Project-based Digital Guidebook: Learning to Write Speech Texts for Elementary Students

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ARTICLE INFO	ABSTRACT
	Purpose—This study aims to develop a project-based digital guidebook as teaching material for writing speech texts, specifically targeted at elementary school students. **Methodology –** This research follows the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and involves exploratory research in 10 elementary schools. Data collection methods include observation, interviews with teachers and students, and questionnaires. Observations and interviews are used to assess the Book's condition and the users' needs, while questionnaires are employed to gather input and assessments from experts, teachers, and students. Data analysis techniques include qualitative data analysis, carried out interactively and continuously until the data becomes saturated. The steps in data analysis are (1) Data collection, (2) Data reduction, (3) Data presentation, and (4) Conclusion drawing/verification. **Findings –** The findings indicate a strong demand for a project-based digital guidebook, deemed suitable for enhancing writing skills among grade VI students. The study concludes that the developed digital guidebook not only meets the educational needs of students and teachers but also serves as a valuable resource for improving writing skills in elementary education. The implications of this research are significant for educators, as it provides a structured approach to teaching writing through digital means, ultimately benefiting students by enhancing their written communication abilities. **Significance –** This research is expected to inspire further developments in educational materials tailored to the needs of elementary school students, promoting effective learning strategies for writing.

INTRODUCTION

Technology is evolving rapidly as time passes, and everyone is used to using technology for daily needs such as working and communicating. Digitalization is the key to technology transfer in interacting with all parties and opens up new cooperation opportunities. The education sector itself cannot be separated from the influence of technological developments. The sophistication of technology is also integrated with science

in education. It is not uncommon for teachers to integrate learning models using ICT (Information and Communications Technology) technology. As technology develops, there are many innovations in the field of education, such as electronic modules (e-modules) in PDF format and modules that can be accessed through websites. The development of technology has changed the way of thinking; technology has made the work of every human being more straightforward and has also changed the way people think to be more practical and fast-paced.

The use of technology in the learning process has become crucial in modern education (Effendi & Wahidy, 2019). Through technology in education, innovation continues to be carried out to create effectiveness in learning. Technology in learning is a supporting medium in learning delivery between teachers and students. According to Aka (2017), the advantages of using technology in learning include being able to facilitate the delivery of material between educators and students, can save and shorten learning time because in delivering the material, teachers have designed a more flexible model so that it is easy for students to understand, save costs because it does not need to be printed and is also in the form of real adhesive media, and can save pressure or printing so that it is more environmentally friendly and can support nature preservation in the future. In its application, educators must be more creative and innovative in applying technology in classroom learning to provide direct benefits for educators and students and achieve the expected learning goals (Huda, 2020).

The use of technology in learning helps teachers, in this case, teachers, to achieve better learning goals (Mahyudi, 2023) through the use of information technology that will be given to students who are more varied and not monotonous and can provide an overview of non-verbal objects that the human senses cannot reach. Students can access various electronic learning resources to increase student insights. High student enthusiasm for learning will likely increase learning motivation and directly impact learning outcomes to achieve the expected learning goals.

Technology in education can be used for learning media. Digital media can support learning (Degner et al., 2022). Digital media provides added value compared to print learning, which is usually available in schools and positively impacts students' skills. The achievement of learning outcomes through technology media reflects that online media is prepared and implemented with high quality, encourages evidence-based learning, and encourages student interaction with friends and facilitators. Digital media is to the needs of students and acts as an alternative learning resource that is not monotonous and can stimulate teachers to develop other topics. Technology-based media can be in the form of digital books. This is because digital books are in great demand by the public (Fu et al., 2018; Jones et al., 2020). Digital books can be used as an efficient and effective medium for learning (Tang, 2021). It is also included in the digital guidebook that students need to learn. The guidebook provides well-organized information, making it easier for students to understand and remember the studied material.

Digital guidebooks can also be used to teach students to write. Students must master writing skills. This is because it is to develop the ability to use language patterns and convey information in writing. All students need a foundation of qualified writing skills. This writing skill significantly influences the smooth running of teaching and learning activities (Hendrastuti & Rahmawati, 2023). All human activities expressed orally or in writing contain a meaning or purpose. Likewise, language poured into written form is an outpouring of ideas, feelings, and opinions assembled through words to improve students' ability to communicate in written form.

Based on the results of observations in elementary schools in Madiun City and literacy studies, it is known that students' writing skills still tend to be lacking. This is also in line with the research results by Widhiyanto et al. (2014), which stated that students' writing skills are still poor. The causes of students' lack of writing skills are low motivation to read and lack of encouragement from students' parents (Mardika, 2019). Some students may not be interested in writing, so they are less motivated to practice and develop their writing skills. Students often face challenges in correctly using correct grammar and spelling words, which can hinder the ability to write clearly. This is also in line with the opinion of Sukanah and Rahayu (2021) that students have difficulty expressing ideas or related ideas in expressing the results of imagination both orally and in writing. In addition, in learning to write books, the books used are diktat books/package

books; there is no guidebook for writing. Without a guidebook, students may have difficulty understanding the proper structure and format for different types of writing (such as essays, stories, or reports). This can result in disorganized and difficult-to-understand writing. Handbooks usually provide examples of good and bad writing, as well as strategies for improving writing.

Seeing this phenomenon, an alternative is needed that can solve the problem. The solution provided is a product in the form of a project-based electronic writing manual. This efficient electronic writing manual provides much inspiration for a more enjoyable writing-learning process. This guidebook was developed based on project-based learning. A project-based learning guidebook is a book that contains information and is a guide or guide for the reader to know something thoroughly; the reader is not only aware but also invited to make a project or product in order to give the reader selfdirection so that cognitive abilities are further honed. Teaching materials in digital books are developed with a project-oriented approach. This is because project learning can help students in learning and practicing: (1) solid and meaningful-use knowledge and skills built through authentic tasks and work; (2) building knowledge through real-world experiences and interpersonal cognitive negotiations that take place in a collaborative work environment (Santi, 2011). In addition, the project approach can also motivate students and make them more active because they are more involved in learning (Gómez-Pablos et al., 2017; Revelle, 2019).

Writing is an activity of being creative, imagining, expressing, and communicating with others through writing (Sayekti & Arga, 2020). Writing is communicating ideas and thoughts through writing (Graham, 2012). Writing is a way to generate language and express ideas, feelings, and opinions. Writing can be seen as a writing activity; the writer takes stages or steps. The exercises include pre-writing, drafting, revising, editing, and publishing. According to Fauzia et al. (2022), writing is not just writing down written signs but communicating thoughts in the written language in the form of a series of sentences in a complete, transparent manner to the reader. Writing skills cannot be acquired instantly, but continuous practice is needed to produce good writing.

In this study, researchers tend to choose digital guidebooks as an alternative to teaching materials for writing learning. This is because digital books are practical and easy for everyone. Books are one of the teaching materials used in the world of education. Some books are mandatory references or textbooks, and some are enrichment materials. Teaching materials in the form of guidebooks that explain techniques or how to write are still rare, let alone digital guidebooks.

Digital books can improve the user experience because the book format is computerized, making it easy to search and easier for users to get information easily and quickly (Fry, 2020). A digital book consists of text, images, videos, and sounds created digitally to be used on electronic gadgets (Ruddamayanti, 2019). A digital book is an application that contains messages, images, and recordings in digital form to be used on electronic gadgets such as PCs or mobile phones. Digital books can inspire students to solve problems, reducing students' anxiety when doing assignments (Turel & Sanal, 2018).

Digital books are screen-based books in electronic formats that can increase learning (Troseth & Strouse, 2017). A digital book is a book that is published digitally or converted into an electronic format from a physical paper print form. It can be accessed and read on mobile devices such as laptops, smartphones, ebook readers, tablets, or desktop computers (Rajeh et al., 2020). A digital book is a book that contains multimedia materials in the form of videos, images, and text. By involving multimedia, it will make it easier to channel information to students so that it is easier to understand (Véliz et al., 2017).

Guidebooks can help students in writing activities. Guidebooks are textual media used to support certain learning guidance activities (Anggraini & Wiyono, 2020). Using the student guidebook will make it easier for students to understand the material in learning so that students' knowledge becomes directed (Rohmah et al., 2023). A guidebook is a teaching material prepared to explain or discuss the material to be conveyed. The guidebook will make it easier for students to understand the writing material (Ziliwu & Harefa, 2024)(. Writing guidebooks help writers understand how to structure writing with a clear structure, such as introduction, content, and closing. An organized structure will make it easier for readers or audiences to follow and understand the writing. The guide also teaches the importance of flow, coherent paragraphs, and transitions between sentences and ideas. The guidebook, in this case, is a learning medium

and teaching material for students, and the guidebook contains steps or guidelines for doing a particular activity(Hilaliyah et al., 2022).

The project-based approach fosters students' confidence (Tsybulsky & Muchnik-Rozanov, 2019). Project-based learning (Project) is a promising approach that improves student learning in higher education (Guo et al., 2020). The project-based learning model is an innovative learning model that can be used as an alternative to developing students' 21st-century skills. This is because project-based learning provides opportunities for students to gain knowledge, improve understanding, and gain new skills through learning activities (Parker, 2020). Based on previous research, the project-based learning approach focuses on children's ability to explore their knowledge through their experiences and curiosity to solve their problems (Norhikmah et al., 2022). The Project Learning Model is a learning model that can train students to be more active and independent in learning activities (Soleh, 2021).

According to Vista Febrianika et al. (2022), project-based learning is a learning model that aims to help students gain knowledge from experience through various project activities. Students gain knowledge and experience because this learning is very innovative. Project-based learning emphasizes contextual learning by providing activities that train students to explore, be able to plan learning activities, and carry out projects so that, in the end, they produce a product that students can use to help develop their abilities, such as social, economic, intellectual, economic, and moral skills.

Several studies have researched writing skills related to elementary school students. Previous research has investigated the use of guidebooks to help students in writing, researched by Holisah & Samadhy (2017), showing that guidebooks can help students learn to write essays. Maisarah et al. (2022) explore the urgency of developing digital media for Indonesian language learning. Marlani and Prawiyogi (2019) researched a project to improve the poetry writing skills of elementary school students. However, there is a critical gap or comparison with the research, namely the development of a digital-based guidebook as a teaching material for writing speech texts in elementary schools.

The limitation of handbooks for learning to write is that they require the development of a guidebook for writing skills. Digital handbooks have emerged as an alternative teaching material for writing speech texts. The guidebook provides structures, examples, and techniques that assist students in the creative process (Meyer, 2021). This Book will make it easier for students to write speech texts because there are guidelines in writing. Digital textbooks also affect students' perception of learning, values, and cognitive load compared to traditional ones (Weng et al., 2018).

Based on this foundation, this study aims to describe the development of a project-based digital guidebook as a teaching material for writing skills for elementary school students in Madiun City. The benefit of this research is that schools increase the availability of handbooks for writing learning. The benefits for teachers are that it makes it easier to direct students to write speech texts. The benefit for students is that the guidebook can be used to help write speech texts and to study independently.

METHODOLOGY

Type of Research

This research is categorized as research and development (R&D). R&D research is used to make or produce a product and test its feasibility (Sugiyono, 2019). Development research, or R&D, is applied to research that aims to create a product, validate it, and test its effectiveness. Development research is a process that aims to develop or validate a new product or the development of an existing product (Ibrahim et al., 2023).

Research Procedure

This research uses ADDIE design, which provides a systematic, structured, and flexible approach to designing, developing, and evaluating products. The stages of systematic and structured ADDIE design are Analysis, Design, Development, Implementation, and Evaluation (Mulyatiningsih, 2019).
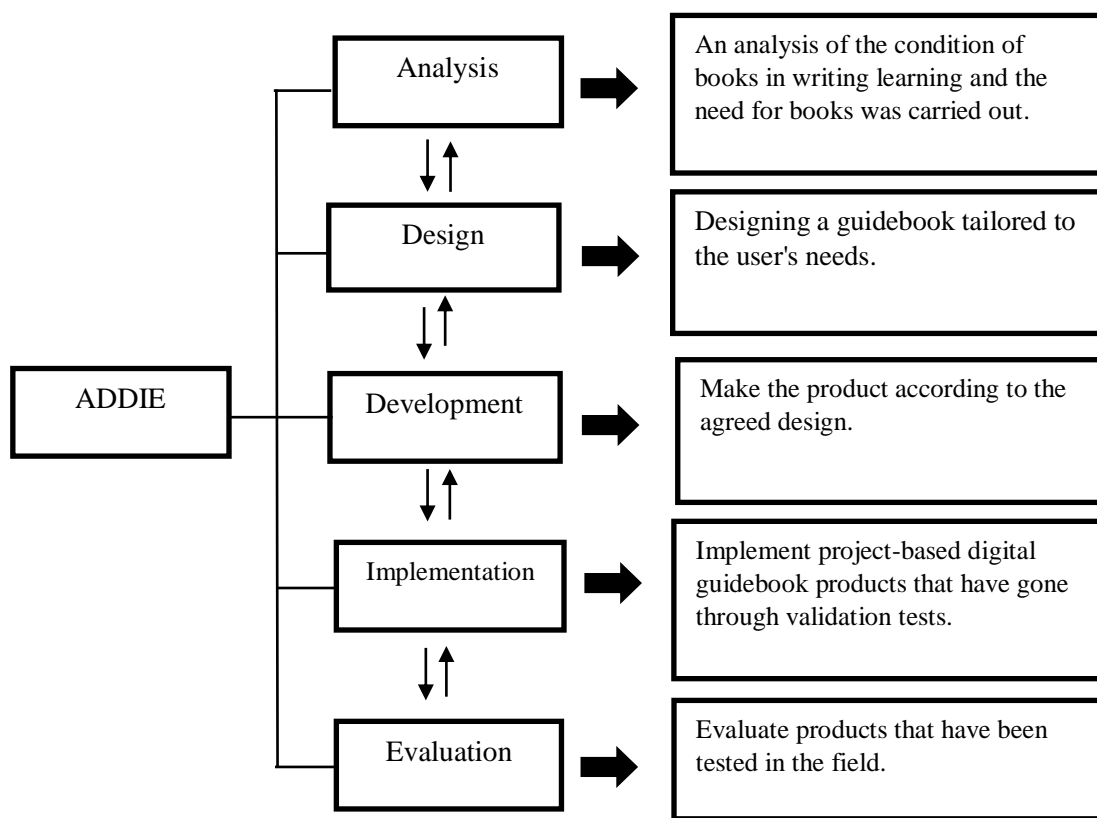
Figure 1. Concept map of the ADDIE method

Data and data sources

Data sources are places where data is obtained using specific methods, such as humans, artifacts, or documents (Sutopo, 2021). Based on this understanding, the data sources in this study are as follows. First, teachers and students. Teachers and students here are users of digital guidebooks on writing learning. The teachers and students used as subjects were teachers and students at elementary schools in Madiun City, which amounted to 4 teachers and 105 students. Sample selection technique with Purposive Sampling. It is adjusted to the purpose or needs of users in the digital guidebook. Second, Experts/experts will provide an assessment of the feasibility of the digital handbook. The question expert is an expert in the field of research, which consists of 2 experts, namely material experts and technology experts. The criteria for selecting experts are an educational background relevant to the research field and a portfolio showing significant contributions in related fields, such as publications, projects, or awards. Third, events are intended for all learning activities, such as writing speech texts that will be observed in order to obtain the data needed. Fourth, documents, which are in the form of teaching modules and books that have been used by teachers in learning

Data Collection Techniques

The data collection techniques in this study are observation, interviews, and questionnaires. First, observation. Observations were carried out during field exploration to determine the condition of students and books used in elementary schools in Madiun City. Second, interviews. Interviews were conducted with teachers and students at elementary schools in Madiun City. This interview was conducted to find out the needs of teachers and students for learning books for writing skills. Interviews were conducted with four teachers and 15 students at elementary schools in Madiun City. Teachers selected for interview teach in the field of study or level of education that is by the research product and have at least 3 years of teaching experience. The criteria for the interviewed students are at the level of education that is the target of the research product.

Table 1. Grid of Validation Instruments for Material Experts

No	Aspects	Subaspects
1	Eligibility	Alignment of material elaboration with learning objectives
		Accuracy of the material
		Accuracy of material as a learning support
2	Presentation of material	Material presentation techniques
		Presentation of Learning
		Completeness of the presentation of the material
3	Language	Simplicity
		Interactive dialogic languages are used.
		Language according to the development of students
		Compactness and cohesion

(Source: Malawi, 2019)

Table 2. Grid of Validation Instruments for Technology Experts

No	Aspects	Subaspects
1	Programming	Practicality
		Completeness
2	Book cover design	Cover layout
		Cover Typology
		Cover illustration
		Details and color composition
3	Design the contents of the Book	Layout of the contents of the Book
		Typography of the Contents of the Book
		Illustration of the contents of the Book
		Letter variations
		Text arrangement

(Source: Malawi, 2019)

Third, questionnaires. The questionnaire assessed material experts, media experts, teachers, and students regarding project-based digital handbooks on writing learning. In the material expert questionnaire, there are three aspects and 10 subaspects. In the technologists' questionnaire, there are three aspects and 11 subaspects. There are five aspects to the teacher and student questionnaire. The questionnaire assessment uses the Likert scale with a score of 1 to 5. The following is a questionnaire grid of material experts, media experts, teachers, and students.

Table 3. Grid of Teacher and Student Assessment Questionnaire Instruments

No.	Assessed aspects	Indicators
1	Programming Aspects	Digital books are easy to operate using laptops/gadgets
		Digital books have obstacles when used/operated
2	Learning Design	The material presented in the digital Book is easy to understand
		Suitability of examples, features, and training
		Development of reasoning and proof
		Relationship between concepts/problems
		Exercises/tasks are formulated.
		Literacy Culture
		Learner-centered learning
		Development of students' imagination and creativity in thinking.
3	Language	The language used in the digital Book is easy to understand
		Dialogical and interactive language

No.	Assessed aspects	Indicators
4	Book Design	Suitability of images/videos with material
		Attractive book cover/ has a clear point center
		The font is simple, easy to read, and does not use decorative letters.
		The overall illustration is harmonious, engaging, and creative.
		Illustrations can describe and reflect the content of the book material.
5	Effects for Learning	Digital books support students to be able to study independently
		Digital books increase students' Indonesian language skills.
		Digital books increase student learning motivation.

(Source: Malawi, 2019)

Data Analysis Techniques

Analyzing qualitative data is carried out interactively and continuously until it is complete and the data becomes saturated. Activities in data analysis, namely (1) Data collection, (2) Data reduction, (3) Data display, and (4) Conclusion drawing/verification (Miles et al., 2014). The data analyzed descriptively is data in the form of suggestions and inputs from the results of interviews and also assessments of the media. The feasibility data of the product produced is determined through the analysis of the results of the assessment of questionnaires by material experts, graphic/technology experts, and use trials by teachers and students. The data from the assessment of material experts, graphics/technology experts, and users is based on the following categories.

Table 4. Rating Categories

Klasifikasi Kategori	Skore
Highly Valid	5
Valid	4
Quite Valid	3
Less Valid	2
Very Invalid	1

FINDINGS

Project-based Digital Guidebook Prototype

As a result of the analysis of the condition of the Book and the needs of teachers and students, it is known that developing a project-based digital writing manual is needed to help students learn to write. Developing a project-based digital writing guidebook for the writing skills of grade VI elementary school students is based on the needs of users, namely teachers and students. The project-based digital writing guidebook consists of several parts, including the following:

Cover and Instructions for Using the Books

The Book's cover contains a title describing its contents. The main title is "Menulis Teks Pidato". The cover describes that the manual is for practicing writing speech texts for elementary school students. Instructions for using this Book are displayed to make it easier for students. Books allow students to learn the content by studying the material and doing assignments.
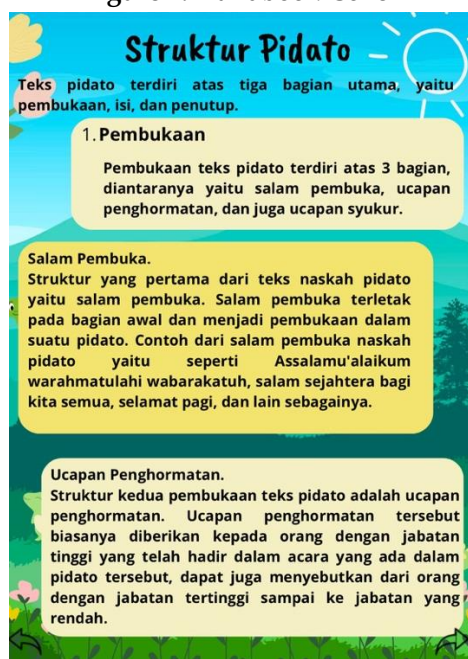
Materials and Practice writing

This chapter begins by explaining the material, which contains several questions about writing speech texts. The material discussed is the meaning of speech text, its characteristics, speech structure, and speech text writing techniques. This chapter also presents projects that students must complete. One project is to write a speech text about the environment. Students must prepare a schedule for completing the project and write down the obstacles when writing. This chapter also provides guidelines for assessing speech texts.

Figure 2. Handbook Cover

Instructions for the use of the Book

Guidebook Materials

Practice Writing Speech Text

Figure 1. The Book of Project-based Digital Guidebook Prototype

Validation Results of Project-based Digital Guidebook Prototype

Expert Judgment, in a practical sense, is the consideration or opinion of an expert or an experienced person. In this case, expert judgment is an assessment from an expert. What experts assess is a project-based digital writing manual prototype. Expert judgment serves to assess feasibility both theoretically and practically. Expert judgment in this study consists of material experts and media experts.

Material experts and technologists will provide assessments and suggestions on the handbook for writing project-based digital speech texts. The suggestions conveyed by material experts about the prototype of a project-based digital speech text writing guidebook include the following.

<div align="center">**Table 5.** Advice from Material Experts</div>

Suggestion	Repair
The material for writing speech texts needs to be expanded in the scope of the material, namely adding material related to speech techniques and the correct way to make a speech.	The improvement made is by adding material related to speech techniques and the correct way to make a speech.
Chapter titles should not use question sentences.	I changed the question sentence in the chapter from "What are the speech structures?" to "Speech Structures."

The assessment of material experts on the prototype of the project-based digital speech text writing guidebook includes aspects of content, presentation, and language feasibility. The feasibility of the content consists of the suitability of the description of the project-based digital writing guideline material with learning objectives, the accuracy of the material, and the suitability of the learning supporting material. The presentation consists of presentation techniques, learning presentation, and presentation completeness. The linguistic aspect consists of straightforwardness, the use of interactive dialogical language, the suitability of the level of student development, and the collapse of integration. An expert assessment of the material given on the project-based digital writing handbook prototype can be seen in the following table.

<div align="center">**Table 6.** Assessment Results from Material Experts</div>

No	Criteria Assessed	Tsev	S Maks	Percentage (%)	Validity Level
1	Alignment of material elaboration with learning objectives	5	5	100	Highly valid
2	Accuracy of the material	4	5	80	Valid
3	Accuracy of material as a learning support	4	5	80	Valid
4	Material presentation techniques	4	5	80	Valid
5	Presentation of Learning	4	5	80	Valid
6	Completeness of the presentation of the material	4	5	80	Valid
7	Simplicity	4	5	80	Valid
8	Interactive dialogic languages are used	4	5	80	Valid
9	Language according to the development of students	4	5	80	Valid
10	Compactness and cohesion	4	5	80	Valid
Sum		41	50		
Average Percentage				82%	

Tsev: Values obtained

Technology experts provide assessments and suggestions in the handbook for writing project-based digital speech texts. The suggestions conveyed by technology experts about the prototype of a project-based digital speech text writing manual are as follows.

<div align="center">**Table 7.** Assessment Results from Technology Experts</div>

Suggestion	Repair
The cover display does not show the contents of the Book.	The improvement was to change the cover from the original title "Writing" to "Writing Speech Text."
The font size is too small	Changing the letters on the cover so that they are not too small

The assessment of technology experts on the prototype of the project-based digital speech text writing guidebook includes aspects of programming, book cover design, and book content design. The programming aspect consists of practicality and completeness. The aspect of book cover design consists of the cover's layout, the cover's typology, the cover, the illustration of the cover, the details, and the color composition of the cover. The aspect of book content design consists of the layout of the book content, typography of the Book, illustration of the content of the Book, font variation, and text arrangement. A technology expert assessment is also given on the prototype of the project-based digital speech text writing guidebook, which can be seen in the following table.

Table 8. Assessment Results from Technology Experts

No	Criteria Assessed	Tsev	S Maks	Percentage (%)	Validity Level
1	Practicality	4	5	80	Valid
2	Completeness	5	5	100	Highly valid
3	Cover layout	4	5	80	Valid
4	Cover Typology	4	5	80	Valid
5	Cover illustration	4	5	80	Valid
6	Details and color composition	4	5	80	Valid
7	Layout of the contents of the Book	4	5	80	Valid
8	Typography of the Contents of the Book	5	5	100	Highly valid
9	Illustration of the contents of the Book	4	5	80	Valid
10	Letter variations	4	5	80	Valid
11	Text arrangement	4	5	80	Valid
Sum		46	55		
Average Percentage				83,6%	

Tsev: Values obtained

Based on the assessment of material and technology experts, the prototype of the handbook for writing project-based digital speech texts is valid. This is because the average score of material experts is 4.1, which means it is in the valid category. The assessment of the technology expert received an average score of 4.18, which is included in the valid category. This category is taken from the opinion of Widoyoko (2019), which states that the average score $(X) > 4.2$ is declared very good, $3.4 < X \leq 4.2$ is declared valid, $2.6 < X \leq 3.4$ is declared quite valid, $1.8 < X \leq 2.6$ is declared invalid, $X \leq 1.8$ is declared very invalid.

Results of Project-based Digital Guidebook Prototype Trials

This trial stage was carried out to determine the learning using a project-based digital speech text writing guidebook and to get input and suggestions from users. The users here are elementary school teachers in Madiun City, totaling four people and students totaling 105 students. The sample selection technique used is Purposeful Sampling, which is adjusted to the purpose and needs at the observation stage.

After implementing learning with a project-based digital speech text writing manual, users provide assessments and suggestions for improving the manual. The assessments carried out by teachers and students cover several of the same aspects. The results of the teacher's user assessment can be seen as follows.

Table 9. Assessment Results from Teachers

No	Criteria Assessed	Tsev	S Maks	Percentage (%)	Validity Level
1	Digital books are easy to operate using laptops/gadgets	4	5	80	Valid
2	Digital books have obstacles when used/operated	4	5	80	Valid
3	The material presented in the digital Book is easy	4,5	5	90	Valid

No	Criteria Assessed	Tsev	S Maks	Percentage (%)	Validity Level
	to understand				
4	Suitability of examples, features, and training	4	5	80	Valid
5	Development of reasoning and proof	3,75	5	75	Valid
6	Relationship between concepts/problems	4,25	5	85	Valid
7	Exercises/tasks are formulated	4	5	80	Valid
8	Literacy Culture	4	5	80	Valid
9	Learner-centered learning	4	5	80	Valid
10	Development of students' imagination and creativity in thinking.	4,25	5	85	Valid
11	The language used in the digital Book is easy to understand	4	5	80	Valid
12	Dialogical and interactive language	4,25	5	85	Valid
13	Suitability of images/videos with material	4	5	80	Valid
14	Attractive book cover/ has a clear point center	3,75	5	75	Valid
15	The font is simple, easy to read, and does not use decorative letters.	3,75	5	75	Valid
16	The overall illustration is harmonious, engaging, creative	4,25	5	85	Valid
17	Illustrations can describe and reflect the content of the book material.	3,75	5	75	Valid
18	Digital books support students to be able to study independently	4	5	80	Valid
19	Digital books increase students' Indonesian language skills	4	5	80	Valid
20	Digital books increase student learning motivation	4	5	80	Valid
Sum		80,5	100		
Average Percentage				80,5%	

Tsev: Values obtained

Student users also carry out assessments on the trial. After students use the handbook to write project-based digital speech texts, they rate the Book. With an assessment from students, the feasibility of the Book will be known from the user's point of view, namely students. The following is an explanation of the results of student user assessments.

Table 10. Assessment results from student

No	Criteria Assessed	Tsev	S Maks	Percentage (%)	Validity Level
1	Digital books are easy to operate using laptops/gadgets	4,09	5	82	Valid
2	Digital books have obstacles when used/operated	4,18	5	84	Valid
3	The material presented in the digital Book is easy to understand	3,96	5	79	Valid
4	Suitability of examples, features, and training	3,90	5	78	Valid
5	Development of reasoning and proof	4,29	5	86	Highly valid
6	Relationship between concepts/problems	4,05	5	81	Valid
7	Exercises/tasks are formulated	4,13	5	83	Valid
8	Literacy Culture	4,18	5	84	Valid
9	Learner-centered learning	3,95	5	79	Valid
10	Development of students' imagination and creativity in thinking.	4,21	5	86	Highly valid

No	Criteria Assessed	Tsev	S Maks	Percentage (%)	Validity Level
11	The language used in the digital Book is easy to understand	4,32	5	86	Highly valid
12	Dialogical and interactive language	4,18	5	84	Valid
13	Suitability of images/videos with material	4,33	5	87	Highly valid
14	Attractive book cover/ has a clear point center	4,11	5	82	Valid
15	The font is simple, easy to read, and does not use decorative letters.	4,24	5	85	Highly valid
16	The overall illustration is harmonious, engaging, creative	4,5	5	90	Highly valid
17	Illustrations can describe and reflect the content of the book material.	4,41	5	88	Sangat Valid
18	Digital books support students to be able to study independently	4,30	5	86	Highly valid
19	Digital books increase students' Indonesian language skills	4,17	5	83	Valid
20	Digital books increase student learning motivation	4,33	5	87	Valid
Sum		83,8	100		
Average Percentage				83,8%	

Tsev: Values obtained

Based on the table, it is known that the assessment of teacher and student users on the project-based digital speech text writing guidebook was declared valid because it received an average score from teachers of 4.03 and an average student assessment score of 4.19, which was included in the valid category. This category is taken from the opinion of Widoyoko (2019), which states that the average score (X) > 4.2 is declared very good, 3.4 < X ≤ 4.2 is declared valid, 2.6 < X ≤ 3.4 is declared quite valid, 1.8 < X ≤ 2.6 is declared invalid, X ≤ 1.8 is declared very invalid.

DISCUSSION

The development of a project-based digital guidebook for learning to write speech scripts is based on an analysis of the learning conditions of writing speech scripts in elementary schools in the Madiun City area. The observation results show that learning to write speech texts is teacher-centered. Teachers have used learning books that were not explicitly designed to train students in writing speech texts. The books used by teachers are subject. Existing books are still unable to increase students' motivation to write, and most students lack understanding of speech text scripts, have poor vocabulary, and have poorly arranged sentence structure. The problem of difficulty writing speech texts results from Harris & Martin's (2020) research, which states that many students find it challenging to organize ideas and develop persuasive arguments. In addition, public speaking anxiety is also a factor that affects their ability to write effective speeches. Lee (2019) also stated that the problem of writing speech texts is due to the lack of resources and teacher training, which contributes to the inability of students to produce quality speeches. In addition, less attractive teaching methods are also a significant factor. The problem with writing speech texts is that students often struggle to compile a logical speech structure and use the correct language. Students have difficulty finding interesting topics and developing clear messages.

Problems in writing speech texts cause students' writing results not to be maximized. It is also due to a lack of resources and a lack of students' confidence when writing speech texts. Snyder and Davidson (2020) point out that lack of resources, students' lack of understanding of speech structure, and speaking anxiety are some of the main problems. In addition, according to Chen (2019), students feel less confident in their writing abilities and have difficulty choosing the right topic. Nguyen (2022) stated that students have difficulties writing the text of the speech because the lack of vocabulary and good language structure are the main obstacles and a lack of understanding of the intended audience. Additionally, students often lack a

proper understanding of the structure and writing techniques, often feel insecure, and have difficulty organizing ideas.

The development of project-based digital handbooks is compiled based on the needs of teachers and students. This digital guidebook can attract students' interest in writing and, at the same time, improve students' speech-text writing skills. The project-based digital guidebook prototype consists of 4 parts: the cover, instructions for using the Book, materials, and writing exercises. The cover is designed to depict the contents of the Book. Instructions for using books are used to make it easier for students to use books. The material contains procedures for writing speech texts while writing exercises contain examples and places for students to practice writing speech texts.

The design of the developed digital guidebook was then validated by two experts, namely media experts and material experts who wrote speech texts. This validation aims to obtain expert advice and assessment on the developed digital guidebook. Experts provide assessments and suggestions for project-based digital handbook improvements. The digital guidebook, revised based on expert input, is implemented in 4 elementary schools. This trial aims to determine the assessment and suggestions from users, namely teachers and students. Based on the results of the trial, it is known that a project-based digital guidebook for writing learning is declared feasible or valid as a teaching material for learning to write speech texts for grade VI elementary school students. Teachers and students feel helped by a Project-based digital guidebook on writing learning. This is because students prefer digital books over traditional textbooks, as evidenced by students' positive feedback on digital guidebooks (Uner & Roediger, 2018). Digital textbooks also affect students' perception of learning, values, and cognitive load compared to traditional ones (Weng et al., 2018).

Project-based digital guidebooks also make students happy in writing. This is because students get guidance on the steps of each writing stage, making it easier for students to develop ideas. Project-based learning also keeps students practicing, which is in line with the opinion of Garcia (2021), who stated that showing that a project-based approach and the use of technology can increase students' motivation and help them overcome uncertainty. Mulyani & Rahman (2021) through the project, students are more motivated and can understand the structure of speech better. Projects help students collaborate on writing. Fitria and Santoso (2020) showed that students who participated in project-based learning significantly improved their writing skills and confidence during presentations. Yulianti & Lestari (2019) students can better formulate ideas and convey messages clearly after participating in the project. The project also increases cooperation between students. A well-designed project can help students understand the essential elements of writing a speech.

The study results show that teachers and students declare the Project-based digital guidebook for writing skills valid. This digital guidebook can attract students' interest in writing speech texts. In addition, this digital guidebook makes it easier for students to write speech texts because the steps in writing speech texts have guided them Maulana et al. (2022). One of the things students need to make it easy to learn to write is a guidebook to practice writing often. With the guidebook, it is easier for students to practice writing. Uswatun Hasanah et al. (2023). This is because students can learn independently when practicing writing by following the directions from the guidebook. There are so many benefits of a guidebook in learning. Research shows that students who use the guidebook feel more confident and can structure arguments better. The guidebook provides structures, examples, and techniques that assist students in the creative process (Meyer, 2021). The guidebook helps students understand the important elements of speeches, and group discussions based on the guidelines improve student collaboration (Chen, 2019). The handbook helps students overcome public speaking anxiety and improve critical skills in building arguments.

Milligan et al. (2017) stated that books and related learning materials, such as exercise books and practice guides for teachers and students, are essential for learning. Huang (2019) examines the important role of books in language learning. Books are a means of learning and introduce students to versatility consolidated across disciplines. Lau et al. (2018) said books are essential for learning. Books with learning resources must be changed because book readings must be adapted to existing learning resources. Likewise,

understanding the material and reading books also adds to a pleasant learning experience (Alhumaidan et al., 2018).

The latest of this research is the production of a project-based digital guidebook for speech text writing skills. It is said to be novel because it is different from previous research. This is a difference from the research by Rohmah et al. (2023), which is related to guidebooks but not digital guidebooks. Taufiqurrahman et al. (2019) researched developing a guidebook, but the material raised was an essay writing guidebook, while this study raised writing speech texts. This is undoubtedly the difference in this study. The research by Devirita et al. (2021) raises the theme related to problem-based learning books for elementary school students, while in this study, the development of project-based guidebooks. Zulfikar and Rochmiyati (2023) also researched guidebooks, but the research related to writing explanatory texts differs from this research, which raises speech text writing. Sari (2020) also developed a guidebook for writing fictional texts, not digital-based. Based on these differences, this research is new. This research certainly impacts education by providing a reference book for writing speech texts Julianti et al. (2022).

This research still has limitations related to the samples used. The sample in this study consisted of 4 teachers and 105 students in 4 elementary schools in the Madiun City area. These limitations are due to time and cost Adawiyah et al. (2023). Based on the findings of this study, it is recommended that research related to the use of project-based digital guidebooks in speech writing learning be continued to determine the guidebook's impact on the development of long-term writing skills.

CONCLUSION

Based on the results of the research and discussion, it was concluded that in the analysis of students' writing skills, students were still found who were not skilled in writing speech texts. This is reflected in the students' lack of understanding of the speech text, the lack of vocabulary, the preparation of sentences that are still not appropriate, and the content of the speech text that has not been shown. The analysis of the condition of books in elementary schools shows that the books used are textbooks/package books and student worksheets. The analysis of user needs, namely teachers and students, shows that a digital guidebook is needed to help students write speech texts.

Based on the needs analysis results, a prototype of a project-based digital guidebook was then prepared as teaching material for writing speech texts. The guidebook contains four parts: the manual, instructions for using the Book, materials, and writing exercises. The cover is designed to depict the contents of the Book. Instructions for using books make it easier for students to use books. The material contains procedures for writing speech texts while writing exercises contain examples and places for students to practice writing speech texts.

Two experts, language learning and learning media experts, assessed the prototype. Expert input and assessment results improved the prototype so that the digital handbook was declared feasible for users to test. The trial results show that this digital guidebook is suitable for use as teaching material in learning to write speech texts. The results of user assessments show that this guidebook fosters students' interest in writing and makes writing speech texts easier.

It is recommended to elementary school teachers outside the Madiun City area as teaching material on learning to write speech texts using a project-based digital guidebook. The results of this study are expected to inspire other researchers to develop a guidebook for writing according to the needs of elementary school students.

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