

CHAPTER IV

RESULT & DISCUSSION

4.1 Result

The final result of this research is a handbook on public speaking skills in the workplace titled *Speak Easy*. This handbook was developed through a systematic Research and Development (R&D) process, beginning with a needs analysis and continuing through product design, expert validation, revisions, operational field testing, final revisions, and dissemination. Throughout the development process, several challenges were encountered, including refining the handbook's content, improving its language style, and ensuring that the materials were relevant to real workplace communication. These challenges were addressed through expert feedback and respondent's suggestions, resulting in continuous improvements to the handbook.

4.1.1 Research and Information Collecting

The Research and Information collecting phase was conducted to obtain data and information related to the need for a public speaking handbook in the workplace. During this phase, the researcher collected data through two main methods: interviews and the distribution of a needs analysis questionnaire.

a. Initial Interview

In this study, the researcher conducted initial interviews with five respondents, consisting of three student interns and two early career employees. These interviews were conducted online via WhatsApp. The fields of work they have been or are currently engaged in include radio announcer, news anchor, social media specialist, content creator, and human resources staff. All five respondents are individuals who have spoken in public, either occasionally or often, at their workplace or internship site.

During the interview process, the researcher asked a variety of questions aimed at supporting the development of a public speaking handbook intended for interns and early career employees. Some of the main questions asked included the importance of english public speaking skills in the workplace, the skills needed to deliver effective public speaking in a professional setting, common challenges faced when public speaking, and the content that should be included in the public speaking handbook if this research is developed into a handbook.

The image below shows the initial interview process with three former interns who previously served as a news anchor, a social media specialist, and a content creator. They all have experience with public speaking in the workplace.



Figure 4.1 1. Interviews with internship students

During the interviews, researchers asked various questions aimed at supporting the development of a public speaking handbook for student interns and early career employees. Some of the key questions posed included the following:

1. Work background of internship students and early career employees.

In response to this question, the respondents gave various answers. Some of them worked as radio broadcasters, news anchors, social media specialists, and content creators.

2. The respondent's feelings when speaking in front of coworkers or supervisors.

The respondents provided different responses to this question. Some respondents stated that they were already accustomed to public speaking, while many others admitted that they still felt nervous and lacked confidence. However, they still tried to remain professional when speaking in front of many people.

3. The difficulties commonly experienced when doing public speaking in the workplace.

Most respondents stated that they often felt nervous when speaking in front of many people, lacked confidence, and had difficulty organizing their words, which made them prone to going blank in the middle of speaking.

4. The importance of public speaking skills in the workplace according to the respondents.

All respondents stated that public speaking skills are very important because they are considered an essential requirement in the workplace.

5. The skills needed to speak well in front of others in the workplace.

According to the respondents, several skills are necessary, such as expanding public speaking vocabulary, having clear articulation, using appropriate body language, adjusting formal and informal language depending on the situation and

audience, preparing thoroughly before speaking, and reducing nervousness to communicate effectively.

6. The reasons why internship students and early career employees need public speaking skills before entering the workforce

All respondents agreed that public speaking skills are highly necessary because they are part of daily communication needs in the workplace, such as for meetings, presentations, and other professional interactions.

7. The materials that should be included in a public speaking handbook for internship students and early career employees.

The respondents gave various answers according to their needs. Some suggested including an overview at the beginning of the handbook, tips and strategies for public speaking in the workplace, and guidance on overcoming nervousness and increasing self-confidence when speaking in public.

8. Ways to improve self confidence when speaking in front of others in the workplace.

Most respondents answered that self-confidence can be improved through regular practice, such as practicing speaking in front of a mirror to become more fluent and confident. In addition, some respondents also mentioned the importance of self-habituating and focusing on the topic being discussed.

In addition, another crucial question regarding the development of the *Speak Easy* book is: “Which chapters should be included in a public speaking handbook if this research is developed into a handbook?”. Most respondents suggested that

the book should include sections on how to manage nervousness and boost self-confidence. Furthermore, some respondents also noted that the handbook should include an overview, strategies, and public speaking techniques applicable in the workplace.

The image below shows the initial interview process with two early-career employees who previously completed internships as a radio announcer and a human resources officer, and who now happen to be working as early career employees. They all have experience with public speaking in the workplace.



Figure 4.1 2 Interviews with early-career employees

Based on the results of the interviews with internship students and early career employees, it can be concluded that public speaking is an essential competency for internship students and early career employees across various professional fields. Although some respondents were already familiar with speaking in front of others due to the nature of their jobs, the majority still experienced challenges such as nervousness, lack of self-confidence, difficulty organizing ideas, and fear of going blank while speaking.

The interview findings also revealed the need for a practical learning resource specifically designed to prepare internship students and early career employees for workplace communication. Respondents expected a handbook that not only explains the fundamentals of public speaking but also provides workplace communication strategies, practical tips, guidance for overcoming nervousness, and contextual exercises that support independent learning. Overall, these findings indicate that there is a clear need for a workplace-oriented public speaking handbook that bridges English communication skills with real professional communication practices.

b. Distribution of the Needs Analysis Questionnaire for the Development of a Handbook

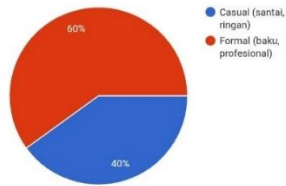
Through the distribution of a needs analysis questionnaire, the researcher began to outline the initial concept of the handbook to be developed based on the respondents' needs and preferences regarding public speaking in the workplace. The questionnaire was completed by the same five respondents as in the initial interview phase, consisting of interns and early career employees with diverse professional backgrounds.

Through this questionnaire, the researchers obtained more specific information regarding the concepts and design of the handbook that the respondents expected. The aspects examined included preferences regarding the book's design and concept, the language used, the proportion of the book's content, the format of the material presentation, as well as additional features that could support the public speaking learning process.

Menurut Anda, buku public speaking dengan target pembaca mahasiswa magang dan karyawan awal karir sebaiknya menggunakan gaya bahasa yang seperti apa?

Salin diagram

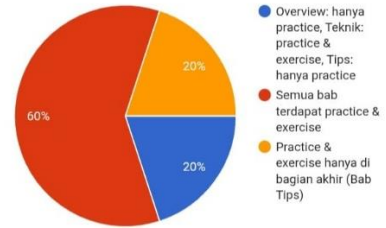
5 jawaban



Jika buku terdiri dari 3 bab (Overview, Teknik, Tips Mengatasi Cemas), pembagian terbaik adalah:

Salin diagram

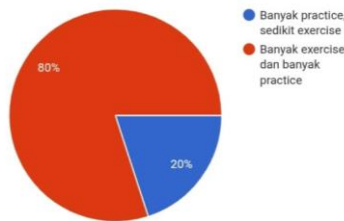
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Proporsi Latihan

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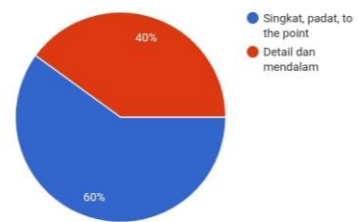
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Tingkat Kedalaman Materi

Salin diagram

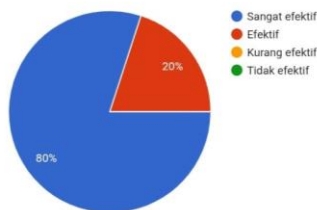
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Menurut Anda, seberapa efektifkah practice Role Play dalam buku public speaking?

Salin diagram

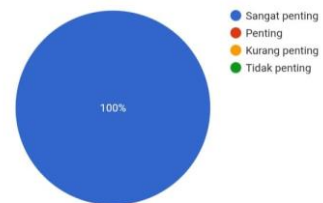
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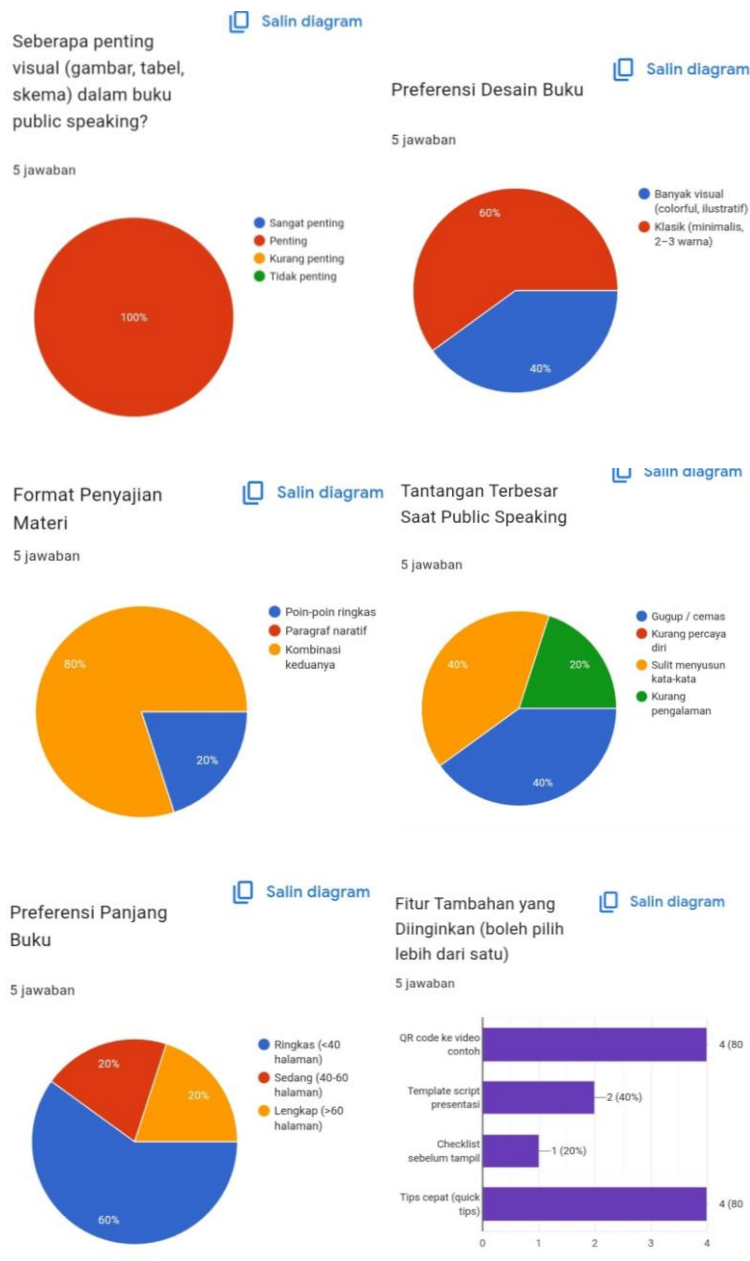


Seberapa penting latihan yang menyerupai situasi kerja nyata (meeting, presentasi, pitching)?

Salin diagram

5 jawaban





Gambar 4.1 3 Data collection for needs analysis

Based on the results of the needs analysis questionnaire, the respondents indicated that a public speaking handbook should use a formal yet easy-to-understand language style. They suggested that the handbook should consist of an overview, public speaking techniques and strategies, as well as practical tips for overcoming nervousness and building self-confidence. In addition, each chapter

should include both practice activities and exercises in equal proportion to encourage active learning.

Regarding the depth of the material, the respondents preferred concise, clear, and straightforward explanations rather than lengthy theoretical discussions. They also considered role-play activities to be one of the most effective learning methods, as they allow users to practice public speaking skills in realistic situations. Therefore, respondents recommended that the handbook include contextual workplace scenarios, such as meetings, presentations, and pitching sessions, to better reflect real professional communication.

In terms of design, although most respondents preferred a classic and minimalist style, they also suggested incorporating visual elements such as illustrations, icons, tables, and diagrams to make the content more engaging and easier to understand. Furthermore, they preferred the material to be presented using a combination of concise bullet points and explanatory paragraphs rather than relying on only one format.

The respondents also emphasized the importance of including a dedicated section containing practical tips for addressing common public speaking challenges, particularly nervousness, anxiety, and lack of confidence when speaking in front of others. Finally, they preferred the handbook to be concise, consisting of fewer than 40 pages, and enriched with supporting features such as QR codes linked to instructional videos and quick tips to facilitate independent learning.

Regarding from the explanation above, can be concluded that the respondents need a concise and practical public speaking handbook that is relevant to workplace communication. The

handbook should provide clear explanations, balanced practice activities and exercises, contextual workplace scenarios, and practical tips for overcoming nervousness. In addition, respondents preferred a visually appealing handbook with supporting features such as QR-code videos and quick tips to facilitate independent learning. These findings became the basis for

4.1.2 Planning

Based on the data obtained, at this stage the researcher carried out planning that included the organization of the book's chapters, the distribution of content, the book's concept and design, language use, and the handbook's presentation.

a. Chapter of the Handbook

Regarding for the handbook's chapter, the researcher will organize the content into three chapters: an overview and explanation of the importance of public speaking in the workplace; public speaking techniques and strategies in the workplace; and tips for managing nervousness and building self confidence when giving presentations in the workplace. These three chapters are based on responses from interviews the researcher conducted with the participants.

b. Proportion of Material

Regarding the proportion of material of this handbook, Chapter 1 serves as an introduction to the fundamental concepts of public speaking. It aims to familiarize internship students and early-career employees with the definition, functions, and importance of public speaking, particularly in workplace settings, as a foundation for developing effective professional communication skills.

It aims to familiarize internship students and early-career employees with the definition, functions, and importance of public

speaking, particularly in workplace settings, as a foundation for developing effective professional communication skills. This chapter also explains how public speaking skills can be one of the supporting factors in their future career development. After reading Chapter 1, provides the information about general understanding of public speaking for business communication and the professional world, and to realize how important these skills are in the new world of work they are about to enter, so that they can take the first steps in supporting their career development.

Next, in Chapter 2, readers will learn various techniques for speaking in public as well as strategies that need to be prepared before delivering a speech. This chapter aims to provide readers with an understanding of the steps and things that need to be prepared before speaking in public in the workplace, so that the delivery of the message can run smoothly and be easily understood by the audience.

In addition, Chapter 3 discusses one of the most common problems experienced by students and early career employees when giving speeches in public. This chapter explains how to overcome fear and anxiety when speaking in front of an audience. Many students and early career employees experience this difficulty, which sometimes causes them to stop in the middle of a speech and be unable to continue what they want to say to the audience because of feelings of fear, anxiety, and difficulty thinking clearly. Anxiety and fear when giving a public speech greatly affect the speaker's fluency when delivering the speech. When feelings of anxiety, fear, and nervousness arise, it can disrupt the flow of the topic being discussed. This is because they feel fear and panic overwhelming their minds, causing them to lose confidence when speaking (Hasyim & Irwan, 2014). A common situation experienced by

speakers is suddenly forgetting what they want to say. However, these problems can be overcome and prevented through several strategies described in Chapter 3 of the *Speak Easy* handbook

In addition, at the end of the book, the author has included an answer key and a bibliography. The answer key serves as an evaluation tool and a reference for readers to check their work on the exercises, while the bibliography lists the sources used in the book's preparation to avoid copyright infringement.

c. Handbook Concept and Design

Based on the questionnaire analysis, the respondents preferred a classic and minimalist design concept that uses two to three colors rather than a colorful and highly illustrative layout. Therefore, the *Speak Easy* Handbook was developed using a classic and minimalist design to match the preferences of the target users. The handbook was designed using Canva Premium, with a carefully selected color palette that reflects a professional appearance while remaining visually appealing. In addition, neutral colors were incorporated as accents and for the text to improve readability and maintain a clean, consistent layout throughout the handbook.

d. Languages in handbook

The language used in this handbook is intentionally more formal, particularly in the practice and exercise sections, in accordance with respondents' requests and real-world workplace situations such as when speaking with supervisors or clients making it easier to apply in a professional setting. This handbook also uses two languages in different sections: Indonesian for the sections on functions, definitions, overviews, and instructions, and English for the practice and exercise sections.

e. Presentation of the Material

Based on the needs assessment questionnaire completed by the respondents, the content of this book has been tailored to the topics most frequently requested, as shown in the diagrams from the information and data collection stage. This book presents the material in a concise, to-the-point way, without unnecessary details, and includes real-world workplace scenarios such as presentations, meetings, pitches, briefings, reporting, and other activities related to public speaking in the workplace.

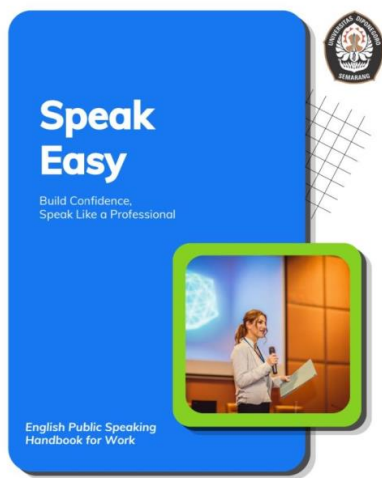
In its presentation, this book uses a combination of concise bullet points and narrative paragraphs to make it easier for readers to understand. Additionally, as explained in the section on content distribution, each chapter is supplemented with role-play exercises so that the target readers can practice them directly.

4.1.3 Develop Preliminary of Form Product

At this stage, the researcher began drafting the initial version of the handbook. The handbook was titled “Speak Easy,” with the subtitle “English Public Speaking for Work” added below the title to clarify the book’s content and target readers.

a. Develop Concept and Design

Regarding the researcher used a simple design with a classic minimalist concept in line with the respondents’ preferences and added real images (not illustrations) from Canva Premium. Below are sample images of some early drafts of the development handbook.



Putri Rizqiana
Girindra Putri A. R. S.Pd., M.Sc., Ph.D

2026

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Building Self-Confidence for Beginners

Managing Nervousness and Overthinking

Nervousness and overthinking are natural reactions when faced with new situations. The brain often perceives moments like presentations, meetings, or speaking in front of others as challenges or even threats. However, it's important to understand that nervousness isn't an enemy, but rather a signal that we care and want to give our best.

Some of the main causes include fear of judgment (fear of being deemed incompetent), impostor syndrome (feeling inadequate), over-expectations (demanding instant perfection), and lack of exposure to professional environments. The more we avoid these situations, the greater the fear becomes and the more difficult it becomes to control.

Here are some ways you can overcome nervousness and overthinking:

1. Change your perspective

Changing our perspective is a crucial first step in building self-confidence. Mindset is the primary foundation because what we think influences our feelings and actions. When we constantly think we have to be perfect, we become easily stressed and afraid to try. Conversely, when we shift our mindset to one that is clear and beneficial enough, we give ourselves space to grow realistically.

Start changing negative thought patterns to more positive ones. From "I'm afraid of making mistakes" to "mistakes are part of the learning process." Mistakes are not signs of failure, but rather proof that we are trying and growing. With this perspective, we will be more courageous in taking chances, speaking up, and getting involved without being hindered by excessive fear.

Also, add a new, healthier perspective: everyone has been in the beginner's shoes, including our superiors. They don't expect perfection, but rather value initiative, effort, and a willingness to learn. Furthermore, others aren't as focused on our mistakes as we imagine. By adopting a progress mindset, we will be more courageous in trying, developing more quickly, and less likely to fall into overthinking.

2. Focus on the Message, Not Yourself

Focusing on the message, not yourself, is key to reducing overthinking when speaking. Nervousness often arises because we get too caught up in self-centered thinking, such as worrying about how we sound, how others will judge us, or how we appear. Effective communication, however, should be audience-centered, focu-

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Membangun Rasa Percaya Diri bagi Pemula

Mengatasi Rasa Gugup dan Berpikir Berlebihan

Rasa gugup dan terlalu banyak berpikir adalah reaksi alami saat menghadapi situasi baru. Otak sering kali memandang momen-momen seperti presentasi, rapat, atau berbicara di depan orang lain sebagai tantangan atau bahkan ancaman. Namun, penting untuk dipahami bahwa rasa gugup bukanlah musuh, melainkan sinyal bahwa kita peduli dan ingin memberikan yang terbaik.

Beberapa penyebab utamanya antara lain rasa takut dinilai (takut dianggap tidak kompeten), sindrom impostor (merasa tidak cukup baik), ekspektasi yang berlebihan (menuntut kesempurnaan seketika), dan kurangnya paparan terhadap lingkungan profesional. Semakin kita menghindari situasi-situasi ini, semakin besar rasa takut itu dan semakin sulit untuk dikendalikan.

Berikut ini beberapa cara yang bisa dilakukan untuk mengatasi rasa gugup dan kebiasaan terlalu banyak berpikir:

1. Ubah sudut pandang

Mengubah cara pandang kita merupakan langkah awal yang sangat penting dalam membangun rasa percaya diri. Pola pikir adalah fondasi utama karena apa yang kita pikirkan memengaruhi perasaan dan tindakan kita. Ketika kita terus-menerus berpikir bahwa kita harus sempurna, kita menjadi mudah stres dan takut untuk mencoba. Sebaliknya, ketika kita mengubah pola pikir kita menjadi lebih jelas dan konstruktif, kita memberi diri kita ruang untuk berkembang secara realistis.

Mulailah mengubah pola pikir negatif menjadi yang lebih positif. Dari "Saya takut membuat kesalahan" menjadi "kesalahan adalah bagian dari proses belajar." Kesalahan bukanlah tanda kegagalan, melainkan bukti bahwa kita sedang berusaha dan berkembang. Dengan perspektif ini, kita akan lebih berani mengambil risiko, berusaha, dan terlibat tanpa terbebani oleh rasa takut yang berlebihan.

Selain itu, tambahkan cara pandang baru yang lebih sehat: setiap orang pernah berada di posisi pemula, termasuk atasan kita. Mereka tidak mengharapkan kesempurnaan, melainkan menghargai inisiatif, usaha, dan kemauan untuk belajar. Lebih jauh lagi, orang lain tidak begitu fokus pada kesalahan kita seperti yang kita bayangkan. Dengan mengadopsi pola pikir kemajuan, kita akan lebih berani dalam mencoba, berkembang lebih cepat, dan tidak mudah terjebak dalam overthinking.

2. Fokus pada Pesan, Bukan pada Diri Sendiri

Berfokus pada pesan, bukan pada diri sendiri, adalah kunci untuk mengurangi kebiasaan berpikir berlebihan saat berbicara. Rasa gugup sering kali muncul karena kita terlalu terfokus dalam pemikiran yang berpusat pada diri sendiri, seperti

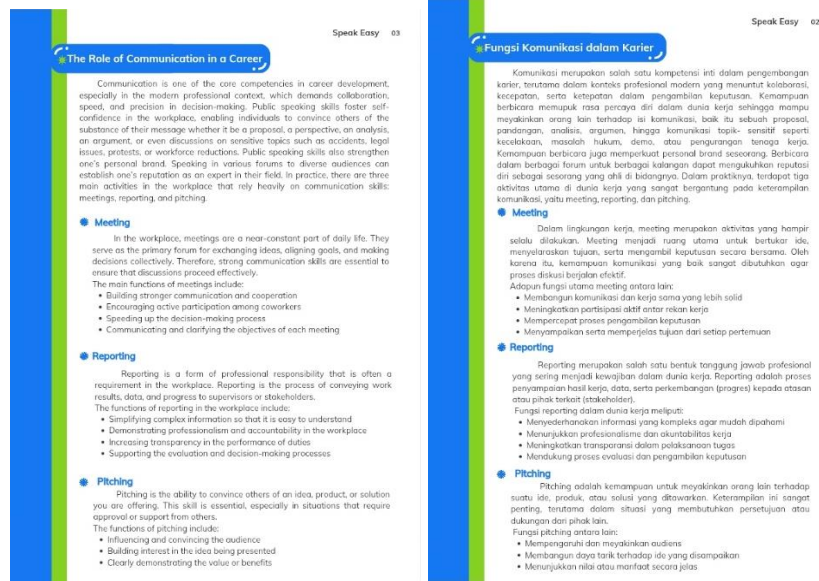


Figure 4.1 4 Initial draft of the handbook

The book’s design begins with the use of somewhat striking colors to attract the reader’s attention, combined with neutral colors as a complement. In designing this handbook, the author used several colors with the following codes:

- Primary color: #1677F1, #86D023, #FFFFFF

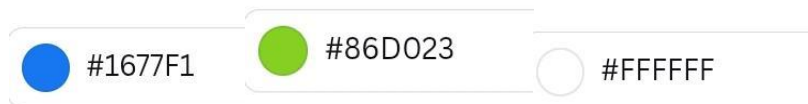


Figure 4.1 5 Primary color code of the book

- Additional/complementary colors: #373536

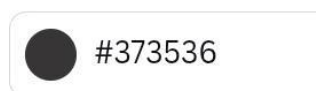


Figure 4.1 6 Additional color code of the book

The researcher intentionally designed this handbook with a combination of bright, eye catching colors to better capture readers’ attention and help them stay focused while reading. The author also

used several font types: Muli size 12 for the overview, definitions, and instructions, and Roca One size 12 for the practice and exercise sections, making it easier to distinguish between them based on their different uses. For the book title, the author uses the Muli font in size 55 with a bold effect to make it stand out more. On the title page of each chapter, the chapter title and chapter number use the same font as the book title, it is Muli with a bold effect but in different sizes, size 24 for the chapter title and size 38 for the chapter number, both in black.

The researcher also modified the font for the words “exercise” and “practice” in each chapter, applying a bubble effect and a combination of green and black to make them stand out more, break up the monotony, and help readers easily identify the exercise sections. Additionally, the bubble effect was applied to certain letters that needed to be highlighted.

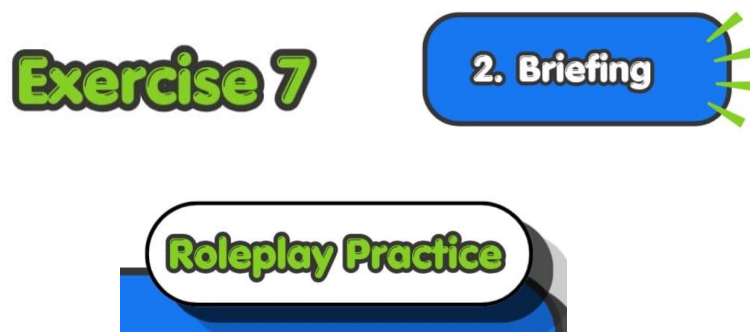


Figure 4.1 7 Bubble effect on the font

It took the researcher more than two weeks to design this Speak Easy book. The author designed this handbook independently, including using photos from the Canva Premium app. The entire book design process was carried out using the Canva app. In the exercise and role-play practice examples, the author also added several images of real people to illustrate workplace conversations

so that the book would feel livelier and not consist only of long paragraphs.

b. Develop the Material of the handbook

Regarding the content of the handbook, the materials were developed based on various sources, including books, journal articles, and reliable online resources. The selection and organization of the content were guided by the findings of the needs analysis questionnaire to ensure that the handbook addressed the learning needs and preferences of internship students and early-career employees. Therefore, the materials were designed to be relevant, practical, and applicable to real workplace communication situations.

4.1.4 Preliminary Field

At this stage, the initial draft of the handbook has been reviewed by an expert Mrs. Girindra Putri Ardana Reswari S.Pd., M.Sc., Ph.D. as the Academic Advisor to evaluate its design, language, and content. The goal is to obtain feedback on the handbook's suitability and its effectiveness in improving the target readers' public speaking skills. The evaluation process was conducted by presenting an expert validation questionnaire to academic advisors for review and feedback to improve the quality and appeal of the handbook. The questionnaire contained several questions regarding the format of the media and the material presented.

a. Product Material Validation

To evaluate the quality and suitability of the developed handbook, the product material validation sheet was administered to an expert validator. The results of the product material validation are presented in the table below.

Table 9 Product material valuation (completed)

No.	Indicators	Score				
		1	2	3	4	5
1.	The material is in accordance with the learning objectives.					✓
2.	The material content of various phrases, role-play & exercises (conversations) that can be used for practice.					✓
3.	The course content is sufficiently in-depth and relevant to the professional world.					✓
4.	Sentences are structured effectively and communicatively.					✓
5.	The material covers the correct use of public speaking terminology in the workplace.					✓
6.	The material is relevant to user needs dan content of contextual example.					✓
7.	The language used is easy to understand and communicative.				✓	
8.	The material reflects real conditions in the field.					✓
9.	The concepts presented in the material are appropriate.					✓

10.	The material is in accordance with relevant theories or references.	✓
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Based on the material validation results, it can be concluded that the *Speak Easy Handbook* is highly appropriate in terms of its content and learning materials. According to the expert, the handbook aligns with the learning objectives, provides relevant and contextual workplace materials, uses appropriate public speaking terminology, and presents concepts that are consistent with relevant theories and references. In addition, the language is clear, communicative, and easy to understand, while the inclusion of phrases, role-play activities, and practical exercises effectively supports independent learning. Overall, the validation results indicate that the handbook's material is suitable for internship students and early career employees and can be used as a learning medium to develop workplace public speaking skills.

b. Product Media Presentation Validation

The presentation quality of the developed handbook was evaluated through expert validation using the product presentation validation sheet. The results of the product presentation validation are presented in the table below.

Table 10 Product Media Presentation Validation (completed)

No.	Indicators	Skor				
		1	2	3	4	5
1.	The media design is attractive and professional					✓
2.	The media's structure and learning objectives are clear					✓

3.	The media's format is consistent and the layout is neat	✓
4.	The media has attractive colors, and easy to read fonts	✓
5	The media suits the characteristics of the users	✓
6	The media has attractive cover and supporting illustrations	✓
7	The presentation of the material is not confusing	✓
8.	The instructions for use are clear	✓
9.	The media is easy to use	✓
10	The Media is practical and relevant to the early stages of the professional world	✓

Based on the media presentation validation results, it can be concluded that the *Speak Easy Handbook* is highly appropriate in terms of its design and presentation. According to the expert, the handbook has an attractive and professional design, a clear structure, a consistent layout, and an easy-to-read format. In addition, the handbook is considered easy to use, practical, and well suited to the characteristics and needs of internship students and early career employees. Overall, the validation results indicate that the handbook's media presentation effectively supports the learning process and is suitable for use as a public speaking learning medium in workplace contexts.

c. Suggestions and Feedback

According to the expert feedback, the language and format of the are considered too formal and resemble a traditional textbook. Since the book is intended to function as a self-learning material, it is recommended to use more interactive and engaging language to make the content easier, more enjoyable, and more effective for users to study independently.

4.1.5 Main Product Revision

Based on feedback from expert, the language and format of the book were deemed too formal and reminiscent of a textbook. Since this book is designed as a self-study resource, the use of more interactive and engaging language is considered more appropriate to make the material easier to understand, more engaging, and more effective for users. Therefore, the handbook, which previously contained mostly text, definitions, and theory with limited practice and exercises, was revised to be more interactive by adding dialog examples, phrases, role-plays, and various exercises relevant to the workplace. Consequently, the final version of the book features a greater emphasis on practice and exercises compared to theoretical explanations. This change was made to ensure the handbook's content is more easily applied as a practical media for its target readers.

Furthermore, the researcher initially planned this book to be bilingual because the initial concept still resembled a textbook. However, after the book's concept was changed to be more interactive, the expert suggested that the book not bilingual. Therefore, the book uses Indonesian for the overview, theory, and definitions, while English is used for the practice and exercises.

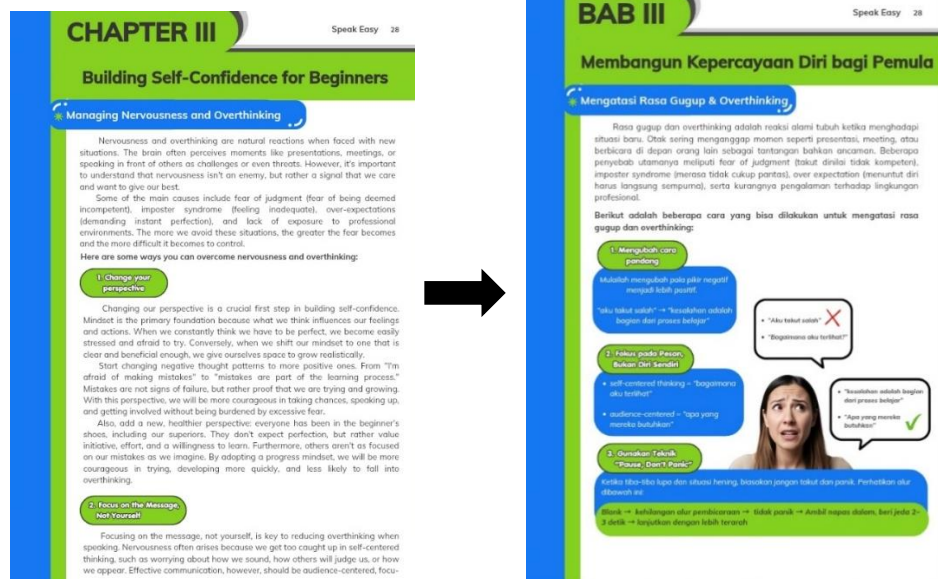


Figure 4.1 8 Several collections of book revisions

4.1.6 Operational Field Testing

At this stage, data were collected from 23 respondents consisting of internship students and early career employees with 0–2 years of work experience. The respondents were asked to complete a Google Form questionnaire designed to evaluate the developed handbook. The evaluation covered several aspects, including the appearance, content, and feasibility of the handbook as a teaching material. In addition, the respondents also provided various valuable suggestions and constructive feedback that were used as considerations for further improvement of the product.

a. Identity of the Respondent

Initially, the researcher planned to involve 20 respondents, consisting of 10 internship students and 10 early career employees, as the minimum target for the operational field testing. However, during the questionnaire distribution, additional eligible participants voluntarily completed the questionnaire. As a result, the final number of respondents increased to 23, comprising 12 internship students and 11 early career employees. Since all

additional respondents met the predetermined research criteria, their responses were included in the data analysis. The following table shows the demographics of the respondents who completed the questionnaire.

Table 11 Identity of the respondent (completed)

Respondent Category	Male	Female	Total
Intenship student	2	10	12
Early career employees	2	9	11
Total	4	19	23

b. Interval of Results

To determine the feasibility level of the *Speak Easy Handbook*, the questionnaire scores were analyzed using predetermined interval categories. The total score obtained from each aspect was converted into qualitative categories, namely *Very Disagree*, *Disagree*, *Fairly Agree*, *Agree*, and *Very Agree*. The interval results provide a clearer interpretation of the validation and questionnaire data and indicate the overall feasibility of the developed handbook.

Table 12 Interval of result

Number of Statement	SD (1)	D (2)	FA (3)	A (4)	SA (5)	Total Score	Interval
1				15	8	100	4.34
2			2	10	11	101	4.39
3			1	15	6	93	4.04
4				11	12	104	4.52
5				11	12	104	4.52
6			3	10	10	93	4.04

7	3	11	9	98	4.26
8	2	15	6	96	4.17
9	2	13	8	98	4.26
10	1	12	10	101	4.39
11	1	12	10	101	4.39
12	6	6	11	97	4.21
13	2	10	11	101	4.39
14	2	12	9	99	4.30
15	3	10	9	94	4.08
16	1	14	8	99	4.30
17	2	10	11	101	4.39

Based on the analysis of the questionnaire results from 23 respondents, the majority of responses were categorized as “Strongly Agree” according to the Likert scale. The lowest score, 4.04, was obtained for two statements: “This handbook uses appropriate public speaking terms” and “The handbook is relevant to the workplace.” In addition, the statement “The handbook is easy to use independently” received a score of 4.08. Meanwhile, the highest score, 4.52, was achieved by two statements: “The language style of the handbook is communicative” and “The handbook is aligned with the learning objectives.”

Although two statements received scores below 4.20, the overall average score for all assessment items remained above 4.20. Therefore, it can be concluded that the *Speak Easy* handbook is considered appropriate and effective to be used as a public speaking learning medium for internship students and early career employees.

4.3.7 Final Product Revision

After the Operational Field Testing stage, the final revision was carried out by focusing on several aspects that received the lowest scores. The statements “This handbook uses appropriate public speaking terms” and “The handbook is relevant to the workplace” each obtained a score of 4.04, while the statement “The handbook is easy to use independently” received a score of 4.08.

Based on these results, several improvements were made to enhance the accuracy of public speaking terminology, strengthen the relevance of the content to the workplace, and simplify phrases and word choices so that the handbook could be used more easily for independent learning. These revisions were intended to further improve the overall quality and professionalism of the handbook.

4.3.8 Dissemination & Implementation

This handbook has been officially registered for Intellectual Property Rights (IPR), ensuring its legal protection as an original educational product. Following the registration process, the handbook was formally distributed to the Student Executive Board (BEM), Student Welfare Division, of the Vocational College at Diponegoro University. The handbook was specifically designed as a learning resource for vocational college students preparing to undertake internship programs. It is intended to serve as an essential guide in helping students develop the skills and confidence needed to communicate effectively in professional workplace settings, particularly in English public speaking.

Implementation and distribution of the book to Student Executive Board (BEM), Student Welfare Division, of the Vocational College at Diponegoro University.



Figure 4.1 9 Implementation and distribution of the book to Student Executive Board (BEM), Student Welfare Division, of the Vocational College at Diponegoro University

This dissemination process marked the initial implementation of the handbook as part of a structured learning model. Through the utilization of this handbook, students are expected to enhance their readiness and confidence in workplace communication before entering their internship programs and future careers.

4.2 Discussion

The findings indicate that the *Speak Easy: English Public Speaking Handbook for Interns and Early Career Employees* is feasible and effective as a learning medium for English public speaking. The expert validation results confirmed that the handbook met the criteria of content, language, presentation, and design quality. In addition, the field test produced an average score of 4.29 (Strongly Agree), indicating that the handbook was considered practical, relevant, and beneficial for improving workplace communication skills from a methodological perspective, the findings also support the application of the Borg and Gall (1983) Research and Development (R&D) model, which emphasizes the systematic development, validation, revision, and evaluation of educational products. In this study, the model was adapted by simplifying several development stages, following Borg and Gall's recommendation that R&D procedures may be modified according to the research context and available resources. Despite this

simplification based on Borg and Gall's statement, as cited in Emzir (2013), the handbook successfully met expert validation standards and received positive responses from users, indicating that the adapted R&D process was effective in producing a feasible and practical learning medium.

These findings also support the studies of Darnawati et al. (2021) and Yosoa, Widiana, and Jayanta (2024), which found that handbook-based learning media are valid, practical, and effective in supporting learning. However, unlike those studies, the present handbook focuses specifically on English public speaking for workplace contexts by integrating bilingual explanations, authentic workplace situations, role-play activities, public speaking strategies, and QR-code video materials. The findings are also consistent with Misra and Yadav (2016), who reported that public speaking practice enhances learners' confidence and communication performance. The positive responses from participants suggest that the handbook provides practical guidance that supports confidence and communication readiness in professional settings.

One of the strengths of this study is the development of a workplace-oriented handbook specifically designed for internship students and early career employees, a target group that has received limited attention in previous studies. The integration of various learning components into one resource also makes the handbook practical for both independent learning and guided instruction. However, this study is limited by the relatively small number of participants and the absence of an experimental design to measure improvements in speaking performance. Therefore, future studies are recommended to involve larger samples and evaluate the handbook's effectiveness through experimental research. The findings have both theoretical and practical implications. Theoretically, this study expands the application of handbook-based learning to workplace English public speaking. Practically, the handbook can be used by universities, vocational institutions, and workplace training programs to prepare learners for professional communication.

Overall, this study addresses the research problem by providing a validated learning resource that responds to the lack of workplace-oriented English public speaking materials for internship students and early career employees. The positive validation and field-testing results indicate that the *Speak Easy* handbook offers a practical solution for improving English public speaking readiness in professional contexts.