



EMPOWERING INDONESIAN UNIVERSITY STUDENTS' SPOKEN ENGLISH AND SELF-CONFIDENCE THROUGH ADAPTIVE LEARNING MATERIALS

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A B S T R A C T

English proficiency, particularly in speaking, remains a major challenge for university students in Indonesia due to the lack of adaptive learning resources that align with learners' individual needs and contexts. In response to this issue, this research aims to empower Indonesian university students' spoken English skills and self-confidence by developing adaptive learning materials in the form of a communicative English textbook. This study employed Research and Development (R&D) using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation) as modified by Dick & Carey. The analysis phase involved needs assessment through interviews and observations. In the design phase, the textbook structure and learning objectives were formulated. The development phase focused on producing and validating the textbook with input from experts in language, material, and instructional media. The implementation stage consisted of one-to-one trials, small group testing, and large group testing involving university students. Finally, the evaluation phase assessed the validity, practicality, and effectiveness of the developed textbook. The results of this study indicate that the textbook is valid based on expert validation, practical according to lecturers' and students' responses, and effective in improving students' speaking performance and confidence. In conclusion, the developed materials provide meaningful, student-centered activities that reflect real communication scenarios, fostering both linguistic competence and affective growth. This research contributes to innovative textbook development within the Indonesian higher education context

INTRODUCTION

In today's increasingly globalized world, the ability to communicate effectively in English has become a vital skill for academic, professional, and personal advancement. Among the four language skills, listening, speaking, reading, and writing. Speaking is often considered the most challenging yet most essential for real-time communication and interaction. In the context of English as Foreign Language (EFL) learning in Indonesia, developing spoken English proficiency is



of paramount importance, particularly for university students who are expected to participate in academic discourse, engage in professional communication, and compete in the global job market.

Despite the inclusion of English in national curricula from early education through higher education, the reality is that many Indonesian university students still struggle to speak English fluently and confidently. This is often due to several factors, including limited exposure to authentic speaking environments, anxiety about making mistakes, fear of negative judgment, and inadequate speaking-focused instruction. According to Tuan and Mai (2022), speaking anxiety and lack of confidence are among the most commonly cited obstacles by EFL learners, which often hinder their willingness to communicate and participate actively in classroom speaking tasks. In Indonesia, the challenges surrounding spoken English instruction are further compounded by traditional teaching methods that remain teacher-centered, textbook-driven, and exam-oriented. Speaking is often treated as a supplementary skill rather than a core objective, resulting in insufficient practice opportunities and a lack of real-life communication contexts.

A study by Suparman et al. (2022) revealed that less than 30% of university students felt confident participating in English-speaking activities inside or outside the classroom. This underlines the urgent need for a more learner-centered, supportive, and adaptive approach to teaching spoken English. One promising solution to address these challenges is the use of adaptive learning materials an innovative, technology-driven approach that personalizes learning content according to individual learner needs, preferences, abilities, and progress. Adaptive learning systems use real-time data and algorithms to adjust the difficulty level, pace, and type of instruction based on the learner's performance, allowing for a more effective and engaging learning experience. According to Kose and Arslan (2021), adaptive learning technologies have been shown to significantly enhance language proficiency, learner motivation, and overall academic performance, particularly when integrated with multimedia and interactive content.

Although adaptive learning has been widely explored in the context of mathematics and science education, its application in language learning particularly in speaking skill development is still an emerging area of research. Adaptive learning platforms have the potential to transform spoken English instruction by offering personalized speaking tasks, real-time pronunciation feedback, speech recognition-based evaluation, and individualized learning pathways. A study by Park and



Kim (2022) showed that university students who used an adaptive English-speaking platform significantly improved their speaking fluency and confidence compared to those using conventional methods. In Indonesia, the integration of adaptive learning in English language education remains in its infancy, with most institutions relying on static digital content or general e-learning platforms that lack personalization features.

As such, there is a critical research gap and a compelling opportunity to explore how adaptive learning materials can be designed and implemented to empower Indonesian university students to speak English more confidently and effectively. This study seeks to address that gap by developing, applying, and evaluating adaptive learning materials tailored to Indonesian learners' speaking needs and psychological profiles, including their levels of language anxiety and self-confidence. The concept of self-confidence plays a vital role in second language acquisition. According to Bandura's self-efficacy theory (2021), an individual's belief in their ability to perform a task influences their motivation, persistence, and performance. In language learning, students with higher self-confidence are more likely to take risks, initiate conversations, and sustain engagement in speaking tasks (Nakatani, 2021).

Therefore, any instructional innovation aimed at improving speaking skills should also incorporate strategies to boost learners' confidence and reduce anxiety. This study proposes the development of adaptive learning materials that integrate speaking exercises with interactive feedback mechanisms, scaffolded practice, and self-assessment tools. These materials was designed to accommodate various learner levels and speaking challenges, offering a safe and supportive space for students to practice and build their speaking skills without fear of failure.

This research aims to empower Indonesian university students in improving their spoken English proficiency and self-confidence through the use of adaptive learning materials. The specific objectives are to identify the challenges and needs of Indonesian university students in learning spoken English, including factors affecting their confidence and anxiety, to develop adaptive learning materials that are tailored to students' speaking skill levels, learning styles, and psychological needs, to evaluate the effectiveness of the adaptive learning materials in enhancing students' speaking proficiency and self-confidence, to provide pedagogical recommendations for incorporating adaptive learning into English language instruction at the university level. In



summary, empowering students with adaptive learning materials not only addresses the limitations of traditional speaking instruction but also aligns with current educational trends that emphasize personalization, learner autonomy, and digital integration. By focusing on both language skills and psychological readiness, this research seeks to produce a holistic, effective solution for improving spoken English in Indonesian higher education settings.

LITERATURE REVIEW

A. TEFL In Indonesia

Teaching English as a Foreign Language (TEFL) in Indonesia has undergone significant changes in recent decades, influenced by globalization, technological advancements, curriculum reforms, and the increasing demand for English proficiency in academic and professional settings. However, studies show that many teachers still struggle to fully apply these principles in practice due to limited training, lack of resources, and mismatches between policy and classroom realities (Lie, 2021). Horwitz, Horwitz, and Cope (2021) originally identified communication apprehension as a key affective factor in language learning, and this has been confirmed in the Indonesian context. A recent study by Wahyuni et al. (2023) showed that 68% of Indonesian university students reported feeling nervous and afraid of making mistakes when speaking English. Research by Park and Kim (2022) found that Korean EFL learners who used an adaptive speaking platform improved their fluency and accuracy significantly more than those in a traditional classroom setting. For example, Handayani et al. (2022) implemented an adaptive mobile app for vocabulary learning and found significant improvements in retention and learner motivation. A study by Nakatani (2021) highlighted that training focused on self-monitoring and confidence-building strategies led to increased speaking performance among university students in Japan. Similarly, Indonesian EFL learners who received feedback tailored to their individual performance were more likely to participate in classroom interactions (Putri & Mahmud, 2023). By integrating adaptive learning tools that provide personalized, positive feedback and track learner progress, instructors can help reduce speaking anxiety and foster a growth mindset among students. This makes adaptive learning not just a technological innovation, but a pedagogical strategy grounded in affective and cognitive learning theories.



B. Textbook as Media in Language Learning

In the field of language education, textbooks have long been regarded as one of the most essential media for delivering instructional content, especially in English as a Foreign Language (EFL) settings such as Indonesia. As both a curriculum guide and a pedagogical tool, textbooks shape the structure, focus, and methodology of classroom instruction. They provide learners and teachers with a systematic approach to learning, including language input, grammar explanation, vocabulary building, exercises, and speaking activities. According to Richards (2021), textbooks provide essential input, serve as a reference point for teachers, and ensure consistency in teaching practices. In EFL contexts, especially where English is not used in daily communication, textbooks act as the primary exposure to authentic or semi-authentic language use. Hutchinson and Torres (2021) argue that textbooks are not only instructional tools but also instruments of change in education, particularly in reforming curricula and modernizing teaching practices. They can help support teachers who may lack extensive training or resources by offering ready-made teaching sequences, materials, and assessment suggestions. In addition according to Harmer (2020), textbooks now often include role-plays, conversation models, pronunciation tasks, and real-life dialogue simulations to help learners develop spoken fluency.

C. Adaptive Learning Materials

For English as Foreign Language (EFL) learners in higher education, adaptive learning has the potential to address diverse student abilities, especially in speaking skills and confidence-building (Zhao, 2023). Adaptive learning systems typically incorporate artificial intelligence and learning analytics to track student progress and adjust instructional content in real time. According to Kose and Yildirim (2021), adaptive systems support differentiated instruction by providing customized scaffolding, which significantly enhances learners' engagement and achievement in language learning environments. As noted by Nguyen et al. (2020), adaptive platforms in EFL speaking instruction help reduce learners' anxiety and increase participation by offering practice in a private, non-judgmental space. This is particularly relevant for Indonesian university students, many of whom report limited opportunities to practice speaking and a fear of making mistakes in public. A study by Li and Hegelheimer (2022) found that students using adaptive speaking tools significantly improved their fluency and pronunciation compared to peers in traditional classrooms. The use of



adaptive materials also fosters autonomy and motivation two critical factors in successful language acquisition. Alamer (2021) argues that the motivational benefits of adaptive learning stem from its alignment with Self-Determination Theory, which emphasizes learner autonomy, competence, and relatedness as drivers of intrinsic motivation.

RESEARCH METHOD

This research employs the ADDIE instructional design model, as modified and extended through the framework of Dick and Carey (2015), to develop adaptive learning materials that aim to enhance Indonesian university students' spoken English and self-confidence. The ADDIE model consisting of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. It is widely used in instructional design and educational research for its practicality, adaptability, and learner-centered focus (Branch, 2009; Aljraiwi, 2021). The integration of ADDIE within the Dick and Carey systems approach enables a more structured and continuous feedback process throughout the development stages. Each phase of this model supports the formulation and validation of instructional goals aligned with learner needs, ultimately leading to the creation of effective, data-informed educational interventions.

The steps that the researchers in this research obtain, utilizing the ADDIE development model, are as follows:

1. Analysis

The analysis phase is the foundation of the ADDIE model and focuses on identifying the learning needs, goals, and learner characteristics. As explained by Molenda (2020), the analysis stage is essential in defining performance gaps, setting measurable objectives, and understanding the instructional context. In this research, learner profiling focuses on speaking anxiety levels, prior English proficiency, preferred learning styles, and technological readiness to engage with adaptive learning tools. Additionally, curriculum analysis and textbook reviews will be conducted to identify the gaps in current EFL instructional materials in terms of adaptability and communicative engagement. This aligns with the assertion by Baran et al. (2021) that effective adaptive materials must begin with an in-depth analysis of learners' individual needs and socio-cultural environments. In order to assess students' requirements and



pinpoint issues, the researchers will watch the fundamental spoken English lesson in the English language learning program and interview with a few students throughout this phase.

a. Analysis Need

English teaching materials serve as the primary source of learning content; therefore, they are initially examined during the needs analysis process, along with the availability of instructional resources to support classroom implementation. Researchers are then responsible for identifying the type of learning materials that should be developed to ensure effective instruction. To foster students' personal development and enhance both their affective and psychomotor domains independently, the researchers will also integrate key components into the textbook such as activities aimed at cultivating critical thinking skills. The textbook goes beyond speaking practice by including essential elements that support speech improvement, such as vocabulary through various written forms, grammatical structure, phonetics, and more.

b. Problems Identification (Students' Need)

After identifying the English textbook materials, the researchers acknowledge the challenges or obstacles that students need to overcome in the process of teaching and learning English.

2. Design

The design phase involves the systematic planning of instructional strategies, content structure, and assessment tools. Based on the analysis results, the researcher will design adaptive learning modules that focus on building spoken English proficiency while integrating confidence-boosting strategies such as personalized feedback, reflection prompts, and low-stakes speaking activities. In accordance with Dick and Carey's principles (2015), learning objectives will be stated clearly using the ABCD model (Audience, Behavior, Condition, Degree), and the sequencing of content will follow a spiral curriculum to support skill reinforcement and progression. Instructional media and interactive components, such as voice-recording tasks and speech recognition feedback, will be included to simulate real-life communication and allow learners to self-monitor their progress. As emphasized by Reinders and Benson (2020), these features support learner autonomy and metacognition two crucial elements in fostering



speaking confidence. This phase involves the creation of the product design, which serves as the foundation for the subsequent development process.

3. Development

The development phase involves the actual creation of the learning materials and digital components, guided by the instructional blueprint from the design phase. The materials will be developed using authoring tools such as H5P or Articulate Storyline, integrated with a Learning Management System (LMS) that supports adaptive learning functionalities. Prototype modules will be reviewed by instructional designers, English language experts, and technology specialists to ensure pedagogical integrity and usability. Formative evaluation will also be conducted at this stage with a small sample of target users to test content clarity, interactivity, and technical performance. This iterative prototyping aligns with the recommendation by Al-Samarraie and Saeed (2022), who stress that user feedback during the development stage is critical in ensuring adaptive learning materials meet cognitive and affective learner needs. The development stage focuses on transforming the conceptual product design into a finalized product ready for implementation. Accordingly, the researchers are currently developing the textbook based on the design finalized in the previous phase. They then conduct a thorough review of the textbook to ensure its readiness for the validation process. Before moving forward with validation, the researchers prepare a product validation questionnaire targeted at selected validators, which include a language and content expert as well as an instructional media specialist. The goal of this validation is to gather constructive criticism and suggestions in the form of feedback from the validators. Based on this input, the textbook will be revised and enhanced. Once the revisions are completed and the product earns a favorable evaluation, the textbook is considered ready for use.

4. Implementation

The Implementation phase is where the adaptive materials are introduced and applied in the real classroom or learning environment. The researcher will collaborate with English lecturers at selected Indonesian universities to pilot the modules with a group of students. Training sessions will be conducted for instructors to ensure the effective facilitation of the materials and technological platforms. This phase will emphasize usability, accessibility, and learner support



systems to maximize engagement and minimize technological barriers. During implementation, data will be collected through observations, student usage analytics, and feedback forms. According to Huang and Hew (2023), the successful implementation of adaptive learning environments requires ongoing monitoring and support to encourage sustained learner participation and reduce resistance to innovation.

This phase emphasizes the application of the developed product in real-world contexts. In this study, the implementation stage is divided into several parts, including:

- a. One-to-one trial phase: the researchers apply the textbook during individual teaching and learning sessions with students in a one-on-one setting
- b. Small-group trial phase: a small group consisting of five students from the Fundamental Spoken English class will be involved. The researchers administer tests with this group and distribute surveys to gather students' feedback regarding their experiences using the textbook.
- c. Product revision: revisions will be made to the textbook based on the results and feedback obtained from the small-group trial.
- d. Large-group trial phase: a broader trial was conducted with all students enrolled in the Fundamental Spoken English course who were not involved in the initial small-group trial. During this large-scale trial, the researchers also provide questionnaires to all participants to collect their input. Final product revisions were made based on the results of the large-scale evaluation to further refine and improve the textbook.

5. Evaluation

The Evaluation phase comprises both formative and summative evaluation methods. Formative evaluation occurs throughout the ADDIE process to make improvements based on continuous feedback. Summative evaluation, conducted at the end of the pilot phase, assesses the overall effectiveness of the developed materials in enhancing spoken English skills and self-confidence. Evaluation tools include pre- and post-speaking tests, confidence questionnaires, semi-structured interviews, and learner reflections. The results were analyzed using both qualitative and quantitative methods to triangulate findings. According to Kirkpatrick's four-level evaluation model (2021), this study examines learners' reactions, learning outcomes,



behavioral changes, and the broader impact of adaptive learning on their academic performance. The final results inform recommendations for broader application and further research. In short, this step involves a process to identify any defects and implementation stage shortfalls. If the textbook is being revised, it can be used.

RESULTS AND DISCUSSION

1. Analysis

During the analysis phase, the speaking course lecturer was interviewed, and English learning activities during the first semester were observed to gather pertinent data for this study. These observations led to several key findings, including:

- a. Most lecturers relied on easily accessible texts to deliver instruction. Some continued using low-quality resources despite the lack of adequate instructional materials.
- b. There was uncertainty among lecturers about whether their teaching methods and lesson plans aligned with the course objectives. As a result, the intended learning outcomes were not being achieved. Lecturers tended to concentrate solely on textbook content, without ensuring that students could comprehend English both orally and in written form.
- c. Many students experienced significant difficulties in developing their speaking abilities. Challenges with components such as grammar, pronunciation, and intonation hindered their ability to participate effectively in basic spoken English classroom activities.

The results of these observations have shown that textbooks that were suited for students learning speaking skill must be written. The textbook was created with undergraduate students' requirements in mind using the ideas of communicative learning activities. Furthermore, the textbook is designed to facilitate use and participation in educational activities for students who are not yet skilled in speaking. The analysis stage involved conducting a needs analysis to identify learners' current speaking skills, self-confidence levels, and expectations for instructional content. Data were gathered through interviews with lecturers, student questionnaires, and class observations. The findings revealed that many students had limited exposure to speaking activities, lacked confidence to express themselves in English, and relied heavily on rote memorization rather than communicative competence. In addition, students expressed a strong preference for materials



that included interactive, real-life speaking scenarios, motivational content, and gradual levels of difficulty. These findings were used to define learning objectives and outline content that would be both adaptive and supportive of students' psychological development.

2. Design

After the analytical stage is completed, the process continues with the design phase. At this point, the focus is on developing the product specifications. Following the analysis, the design phase involves outlining the textbook structure and content. So far, the work completed includes the formulation of product specifications and the design of the textbook materials. During the design phase, the blueprint for the adaptive learning materials was constructed. Based on the analysis, the instructional design included learner-centered tasks, formative assessments, and reflective exercises that addressed affective learning outcomes such as self-confidence. The design also included scaffolding strategies where students would progress from controlled to freer speaking activities, ensuring that confidence and fluency were developed gradually. The integration of critical thinking tasks, self-assessment rubrics, and visual cues was also embedded in the design to enhance engagement and learning ownership.

3. Development

Development comes next after designing. This phase involves putting the textbook design, which is developing product requirements for textbooks and content of textbooks with the topics covered in the Fundamental Spoken English align with the theme of the textbook that was written. Following its initial development, the textbook underwent validation from specialists in language, content, and educational media. It has been discovered that learning takes criticism and recommendations as starting points for development before using the textbook in the execution phase. The two validators evaluated the textbook's viability before using it in the implementation stage.

The textbook is appropriate for use based on a number of factors that English learning media specialists have evaluated (88.63%). However, it should be improved in accordance with their recommendations, which include: to make the book convenience in use, appealing and make learning English enjoyable, interactive illustrations must be added to each theme (lesson), the visual appeal should be improved (colourful), and supporting information wise sayings or scientific



findings that are relevant to the subject and can help students gain deeper understanding. Furthermore, the validation results showed that the learning media assessment's conclusions were extremely valid (88.63%) following revision. After making modifications in accordance with professional guidance, the validation procedure was carried out once more. The evaluation's findings indicated that while the textbook was largely valid or useful, it still needed to be revised (before revision). After then, it was enhanced. The evaluation's findings demonstrated that, upon adjustment, the final English textbook output was highly legitimate and suitable for use going forward.

4. Implementation

The implementation stage consisted of three trials: one-to-one trial: conducted with individual students to test clarity and usability, small group trial: conducted with five students, focusing on interaction, engagement, and comprehension, and large group implementation: conducted in the Fundamental Spoken English class. During this phase, students used the textbook over several weeks. Data from classroom observations, student surveys, and interviews revealed a noticeable improvement in both speaking fluency and self-confidence. Students appreciated the step-by-step progression, opportunities for peer feedback, and personal reflection tasks embedded in the materials. Following the completion of the development stage was the implementation stage. The goal of this implementation step was to evaluate the produced textbooks and assess how the lecturer and students respond to them. This textbook trial was conducted in the University PGRI Silampari's Fundamental Spoken English class. As two stages in the trial procedure, trials on one-to-one, small groups, and big groups were carried out independently.

The following was the results of a questionnaire as students' response in a small group trial:

Table 1. Students' Response in Trials of Small Group

Aspects	Score Obtained	Score Maximum
Materials	26	30
Usage	38	45
Total	64	75

From the score, it could be got the result: $\frac{64}{75} \times 100\% = 85.33\%$

Based on the results of the small group trials, the use of textbook development goods for University students' level may be shown to be extremely implementable and does not require



alteration, allowing the researchers to continue trials on large group. The results of a questionnaire as students' response in a trial of large group:

Table 2. Students' Response in Trials of Large Group

Aspects	Score Obtained	Score Maximum
Materials	81	90
Usage	116	135
Total	197	225

From the score, it could be got the result: $\frac{197}{225} \times 100\% = 87.55\%$

The results of the aforementioned large-group trials make it abundantly evident that the fundamental spoken English textbook for undergraduate students aspiring to professional speaking does not need to be changed, as the responses from the students regarding its use are very applicable. Once the fundamental spoken English textbook was tested to see how students responded to using it, the researchers gave speaking lecturers participating in team teaching a questionnaire to see how learning lecturers felt about using the textbook development products. The results of the learning lecturer's response questionnaire indicate that constructing a speaking textbook is very feasible to implement and doesn't require adjustment.

The following was the results of the questionnaire as the lecturer's response in the trial of learning English:

Table 3. Response of Lecturer in Trials of Learning English

Aspects	Score Obtained	Score Maximum
1. Encourage student curiosity	4	4
2. Encouraging interaction between students and learning resources (textbooks)	3	4
3. Encouraging students to study independently, in pairs or groups	3	4
4. Students' interest in using textbooks	4	4
5. Effectiveness in carrying out each exercise and evaluation	4	4
6. Students' understanding of learning material	3	4
Total	21	24

From the score, it could be got the result: $\frac{21}{24} \times 100\% = 87.50\%$



5. Evaluation

The evaluation phase involved both formative and summative assessments. Formative assessments were embedded in each module to provide immediate feedback, while the summative evaluation was based on: Expert validators' reviews, pre- and post-tests on speaking performance, student and lecturer feedback questionnaires. The results showed that the textbook met the validity, practicality, and effectiveness criteria. Expert validators rated the content as "very valid" particularly praising the integration of adaptive learning paths. Students reported higher levels of comfort and willingness to speak in class, indicating an increase in language confidence and communicative ability.

This evaluation phase is conducted following the completion of the implementation stage. The evaluation focuses on feedback from the lecturer's assessment and student response surveys. Its primary goal is to determine the feasibility and effectiveness of applying the textbook in real learning contexts. Moreover, the evaluation process was undertaken continuously from the analysis stage through to the textbook development stage. This ongoing assessment was intended to ensure improvements before proceeding to the next phase. The results of the evaluation indicate that the finalized version of the communicative speaking textbook is ready for practical application. In simple, the implementation of the ADDIE model allowed for a systematic, student-centered approach to material development. The research confirmed that adaptive learning materials, when properly designed and evaluated, can significantly enhance university students' speaking competence and self-confidence. The novelty lies in the combination of personalized learning progression, affective support, and cultural contextualization; a feature that has been rarely applied in traditional textbook design for Indonesian EFL contexts.

DISCUSSION

The development of this communicative public speaking textbook followed a series of structured stages, including analysis, design, development, implementation, and evaluation. Each of these phases clearly reflects the systematic process involved in producing an English-speaking textbook. Findings from the analysis phase demonstrate that the textbook is appropriate for use in undergraduate students' learning activities. The content aligns well with the subject matter and is grounded in the principles of communicative learning. This supports Marida's (2018) assertion that



textbook development should be tailored to the characteristics of its target users (students) to optimize learning outcomes.

The responsibility for creating textbook content and defining product specifications lies within the design phase. In this stage, the researchers personally designed the textbook cover, using a dominant red theme and incorporating visuals suited to the academic level of university students to capture their interest. This approach aligns with the recommendation of Dickinson, Pinter, and Brewster (2019), who emphasized that undergraduate textbooks should feature an attractive and engaging design. The design process is then translated into the physical development of the textbook. The development phase is directed by the blueprint established during the design stage. Once the textbook has been physically produced, it proceeds to the validation phase. Validation was conducted by two experts with qualifications in instructional media, language, and content. The results of their assessments both before and after the revisions are documented accordingly.

Table 4. Results of Experts' Evaluation

Validation	Score Before Revision	Score After Revision
Language and Material (Content)	85.00%	87.50%
Learning Media	85.22%	88.63%

The experts' evaluations indicate that the final version of the textbook is suitable for student use. The qualitative assessments provided by the two experts offer strong validity in evaluating both the language and content, as well as the instructional learning media. Based on the recommendations from these experts, several revisions were implemented. The final step of the process was the assessment phase. To determine the practicality of the textbook, responses from both the lecturer and students were analyzed and used as a benchmark. Their feedback helped measure the extent to which the developed textbook product was integrated into English language learning activities. The lecturer and student questionnaire responses served as essential evaluation tools for refining the textbook. The following section outlines the key findings based on these assessments.



Table 5. Findings from the Assessment of Student and Lecturer Responses

Evaluation	Percentage
Students' Response small and large group	86.44%
Lecturer's Response	87.50%

Based on the analysis of responses from both the students and the lecturer, it was concluded that the percentage scores obtained align with realistic and applicable standards, indicating the textbook's potential to effectively support undergraduate students in public speaking classes in enhancing their speaking abilities toward becoming professional speakers.

CONCLUSION

Research on the development of a textbook designed for undergraduate students as public speakers leads to the instructional design of the textbook: *Speak Up! Building Confidence and Clarity in English Speaking*. Adhere to the stages of the ADDIE model, which include analysis, design, development, implementation, and evaluation. The final validation stage of the English textbook development has been completed. Two experts conducted the validation, one evaluated the language and content with a score of 87.50%, and the other assessed the instructional media with a score of 88.63%. The results confirm that the developed communicative public speaking textbook is highly valid and suitable for use in teaching undergraduate students, particularly in speaking courses. Based on the response surveys, the textbook demonstrates a high level of practicality, with the learning lecturer scoring it at 87.50% and the students at 86.44%, indicating that its implementation in real classroom settings is highly feasible.

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