



Dynamic Student's Public Speaking Through Digital Application

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Abstract

This study explores the perceptions of third-semester students in the English Education Study Program at Universitas Muhammadiyah Tangerang regarding the use of the Book Creator application as a digital tool to support the development public speaking especially in application of public speaking elements. Using a descriptive qualitative method, data was collected through interviews with 32 students and 1 lecturer teaching the public speaking course, as well as analysis of student video project documents. The results indicate that 29 out of 32 students experienced improvement in at least one element of public speaking, including facial expressions, eye contact, hand gestures, body movements, and voice. Multimedia features such as video, audio, text, and image insertion encouraged repeated practice, self-evaluation, and increased self-confidence. Students also developed greater creativity and clarity in crafting their messages. These results support the implementation of a reflective and student-centered learning approach in a digital environment. However, this study is limited by its small sample size and single institutional context. Practical implications suggest that educators can integrate Book Creator to develop public speaking skills in a flexible and engaging manner, tailored to the needs and learning styles of learners.

Keywords: Book Creator, Digital Application, Public Speaking

Introduction

Public speaking (sometimes termed oratory or oration) is the process or act of performing a presentation (a speech) focused around an individual directly speaking to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them (Salim & Joy, 2018). In addition, public speaking is a form of oral communication in front of a large audience which is a combination of the art of speaking and the ability to speak in public (Aminin et al., 2022). The art of speaking means how someone conveys the message well and correctly in front

of the public. Based on the definition above, it can be concluded that public speaking is the process of delivering a message in front of a crowd with a specific purpose.

In this era, public speaking is very important in terms of education and career path. In the world of education, students are often asked to make presentations to present the results of the tasks they do. However, it takes a good way to convey a message so that it is easily understood by the teacher and other classmates. Therefore, there are several benefits that can be obtained if we master public speaking. It trains the students to think critically, gains fine-tuning verbal and non-verbal skills, and overcome fear of public speaking (Paradewari, D. S, 2017).

Good public speaking can be seen from several indicators. Based on (Arjulayana et al., 2021) elements of public speaking includes facial expression, position and movement, eye contact, gesture and voice. Facial expressions reflect the emotions and intentions of the speaker in delivering a message so that the audience is interested and understands the message conveyed by the speaker. Position and movement refer to body position and movements that show confidence and professionalism. Eye contact is the ability to maintain gaze with the audience. Gesture, or body movements such as hand movements that show clarity of a message. Meanwhile, voice includes intonation, volume, and clarity of voice, which ensure the message is conveyed well.

However, many students still face challenges in delivering public speaking effectively, such as appearing stiff, struggling to maintain proper body movement and failing to master the material. These difficulties often hinder the clarity and effectiveness of message delivery. If left unaddressed, such obstacles may affect the development of public speaking skills that are essential for academic, professional and personal growth. According to a study by (Rengganawati, 2024), approximately 74% Indonesian college students aged 17-22 experiencing challenges that is anxiety during public speaking activities such as addressing superiors, giving speeches, or attending interview. The symptoms such as rapid heartbeat, blank mind and trembling, can disrupt not only performance but also overall learning outcomes.

One of the way to overcome these obstacles is through dynamic learning. Dynamic learning refers to a flexible and adaptive model supported by digital technology, where learners can engage in interactive, personalized, and continuous learning experiences beyond the boundaries of traditional classroom learning (Zheng et al., 2020). This kind of learning environment encourages students to be more independent and reflective especially in paying attention to their performance especially in public speaking. In the context of Indonesian higher education, dynamic learning is also promoted through the outcome Based Education (OBE) curriculum, which emphasizes students' competencies and performance outcomes. This approach encourages the integration of digital media in language classrooms to support EFL students' speaking development in more

authentic and engaging ways (Arjulayana et al., 2024).

Furthermore, help is needed to improve these skills. One strategy to address these challenges is using technology designed to enhance public speaking (Cheng et al., 2023), and one of the results of technological advances is digital applications. (Schmidt et al., 2015) said that a digital application is a software program designed to perform specific tasks on digital devices, often incorporating interactive elements (Schmidt et al., 2015). In addition, a digital application is a software program designed to run on digital devices, enabling users to perform specific tasks (Mamom, 2020). Digital applications in education can be evaluated based on several indicators. Hendra et al., (2023) identify these indicators as ease of access and flexibility, interactivity and visual design, personalized learning, instant feedback, greater student engagement, and efficiency and cost-saving. These dimensions are essential in shaping students' perceptions regarding the use of digital applications in learning.

Digital applications have a variety of creative features that can make it easier to do assignments as desired or practice independently to improve the skills needed by users. One of the digital applications that can be used by students to improve skills is Book Creator. Book Creator is a simple "tool" to create an attractive book (Fitria, 2024). Why is it said to be attractive because usually a book only displays text and pictures, but with this tool we can not only display pictures and text but can also insert audio or video (Fitria, 2024). Students may access files from their stored data, the internet, or create a file from inside the program (Jade et al., 2021). This aligns with the concept of dynamic learning, as Book Creator encourages creative exploration, multimodal production, and reflective practice. It allows students to become active content creators while rehearsing essential elements of public speaking.

Several researchers have examined the use of digital applications as a tool to improve students' public speaking skills. In the research entitled "Improving Students' Public Speaking Skills through the Use of Videotaped Feedback" which conducted by (Zulhermindra & Hadiarni, 2020). The results of this study indicate that technology such as video recording applications can help students improve their public speaking skills. Students can see their progress and find areas that need improvement by watching their presentations and listening to feedback from lecturers. Another study entitled "Investigating College Students' and Instructors' Perspectives on Adopting Technologies for Public Speaking Skills Development in a Hispanic Serving University" by (Cheng et al., 2023) which used quantitative and qualitative survey methods, with results revealing that technology can improve students' public speaking skills. Students stated that they needed more technological support to develop their public speaking skills and tended to respond positively to the usefulness and ease of the technology.

The similarity between this study and previous studies is the focus on the use of digital applications to improve students' public speaking skills. The novelty of this research lies in its focus on the Book Creator application, which offers not only

recording but also the integration of multimedia elements (text, image, audio and video), enabling more interactive and personalized learning experiences compared to general video tools used in previous studies. In contrast to previous research, which uses general technology based on video recordings as a medium for evaluating. However, Book Creator provides a more creative experience in practicing and even preparing before doing public speaking.

At Universitas Muhammadiyah Tangerang, the integration of digital applications into the learning process of public speaking has been implemented as media and teaching materials relevant to learning in accordance with the "OBE" (Outcome Based Education) curriculum. Teaching materials are one of the learning tools that can be a reference for a teacher to provide information and knowledge in a more structured manner (Arjulayana et al., 2024). Lecturers utilize a digital application called Book Creator as a medium for learning public speaking. Therefore, this study aims to explore students' perceptions on the use of book creator as digital application in supporting speaking skill for EFL learners at Universitas Muhammadiyah Tangerang regarding the use of the Book Creator application as a digital tool to support the development and application of public speaking elements. To focus the investigation, this study addresses the following research question: *What are the perceptions of third-semester students toward the use of Book Creator in supporting the development of public speaking?*

Method

In this research, researcher used qualitative descriptive method to explore students' perceptions on the use of Book Creator as a digital learning tool to support student's public speaking competence. Qualitative research is an approach to explore and comprehend the meaning that individuals or groups to a social or human issue (Creswell & Timothy, 2017). The research was conducted at Universitas Muhammadiyah Tangerang, involving third-semester students from class 3A1 of the English Education Study program, totaling 32 students (31 female and 1 male) and one lecturer as an additional data support.

To ensure that the interview questions were clear and appropriate for the research objectives, the researchers sought input from two lecturers who were experts in qualitative research. The questions were then adjusted based on their suggestions. Researchers acted as outside observers who were not directly involved in the learning process. Although the researchers were students, they had experience in using various digital applications for learning. To maintain objectivity, researchers reflected on their own work and discussed it with their supervisors and fellow students to minimize potential bias.

The data collection techniques in this study consisted of interview and document analysis. For the interviews, the researcher prepared 10 open-ended questions designed to explore students' perception of using the Book Creator application to support their public speaking skills. These questions addressed of

some aspects such as the application of public speaking elements and utilization of Book Creator features. The same set of questions was also used in an interview with the course lecturer to obtain additional insights and validate the students' responses from the educator's perspective. Book Creator is used throughout one semester in Public Speaking classes, from the beginning of the semester until just before the Final Exam (UAS). During this period, students create digital book projects containing presentation videos, text, and other supporting media as part of the practice and assessment process.

In addition, a document study was conducted by analyzing videos of students' public speaking performances created using Book creator. These video projects, served as supporting data to reinforce the findings from the interviews. Visual documentation, including screenshot of student project, was also examined to illustrate how students applied public speaking elements through the multimedia features available in the application. To maintain accuracy in document analysis, the researcher asked two other assessors to evaluate several student presentation videos. The evaluation was conducted using guidelines based on the public speaking indicators from (Arjulayana et al., 2021) and the digital application usage indicators from (Hendra et al., 2023). If there were discrepancies in the evaluation results, these were discussed until a consensus was reached.

The collected data were analyzed using thematic analysis. This analysis followed the steps developed by (Braun & Clarke, 2006), namely reading the data thoroughly, creating initial codes, searching for themes, reviewing themes, naming themes, and compiling a final report. Additionally, this study considered research ethics aspects, such as obtaining informed consent from participants, maintaining confidentiality of identity, allowing participants to withdraw at any time, and ensuring data protection throughout the research process. Participants were selected purposively, based on the research objectives, with criteria including students who were enrolled in the Public Speaking course, were active in learning activities, and were willing to provide honest answers in interviews. To maintain data validity, the researcher used triangulation techniques, combining data from interviews and document studies to make the research results more accurate and reliable.

Results

Students Interview Challenges Faced by Students in Public Speaking Before Using Book Creator

Before using Book Creator, most of students revealed their various challenges in public speaking, especially related to psychological aspects and nonverbal communication. Based on interview data, 31 out of 32 students reported psychological obstacles such as nervousness. These conditions impacted their ability to apply the elements of public speaking effectively, especially in nonverbal

aspects. The most commonly mentioned challenge was eye contact, cited by 24 students as particularly difficult. As one participant expressed:

"eye contact the most challenging aspect of public speaking because this is often due to fear of judgment or feeling vulnerable. Eye contact is crucial for connecting with the audience, but it can be intimidating to hold their gaze" (GK)

In addition, 8 students reported difficulty using natural body movements. They often appear stiff, make awkward gestures, or avoid movements altogether. Several also noted that a weak or low voice made it harder for them to project confidence. As stated by one participant:

"Using natural and purposeful gestures can be difficult, as it's easy to appear stiff or use distracting movements" (AS)

These results show that nervousness and the inability to maintain eye contact were the most frequently reported issues, indicating that psychological readiness plays a crucial role in students' speaking performance. Combined with physical discomfort in using gestures and voice, these findings suggest that students require a media platform that allows them to practice, evaluate, and build awareness of the application of nonverbal aspects that are an important part of public speaking.

Application of Public Speaking Elements After Using Book Creator

After using the Book Creator app in the learning process, students began to show improvement in applying public speaking elements. Through the video and audio features, students can practice independently, review their performance, and recognize mistakes or shortcomings when delivering a message. Students reported being better able to adjust their facial expressions to match the content after watching their own recordings. They realized the importance of showing emotions that align with what is being communicated. This process occurs because they can repeat the exercises and evaluate their performance independently. As stated by a participant:

"I realized that my expressions were very flat. After watching the video, I practiced again so that I would appear more expressive". (AZ)

In terms of gesture and body movement, students admitted that previously they only stand still or moved stiffly. However, after using Book Creator, they began to practice adjusting their posture and moving in accordance with the content of the material. The videos of the presentations also showed that some students began to incorporate movements that demonstrated improvement in nonverbal communication.

"I noticed that my previous standing position was like a robot. But after using Book Creator, I practiced moving a little bit to be more flexible". (AS)

For eye contact, even though it cannot be directly trained through the application (because public speaking is done through recording), students still benefit from rewatching their videos. They realize that looking directly at the camera while recording can replace the role of eye contact with the audience in an

online situation. This helps them hone their confidence and maintain focus while speaking. As one student said:

"I noticed in my own video that my eyes often wandered. So I replayed the recording until I could look confidently at the camera. That's how I practiced eye contact" (ZS).

In applying gestures, students explained that practicing using video recording could help them control and synchronize their hand movements with the material being explained. Some students who previously only moved randomly and monotonously began to be able to adjust their hand movements to explain something or emphasize important points. One student stated:

"Usually, I don't know when to move. But after watching my own video, I realized the importance of using my hands to emphasize my points" (TH)

Finally, in terms of voice, students felt that they were helped because they could practice intonation, articulation, and volume through voice recordings in Book Creator. They admitted that without the help of recordings, they did not realize whether their voices were too soft or too fast. With the help of Book Creator, they could listen to themselves again and evaluate what needed to be improved.

"...the audio recording feature where we can use our voice while speaking and then listen to it for evaluation" (RR).

Based on interview data, 29 out of 32 students said that they improved in at least one element of public speaking after using Book Creator. These improvements were mostly due to the ability to record and self-evaluate repeatedly, which helped them recognize their strengths and areas for growth. This finding suggests that Book creator plays an important role not only in helping students practice but also in building their self-confidence and awareness in applying public speaking skills.

Students' Perceptions of Book Creator Features in Supporting Public Speaking

All students responded positively to the use of Book Creator in developing their public speaking skills. Specifically, 30 out 32 students stated that this application helped them improve their ability to speak in public. Most of them highlighted the benefits of the voice and video recording features, which allowed them to practice repeatedly and evaluate their performance. This process helped them become more aware of what to improve and how to deliver their message more confidently and clearly. As students shared in the interviews:

"After using digital tools, I feel more comfortable speaking in front of people. I've learned how to structure my speech better and control my voice and gestures. It also helps me practice and review my performance, so I know what to improve" (MR).

"Yes, I think using BookCreator can help improve public speaking skills. It allows me to organize my ideas clearly and practice my speech by creating visual and audio content. The app also helps me review and adjust my presentation, making it easier to understand and deliver confidently" (NT)

"I believe apps like BookCreator are very helpful in developing public speaking skills. This application can help create interesting and structured presentation material so

that the message is easier to understand. Apart from that, this application can also be used to practice and record performances, so we can evaluate ourselves” (UA)

In addition to record and audio features, all of the students (100%) mentioned the usefulness of multimedia features such as adding text and images to support the content of their presentations. These tools helped them organize their ideas more clearly and deliver structured, engaging messages, thereby improving audience understanding and message clarity.

Comparison of Public Speaking Skills Before and After Using Book Creator

Students acknowledged significant improvements in their public speaking skills after using Book Creator. They felt more prepared to deliver material, more confident, and better able to apply public speaking elements. These improvements occurred because they were able to review their own performance and then evaluate it so that they could devise better communication strategies before performing live. As one student said:

“a presentation with BookCreator is usually more organized and engaging because I can use visuals and structured content” (MR)

“With BookCreator, public speaking practice becomes more organized and interactive. The app allows me to organize my ideas clearly, use multimedia elements such as images and videos to enhance my presentation, and practice using the voice recording feature. I can also save my work for future reference and get feedback from others to improve my performance” (AZ)

In the video documentation, there is a difference between the presentation tasks before and after using the application. Previously, many students tended to be passive and did not show any expression, but after using Book Creator, there are progress in the structure of their delivery. The students also felt that using this application made them more actively involved in the learning process, because they had to think about how to convey their message effectively.

However, not all students showed the same level of improvement. Based on video analysis and lecturer observation, some students developed stronger performance such as better gestures, clearer structure, and improved vocal delivery while others still struggled with aspects like eye contact or voice projection. This variation shows that the improvement depends on each student’s engagement with the app and their effort in practicing and revising their work.

Lecturer Interview

An interview with the lecturer teaching the public speaking course provided additional insight into perceptions of the use of Book Creator in supporting the development of students' public speaking skills. The lecturer said that before using Book Creator, students experienced obstacles when giving public speeches, namely limited vocabulary, lack of confidence, and difficulty in applying nonverbal aspects or elements of public speaking. This was evident from her statement that “... *they*

still have a lot of obstacles in implementing their eye contact...also implementing their gesture...and something like body movement, voice..."

After introducing Book Creator, the lecturer observed that students had more flexibility to express themselves. They could record and edit their own videos, reflect on their performance, and learn from peer examples. Features like voice recording, Students can record their own voices and videos, then upload them to the platform without having to appear in person. Students can also view their own work as well as that of their peers, which can serve as motivation or reference. Book Creator also features multimedia elements such as images, colors, and text. These features enable students to convey messages in a more engaging and structured manner.

Then, from the learning side, the lecturer said that students seemed more aware of how they delivered the material and more reflective in evaluating their performance. The instructor noted that before using Book Creator, students tended to present by reading from a text and appeared stiff. However, after using the application, they became more focused in delivering their messages and began incorporating nonverbal aspects or elements of public speaking, such as eye contact, gestures, and their voices no longer sounded soft. The instructor stated that, *"...they have already watched that video, they could to be able revise what thing they need to revise or improve when they are practicing their public speaking"*. Through this process, lecturers assessed that Book Creator could be an alternative medium that enriches students' learning experiences and encourages the application of public speaking elements in a more structured manner.

Document Study

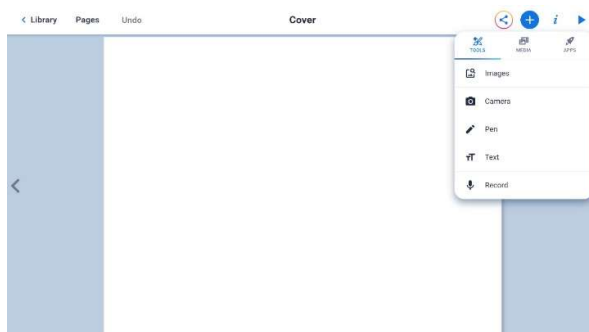


Figure 1. Book Creator Interface Display with Tools Options

This figure shows the Book Creator editing interface, where students can access various tools such as images, camera, pen, text and record. These features allow students to incorporate multimedia elements into their presentations. The availability of students to incorporate recording options enables students to practice and review their public speaking performance asynchronously, while the text and image tools support structured message delivery. This interface provides a flexible,

user-friendly environment for enhancing digital speaking practice.

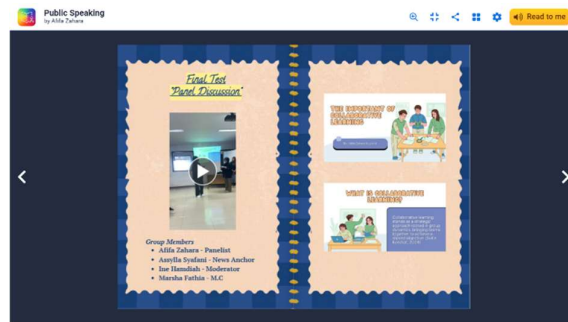


Figure 2. Students Project utilizing Book Creator Multimedia Features

This figure shows a student project created using the Book Creator application. In this project, students utilized several features, such as recorded videos of panel discussions, clear titles and subtitles, structured text, and visual illustrations that support the content. The attractive page layout shows that students understand how to organize and deliver informative speech material effectively.

Based on the analysis of the video accompanying this project, the students in this group demonstrated good application of public speaking elements. The speakers were able to maintain confident body posture, use hand gestures to emphasize important points, and adjust their tone of voice according to the topic being presented. The facial expressions used were also appropriate to the content of the speech, thereby increasing audience engagement. This project illustrates how Book Creator supports students in combining digital media with speaking practice. The combination of structured digital content and good oral delivery reflects high performance and a reflective learning process.



Figure 3. Integration of Book Creator with Public Speaking Elements in Student Performance

Based on a figure one of the students' works in the Book Creator application entitled "Public Speaking" by MF, it can be seen that students not only understand the concept of informative speaking theoretically, but also try to apply the elements

of public speaking in practice through the videos inserted.

On the left side of the page, the student systematically and objectively describes the type of informative speaking. This explanation indicates that the student has understood the basic theory of public speaking, particularly in terms of constructing a clear, factual, and engaging message. The material is organized in a logical sequence and presented without personal opinions, in accordance with the principle of objectivity, which is an essential component of a well-structured speech. On the right side of the page, there is a video clip showing the student delivering their speech. Based on the screen capture, the student demonstrates a smile, an upright body posture, and active use of hand gestures, which indicate the application of several important elements in public speaking according (Arjulayana et al., 2021), namely:

Based on the video documentation in the Book Creator project, students appear to be applying public speaking elements well. They display friendly and positive smiles as a sign of confidence and an effort to build rapport with the audience. Although eye contact cannot be directly assessed from the images, the direction of their gaze toward the camera indicates their effort to stay connected with the virtual audience. Hand gestures are used naturally to clarify the content of the material, while a stable body position indicates good body control when speaking. Although the voice is not audible in the image, the use of video features shows that the students are confident in expressing their ideas verbally. Additionally, they can re-record if they are not satisfied, allowing them to continue practicing intonation, volume, and pronunciation more effectively.

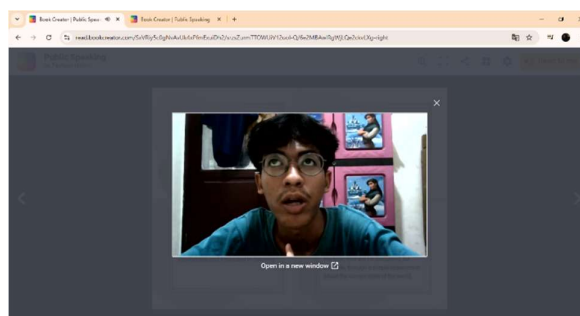


Figure 4. Integration of Book Creator Show Limited use of Public Speaking Elements in Student Performance

This image shows a student recording their presentation using the Book Creator video feature. Compared to other students' performances that show confident gestures and facial expressions, this example reflects some challenges. The student appears less expressive, with minimal use of gestures and a neutral or unfocused gaze, which reduces audience engagement. The posture is rather stiff, and there is limited visual connection with the camera. While the student is using the appropriate digital tools, this performance suggests difficulty in applying public speaking elements such as body language, eye contact, and expression. These

challenges highlight the need for more practice and guided reflection, so students can improve their confidence and communication impact.

Document analysis shows that Book Creator helps students apply elements of public speaking, such as body movement, posture, and message structure. High-achieving students use this application to deliver clear and engaging speeches, while other students still face challenges, especially in nonverbal communication. These findings indicate that Book Creator helps students practice and reflect, but some students need additional guidance.

Discussion

Based on the results obtained, it shows that Book Creator is an application that supports the development of students' public speaking skills in terms of self-confidence, material delivery structure and mastery of public speaking elements such as eye contact, gesture, body movement and voice (Eubanks et al., 2018). Through the video recording feature, students can not only record and organize materials, but also conduct self-evaluation of their performance directly.

The use of book creator as digital application in supporting speaking skill for EFL learners

The use of digital application called book creator is one of the novelties presented in this study, because this application can increase students' creativity, flexibility and speaking skills. This can be seen from the results of the research obtained. after using Book Creator, they began to show progress in these aspects. Through the process of reviewing their own videos, students became more aware of the shortcomings in their performance, enabling them to make improvements. This data was obtained from the instruments that had been used in data collection in the research.

In addition, the results also show that students do not merely use this application to complete assignments and reflections, but also build creativity by utilizing features such as adding images, text, and audio to create more structured presentations. This finding is in line with previous research by (Zulhermindra & Hadiarni, 2020) and (Cheng et al., 2023) which state that the use of technology such as video-based feedback can help students evaluate their own performance to know which parts need revision and improvement. In the context of Book Creator, students can record videos, re-watch and improve the appearance of their materials and even videos before uploading them, so that this encourages the formation of a process of reflection and evaluation independently.

The use of multimedia elements such as images, icons, and colors combined with the material also had a positive effect on increasing confidence and the quality of delivery. This is in line with the statement (El Mortaji, 2018), based on his findings that the use of technology can help improve verbal and nonverbal communication at the same time in public speaking. Visual elements help students

convey messages more clearly and attractively, and build emotional connections with their audience.

These findings answer the main research question regarding students' perceptions of Book Creator in supporting public speaking elements. Based on the data, students rated this application as helpful in improving their facial expressions, gestures, and voice control. The video recording and review features were the most frequently mentioned benefits. The findings in this study also indicate that Book Creator creates an active and enjoyable learning environment. The features integrated into the application enable personalized and adaptive learning according to each student's learning style. This is reinforced by research conducted by (Deswarni et al., 2023) which shows that the use of Book Creator in learning English received a positive response from students, as many as 73.8% of respondents agreed that this application was effective in the learning process. This shows that the integration of multimedia or features in Book Creator can increase students' motivation in learning so that they want to learn continuously and pay more attention to their performance.

Although most students showed improvement, differences in engagement were also found. High-performing students utilized more features—such as adding visuals and editing audio while lower performing students tended to simply compile simple videos without much revision. This shows that digital literacy and motivation also influence the effectiveness of application use.

Then, although there were some technical obstacles such as limited and unstable internet connections, lecturers stated that this could be overcome by providing flexibility in delivering messages in audio form. This shows that lecturer support is very important in the successful implementation of digital media in the classroom (Risdayani et al., 2024). Students can still be creative, for example by recording their voice and adding visual elements such as pictures. This shows that digital applications not only improve public speaking skills but also improve critical thinking skills. This is in line with research conducted by (Silviyanti et al., 2022) and (Karnedi & Utami, 2024) which shows that digital projects in public speaking can train analytical, creative, and communicative thinking skills simultaneously.

Theoretically, this study supports the concept of outcome-based education (OBE) which emphasizes the importance of using digital media in developing student-centered and performance-oriented learning. Book Creator serves as a concrete example of the application of OBE principles, as it encourages repetitive practice, self-regulation, and adaptive multimodal learning. This application not only assists students in the technical aspects of public speaking—such as mastering basic elements like facial expressions, gestures, body movements, and voice—but also enhances self-confidence, understanding of the material, and critical thinking skills. These results reinforce the finding that digital technology plays a crucial role in supporting comprehensive public speaking learning within

the OBE framework, as it enables self-directed, reflective, and outcome-oriented learning processes (Arjulayana et al., 2024).

However, this study has several limitations. Participants consisted of only one class at one university, so these findings cannot yet be generalized to all EFL students in Indonesia. Additionally, the data collection techniques used were primarily interviews and document analysis, which are susceptible to subjectivity. Therefore, further research is recommended to compare the effectiveness of Book Creator with other digital platforms, such as Cake, VR, or Powtoon; examine its use in direct or hybrid public speaking learning; and observe its long-term impact on the development of speaking skills among students from diverse backgrounds.

In terms of implementation, Book Creator is an affordable and sufficiently flexible option for adoption in various educational contexts. The application can be accessed via various devices, supports offline editing, and encourages self-directed learning tailored to individual students' needs. However, its successful implementation heavily depends on faculty support, students' digital readiness, and access to adequate technological infrastructure.

Thus, Book Creator not only serves as a technical tool in public speaking education but also as a learning medium that promotes the development of reflective, creative, and critical thinking skills. The integration of this technology has proven to enrich the learning process, boost confidence, and facilitate students in mastering the key elements of public speaking more comprehensively (Arjulayana & Pujiati, 2025).

Conclusion

This study shows that the use of the Book Creator application has received positive responses in supporting the development of students' public speaking skills. This means that the application can help develop public speaking skills. Through multimedia features such as video and audio recordings, students can practice, evaluate, and improve their performance independently. In addition, the use of visual elements such as images, text, and colors help convey messages in a more structured and interesting way. Book Creator also encourages students to think reflectively, creatively, and confidently when presenting material, making it a relevant tool in outcome-based education (OBE).

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