

Using the 4-D to Design a Public Speaking Handbook for Students at Miftahul Ulum Boarding School

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ABSTRACT

This study was conducted to design a Public Speaking Handbook for students enrolled at the Miftahul Ulum Islamic school Boarding. The authors employed the R&D (Research and Development) method by adopting the 4-D model. The research instruments were observation, interviews, and surveys. The research participants comprised 29 students, one teacher, and several other lecturers, who were selected using a purposive sampling method. Quantitative data was collected from surveys, while qualitative data was collected from student records and observations. The researchers conducted a needs analysis and a perception survey on the manual among students. The students' perception score was 3.41, which was considered "good." Twenty-nine respondents participated in the pilot study. The experts' verification and students' perception results meet the content, design, and format criteria and constitute attractive educational material that reflects students' needs, preferences, and deficiencies. This demonstrates that its development is feasible.

Keywords: Public Speaking, Handbook, The 4-D model

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INTRODUCTION

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 formal and informal daily conversations. According to Harianto Erwin (2020), oral expression consists of organizing ideas logically and systematically, expressing them in linguistic codes according to the language rules and the appropriate communicative context, and listening fluently and clearly.

Public speaking is the art of persuasively and effectively communicating information, ideas, and opinions to an audience. It includes public speaking skills, understanding the

audience, and using body language, voice intonation, and good delivery techniques. According to Askanah (2023), 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.

Therefore, public speaking is essential in junior high schools, especially boarding schools. 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 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 uncomfortable and tends to cause them to avoid the situation. According to Andriani et al. (2017), 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. As cited in Ajeng Ayuning Tyas (2023), 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. Following Taufik R. Tahalu (2022), 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. According to Husnaini et al. (2024), the main obstacles in learning to talk in school include limited vocabulary, student anxiety when speaking, and pronunciation difficulties.

Recognizing 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 Untara Krisna, a handbook is 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 that it contains an introduction to public speaking, providing valuable tips on skill development, boosting students' confidence, enhancing their communication skills, and cultivating their character.

While several studies discuss public speaking instruction, research focusing on Islamic boarding schools and handbooks customized to their unique environment is limited. This study aims to fill that gap by designing and validating a handbook suitable for MTs. Miftahul Ulum students. The handbook is expected to provide a structured, culturally relevant tool to improve public speaking and enhance students' confidence and communicative abilities.

METHOD

Research Approach and Design

This study employed a Research and Development (R&D) approach, specifically utilizing the 4-D model developed by Thiagarajan, Semmel, and Semmel (1974). The 4-D stages include:

1. Define: Analyzing students' needs and establishing the scope of handbook development.
2. Design: Constructing a prototype based on needs analysis.
3. Develop: Validating and revising the handbook with expert input.
4. Disseminate: Distributing the validated handbook for broader use at MTs. Miftahul Ulum.

This model was chosen for its systematic steps, ensuring educational products are theoretically grounded and practically needed.

Participants

Participants in this study were selected using purposive sampling to ensure relevance and context suitability. The sample included:

1. 29 students of MTs. Miftahul Ulum engaged in public speaking activities at the boarding school,
2. One English teacher taught at the school,
3. Three expert validators assessed the handbook.

All participants played distinctive roles in the needs analysis, piloting, and validation phases, contributing data and feedback to shape the handbook.

Instruments

Multiple instruments were implemented to guarantee comprehensive data collection and triangulation, including:

1. Needs analysis questionnaires: Quantitatively assessed student difficulties, expectations, and preferences in public speaking training.
2. Interview guidelines: Gathered in-depth qualitative data from teachers and students about obstacles, current practices, and desired features.
3. Validation questionnaires: Specific rubrics for content, language, and design were provided to the expert validators to assess the handbook's quality using a 4-point scale (Excellent-Good-Fairly-Poor).
4. Student perception questionnaires: Deployed after piloting, employing Likert scales to measure material acceptability and perceived effectiveness.

Data Collection

Data collection was conducted in several sequenced stages:

1. Stage 1: Needs Analysis. Students completed needs analysis surveys, identifying current difficulties and aspirations for the public speaking handbook. Interviews supplemented quantitative results with richer insight.
2. Stage 2: Preliminary Product Design. Handbook content and structure were drafted using input from stage 1.
3. Stage 3: Validation. Three external experts assessed the draft handbook through structured rubrics and written feedback, focusing on content relevance, accuracy, language appropriateness, and design attractiveness.
4. Stage 4: Field Testing and Perception Survey. The revised handbook was piloted among the student sample, and their perceptions were gathered to provide a user-centered evaluation.

Data Analysis

1. Quantitative data (needs analysis, validation, student perception) was analyzed using descriptive statistics, producing mean scores and percentage categories for handbook quality: Scores were classified as "Excellent" (3.6–4.0), "Good" (2.6–3.5), "Fairly" (1.6–2.5), or "Poor" (0–1.5).
2. Qualitative data (interview responses, open-ended questionnaire feedback) were examined through thematic analysis, enabling triangulation and richer interpretation of quantitative results.
3. The triangulated analysis allowed for robust revisions at each 4-D stage, finalizing a handbook that addresses both observable needs and contextual realities at MTs.

Miftahul Ulum.

In summary, this methodological framework ensured that the resulting Public Speaking Handbook was contextually grounded, systematically validated, and practically applicable for the needs of the students at MT's Miftahul Ulum.

FINDINGS

These findings reflect the needs analysis results, expert validation, and student perceptions regarding the Public Speaking Handbook developed for MT's Miftahul Ulum Boarding School.

The Result of Need Analysis Questionnaire

a. Needs

The researchers found that seventeen students (25%) chose a book that explains how to overcome nervousness and panic attacks. 20 students (29.4%) who hope this book will be designed with easy-to-understand language. Twelve students (17.6%) chose the answer "benefits," which include increased student confidence, improved English-speaking skills, and challenges such as lack of motivation and limited resources to support learning.

b. Lack

The researchers found that 15 students (21.7%) assessed their English-speaking ability at a basic level, 23 students (33.8%) indicated that they lack confidence in their English language skills, and 24 students (35.2%) rarely used proper grammar and pronunciation when speaking English.

c. Learning Activities

The percentage of benefits students may gain after practicing speaking English in public was 19.1%. 13 students chose answer improvement in English speaking skills, increased confidence in communication, and opportunities to interact with foreigners. 13 students (23.5%) decided to practice regularly with friends, carefully prepare presentation materials, and imagine the audience as friends. The percentage of learning methods most effectively helping students develop their English-speaking skills in public was 20.5%. Fourteen students chose one-way lecture and presentation methods.

The percentage of students interested in learning more about public speaking was 17.6% (12 students). The rate of public speaking skills in English that are most relevant for boarding school students to develop is the highest: 22 students (32.5%) chose in-depth knowledge of

English grammar and vocabulary. The percentage of how often students can speak English in public (in class, front of friends, dormitory activities). It was 33.8% or 23 students, who very rarely had the opportunity to speak English in public.

d. Learning Media

Nineteen students (27.9%) selected visually appealing design (images, illustrations, good layout), engaging content, and the use of various information delivery methods (text, images, audio, video) to accommodate different learning styles. They also selected examples of practical English usage in relevant contexts. The percentage of strategies that can help students overcome nervousness when performing and speaking confidently in English was 27.9% or 19 students who prepared presentation materials carefully, practiced speaking in front of a mirror, and gradually gained experience presenting in front of small audiences.

e. Settings

Eighteen students (26.4%) integrated the handbook into English language classes and related extracurricular activities, and provided time and opportunities for students to practice the speaking skills they have learned.

The percentage of benefits and challenges that Islamic boarding school students perceived in using the Public Speaking handbook to develop English language skills was 38.2%, or 26 students who hoped they would be provided special training on using the handbook and effective strategies in giving public speaking instructions in English.

The percentage of effectiveness of the Public Speaking handbook in improving public speaking skills in English, as measured in the context of Islamic boarding schools, was 29.4% or 20 students (29.4%) chose to assign presentations in English and evaluate students' speaking abilities based on clear criteria, such as pronunciation, grammar, and presentation content.

f. The Result of Expert Judgment

Three experts reviewed the textbook. They assessed three elements: language, layout and design, and material. The results of their reviews are elaborated below:

1. Language Assessment

The results of the linguist assessment showed that most language aspects in the Public Speaking Handbook were rated "Excellent" or "Good." Aspects such as effective sentences,

an easy-to-understand style, appropriate grammar, and material that enhances learning motivation received a perfect score (4 - Excellent). However, several aspects, such as the appropriateness of sentence structure, vocabulary choice, and adapting the language to student abilities, were rated Good (score 3) and required minor revision.

Table 1. The Result of Language Experts' Validation

No	Criteria	Mean Score	Description	Follow-up
1	The Public Speaking Handbook presents proper sentence structure.	3	Good	It can be applied with a little bit of 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 of revision
5	Public Speaking Handbook tailored to students' language abilities.	3	Good	It can be applied with a little bit of 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.

2. Design and Layout

Overall, the book's visual presentation was deemed attractive and systematic. The selection of images, colors, layout, use of punctuation, and presentation of the material were rated good to very good. Most aspects received a score of 4 (Excellent), while factors such as color selection, cover design, and clarity of sources received a score of 3 (Good), suggesting minor improvements.

Table 2. 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 of revision
4	The cover of the Public Speaking Handbook is attractive.	3	Good	It can be applied with a little bit of 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 systematically.	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 of revision
9	The spacing in the Public Speaking Handbook is correct.	4	Excellent	It can be applied without revision.

3. Material

In terms of content, the book was assessed as appropriate for its purpose. The title was appropriate for the content, and the material was authentic, motivating, accurate, easy to understand, and engaging—all received an Excellent score. However, the suitability of the illustrations, the accuracy of the material, and the alignment of the material to the cognitive level and abilities of the students remained in the good category, suggesting minor revisions.

Table 3. The Result of Material Experts' Validation

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

	Handbook for students is adequate.			
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 of 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 in the Public Speaking Handbook aligns with students' cognitive development level..	3	Good	It can be applied with a little bit of revision or without revision.
10	All materials are tailored to the students' abilities.	3	Good	It can be applied with a little bit of revision

g. The Result of Students' Perceptions

Based on the pilot test, students found the book relevant, easy to understand, and helpful in improving public speaking skills. All criteria received an average score between 3.3 and 3.5 ("Good"), indicating it could be used with minimal revision. Aspects appreciated included the variety of activities, the sequence of exercises from easy to difficult, and the activities that encourage active participation.

The results of the students' perceptions are shown in Table 4.

Table 4. 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 of 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 of revision

3	The material presented improved students' public speaking skills at the MTs Miftahul Ulum Islamic boarding school.	3,5	Good	It can be applied with a little bit of revision
4	The overall input material is diverse.	3,3	Good	It can be applied with a little bit of revision
5	Input interesting and easy-to-understand material.	3,5	Good	It can be applied with a little bit of 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 of revision
7	The needs of the students of the MTs determine the length and source of the entire input text. Miftahul Ulum Islamic Boarding School.	3,4	Good	It can be applied with a little bit of revision
8	The activities in each chapter vary.	3,4	Good	It can be applied with a little bit of revision
9	The exercises available are arranged from easy to challenging levels.	3,4	Good	It can be applied with a little bit of revision or without revision.
10	The commands in the entire chapter are easy to understand.	3,4	Good	It can be applied with a little bit of revision
11	The training includes individual, pair, and group exercises.	3,4	Good	It can be applied with a little bit of revision
12	Activities in the chapter encourage students to participate actively in public speaking activities.	3,5	Good	It can be applied with a little bit of revision

h. Handbook Structure

The final product of this study is a public speaking handbook specifically tailored to students of MTs at Miftahul Ulum Boarding School. It was developed through a rigorous Research and Development (R&D) process utilizing the 4-D model. This handbook addresses a critical gap identified in the existing instructional materials, which lacked specialized resources for teaching public speaking skills within the context of an Islamic boarding school.

Grounded in an extensive needs analysis involving 29 students and expert consultations, the handbook incorporates essential components such as overcoming nervousness, constructing effective speeches, mastering delivery techniques, and engaging with audiences in general and specifically in English. The content structure is methodically arranged into six chapters that progressively build students' confidence and competence in public speaking, integrating theoretical concepts and practical exercises.

Students' perceptions gathered during pilot testing confirmed the handbook's effectiveness and alignment with learners' needs, awarding it a "Good" overall rating. Students particularly valued the handbook's accessible language, illustrative support, and the inclusion of exercises designed to mitigate stage fright and improve public speaking skills. The handbook comprises the following chapters and learning objectives:

Table 5. The Book's Contents

No	Topic/Chapter	Learning Objectives
1	Getting to Know a Public Speaking Personal Potential	Understand public speaking, its importance, and build confidence
2	Basic Techniques of Public Speaking	Develop structured outlines and practical delivery skills
3	Overcoming Nervousness and Stage Fright	Recognize the causes of nervousness and apply relaxation and visualization techniques.
4	Effective Speaking Techniques	Use precise language, master nonverbal communication, and adjust intonation.
5	Strategies for Answering Audience Questions	Prepare for Q&A, anticipate questions, and answer confidently
6	Public Speaking in English	Practice creating and delivering English speeches, including Q&A and exercises.

DISCUSSION

The findings of this study confirm that public speaking is a complex skill involving effective communication, audience understanding, and mastery of vocal and nonverbal delivery techniques, as outlined in the background literature (Askanah). The handbook

development process aligned with the theoretical knowledge that public speaking requires systematic instruction to build student confidence and competence.

Regarding the needs analysis, the strong student preference for materials dealing with overcoming nervousness and panic attacks reflects the literature's emphasis on emotional control as critical to effective public speaking. The handbook includes relaxation and visualization techniques corresponding with documented methods noted in prior studies for reducing stage fright and enhancing speaker confidence.

The structure and content coverage of the handbook—basic techniques, effective speaking strategies, and audience engagement—are consistent with the speaking teaching principles highlighted in the literature. For example, the focus on organizing speech outlines and mastering delivery is fully supported by the nature of teaching speaking discussed in Chapter 2, which stresses the importance of preparing students with content knowledge and practical delivery skills.

Expert validation scores that classify the handbook's language and content as "Excellent" or "Good" align with the criteria for effective instructional materials mentioned in the literature. The slight recommendations for revisions, especially on vocabulary appropriateness and design elements, correspond with the need for materials to be precisely tailored to learners' linguistic proficiency and interest levels as noted in the theoretical framework.

Student perception data indicating that the handbook is practical but could be enhanced through more diverse activities and precise instructions reinforce prior studies emphasizing the role of varied exercises and scaffolded learning in developing speaking skills. This outcome aligns with the literature's indication of scaffolding as essential for supporting learner autonomy and progressive skill mastery. Furthermore, the handbook's focus on public speaking in English aligns with the multilingual communication needs identified in the theoretical background, emphasizing the necessity of equipping students with language skills beyond their native language. This supports the overarching argument in the literature that effective speaking instruction requires materials responsive to learners' emotional, linguistic, and cognitive needs, all of which were carefully addressed in this handbook development process.

The expert validation indicates that the public speaking handbook meets rigorous language, content, and design standards, aligning with best instructional material development practices. Expert scores classify most criteria as "Excellent," with minor

revisions recommended for specific content and visual elements. Student perception averaged 3.41 (“Good”), with feedback highlighting the handbook’s usefulness, clarity, and relevance.

The 4-D model effectively integrated students' needs and expert recommendations, resulting in a contextually relevant and pedagogically sound product. This approach can be a reference for developing similar handbooks in other educational contexts.

CONCLUSION

This study successfully designed a Public Speaking Handbook for MTs Miftahul Ulum Boarding School students. The researchers intended six key chapters covering public speaking fundamentals, techniques, overcoming stage fright, effective delivery, handling audience questions, and public speaking in English. Feedback from 29 students and one teacher showed a positive perception with a mean score of 3.41 (categorized as “Good”). Expert evaluations confirmed the handbook’s content, language, and design met high-quality academic and pedagogical standards, with mean validation scores ranging from “Good” to “Excellent.” This study contributes to educational practice by filling a gap in context-specific instructional materials for public speaking at Islamic boarding schools in Indonesia. The handbook offers a theoretically sound and practically relevant resource that enhances students’ communicative competence and self-confidence. Its development process also demonstrates how systematic needs assessment combined with expert validation can produce high-quality educational tools tailored to students’ unique contexts and challenges. This methodology can guide similar endeavors in related fields and academic environments.

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