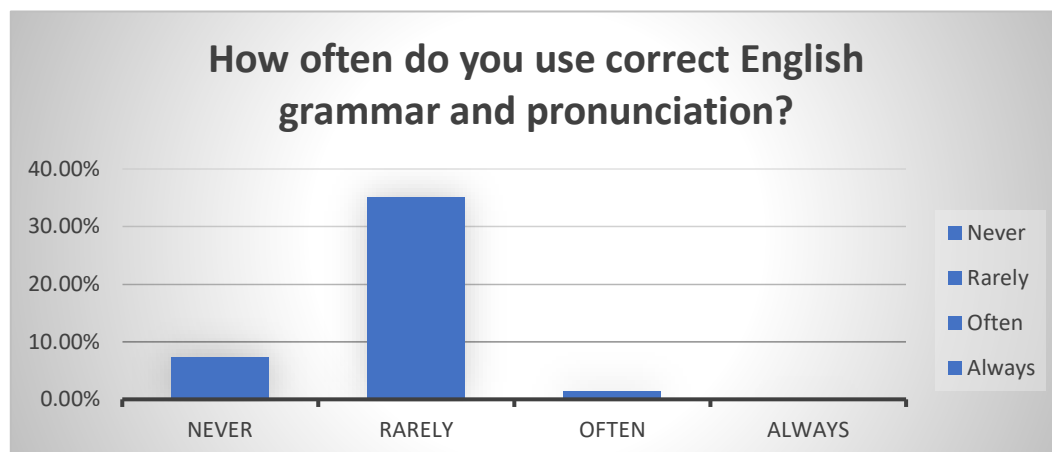


Figure 4.6 Percentage of the use of grammar and pronunciation in English pronunciation

Figure 4.6 shows that five students (7.35%) chose (a) never use grammar and pronunciation in speaking English, a total of 24 students (35.2%) chose (b) rarely in using grammar and pronunciation in speaking English, one student (1.47%) chose (c) often in using grammar and pronunciation when speaking English, and no students chose the other answer (d) (0%).

2. Learning Needs

1) Learning Materials

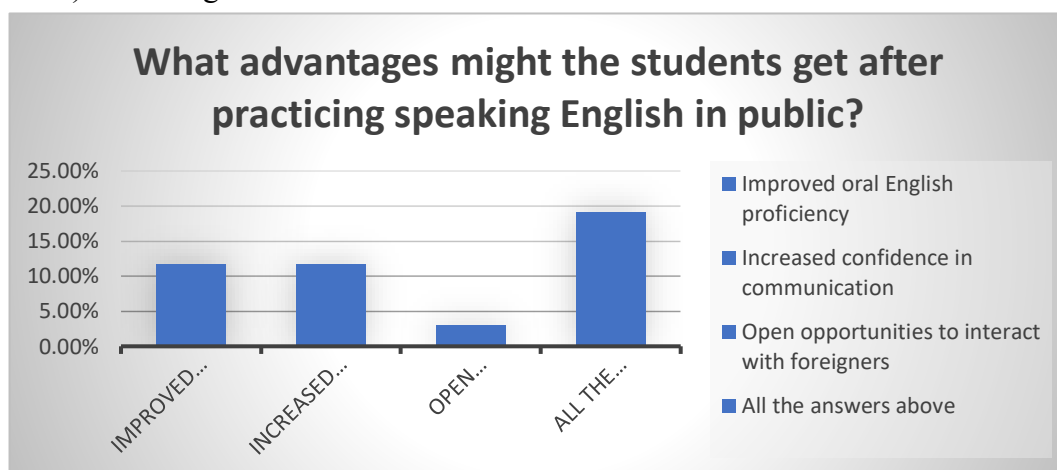


Figure 4.7 Percentage of possibilities that students get after practising speaking English in public

Figure 4.7 shows that eight students (11.7%) chose answer (a) increased ability to speak English orally, eight other students (11.7%) chose answer (b) increased confidence in communication, two students (2.94%) chose answer (c) opened opportunities to interact with foreigners, and 13 students (19.1%) chose answer (d) all of the above answers.

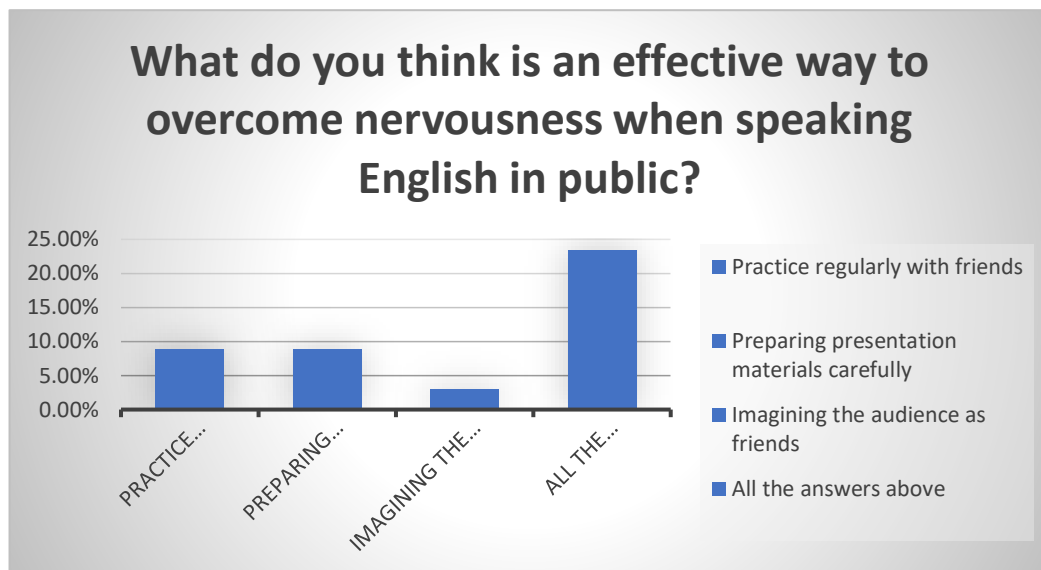


Figure 4.8 Percentage of practical ways to overcome students' nervousness when speaking in public

Figure 4.8 shows that six students (8.82%) chose the answer (a) practicing regularly with friends, as many as six other students (8.82%) chose the answer (b), namely preparing presentation material carefully, two students (2.94%) chose the answer (c) imagining the audience as friends, and as many as 13 students (23.5%) chose the answer (d) all of the above answers.

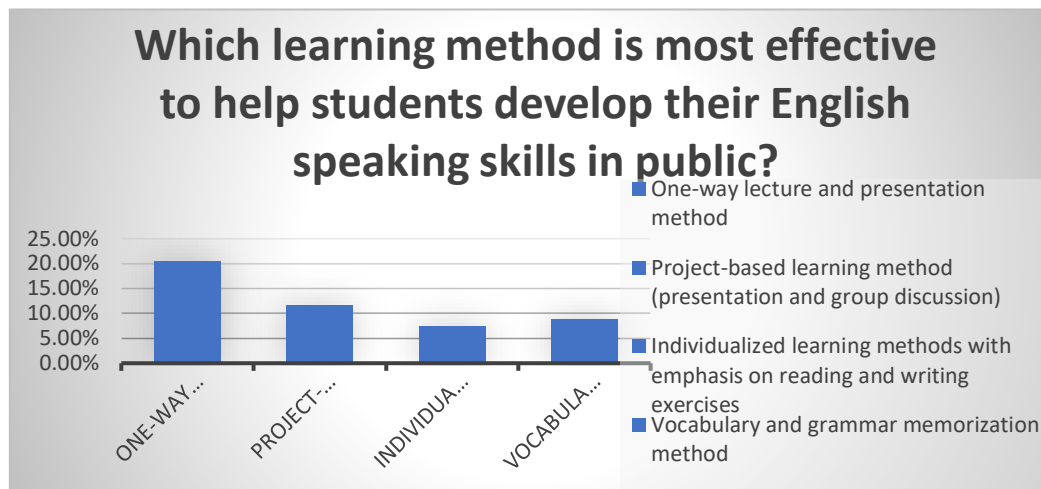


Figure 4.9 Percentage of learning that might be effective in helping students develop their English public speaking skills

Figure 4.9 shows that 14 students (20.5%) chose answer (a) one-way lecture and presentation method, eight students (11.7%) chose answer (b) which is project-based learning method (presentation and group discussion, five students (7.35%) chose answer (c) individual learning method with emphasis on reading and writing exercises, and as many as six students (8.82%) chose answer (d) which is the method of memorizing vocabulary and grammar.

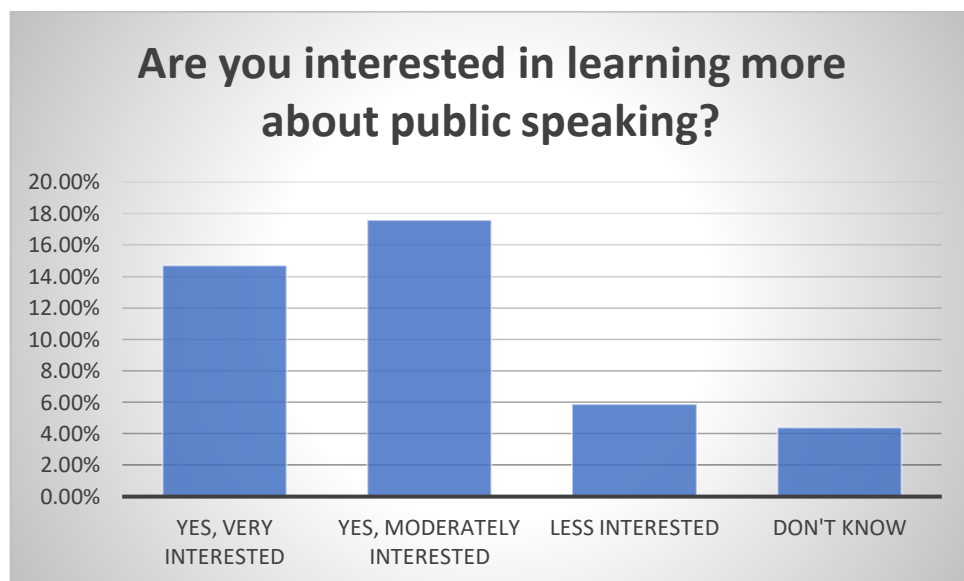


Figure 4.10 Percentage of students' interest in public speaking

Figure 4.10 shows that as many as ten students (14.7%) chose answer (b) very interested, 12 students (17.6%) chose quite interested, four students (5.88%) chose answer (c) less interested, and as many as three students (4.41%) chose answer (d) do not know.

2) Learning activities

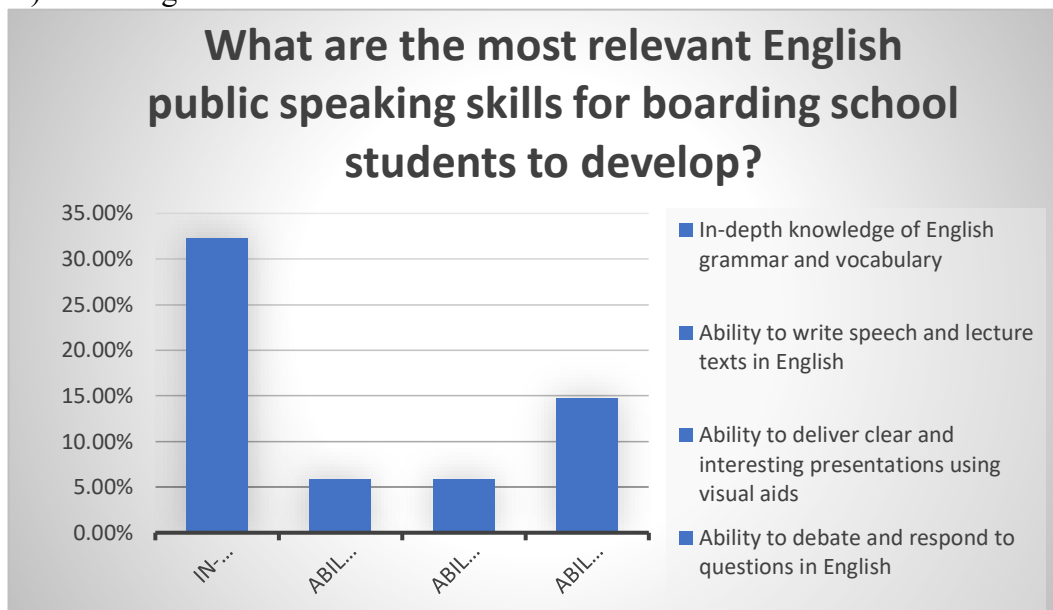


Figure 4.11 Percentage of relevant English public speaking skills to be developed by students

Figure 4.11 shows 22 students (32.5%) chose answer (b) in-depth knowledge of English grammar and vocabulary, four students (5.88%) chose answer (b) ability to write speech and lecture texts in English, another four students (5.88%) chose answer (c) ability to deliver presentations clearly and interestingly using visual aids. Ten students (14.7%) chose answer (d), the ability to debate and respond to questions in English.

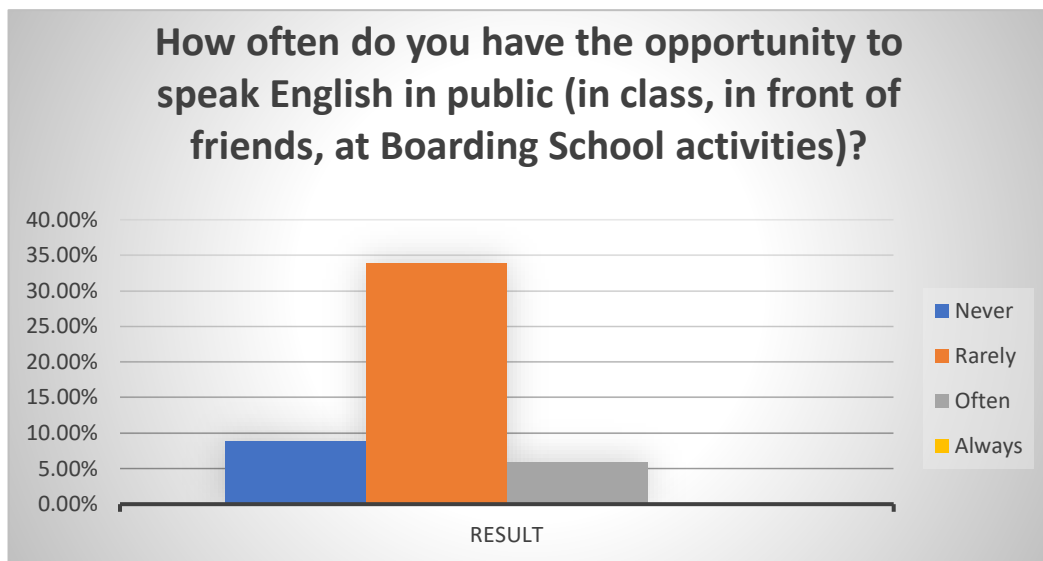


Figure 4.12 Percentage of students' opportunities to speak English in public

Figure 4.12 illustrates six students (8.82%) chose answer (a) indicating that students never have the opportunity to speak English in public, 23 students (33.8%) chose answer (b) where students very rarely have the opportunity to speak English in public, four students (5.88%) chose answer (c) indicating students often have the opportunity to speak English in public, and no students chose the other answer (d) (0%).

3) Learning Media

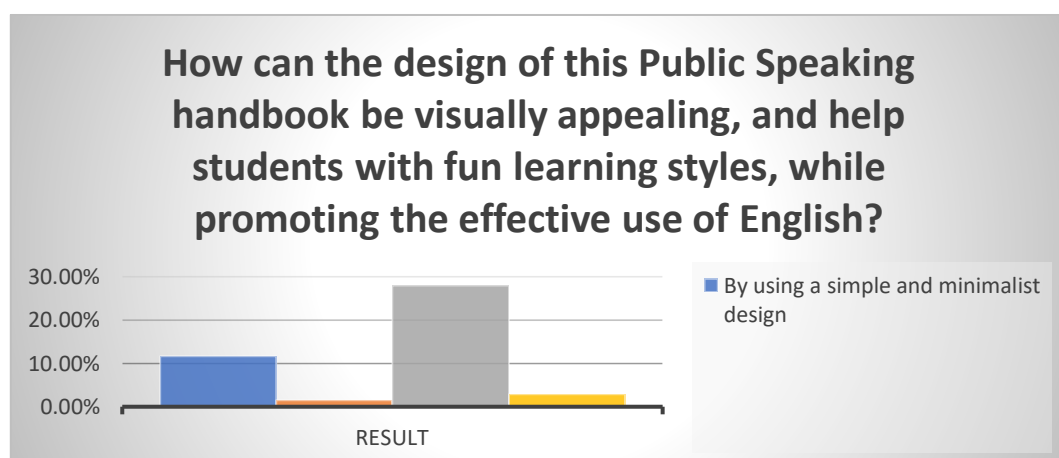


Figure 4.13 Percentage the design of the book can be visually appealing and can help students with different learning styles

Figure 4.13 shows that as many as eight students (11.7%) chose answer (a) indicating that using a simple and minimalist design, and one student (1.47%) chose answer (b) choosing to focus on presenting written text information in English, without attractive images or interactive elements, as many as 19 students (27.9%) chose a visually appealing design (images, illustrations, good layout), interesting content, and uses a variety of information delivery methods (text, images, audio, video) to incorporate various learning styles, as well as examples of effective English usage in relevant contexts, and a total of two students (2.94%) chose the book is designed using formal and complex English, without considering students' level of understanding.

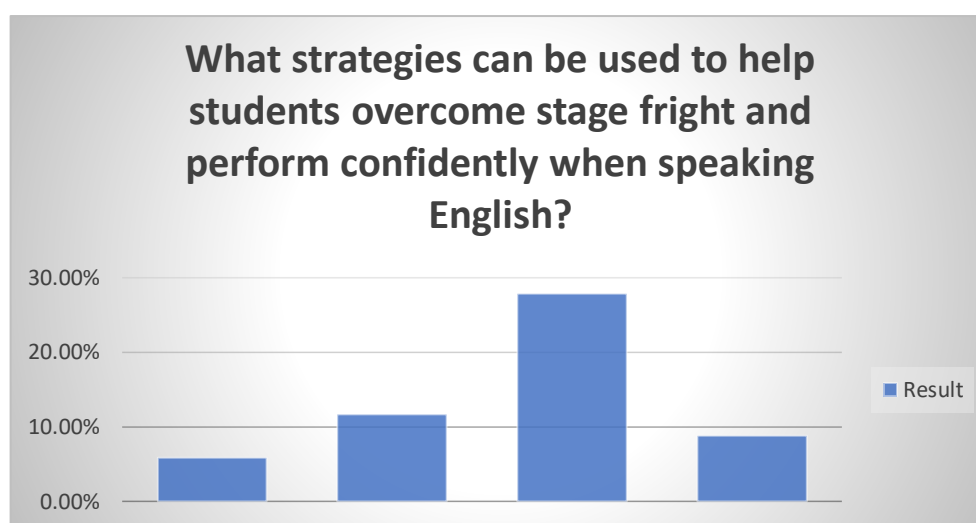


Figure 4.14 Percentage strategies used to help students overcome stage fright and perform confidently when speaking English

Figure 4.14 shows that 4 students (5.88%) chose answer (a) Let students face stage fright without preparation so that they learn to overcome it themselves, 8 students (11.7%) chose answer (b) Practice regularly with friends and imagine friends as the audience, and 19 students (27.9%) chose answer (c) MC. Preparing presentation materials thoroughly, practicing speaking in front of a mirror, and

gradually gaining experience presenting in front of small audiences, and 6 students (8.82%) chose answer (d) d. Focusing on improving English grammar and vocabulary skills, while Settings.

4) Settings

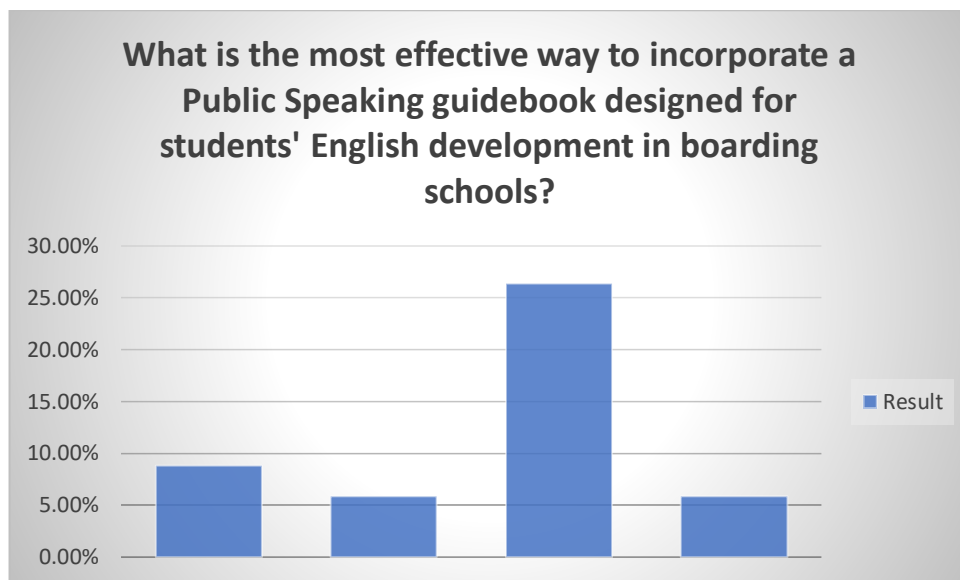


Figure 4.15 Percentage of effective ways to incorporate public speaking guidebooks for students' English language development in boarding schools

Figure 4. 14 shows that six students (8.82%) chose answer (a), namely adding handbooks as additional reading without combining with other subjects, four students (5.88) chose answer (b) by using handbooks as a substitute for all existing English materials, 18 students (26, 4%) chose answer (c) by incorporating the handbook into English subjects and related extracurricular activities, by providing time and opportunities for santri to practice the speaking skills learned, and as many

as four students (5.88%) chose answer (d) by handing over the handbook to the santri and letting them learn it independently without guidance from the teacher

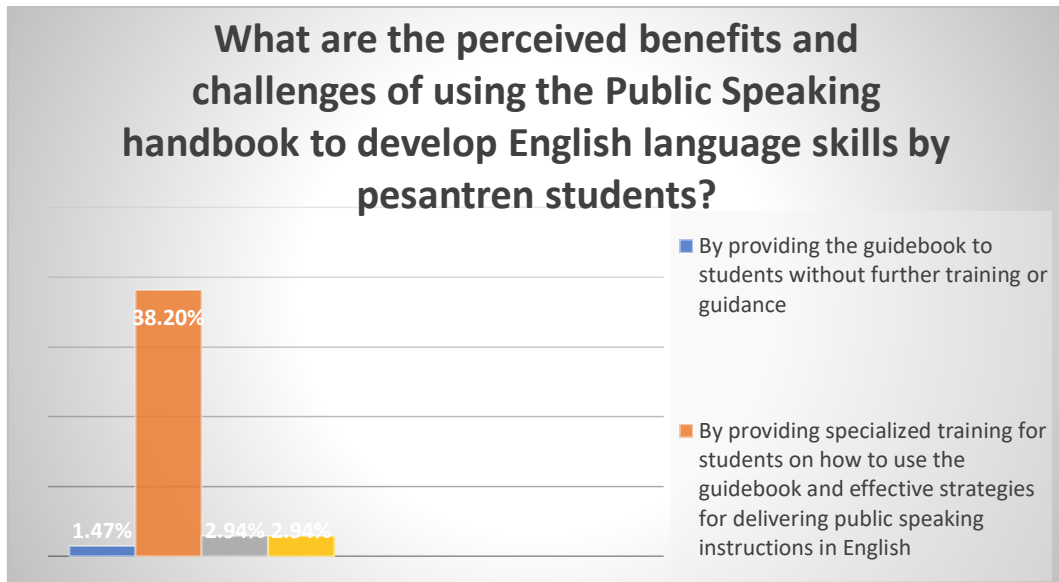


Figure 4.16 Percentage the perceived benefits and challenges of using the Public Speaking handbook to develop English language skills by pesantren students

Figure 4. 15 shows that one student (1.47%) chose answer (a) to provide the guidebook to the students without further training or guidance, 26 students (38.2%) chose answer (b) to provide special training for the students on how to use the guidebook and effective strategies for delivering public speaking instructions in English, two students (2.94%) chose answer (c) to rely on the guidebook as the only source of information for the students, and two students (2.94%) chose answer (d) to let the students use the guidebook at their own pace without providing guidance or support.

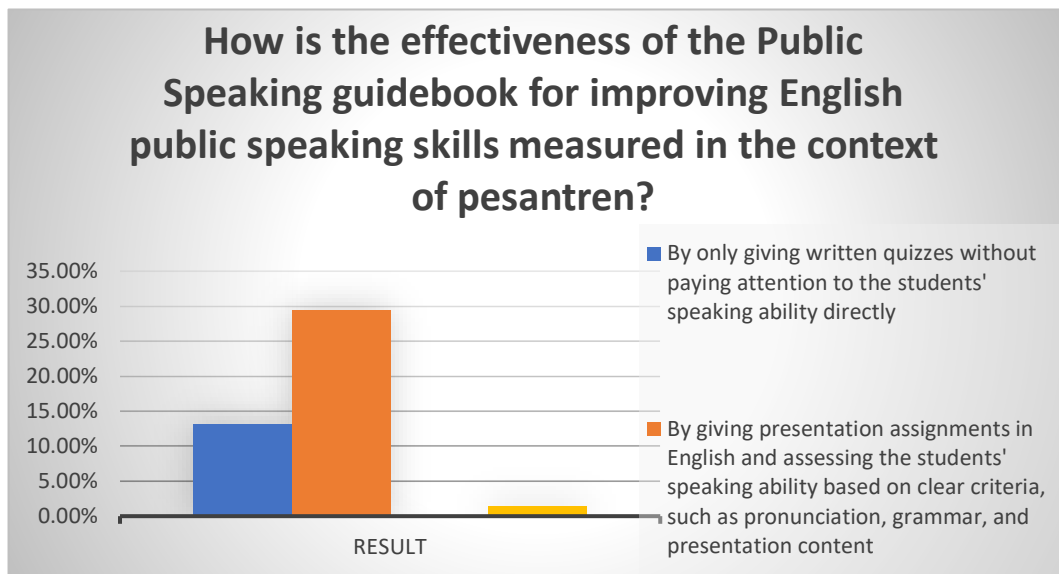


Figure 4.17 Percentage of the effectiveness of the Public Speaking guidebook to improve English public speaking skills measured in the pesantren context

Figure 4.17 shows that nine students (13.2%) chose answer (a) by only giving written quizzes without paying attention to the students speaking ability directly, 20 students (29.4%) chose answer (b) by giving presentation assignments in English and assessing the students' speaking ability based on clear criteria, such as pronunciation, grammar, and presentation content, and no one chose answer (c), and one (1.47%) chose answer (d) by using the same assessment method as used in public schools, without considering the pesantren context.

2. Designing

a. Designing Goals

The Public Speaking Handbook is intended for students of MTs. Miftahul Ulum (Miftahul Ulum Islamic Boarding School). Based on the results of the above needs analysis, the researcher formulated the following objectives.

“Students who complete the Public Speaking Handbook are expected to communicate without fear and apply theory in activities and events with students.”

b. Designing Learning Objects

Upon defining the objectives, the researcher formulated the core topics of the public speaking handbook based on the findings of the needs analysis. Learning objectives were then established for each topic. See Table 4.1 for a description of the learning objectives.

Table 4.2 Learning Objectives

No	Topic/Chapter	Learning Objectives
1	Getting to Know a Public Speaking Personal Potential	Students will learn the definition and importance of public speaking, as well as its benefits for students in conveying messages and building connections with audiences. They will also develop confidence in speaking in public.
2	Basic Techniques of Public Speaking	Students will learn how to create a systematic outline and structure for a speech, identify themes and material relevant to the audience, and master basic techniques for effective speech delivery.
3	Overcoming Nervousness and Stage Fright	Students will be able to recognize the causes of nervousness when speaking in public, master relaxation and emotion control techniques to reduce nervousness, and apply positive visualization techniques to boost self-confidence.
4	Effective Speaking Techniques	Students will be able to use language that is clear and easily understood by the audience, master nonverbal techniques such as eye contact, gestures, and appropriate facial

		expressions, and adjust their voice and intonation to convey messages in an engaging manner.
5	Strategies for Answering Audience Questions	Students will be able to prepare for question-and-answer sessions by understanding the material presented, anticipating possible questions from the audience, and enhancing their credibility by providing accurate and confident answers.
6	Public Speaking in English	Students will learn the definition of public speaking in English, create an outline and structure for a speech, deliver a speech in English, learn strategies for answering questions from the audience, complete the available exercises, learn MC texts, deliver announcements, and lead prayers.

c. Designing Activities and Materials

At this stage, researchers designed activities in the product using images, videos, and simple animations. Based on the findings from the needs analysis questionnaire and interviews, students preferred fun activities with interesting topics. Based on the results of the needs analysis and the limitations of the study, the researcher included selected materials in the handbook, which contains six chapters on the topics most requested by the students. However, all units include activities that are expected to sharpen students' speaking skills and provide them with new knowledge.

3. Development

a. First Draft of Basic English Handbook

The handbook's content was developed based on the outcomes of a needs analysis and a brainstorming session, and is organized into six distinct units. Earlier versions of the handbook lacked unit divisions and consisted solely of headings, without any associated activities or tasks, as reflected in the previously drafted version: self-awareness, strong material preparation, effective presentation techniques, time management and questions, practicing and building confidence, and applying public speaking in the context of a boarding school.

The researcher structured the chapters into six units based on the findings from the needs analysis questionnaire, each of which contains vocabulary and examples to help learners, as well as an activity in the last chapter. The new layout is as follows:

Table 4.3 The Organization of Unit Activity Design

Chapter	Activity
Chapter I : Getting to Know a Public Speaking Personal Potential	Public Speaking.
Chapter II : Basic Techniques of Public Speaking	Making a speech.

Chapter III : Overcoming Nervousness and Stage Fright	Mastering and being able to control stage fright.
Chapter IV : Effective Speaking Techniques	Speak clearly and use appropriate body language.
Chapter V : Strategies for Answering Audience Questions	Question and answer session with the audience attending the event/activity and anticipating unexpected questions from the audience.
Chapter VI : Public Speaking in English	Public speaking and giving speeches in English

In addition, this book is equipped with additional lessons such as: vocabulary that is often used in public speaking, phonetic symbols, tenses that are often used in public speaking, and grammar.

b. Expert Validation Results

Three experts validated the developed website, focusing on design and layout, language use, and content materials, respectively. The recapitulation results of the experts are presented as follows:

1) Language

The researchers provided language experts with questionnaires as part of the study. This section contains nine questions about the public speaking handbook designed by the researchers. The expert is Amalia Yahya, S.E., M.Hum, a lecturer in English Language Education at UIN Palopo.

Table 4.4 The Result of Language Experts' Validation

No	Criteria	Mean Score	Description	Follow-up
1	The Public Speaking Handbook is presented with proper sentence structure.	3	Good	It can be applied with a little bit revision
2	The Public Speaking Handbook uses effective sentences.	4	Excellent	It can be applied without revision.
3	The Public Speaking Handbook is presented in a style that is easy for students to understand.	4	Excellent	It can be applied without revision.
4	The vocabulary in the Public Speaking Handbook is appropriate for students.	3	Good	It can be applied with a little bit revision
5	Public Speaking Handbook tailored to students' language abilities.	3	Good	It can be applied with a little bit revision
6	The Public Speaking Handbook can broaden students' knowledge.	4	Excellent	It can be applied without revision.
7	The material uses correct grammar.	4	Excellent	It can be applied without revision.
8	Materials to increase students' motivation to learn English.	4	Excellent	It can be applied without revision.
9	Accuracy of grammar usage in the material.	4	Excellent	It can be applied without revision.

The average score from the language expert's validation is presented in the calculation below:

$$M = \frac{B}{N} = \frac{33}{9} = 3,66$$

This mean score is converted into a percentage as presented below:

$$X = \frac{M}{N} \times 100$$

$$X = \frac{3,66}{4} \times 100 = 91,5\%$$

The validation conducted by the language expert resulted in an average score of 3.66, corresponding to 91.5% and was classified as “Excellent.” This suggests that the Public Speaking Handbook is suitable for use as is, with no revisions necessary.

2) Design and Layout

The researchers engaged design and layout experts by distributing questionnaires during the study. This section contains nine questions about the public speaking handbook designed by the researchers. The expert is Fadhliyah Rahmah Muin, S.Pd., M.Pd, a lecturer in English Education at UIN Palopo.

Table 4.5 The Result of Design and Layout Experts' Validation

No	Criteria	Mean Score	Description	Follow-up
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1	The selection of illustrative images can present the existing material.	4	Good	It can be applied without revision.
2	The choice of images in the material is appropriate for the students.	4	Excellent	It can be applied without revision.
3	The color selection in the Public Speaking Handbook is interesting.	3	Excellent	It can be applied with a little bit revision
4	The cover of the Public Speaking Handbook is attractive.	3	Good	It can be applied with a little bit revision
5	The Public Speaking Handbook layout is clear.	4	Excellent	It can be applied without revision.
6	The use of punctuation is correct.	4	Excellent	It can be applied without revision.
7	The material in the Public Speaking Handbook is presented in a systematic manner.	4	Excellent	It can be applied without revision.
8	The sources in the Public Speaking Handbook are clear.	3	Good	It can be applied with a little bit revision
9	The spacing in the Public Speaking Handbook is correct.	4	Excellent	It can be applied without revision.

The average score from the design and layout expert's validation is presented in the calculation below:

$$M = \frac{B}{N} = \frac{32}{9} = 3,55$$

This mean score is converted into a percentage as presented below:

$$X = \frac{M}{N} \times 100$$

The validation conducted by the design and layout expert produced a mean score of 3.55, corresponding to 88%, which falls under the “Good”

$$X = \frac{3.55}{4} \times 100 = 88\%$$

category. Meanwhile, the language expert’s evaluation indicates that the Public Speaking Handbook is suitable for use with minor revisions.

3) Material

The researcher distributed questionnaires to language experts in conducting this study. This section contains 10 questions about the Public Speaking Handbook by the researcher. The expert is Amalia Yahya, S.E., M.Hum, a lecturer in English Language Education at UIN Palopo.

Table 4.6 The Result of Material Experts Validation

No	Criteria	Mean Score	Description	Follow-up
1	The title of the Public Speaking Handbook corresponds to the content of the material.	4	Excellent	It can be applied without revision.
2	The material is adequately matched with the illustrations in the Public Speaking Handbook.	3	Good	It can be applied with a little bit revision

3	The authenticity of the material in the Public Speaking Handbook for students is adequate.	4	Excellent	It can be applied without revision.
4	The material fosters students' motivation in speaking and reading.	4	Excellent	It can be applied without revision.
5	The material used in the Public Speaking Handbook is accurate.	3	Good	It can be applied with a little bit revision
6	The material presented is easy to understand.	4	Excellent	It can be applied without revision.
7	The material in the Public Speaking Handbook is interesting.	4	Excellent	It can be applied without revision.
8	The material in the Public Speaking Handbook can broaden students' knowledge.	4	Excellent	It can be applied without revision.
9	The material presented in the Public Speaking Handbook is in line with the cognitive development level of students.	3	Good	It can be applied with a little bit revision without revision.
10	All materials are tailored to the students' abilities.	3	Good	It can be applied with a little bit revision

The average score from the material expert's validation is presented in the calculation below:

$$M = \frac{B}{N} = \frac{36}{10} = 3,6$$

This mean score is converted into a percentage as presented below:

The material expert's validation yielded a mean score of 3.6 with a

$$X = \frac{M}{N} \times 100$$

$$X = \frac{3.6}{4} \times 100 = 90\%$$

90% rating, falling under the "Excellent" category. Furthermore, the language expert's assessment indicates that the Public Speaking Handbook is suitable for use without any revisions..

c. Draft Change



Before

Before

Before

After

After

After

During this stage, the revised version of the product was presented to a limited group of students. The researchers showed that it met the needs of the students of MTs. Miftahul Ulum, Miftahul Ulum Boarding School. The students responded very positively and enthusiastically. They intended to incorporate the product into the school's regular activities and events.

d. Students and Teacher Perceptions

As this research is concerned with the development of educational materials, evaluation is necessary to get a better product. To get opinions and suggestions regarding the design of the textbook, three expert participants were requested to complete a questionnaire. This instrument was also administered at MTs. Miftahul Ulum Islamic Boarding School to evaluate the effectiveness and visual appeal of the textbook design, as well as to gather students' perceptions of the basic English textbook. The results of the experts' evaluation during the development stage are shown in the table above, while the results of the students' perceptions are shown in the table below:

Table 4.7 The Result of Students Perception

No	Criteria	Mean Score	Description	Follow-up
1	The material presented is appropriate for students at the basic level.	3,4	Good	It can be applied with a little bit revision
2	The material is tailored to the needs of students at the MTs. Miftahul Ulum Islamic boarding school.	3,4	Good	It can be applied with a little bit revision

3	The material presented was able to improve the public speaking skills of students at the MTs Miftahul Ulum Islamic boarding school.	3,5	Good	It can be applied with a little bit revision
4	The overall input material is diverse.	3,3	Good	It can be applied with a little bit revision
5	Input interesting and easy-to-understand material.	3,5	Good	It can be applied with a little bit revision
6	The topic of the material input was in line with the students' needs, namely public speaking.	3,4	Good	It can be applied with a little bit revision
7	The length and source of the entire input text are in accordance with the needs of the students of the MTs. Miftahul Ulum Islamic Boarding School.	3,4	Good	It can be applied with a little bit revision
8	The activities in each chapter vary.	3,4	Good	It can be applied with a little bit revision
9	The exercises available are arranged from easy to difficult levels.	3,4	Good	It can be applied with a little bit revision without revision.
10	The commands in the entire chapter are easy to understand.	3,4	Good	It can be applied with a little bit revision

11	The training includes individual, pair, and group exercises.	3,4	Good	It can be applied with a little bit revision
12	Activities in the Chapter encourage students to actively participate in public speaking activities.	3,5	Good	It can be applied with a little bit revision

The average score reflecting students' perceptions is presented in the calculation below:

$$M = \frac{B}{N} = \frac{41}{12} = 3,41$$

This mean score is converted into a percentage as presented below:

$$X = \frac{M}{N} \times 100$$

$$X = \frac{3,41}{4} \times 100 = 85,2\%$$

The results of the students perceptions obtained a mean score of 3.41 with a percentage of 85,25% qualified as "Good". The results of the students perceptions show that the Public Speaking Handbook can be used without revision.

Following this, the researcher sought feedback from students to determine if the public speaking guidebook fulfilled their learning needs. The results showed that the students said that the public speaking guidebook

met their needs. Some students also commented on the design of the guidebook:

Student A: *“The layout of the public speaking handbook is well-constructed and visually appealing, as it contains pictures, videos, and barcode scans in its activities.”*

Student B: *“In my opinion, the cover of the book is attractive enough to make us, who initially had no intention of reading the book, open it, especially since the content will help us to be brave in speaking in public.”*

Next, the researcher also asked a teacher to respond by providing suggestions and criticism of the public speaking handbook. The following is the transcript:

Teacher A: *“The public speaking handbook appears visually engaging due to its vibrant design and well-structured layout, plus you’ve included simple animations to spark children’s imagination. In terms of content, I think it’s appropriate as a book designed with engaging activities that are good for encouraging students to speak in public, as that has been my ongoing challenge as a teacher. Thankfully, this guidebook also includes tips for learning to speak English, exercises, and I commend you for using a barcode scan that will make children curious about its contents—it’s great that you’ve incorporated technological advancements into this book. Overall, this book is excellent for teaching and learning public speaking.”*

B. Discussion

Public speaking skills are important, which is why students at MTs. Miftahul Ulum is interested in learning public speaking. However, students often face obstacles when learning public speaking, such as feeling inferior when speaking in public, feeling uncomfortable and afraid of making mistakes, difficulty in using proper language structure when speaking, and fear of being laughed at by the audience when speaking in public. This study aims to design an effective and proper Public Speaking Guidebook for students at MTs. Miftahul Ulum Islamic Boarding School. Additionally, the research further aims to assess student and teacher perceptions of the product's effectiveness in fostering students' public speaking skills. By using the Public Speaking Handbook, students are expected to receive guidance and tips on public speaking, become more confident, and actively participate in interesting and enjoyable activities based on books that are designed correctly and effectively.

The Public Speaking Handbook was designed using the Research and Development (R&D) method with the 4D model as a systematic approach used to develop and test the effectiveness of products, particularly in the field of education, such as learning tools or teaching media, such as define, design, develop, and disseminate³¹. The 4D model was developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974 and consists of four main stages, such as (1). Define. At this stage, researchers focus on

³¹ Eyla Nailal Khifdiyah, *Analisis Penentuan Pola Produksi dalam Upaya Meningkatkan Efisiensi Perusahaan* (Studi pada Konveksi Monalisa Uniform di Sendang Kalinyamatan Jepara) (Skripsi Sarjana, STAIN Kudus, 2017), diakses melalui <http://repository.iainkudus.ac.id/927/>

analyzing needs and identifying problems that exist in schools and are solved by the products they develop. Researchers' activities include analyzing student needs and analyzing initial concepts with the aim of gathering information and determining the specifications of the products to be developed.³² The researcher distributed a questionnaire to 29 respondents to identify students' needs, gaps, and desires for public speaking learning.

(2) Design. After identifying students needs, desires, and gaps, the researcher designed a product for them. At this stage, the researcher designed a Public Speaking Handbook. Activities included selecting media, developing the format, creating an initial product plan through to completion, and developing evaluation instruments such as tests based on criteria. This design served as the foundation for product development in the next stage. The researcher utilized the Canva application to support the design development of the Public Speaking Handbook.

(3) Develop. During this phase, the researcher proceeds with the development of the designed product. The product is then tested by three experts: a subject matter expert, a language expert, and a design layout expert.³³ The experts' validation results agree that the product is suitable, but the content and design can be further developed. During this phase, the product undergoes limited

³² Andi Maydiantoro, *Research and Development Models* (Bandar Lampung: Universitas Lampung), diakses dari <http://repository.lppm.unila.ac.id/34333/1/Model-Model%20Penelitian%20dan%20Pengembangan.pdf>

³³ PS. Astuti dan H. Pramudibyanto, "Development of Canva-based Learning Media in Indonesian Language Subjects," *Journal of Education* 6, no. 2 (2021): 123-132.

testing with a group of users (e.g., teachers or students). Based on the test results and feedback, the product can be revised to be more effective and meet the needs of the users.

(4) Dissemination. The stage in research disseminates or publishes research results to interested parties, such as students, teachers, or the boarding school community. At this stage, researchers aim to ensure that research results can be widely understood and utilized, thereby contributing significantly to the development of science and practice in the field. The dissemination stage is an important part of the research process to ensure that research results do not merely remain as documents but also have a tangible impact and provide real benefits.³⁴

The students of the Miftahul Ulum MTs., Miftahul Ulum Islamic Boarding School stated that the designed handbook meets the needs of students as well as those of Islamic boarding school students. The design of the handbook is appealing and provides clear instructions. The handbook also includes various activities, teaching materials, vocabulary, and pronunciation aids to facilitate students' learning of the English language. Finally, a final version of the public speaking handbook has been created, which is available as an appendix.

Furthermore, the speaking handbook The final product developed in this study demonstrates both similarities and distinctions compared to previous

³⁴ Nur Vindawansyah, *Evaluasi Hasil Belajar Pelatihan Mikrokontroler Untuk Siswa Di SMKN 12 Bandung* (tesis, Universitas Pendidikan Indonesia, 2017), diakses dari https://repository.upi.edu/32295/6/S_

research, namely Batari A. S.'s *Designing Speaking Handbook for Students in the Eleventh-Grade of SMAN 2 Palopo*. Based on the evaluation results, the handbook produced through this study is deemed to be of “very good” quality, as evidenced by a score of 93.75% by eleventh-grade students at SMAN 2 Palopo, and expert evaluations indicate an 85% percentage meeting the criteria for “good.” This study employed a research and development (R&D) methodology, incorporating Task-Based Language Teaching (TBLT) and the framework proposed by Hutchinson and Waters. The process followed four main stages: definition, design, development, and dissemination. The pilot testing involved 26 participants. Findings from the interviews with both students and teachers indicated that the content met the required standards, design, and presentation, providing engaging learning materials based on students' needs, desires, and shortcomings.³⁵

Conversely, Batari's research shares several similarities with the present study, focusing on the development of an appropriate conversation handbook to help students improve their English skills and identifying materials suited to their needs. Nevertheless, the distinction between his research and the present study lies in the subjects being investigated, where the researchers focused more on MTs students. Miftahul Ulum who live in the Miftahul Ulum Islamic boarding school, while Batari's research focuses more on 11th grade students at SMAN 2 Palopo high school.

³⁵ Batari AS, B. A. T. A. R. I., *Designing Speaking Handbook for Students in the Eleventh-Grade of SMAN 2 Palopo* (Doctoral diss., Universitas Islam Negeri [UIN] Palopo, 2021).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The first stage in the development of the speaking handbook focuses on identifying student needs. Once this analysis is completed, the researcher collects supporting information to inform the handbook's design, followed by product validation by experts and subsequent testing. The results of this study are a public speaking handbook that will serve as an appropriate medium for teaching English speaking skills to students of Miftahul Ulum Islamic Boarding School. This is evidenced by the students' perception of the public speaking handbook, which is 85.25% of the percentage that qualifies as "Good." The development of the public speaking handbook follows the 4D model framework and comprises six chapters, including definitions of public speaking, creating speech structures and outlines, speaking techniques, pronunciation exercises, tips for learning public speaking, and vocabulary commonly encountered in public speaking.

B. Suggestion

This research is expected to inform and benefit multiple stakeholders, particularly English teachers and academic researchers. Some recommendations for the researcher are outlined below:

1. For Teachers

Teachers are advised to utilize this product as a supplementary resource to support English language instruction, especially when schools organize activities or events that require students to use English.

2. For Students

Students are expected to enhance their oral communication abilities and develop greater self-confidence by using this speaking guide when delivering speeches in both Indonesian and English. As a result, interest, curiosity, and active participation in the learning process are promoted.

3. For Future Researchers

The researcher recognizes that this study has certain limitations. Therefore, future researchers are advised to continue this research by developing a public speaking handbook rather than just an introductory book on public speaking (rules and guidelines), using better features and more complex and comprehensive speaking material. In addition, it is hoped that future researchers will also integrate various ideas, techniques, strategies, and technologies (artificial intelligence) into the learning process.

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A P P E N D I C E S

APPENDIX 1:
PERMISSION TO RESEARCH
AND AFTER RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Agatis Kel. Balandi Kec. Bara 91914 Kota Palopo
Email: ftik@iainpalopo.ac.id <https://ftik-iainpalopo.ac.id>

Nomor : B- 1262 /In.19/FTIK/HM.01/04/2025
Lampiran : -
Perihal : **Permohonan Surat Izin Penelitian**

Palopo, 22 April 2025

Yth. Kepala Sekolah MTs Miftahul Ulum
di Kalaena

Assalamu Alaikum Wr. Wb.

Dengan hormat, disampaikan bahwa mahasiswa (i):

Nama	: Imroatul Fathonah
NIM	: 2102020072
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2024/2025

akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul:
"Designing Public Speaking Handbook for Students at MTs. Miftahul Ulum
(Miftahul Ulum Borading School)". Untuk itu dimohon kiranya Bapak/Ibu berkenan
memberikan surat izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



A. Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP. 196705162000031002



لجنة التربية والسعادة الإسلامية مفتاح العلوم
YAYASAN PENDIDIKAN DAN KESEJAHTERAAN ISLAM MIFTAHUL ULUM

"MTs MIFTAHUL ULUM"

DESA ARGOMULYO KEC. KALAENA KAB. LUWU TIMUR KODE POS. 92974
☎ /HP : 085 298 086 731 / 085 255 969 727 / 085 242 038 151

SURAT KETERANGAN PENELITIAN

Nomor : 244 / MTs – MU / k / IV / 2024

Yang bertanda tangan di bawah ini :

Nama : MUHAMMAD MUKHLISHUL ABROOR, S.Pd.I
NIP : -
Jabatan : Kepala Madrasah
Sekolah : MTs. Miftahul Ulum

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah ini :

Nama : IMROATUL FATHONAH
NIM : 2102020072
Tempat/Tgl Lahir : Luwu, 16 Oktober 2003
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/Pend. Bahasa Inggris
Jenjang Program : S1

Benar telah melaksanakan Penelitian di MTs. Miftahul Ulum dalam rangka penyusunan Skripsi sebagai Mahasiswa pada Universitas Islam Negeri Palopo, dengan judul "*DESIGNING PUBLIC SPEAKING HANDBOOK FOR STUDENTS AT MTs. MIFTAHUL ULUM (MIFTAHUL ULUM BOARDING SCHOOL)*" mulai dari Tanggal 23 April 2025 sampai dengan 30 April 2025.

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Argomulyo, 02 Mei 2025

Kepala Madrasah,



M. Mukhlisul Abroor, S.Pd.I
NIP. -

APPENDIX 2

QUESTIONNAIRE'S

INSTRUMENT OF NEED

ANALYSIS

QUESTIONNAIRE

DESIGNING PUBLIC SPEAKING HANDBOOK FOR STUDENTS AT MTS. MIFTAHUL ULUM (MIFTAHUL ULUM BOARDING SCHOOL)

I. Data Responden

Nama :

Kelas :

No. Induk :

II. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan sesuai dengan keadaan Anda saat ini, dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan bahasa Inggris dan minat berbicara Bahasa Inggris di MTs. Miftahul Ulum (Pondok Pesantren Miftahul Ulum).

A. Need Assessment

1. Bagaimana Anda menilai kemampuan berbicara bahasa Inggris Anda?
 - a. Pemula.
 - b. Dasar.
 - c. Menengah.
 - d. Mahir.
2. Seberapa percaya diri Anda mengenai kemampuan berbicara bahasa Inggris di depan umum?
 - a. Tidak percaya diri.
 - b. Kurang percaya diri.
 - c. Percaya diri.
 - d. Sangat percaya diri.
3. Seberapa sering Anda menggunakan tata bahasa (*grammar*) dan pengucapan bahasa Inggris (*pronunciation*) yang benar?
 - a. Tidak pernah.
 - b. Jarang.
 - c. Sering.
 - d. Selalu.
4. Seberapa sering Anda mempunyai kesempatan untuk berbicara bahasa Inggris di depan umum (di kelas, di depan teman, di kegiatan Pondok Pesantren)?
 - a. Tidak pernah.

- b. Jarang.
 - c. Sering.
 - d. Selalu.
5. Kelebihan apa yang mungkin didapatkan santri setelah sering berlatih berbicara bahasa Inggris di depan umum?
 - a. Meningkatnya kemampuan berbahasa Inggris secara lisan.
 - b. Peningkatan kepercayaan diri dalam berkomunikasi.
 - c. Membuka peluang untuk berinteraksi dengan orang asing.
 - d. Semua jawaban di atas.
 6. Menurut Anda bagaimana cara efektif untuk mengatasi rasa gugup saat berbicara bahasa Inggris di depan umum?
 - a. Berlatih secara rutin dengan teman.
 - b. Mempersiapkan materi presentasi dengan matang.
 - c. Membayangkan audiens sebagai teman.
 - d. Semua jawaban di atas.
 7. Metode pembelajaran manakah yang paling efektif untuk membantu santri mengembangkan kemampuan berbicara bahasa Inggris di depan umum?
 - a. Metode ceramah dan presentasi satu arah.
 - b. Metode pembelajaran berbasis proyek (presentasi dan diskusi kelompok).
 - c. Metode pembelajaran individual dengan penekanan pada latihan membaca dan menulis.
 - d. Metode menghafal kosakata dan tata bahasa.
 8. Apakah anda tertarik untuk belajar lebih banyak tentang *public speaking*?
 - a. Ya, sangat tertarik.
 - b. Ya, cukup tertarik.
 - c. Kurang tertarik.
 - d. Tidak tahu.
 9. Konten dan fitur apa yang menurut santri pondok pesantren paling berguna untuk meningkatkan kemampuan berbicara bahasa Inggris di depan umum dalam buku pegangan *Public Speaking*?
 - a. Cara mengatasi rasa gugup dan serangan panik.
 - b. Kosakata bahasa Inggris umum dan tata bahasa (*grammar*) bahasa Inggris.
 - c. Strategi membuat teks (contoh pidato, MC, ceramah) dan berbicara di depan umum.
 - d. Cara menyampaikan pesan dengan jelas dan berinteraksi dengan audiens.
 10. Bagaimana anda ingin buku pegangan *Public Speaking* ini disajikan?
 - a. Dengan bahasa yang mudah dipahami.

- b. Dengan ilustrasi dan gambar yang menarik.
- c. Dengan contoh-contoh nyata (seperti percakapan umum dan dasar).
- d. Dengan latihan dan simulasi.

B. Content and Design

1. Keterampilan berbicara bahasa Inggris di depan umum apa yang paling relevan untuk dikembangkan oleh santri pondok pesantren?
 - a. Pengetahuan mendalam tentang tata (*grammar*) bahasa dan kosa kata (*vocabulary*) Bahasa Inggris.
 - b. Kemampuan menulis teks pidato dan ceramah dalam bahasa Inggris.
 - c. Kemampuan menyampaikan presentasi dengan jelas dan menarik menggunakan alat bantu visual.
 - d. Kemampuan berdebat dan menanggapi pertanyaan dalam bahasa Inggris.
2. Strategi apa yang dapat digunakan untuk membantu santri mengatasi demam panggung dan tampil percaya diri dalam berbicara bahasa Inggris?
 - a. Membiarkan santri menghadapi demam panggung tanpa persiapan, agar mereka belajar mengatasi sendiri.
 - b. Berlatih secara rutin dengan teman dan membayangkan teman sebagai audiens.
 - c. Mempersiapkan materi presentasi dengan matang, latihan berbicara di depan cermin, dan kesempatan berlatih presentasi di depan audiens kecil secara bertahap.
 - d. Fokus meningkatkan kemampuan tata bahasa (*grammar*) dan kosakata (*vocabulary*) bahasa Inggris, mengabaikan aspek kepercayaan diri.
3. Bagaimana desain buku pegangan *Public Speaking* ini dapat menarik secara visual, dan dapat membantu siswa dengan gaya belajar yang seru, sekaligus mempromosikan penggunaan bahasa Inggris yang efektif?
 - a. Dengan menggunakan desain yang sederhana dan minimalis.
 - b. Dengan fokus pada penyajian informasi teks tertulis dalam bahasa Inggris, tanpa gambar menarik atau elemen interaktif.
 - c. Dengan menggabungkan desain yang menarik secara visual (gambar, ilustrasi, tata letak yang baik), konten yang menarik, dan menggunakan berbagai metode penyampaian informasi (teks, gambar, audio, video) untuk menggabungkan berbagai gaya belajar,

- serta contoh-contoh penggunaan bahasa Inggris yang efektif dalam konteks yang relevan.
- d. Dengan menggunakan bahasa Inggris yang formal dan kompleks, tanpa mempertimbangkan tingkat pemahaman siswa.
4. Cara apa yang paling efektif untuk menggabungkan buku panduan *Public Speaking* yang dirancang untuk perkembangan bahasa Inggris santri di pondok pesantren?
 - a. Menambahkan buku panduan sebagai bacaan tambahan tanpa menggabungkan dengan mata pelajaran lain.
 - b. Menggunakan buku pegangan sebagai pengganti seluruh materi bahasa Inggris yang sudah ada.
 - c. Menggabungkan buku pegangan ke dalam mata pelajaran bahasa Inggris dan kegiatan ekstrakurikuler terkait, dengan menyediakan waktu dan kesempatan bagi santri untuk mempraktikkan keterampilan berbicara yang dipelajari.
 - d. Menyerahkan buku panduan kepada santri dan membiarkan mereka mempelajarinya secara mandiri tanpa bimbingan dari guru.
 5. Bagaimana santri dapat didukung dalam memanfaatkan buku pegangan ini agar dapat menyampaikan secara efektif petunjuk berbicara bahasa Inggris di depan umum?
 - a. Dengan memberikan buku panduan kepada siswa tanpa pelatihan atau bimbingan lebih lanjut.
 - b. Dengan menyediakan pelatihan khusus bagi santri tentang cara menggunakan buku panduan dan strategi efektif untuk menyampaikan petunjuk berbicara di depan umum dalam bahasa Inggris.
 - c. Dengan hanya mengandalkan buku panduan sebagai satu-satunya sumber informasi bagi santri.
 - d. Dengan membiarkan santri menggunakan buku panduan sesuai dengan keinginan mereka sendiri tanpa memberikan panduan atau dukungan.
 6. Apa manfaat dan tantangan yang dirasakan dari penggunaan buku pegangan *Public Speaking* untuk mengembangkan keterampilan berbahasa Inggris oleh santri pesantren?
 - a. Manfaat: Meningkatkan kepercayaan diri dan kemampuan berbicara santri dalam bahasa Inggris. Tantangan: Kurangnya motivasi dan keterbatasan sumber daya untuk mendukung pembelajaran.
 - b. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris. Tantangan: Kurangnya dukungan dari guru dan keterbatasan waktu untuk berlatih.

- c. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris dan kepercayaan diri mereka. Tantangan: Kurangnya dukungan dari guru, keterbatasan waktu untuk berlatih, dan kesulitan dalam memahami materi yang kompleks.
 - d. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris dan kepercayaan diri mereka. Tantangan: Kurangnya motivasi santri, keterbatasan waktu untuk berlatih, dan kesulitan dalam memahami materi yang kompleks.
7. Bagaimana efektivitas buku panduan *Public Speaking* untuk meningkatkan keterampilan berbicara bahasa Inggris di depan umum diukur dalam konteks pesantren?
- a. Dengan hanya memberikan kuis tertulis tanpa memperhatikan kemampuan berbicara santri secara langsung.
 - b. Dengan memberikan tugas presentasi dalam bahasa Inggris dan menilai kemampuan berbicara santri berdasarkan kriteria yang jelas, seperti pengucapan, tata bahasa, dan isi presentasi.
 - c. Dengan hanya menilai kemampuan berbicara santri berdasarkan penilaian subjektif dari guru.
 - d. Dengan menggunakan metode penilaian yang sama seperti yang digunakan di sekolah umum, tanpa mempertimbangkan konteks pesantren.

APPENDIX 3

INSTRUMENT VALIDATION

BY THE EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

DESIGNING PUBLIC SPEAKING HANDBOOK FOR STUDENTS AT MTs. MIFTAHUL ULUM (MIFTAHUL ULUM BOAARDING SCHOOL)

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
I	Aspek Isi	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					

b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

C. Komentar

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D. Saran

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E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

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Palopo,

Validator

APPENDIX 4

**THE RESULT OF THE
INSTRUMENT'S
VALIDATION BY EXPERTS**

U

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS
DESIGNING PUBLIC SPEAKING HANDBOOK FOR STUDENTS AT
MTs. MIFTAHUL ULUM (MIFTAHUL ULUM BOAARDING SCHOOL)

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
I	Aspek Isi	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					✓
b	Tujuan kuesioner dinyatakan dengan jelas				✓	
c	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓

b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					✓
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

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D. Saran

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E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

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Palopo, 20 Mei 2025

Validator


Arneli Yahya, S.E., M.Hum

APPENDIX 5:
THE RESULT OF THE
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS

QUESTIONNAIRE

DESIGNING PUBLIC SPEAKING HANDBOOK FOR STUDENTS AT MTS. MIFTAHUL ULUM (MIFTAHUL ULUM BOARDING SCHOOL)

I. Data Responden

Nama : AHMAD HANIF (00200)

Kelas : IX

No. Induk :

II. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan sesuai dengan keadaan Anda saat ini, dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan bahasa Inggris dan minat berbicara Bahasa Inggris di MTs. Miftahul Ulum (Pondok Pesantren Miftahul Ulum).

A. Need Assessment

1. Bagaimana Anda menilai kemampuan berbicara bahasa Inggris Anda?
 - ☒ a. Pemula.
 - b. Dasar.
 - c. Menengah.
 - d. Mahir.
2. Seberapa percaya diri Anda mengenai kemampuan berbicara bahasa Inggris di depan umum?
 - a. Tidak percaya diri.
 - ☒ b. Kurang percaya diri.
 - c. Percaya diri.
 - d. Sangat percaya diri.
3. Seberapa sering Anda menggunakan tata bahasa (*grammar*) dan pengucapan bahasa Inggris (*pronunciation*) yang benar?
 - a. Tidak pernah.
 - ☒ b. Jarang.
 - c. Sering.
 - d. Selalu.
4. Seberapa sering Anda mempunyai kesempatan untuk berbicara bahasa Inggris di depan umum (di kelas, di depan teman, di kegiatan Pondok Pesantren)?
 - a. Tidak pernah.
 - ☒ b. Jarang.
 - c. Sering.
 - d. Selalu.
5. Kelebihan apa yang mungkin didapatkan santri setelah sering berlatih berbicara bahasa Inggris di depan umum?



- a. Meningkatkan kemampuan berbahasa Inggris secara lisan.
 - b. Peningkatan kepercayaan diri dalam berkomunikasi.
 - ☒ c. Membuka peluang untuk berinteraksi dengan orang asing.
 - ☒ d. Semua jawaban di atas.
6. Menurut Anda bagaimana cara efektif untuk mengatasi rasa gugup saat berbicara bahasa Inggris di depan umum?
- a. Berlatih secara rutin dengan teman.
 - ☒ b. Mempersiapkan materi presentasi dengan matang.
 - c. Membayangkan audiens sebagai teman.
 - d. Semua jawaban di atas.
7. Metode pembelajaran manakah yang paling efektif untuk membantu santri mengembangkan kemampuan berbicara bahasa Inggris di depan umum?
- a. Metode ceramah dan presentasi satu arah.
 - ☒ b. Metode pembelajaran berbasis proyek (presentasi dan diskusi kelompok).
 - c. Metode pembelajaran individual dengan penekanan pada latihan membaca dan menulis.
 - d. Metode menghafal kosakata dan tata bahasa.
8. Apakah anda tertarik untuk belajar lebih banyak tentang *public speaking*?
- ☒ a. Ya, sangat tertarik.
 - b. Ya, cukup tertarik.
 - c. Kurang tertarik.
 - d. Tidak tahu.
9. Konten dan fitur apa yang menurut santri pondok pesantren paling berguna untuk meningkatkan kemampuan berbicara bahasa Inggris di depan umum dalam buku pegangan *Public Speaking*?
- a. Cara mengatasi rasa gugup dan serangan panik.
 - ☒ b. Kosakata bahasa Inggris umum dan tata bahasa (*grammar*) bahasa Inggris.
 - c. Strategi membuat teks (contoh pidato, MC, ceramah) dan berbicara di depan umum.
 - d. Cara menyampaikan pesan dengan jelas dan berinteraksi dengan audiens.
10. Bagaimana anda ingin buku pegangan *Public Speaking* ini disajikan?
- a. Dengan bahasa yang mudah dipahami.
 - b. Dengan ilustrasi dan gambar yang menarik.
 - ☒ c. Dengan contoh-contoh nyata (seperti percakapan umum dan dasar).
 - d. Dengan latihan dan simulasi.

B. Content and Design

1. Keterampilan berbicara bahasa Inggris di depan umum apa yang paling relevan untuk dikembangkan oleh santri pondok pesantren?
- ☒ a. Pengetahuan mendalam tentang tata (*grammar*) bahasa dan kosa kata (*vocabulary*) Bahasa Inggris.

- b. Kemampuan menulis teks pidato dan ceramah dalam bahasa Inggris.
 - c. Kemampuan menyampaikan presentasi dengan jelas dan menarik menggunakan alat bantu visual.
 - ☒ d. Kemampuan berdebat dan menanggapi pertanyaan dalam bahasa Inggris.
2. Strategi apa yang dapat digunakan untuk membantu santri mengatasi demam panggung dan tampil percaya diri dalam berbicara bahasa Inggris?
- a. Membiarkan santri menghadapi demam panggung tanpa persiapan, agar mereka belajar mengatasi sendiri.
 - b. Berlatih secara rutin dengan teman dan membayangkan teman sebagai audiens.
 - ☒ c. Mempersiapkan materi presentasi dengan matang, latihan berbicara di depan cermin, dan kesempatan berlatih presentasi di depan audiens kecil secara bertahap.
 - d. Fokus meningkatkan kemampuan tata bahasa (*grammar*) dan kosakata (*vocabulary*) bahasa Inggris, mengabaikan aspek kepercayaan diri.
3. Bagaimana desain buku pegangan *Public Speaking* ini dapat menarik secara visual, dan dapat membantu siswa dengan gaya belajar yang seru, sekaligus mempromosikan penggunaan bahasa Inggris yang efektif?
- a. Dengan menggunakan desain yang sederhana dan minimalis.
 - b. Dengan fokus pada penyajian informasi teks tertulis dalam bahasa Inggris, tanpa gambar menarik atau elemen interaktif.
 - ☒ c. Dengan menggabungkan desain yang menarik secara visual (gambar, ilustrasi, tata letak yang baik), konten yang menarik, dan menggunakan berbagai metode penyampaian informasi (teks, gambar, audio, video) untuk menggabungkan berbagai gaya belajar, serta contoh-contoh penggunaan bahasa Inggris yang efektif dalam konteks yang relevan.
 - d. Dengan menggunakan bahasa Inggris yang formal dan kompleks, tanpa mempertimbangkan tingkat pemahaman siswa
4. Cara apa yang paling efektif untuk menggabungkan buku panduan *Public Speaking* yang dirancang untuk perkembangan bahasa Inggris santri di pondok pesantren?
- a. Menambahkan buku panduan sebagai bacaan tambahan tanpa menggabungkan dengan mata pelajaran lain.
 - b. Menggunakan buku pegangan sebagai pengganti seluruh materi bahasa Inggris yang sudah ada.
 - ☒ c. Menggabungkan buku pegangan ke dalam mata pelajaran bahasa Inggris dan kegiatan ekstrakurikuler terkait, dengan menyediakan waktu dan kesempatan bagi santri untuk mempraktikkan keterampilan berbicara yang dipelajari.
 - d. Menyerahkan buku panduan kepada santri dan membiarkan mereka mempelajarinya secara mandiri tanpa bimbingan dari guru.

5. Bagaimana santri dapat didukung dalam memanfaatkan buku pegangan ini agar dapat menyampaikan secara efektif petunjuk berbicara bahasa Inggris di depan umum?

- a. Dengan memberikan buku panduan kepada siswa tanpa pelatihan atau bimbingan lebih lanjut.
- ☒ b. Dengan menyediakan pelatihan khusus bagi santri tentang cara menggunakan buku panduan dan strategi efektif untuk menyampaikan petunjuk berbicara di depan umum dalam bahasa Inggris.
- c. Dengan hanya mengandalkan buku panduan sebagai satu-satunya sumber informasi bagi santri.
- d. Dengan membiarkan santri menggunakan buku panduan sesuai dengan keinginan mereka sendiri tanpa memberikan panduan atau dukungan.

6. Apa manfaat dan tantangan yang dirasakan dari penggunaan buku pegangan *Public Speaking* untuk mengembangkan keterampilan berbahasa Inggris oleh santri pesantren?

- ☒ a. Manfaat: Meningkatkan kepercayaan diri dan kemampuan berbicara santri dalam bahasa Inggris. Tantangan: Kurangnya motivasi dan keterbatasan sumber daya untuk mendukung pembelajaran.
- ☒ b. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris. Tantangan: Kurangnya dukungan dari guru dan keterbatasan waktu untuk berlatih.
- c. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris dan kepercayaan diri mereka. Tantangan: Kurangnya dukungan dari guru, keterbatasan waktu untuk berlatih, dan kesulitan dalam memahami materi yang kompleks.
- d. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris dan kepercayaan diri mereka. Tantangan: Kurangnya motivasi santri, keterbatasan waktu untuk berlatih, dan kesulitan dalam memahami materi yang kompleks.

7. Bagaimana efektivitas buku panduan *Public Speaking* untuk meningkatkan keterampilan berbicara bahasa Inggris di depan umum diukur dalam konteks pesantren?

- a. Dengan hanya memberikan kuis tertulis tanpa memperhatikan kemampuan berbicara santri secara langsung.
- ☒ b. Dengan memberikan tugas presentasi dalam bahasa Inggris dan menilai kemampuan berbicara santri berdasarkan kriteria yang jelas, seperti pengucapan, tata bahasa, dan isi presentasi.
- c. Dengan hanya menilai kemampuan berbicara santri berdasarkan penilaian subjektif dari guru.
- d. Dengan menggunakan metode penilaian yang sama seperti yang digunakan di sekolah umum, tanpa mempertimbangkan konteks pesantren.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

QUESTIONNAIRE

DESIGNING PUBLIC SPEAKING HANDBOOK FOR STUDENTS AT MTS. MIFTAHUL ULUM (MIFTAHUL ULUM BOARDING SCHOOL)

I. Data Responden

Nama : Ahmad Mufid Ull Hakim Adnan
Kelas : IX (sembilan)
No. Induk :

II. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan sesuai dengan keadaan Anda saat ini, dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan bahasa Inggris dan minat berbicara Bahasa Inggris di MTs. Miftahul Ulum (Pondok Pesantren Miftahul Ulum).

A. Need Assessment

1. Bagaimana Anda menilai kemampuan berbicara bahasa Inggris Anda?
 - a. Pemula.
 - ☒ b. Dasar.
 - ☒ c. Menengah.
 - d. Mahir.
2. Seberapa percaya diri Anda mengenai kemampuan berbicara bahasa Inggris di depan umum?
 - a. Tidak percaya diri.
 - ☒ b. Kurang percaya diri.
 - ☒ c. Percaya diri.
 - d. Sangat percaya diri.
3. Seberapa sering Anda menggunakan tata bahasa (*grammar*) dan pengucapan bahasa Inggris (*pronunciation*) yang benar?
 - a. Tidak pernah.
 - ☒ b. Jarang.
 - c. Sering.
 - d. Selalu.
4. Seberapa sering Anda mempunyai kesempatan untuk berbicara bahasa Inggris di depan umum (di kelas, di depan teman, di kegiatan Pondok Pesantren)?
 - a. Tidak pernah.
 - b. Jarang.
 - ☒ c. Sering.
 - d. Selalu.
5. Kelebihan apa yang mungkin didapatkan santri setelah sering berlatih berbicara bahasa Inggris di depan umum?

- a. Meningkatnya kemampuan berbahasa Inggris secara lisan.
 - b. Peningkatan kepercayaan diri dalam berkomunikasi.
 - c. Membuka peluang untuk berinteraksi dengan orang asing.
 - ☒ d. Semua jawaban di atas.
6. Menurut Anda bagaimana cara efektif untuk mengatasi rasa gugup saat berbicara bahasa Inggris di depan umum?
- a. Berlatih secara rutin dengan teman.
 - b. Mempersiapkan materi presentasi dengan matang.
 - c. Membayangkan audiens sebagai teman.
 - ☒ d. Semua jawaban di atas.
7. Metode pembelajaran manakah yang paling efektif untuk membantu santri mengembangkan kemampuan berbicara bahasa Inggris di depan umum?
- a. Metode ceramah dan presentasi satu arah.
 - b. Metode pembelajaran berbasis proyek (presentasi dan diskusi kelompok).
 - ☒ c. Metode pembelajaran individual dengan penekanan pada latihan membaca dan menulis.
 - d. Metode menghafal kosakata dan tata bahasa.
8. Apakah anda tertarik untuk belajar lebih banyak tentang *public speaking*?
- ☒ a. Ya, sangat tertarik.
 - b. Ya, cukup tertarik.
 - c. Kurang tertarik.
 - d. Tidak tahu.
9. Konten dan fitur apa yang menurut santri pondok pesantren paling berguna untuk meningkatkan kemampuan berbicara bahasa Inggris di depan umum dalam buku pegangan *Public Speaking*?
- ☒ a. Cara mengatasi rasa gugup dan serangan panik.
 - b. Kosakata bahasa Inggris umum dan tata bahasa (*grammar*) bahasa Inggris.
 - ☒ c. Strategi membuat teks (contoh pidato, MC, ceramah) dan berbicara di depan umum.
 - ☒ d. Cara menyampaikan pesan dengan jelas dan berinteraksi dengan audiens.
10. Bagaimana anda ingin buku pegangan *Public Speaking* ini disajikan?
- ☒ a. Dengan bahasa yang mudah dipahami.
 - ☒ b. Dengan ilustrasi dan gambar yang menarik.
 - ☒ c. Dengan contoh-contoh nyata (seperti percakapan umum dan dasar).
 - d. Dengan latihan dan simulasi.

B. Content and Design

1. Keterampilan berbicara bahasa Inggris di depan umum apa yang paling relevan untuk dikembangkan oleh santri pondok pesantren?
 - a. Pengetahuan mendalam tentang tata (*grammar*) bahasa dan kosa kata (*vocabulary*) Bahasa Inggris.

- b. Kemampuan menulis teks pidato dan ceramah dalam bahasa Inggris.
 - c. Kemampuan menyampaikan presentasi dengan jelas dan menarik menggunakan alat bantu visual.
 - ☒ d. Kemampuan berdebat dan menanggapi pertanyaan dalam bahasa Inggris.
2. Strategi apa yang dapat digunakan untuk membantu santri mengatasi demam panggung dan tampil percaya diri dalam berbicara bahasa Inggris?
- a. Membiarkan santri menghadapi demam panggung tanpa persiapan, agar mereka belajar mengatasi sendiri.
 - b. Berlatih secara rutin dengan teman dan membayangkan teman sebagai audiens.
 - ☒ c. Mempersiapkan materi presentasi dengan matang, latihan berbicara di depan cermin, dan kesempatan berlatih presentasi di depan audiens kecil secara bertahap.
 - d. Fokus meningkatkan kemampuan tata bahasa (*grammar*) dan kosakata (*vocabulary*) bahasa Inggris, mengabaikan aspek kepercayaan diri.
3. Bagaimana desain buku pegangan *Public Speaking* ini dapat menarik secara visual, dan dapat membantu siswa dengan gaya belajar yang seru, sekaligus mempromosikan penggunaan bahasa Inggris yang efektif?
- a. Dengan menggunakan desain yang sederhana dan minimalis.
 - b. Dengan fokus pada penyajian informasi teks tertulis dalam bahasa Inggris, tanpa gambar menarik atau elemen interaktif.
 - ☒ c. Dengan menggabungkan desain yang menarik secara visual (gambar, ilustrasi, tata letak yang baik), konten yang menarik, dan menggunakan berbagai metode penyampaian informasi (teks, gambar, audio, video) untuk menggabungkan berbagai gaya belajar, serta contoh-contoh penggunaan bahasa Inggris yang efektif dalam konteks yang relevan.
 - d. Dengan menggunakan bahasa Inggris yang formal dan kompleks, tanpa mempertimbangkan tingkat pemahaman siswa
4. Cara apa yang paling efektif untuk menggabungkan buku panduan *Public Speaking* yang dirancang untuk perkembangan bahasa Inggris santri di pondok pesantren?
- a. Menambahkan buku panduan sebagai bacaan tambahan tanpa menggabungkan dengan mata pelajaran lain.
 - b. Menggunakan buku pegangan sebagai pengganti seluruh materi bahasa Inggris yang sudah ada.
 - ☒ c. Menggabungkan buku pegangan ke dalam mata pelajaran bahasa Inggris dan kegiatan ekstrakurikuler terkait, dengan menyediakan waktu dan kesempatan bagi santri untuk mempraktikkan keterampilan berbicara yang dipelajari.
 - d. Menyerahkan buku panduan kepada santri dan membiarkan mereka mempelajarinya secara mandiri tanpa bimbingan dari guru.

5. Bagaimana santri dapat didukung dalam memanfaatkan buku pegangan ini agar dapat menyampaikan secara efektif petunjuk berbicara bahasa Inggris di depan umum?
- a. Dengan memberikan buku panduan kepada siswa tanpa pelatihan atau bimbingan lebih lanjut.
 - ☒ b. Dengan menyediakan pelatihan khusus bagi santri tentang cara menggunakan buku panduan dan strategi efektif untuk menyampaikan petunjuk berbicara di depan umum dalam bahasa Inggris.
 - c. Dengan hanya mengandalkan buku panduan sebagai satu-satunya sumber informasi bagi santri.
 - d. Dengan membiarkan santri menggunakan buku panduan sesuai dengan keinginan mereka sendiri tanpa memberikan panduan atau dukungan.
6. Apa manfaat dan tantangan yang dirasakan dari penggunaan buku pegangan *Public Speaking* untuk mengembangkan keterampilan berbahasa Inggris oleh santri pesantren?
- a. Manfaat: Meningkatkan kepercayaan diri dan kemampuan berbicara santri dalam bahasa Inggris. Tantangan: Kurangnya motivasi dan keterbatasan sumber daya untuk mendukung pembelajaran.
 - b. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris. Tantangan: Kurangnya dukungan dari guru dan keterbatasan waktu untuk berlatih.
 - ☒ c. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris dan kepercayaan diri mereka. Tantangan: Kurangnya dukungan dari guru, keterbatasan waktu untuk berlatih, dan kesulitan dalam memahami materi yang kompleks.
 - d. Manfaat: Meningkatkan kemampuan berbicara santri dalam bahasa Inggris dan kepercayaan diri mereka. Tantangan: Kurangnya motivasi santri, keterbatasan waktu untuk berlatih, dan kesulitan dalam memahami materi yang kompleks.
7. Bagaimana efektivitas buku panduan *Public Speaking* untuk meningkatkan keterampilan berbicara bahasa Inggris di depan umum diukur dalam konteks pesantren?
- a. Dengan hanya memberikan kuis tertulis tanpa memperhatikan kemampuan berbicara santri secara langsung.
 - ☒ b. Dengan memberikan tugas presentasi dalam bahasa Inggris dan menilai kemampuan berbicara santri berdasarkan kriteria yang jelas, seperti pengucapan, tata bahasa, dan isi presentasi.
 - c. Dengan hanya menilai kemampuan berbicara santri berdasarkan penilaian subjektif dari guru.
 - d. Dengan menggunakan metode penilaian yang sama seperti yang digunakan di sekolah umum, tanpa mempertimbangkan konteks pesantren.

APPENDIX 6

**THE EXPERTS EVALUATION
QUESTIONNAIRE OF THE
PRODUCT**

KUISIONER EVALUASI UNTUK AHLI MATERI

“Designing Public Speaking Handbook For Students At MTs. Miftahul Ulum (Miftahul Ulum Boarding School)”

A. Data Responden

Nama :
Umur :
Jenis Kelamin :
Pendidikan : S1 ☐ S2 ☐ S3 ☐ Professor ☐
Pengalaman Mengajar : 0-2 tahun ☐ 2-4 tahun ☐
4-6 tahun ☐ ≥ 6 tahun ☐

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Aspek Isi					
1	Judul pada Public Speaking Handbook sesuai dengan isi materi.				
2	Kesesuaian materi dengan ilustrasi pada Public Speaking Handbook memadai.				
3	Keaslian materi dalam Public Speaking Handboook untuk siswa memadai.				
4	Materi menumbuhkan motivasi siswa dalam berbicara dan membaca.				

5	Materi yang digunakan dalam Public Speaking Handbook sesuai dengan benar.				
6	Materi yang disajikan mudah dipahami				
7	Input materi dalam Public Speaking Handbook menarik.				
8	Input materi dalam Public Speaking Handbook dapat menambah wawasan siswa.				
9	Materi yang disajikan Public Speaking Handbook sesuai dengan tingkatan perkembangan kognitif siswa.				
10	Urutan materi sesuai dengan kemampuan siswa.				
Rangkuman Kualitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Public Speaking Handbook* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,

Penilai Kelayakan

NIP

KUISIONER EVALUASI UNTUK AHLI DESIGN AND LAYOUT

“Designing Public Speaking Handbook For Students At MTs. Miftahul Ulum (Miftahul Ulum Boarding School)”

A. Data Responden

Nama :
Umur :
Jenis Kelamin :
Pendidikan : S1 ☐ S2 ☐ S3 ☐ Professor ☐
Pengalaman Mengajar : 0-2 tahun ☐ 2-4 tahun ☐
4-6 tahun ☐ ≥ 6 tahun ☐

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

- 4: Sangat Baik
3: Baik
2: Kurang Baik
1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Design and Layout					
1	Pemilihan gambar ilustrasi dapat mempresentasikan materi yang ada.				
2	Pilihan gambar pada materi sesuai dengan siswa.				
3	Pemilihan warna pada Public Speaking Handbook menarik.				
4	Sampul Public Speaking Handbook menarik.				
5	Tampilan Public Speaking Handbook jelas..				
6	Penggunaan tanda baca sudah tepat.				

7	Susunan materi dalam Public Speaking Handbook sistematis.				
8	Sumber dalam Public Speaking Handbook jelas.				
9	Jarak spasi dalam Public Speaking Handbook sudah sesuai.				
Rangkuman Kualitatif :					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Public Speaking Handbook* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,

Penilai Kelayakan

NIP

KUISIIONER EVALUASI UNTUK AHLI BAHASA

“Designing Public Speaking Handbook For Students At MTs. Miftahul Ulum (Miftahul Ulum Boarding School)”

A. Data Responden

Nama :
Umur :
Jenis Kelamin :
Pendidikan : S1 ☐ S2 ☐ S3 ☐ Professor ☐
Pengalaman Mengajar : 0-2 tahun ☐ 2-4 tahun ☐
4-6 tahun ☐ ≥ 6 tahun ☐

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Bahasa					
1	Public Speaking Handbook disajikan dengan struktur kalimat yang tepat.				
2	Public Speaking Handbook menggunakan kalimat yang efektif.				
3	Public Speaking Handbook disajikan dengan menggunakan gaya Bahasa yang mudah dipahami siswa.				
4	Kosakata pada Public Speaking Hanbook sesuai dengan siswa.				

5	Public Speaking Handbook sesuai dengan kemampuan berbahasa siswa.				
6	Public Speaking Handbook dapat menambah wawasan siswa.				
7	Materi menggunakan tata Bahasa yang benar.				
8	Materi meningkatkan motivasi siswa untuk belajar Bahasa Inggris.				
9	Ketepatan penggunaan tata bahasa pada materi.				
Rangkuman Kualitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Public Speaking Handbook* yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo,

Penilai Kelayakan

NIP

APPENDIX 7

**THE RESULT OF THE
EXPERT'S EVALUATION
QUESTIONNAIRE OF THE
PRODUCT**

KUISIONER EVALUASI UNTUK AHLI MATERI

“Designing Public Speaking Handbook For Students At MTs. Miftahul Ulum (Miftahul Ulum Boarding School)”

A. Data Responden

Nama : *Amelia Yahya, S.E. M.Hum.*
 Umur :
 Jenis Kelamin :
 Pendidikan : S1 ☐ S2 ☐ S3 ☐ Professor ☐
 Pengalaman Mengajar : 0-2 tahun ☐ 2-4 tahun ☐
 4-6 tahun ☐ ≥ 6 tahun ☒

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Aspek Isi					
1	Judul pada Public Speaking Handbook sesuai dengan isi materi.				✓
2	Kesesuaian materi dengan ilustrasi pada Public Speaking Handbook memadai.			✓	
3	Keaslian materi dalam Public Speaking Handboook untuk siswa memadai.				✓
4	Materi menumbuhkan motivasi siswa dalam berbicara dan membaca.				✓

5	Materi yang digunakan dalam Public Speaking Handbook sesuai dengan benar.				✓
6	Materi yang disajikan mudah dipahami				✓
7	Input materi dalam Public Speaking Handbook menarik.				✓
8	Input materi dalam Public Speaking Handbook dapat menambah wawasan siswa.				✓
9	Materi yang disajikan Public Speaking Handbook sesuai dengan tingkatan perkembangan kognitif siswa.			✓	
10	luruhan materi sesuai dengan kemampuan siswa.			✓	
Rangkuman Kualitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Public Speaking Handbook* yang dikembangkan:

- (a.) Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Kalaena,

Penilai Kelayakan



NIP 197710132005012006

KUISIONER EVALUASI UNTUK AHLI DESIGN AND LAYOUT

"Designing Public Speaking Handbook For Students At MTs. Miftahul Ulum (Miftahul Ulum Boarding School)"

A. Data Responden

Nama : Fadhliah Rahmah Muin, S.Pd.I., M.Pd
 Umur :
 Jenis Kelamin :
 Pendidikan : S1 ☐ S2 ☒ S3 ☐ Professor ☐
 Pengalaman Mengajar : 0-2 tahun ☐ 2-4 tahun ☐
 4-6 tahun ☐ ≥ 6 tahun ☒

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Design and Layout					
1	Pemilihan gambar ilustrasi dapat mempresentasikan materi yang ada.				✓
2	Pilihan gambar pada materi sesuai dengan siswa.				✓
3	Pemilihan warna pada Public Speaking Handbook menarik.			✓	
4	Sampul Public Speaking Handbook menarik.			✓	
5	Tampilan Public Speaking Handbook jelas..				✓
6	Penggunaan tanda baca sudah tepat.			✓	

7	Susunan materi dalam Public Speaking Handbook sistematis.				✓
8	Sumber dalam Public Speaking Handbook jelas.			✓	
9	Jarak spasi dalam Public Speaking Handbook sudah sesuai.			✓	
Rangkuman Kualitatif : Materi disajikan dengan menarik, ilustrasi disajikan untuk menambah penguatan pada materi.					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Public Speaking Handbook* yang dikembangkan:

- (a.) Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 20 Mei 2025.

Penilai Kelayakan


Fadhlillah R. Muin
NIP

KUISIIONER EVALUASI UNTUK AHLI BAHASA

"Designing Public Speaking Handbook For Students At MTs. Miftahul Ulum (Miftahul Ulum Boarding School)"

A. Data Responden

Nama : *Amalia Yulha, S.E., M.Hum.*
 Umur :
 Jenis Kelamin :
 Pendidikan : S1 ☐ S2 ☒ S3 ☐ Professor ☐
 Pengalaman Mengajar : 0-2 tahun ☐ 2-4 tahun ☐
 4-6 tahun ☐ ≥ 6 tahun ☒

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

- 4: Sangat Baik
- 3: Baik
- 2: Kurang Baik
- 1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Bahasa					
1	Public Speaking Handbook disajikan dengan struktur kalimat yang tepat.			✓	
2	Public Speaking Handbook menggunakan kalimat yang efektif.				✓
3	Public Speaking Handbook disajikan dengan menggunakan gaya Bahasa yang mudah dipahami siswa.			✓	✓
4	Kosakata pada Public Speaking Hanbook sesuai dengan siswa.			✓	

5	Public Speaking Handbook sesuai dengan kemampuan berbahasa siswa.				✓
6	Public Speaking Handbook dapat menambah wawasan siswa.				✓
7	Materi menggunakan tata Bahasa yang benar.				✓
8	Materi meningkatkan motivasi siswa untuk belajar Bahasa Inggris.				✓
9	Ketepatan penggunaan tata bahasa pada materi.				✓
Rangkuman Kualitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Public Speaking Handbook* yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo,

Penilai Kelayakan



NIP

APPENDIX 8

DOCUMENT



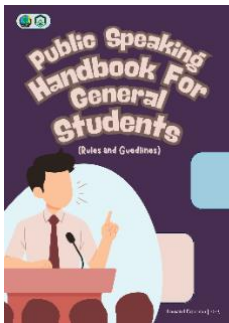






APPENDIX 9

THE FINAL DRAFT OF THE PRODUCT



DAFTAR ISI

About the Public Speaking Handbook

01	Manajemen Public Speaking dan Perilaku Diri	40
02	Teknik Dasar Public Speaking	47
03	Mengenal Raza-Grup dan Dimensi Personal	50

04	Teknik Berbicara yang Efektif	56
05	Strategi Mengubah Partisipasi dan Perilaku	61
06	Public Speaking dalam Budaya Inggris	66

Pendahuluan

Public speaking adalah keterampilan yang sangat penting dalam kehidupan sehari-hari. Buku ini bertujuan untuk membantu mahasiswa memahami konsep dasar public speaking, mulai dari manajemen diri, teknik dasar, hingga strategi komunikasi yang efektif.



A. Pengertian Public Speaking

Public speaking adalah kegiatan berbicara di depan umum dengan tujuan menyampaikan informasi, persuasi, atau hiburan. Ini melibatkan persiapan, teknik, dan sikap yang tepat.

C. Menumbuhkan Rasa Percaya Diri

Percaya diri adalah kunci keberhasilan dalam public speaking. Untuk meningkatkannya, lakukan latihan rutin, visualisasikan kesuksesan, dan fokus pada pesan yang ingin disampaikan.

D. Mengenal Karakteristik dan Kemampuan Diri

Setiap individu memiliki karakteristik dan kemampuan yang unik. Mengetahui diri sendiri membantu dalam memilih topik, gaya bicara, dan strategi yang paling efektif.



B. Pentingnya Public Speaking untuk Santri

Public speaking sangat penting bagi santri karena membantu dalam menyampaikan pesan agama, memimpin ibadah, dan berinteraksi dengan masyarakat luas.

A. Membuat Outline dan Struktur Pidato

Outline dan struktur yang jelas membantu dalam menyampaikan pesan dengan terarah dan sistematis. Pastikan ada pembukaan, isi, dan penutup yang kuat.

2. Rumus Struktur Pidato

Struktur pidato yang baik mengikuti rumus tertentu, seperti pembukaan, isi, dan penutup. Pastikan setiap bagian memiliki tujuan yang jelas.



D. Mengembangkan Isi Pidato yang Jelas dan Padat

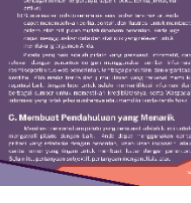
Isi pidato harus jelas, padat, dan mudah dipahami. Gunakan contoh-contoh yang relevan untuk memperkuat pesan yang disampaikan.

F. Contoh Pidato

Contoh pidato yang baik menunjukkan struktur yang jelas, bahasa yang lugas, dan pesan yang kuat. Perhatikan gaya bicara dan ekspresi wajah.

B. Memilih Tema dan Materi Yang Relevan

Pilihlah tema dan materi yang relevan dengan audiens dan tujuan pidato. Pastikan materi tersebut menarik dan informatif.



E. Menutup Pidato dengan Mengucapkan Salam

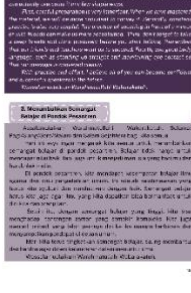
Menutup pidato dengan salam yang baik menunjukkan rasa hormat dan menghormati audiens. Pastikan salam tersebut sesuai dengan konteks.

G. Kesimpulan

Public speaking adalah keterampilan yang dapat dipelajari dan ditingkatkan. Dengan latihan dan persiapan yang matang, siapa pun dapat menjadi pembicara yang efektif.

3. Cara Menemukan Topik Pidato

Topik pidato dapat ditemukan dari berbagai sumber, seperti minat pribadi, isu terkini, atau kebutuhan audiens. Pastikan topik tersebut menarik dan relevan.



4. Teknik Berbicara yang Efektif

Teknik berbicara yang efektif meliputi penggunaan bahasa tubuh, intonasi suara, dan kontak mata. Pastikan komunikasi Anda jelas dan menarik.

5. Strategi Mengubah Partisipasi dan Perilaku

Strategi untuk meningkatkan partisipasi dan mengubah perilaku melibatkan penggunaan pertanyaan, cerita, dan demonstrasi. Pastikan audiens terlibat aktif.

6. Public Speaking dalam Budaya Inggris

Public speaking dalam budaya Inggris memiliki karakteristik tertentu, seperti gaya bicara yang lugas dan langsung. Pahami perbedaan budaya untuk komunikasi yang efektif.



7. Kesimpulan

Public speaking adalah keterampilan yang sangat penting dalam kehidupan sehari-hari. Dengan memahami konsep dasar, teknik, dan strategi yang tepat, Anda dapat meningkatkan kemampuan Anda.

8. Daftar Pustaka

Daftar pustaka yang relevan untuk referensi lebih lanjut. Pastikan sumber-sumber tersebut kredibel dan relevan dengan topik.

A. Dasar-dasar Public Speaking dalam Bahasa Inggris

Public speaking is the process of communicating with a group of people. It is a skill that is essential for success in many areas of life, including business, education, and politics. Public speaking is not just about speaking; it is about connecting with your audience and making a lasting impression.

Public speaking is a skill that is essential for success in many areas of life, including business, education, and politics. Public speaking is not just about speaking; it is about connecting with your audience and making a lasting impression.

Public speaking is a skill that is essential for success in many areas of life, including business, education, and politics. Public speaking is not just about speaking; it is about connecting with your audience and making a lasting impression.

B. Membuat Outline dan Struktur Pidato dalam Bahasa Inggris

A good outline is the foundation of a successful speech. It helps you organize your thoughts and ensures that your message is clear and concise. A well-structured speech is easier to remember and more persuasive.

A good outline is the foundation of a successful speech. It helps you organize your thoughts and ensures that your message is clear and concise. A well-structured speech is easier to remember and more persuasive.

A good outline is the foundation of a successful speech. It helps you organize your thoughts and ensures that your message is clear and concise. A well-structured speech is easier to remember and more persuasive.

C. Membuat Pidato dalam Bahasa Inggris

Writing a speech is a process that requires careful planning and attention to detail. You need to know your audience, your purpose, and your topic. A well-written speech is engaging, informative, and memorable.

Writing a speech is a process that requires careful planning and attention to detail. You need to know your audience, your purpose, and your topic. A well-written speech is engaging, informative, and memorable.

Writing a speech is a process that requires careful planning and attention to detail. You need to know your audience, your purpose, and your topic. A well-written speech is engaging, informative, and memorable.

D. Teknik Berbicara yang Efektif dalam Bahasa Inggris

Effective public speaking is not just about what you say, but how you say it. Your tone, pace, and body language all play a role in how your audience perceives your message. Mastering these techniques can make a significant difference in the impact of your speech.

Effective public speaking is not just about what you say, but how you say it. Your tone, pace, and body language all play a role in how your audience perceives your message. Mastering these techniques can make a significant difference in the impact of your speech.

Effective public speaking is not just about what you say, but how you say it. Your tone, pace, and body language all play a role in how your audience perceives your message. Mastering these techniques can make a significant difference in the impact of your speech.

E. Strategi Menjawab Pertanyaan Penonton dalam Bahasa Inggris

Handling questions from the audience is a crucial part of public speaking. It shows that you are confident, knowledgeable, and willing to engage with your audience. Preparing for potential questions can help you stay calm and composed when they arise.

Handling questions from the audience is a crucial part of public speaking. It shows that you are confident, knowledgeable, and willing to engage with your audience. Preparing for potential questions can help you stay calm and composed when they arise.

Handling questions from the audience is a crucial part of public speaking. It shows that you are confident, knowledgeable, and willing to engage with your audience. Preparing for potential questions can help you stay calm and composed when they arise.

F. Contoh Pidato dalam Bahasa Inggris

Here are some examples of speeches in English, covering various topics such as leadership, education, and social issues. These examples can provide inspiration and ideas for your own speeches.

Here are some examples of speeches in English, covering various topics such as leadership, education, and social issues. These examples can provide inspiration and ideas for your own speeches.

Here are some examples of speeches in English, covering various topics such as leadership, education, and social issues. These examples can provide inspiration and ideas for your own speeches.

G. Contoh Pidato dalam Bahasa Inggris

These are additional examples of speeches in English, focusing on different themes and styles. They demonstrate various techniques for capturing the audience's attention and delivering a powerful message.

These are additional examples of speeches in English, focusing on different themes and styles. They demonstrate various techniques for capturing the audience's attention and delivering a powerful message.

These are additional examples of speeches in English, focusing on different themes and styles. They demonstrate various techniques for capturing the audience's attention and delivering a powerful message.

H. Contoh Pidato dalam Bahasa Inggris

More examples of speeches in English, showing a variety of topics and approaches. These examples highlight the importance of clarity, structure, and engagement in effective public speaking.

More examples of speeches in English, showing a variety of topics and approaches. These examples highlight the importance of clarity, structure, and engagement in effective public speaking.

More examples of speeches in English, showing a variety of topics and approaches. These examples highlight the importance of clarity, structure, and engagement in effective public speaking.

I. Contoh Pidato dalam Bahasa Inggris

These examples illustrate different ways to structure a speech and deliver a message. They provide a range of ideas and techniques that can be adapted to suit your own needs and audience.

These examples illustrate different ways to structure a speech and deliver a message. They provide a range of ideas and techniques that can be adapted to suit your own needs and audience.

These examples illustrate different ways to structure a speech and deliver a message. They provide a range of ideas and techniques that can be adapted to suit your own needs and audience.

J. Contoh Pidato dalam Bahasa Inggris

These are more examples of speeches in English, demonstrating various styles and topics. They show how to use storytelling, humor, and other techniques to make a speech more engaging and memorable.

These are more examples of speeches in English, demonstrating various styles and topics. They show how to use storytelling, humor, and other techniques to make a speech more engaging and memorable.

These are more examples of speeches in English, demonstrating various styles and topics. They show how to use storytelling, humor, and other techniques to make a speech more engaging and memorable.

K. Contoh Pidato dalam Bahasa Inggris

These examples show how to deliver a speech with confidence and authority. They provide tips on how to use your voice, body language, and facial expressions to enhance your message.

These examples show how to deliver a speech with confidence and authority. They provide tips on how to use your voice, body language, and facial expressions to enhance your message.

These examples show how to deliver a speech with confidence and authority. They provide tips on how to use your voice, body language, and facial expressions to enhance your message.

L. Contoh Pidato dalam Bahasa Inggris

These are final examples of speeches in English, covering a wide range of topics and styles. They demonstrate the versatility of public speaking and the importance of practice and preparation.

These are final examples of speeches in English, covering a wide range of topics and styles. They demonstrate the versatility of public speaking and the importance of practice and preparation.

These are final examples of speeches in English, covering a wide range of topics and styles. They demonstrate the versatility of public speaking and the importance of practice and preparation.

M. Contoh Pidato dalam Bahasa Inggris

These examples provide a comprehensive overview of various public speaking techniques and topics. They are designed to help you develop your skills and become a more confident and effective speaker.

These examples provide a comprehensive overview of various public speaking techniques and topics. They are designed to help you develop your skills and become a more confident and effective speaker.

These examples provide a comprehensive overview of various public speaking techniques and topics. They are designed to help you develop your skills and become a more confident and effective speaker.

N. Contoh Pidato dalam Bahasa Inggris

These are more examples of speeches in English, showing how to handle different types of audiences and situations. They provide practical advice and examples that can be applied in real-world scenarios.

These are more examples of speeches in English, showing how to handle different types of audiences and situations. They provide practical advice and examples that can be applied in real-world scenarios.

These are more examples of speeches in English, showing how to handle different types of audiences and situations. They provide practical advice and examples that can be applied in real-world scenarios.

O. Contoh Pidato dalam Bahasa Inggris

These examples demonstrate how to use visual aids and other tools to enhance your speech. They show how to integrate technology and other resources to make your presentation more dynamic and impactful.

These examples demonstrate how to use visual aids and other tools to enhance your speech. They show how to integrate technology and other resources to make your presentation more dynamic and impactful.

These examples demonstrate how to use visual aids and other tools to enhance your speech. They show how to integrate technology and other resources to make your presentation more dynamic and impactful.

P. Contoh Pidato dalam Bahasa Inggris

These are final examples of speeches in English, providing a summary of key public speaking principles and techniques. They serve as a reminder of the importance of preparation, practice, and confidence in achieving success in public speaking.

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Q. Contoh Pidato dalam Bahasa Inggris

These examples show how to deliver a speech with passion and conviction. They provide tips on how to use your emotions and beliefs to connect with your audience and inspire them to action.

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R. Contoh Pidato dalam Bahasa Inggris

These are more examples of speeches in English, demonstrating how to handle difficult questions and objections. They provide strategies for staying calm and composed, and for turning potential challenges into opportunities.

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S. Contoh Pidato dalam Bahasa Inggris

These examples show how to use humor and wit to make your speech more entertaining and memorable. They provide tips on how to use jokes, anecdotes, and other humorous elements to engage your audience.

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T. Contoh Pidato dalam Bahasa Inggris

These are final examples of speeches in English, providing a comprehensive overview of the art of public speaking. They emphasize the importance of continuous learning, practice, and a positive attitude in achieving excellence in public speaking.

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BIOGRAPHY



Imroatul Fathonah, was born in Luwu Timur on October 16th, 2003. She is the youngest of five children born to Muchbirin and Jumirah. Currently, she lives in Sumber Makmur village, Kalaena subdistrict, Luwu Timur district. The researcher completed her elementary education in 2016 at SDN 162 Limbo Mampongo. In the same year, she pursued her education at MTs. Miftahul Ulum, where she actively participated in various extracurricular activities, including the Student Council (OSIS), Scouting, and the Palang Merah Remaja (PMR). In 2018, the researcher continued their education at SMAN 9 Luwu Timur. After graduating from high school in 2021, the researcher continued their education in their field of interest, namely the English Language Education program at the Faculty of Tarbiyah and Teacher Training, State Islamic University of Palopo. She completed her final studies using RnD research with the title “Designing Public Speaking Handbook for Students at Miftahul Ulum Boarding School.”

Researcher's personal contact: *fathonahsadien@gmail.com*