



The Impact of a Public Speaking and Writing Skills Workshop on Student Preparation and Empowerment in International Academic Forums

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Abstract:

Background. Speaking and writing are essential communication skills for students in academic settings and international forums, enabling them to convey ideas clearly and effectively in presentations, seminars, and scientific publications.

Aim. This study aims to evaluate the effectiveness of a workshop on speaking and writing skills in enhancing students' academic communication abilities, particularly in preparation for participation in international academic forums.

Methods. Through the workshop activities carried out, the level of knowledge of participants was evaluated using a descriptive approach. The instruments used to collect data were a pre-test and a post-test.

Results. The results of this training were effective in improving participants' knowledge and skills, as indicated by the effectiveness measurement. Workshop participants were involved in speaking and writing to enhance their academic achievement in international forums, which will enable them to participate in the International Conference on Communication, Management, and Humanities (ICCOMAH VI) 2025.

Conclusions. Speaking and writing skills are crucial for students in academic settings, especially in international forums. These abilities support the delivery of precise ideas, enhance academic performance, and enable students to present their thoughts systematically, making them easier to understand by diverse audiences.

Implementation. The workshop was conducted through interactive sessions, writing and speaking exercises, and academic forum simulations to improve participants' communication skills gradually.

Keywords: speaking skills, writing skills, effective-innovative communication, Student Preparation and Empowerment, international academic forums.



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INTRODUCTION

In the era of globalization and advances in information technology, effective communication skills have become a crucial skill, especially for students participating in international academic forums. These forums require participants to convey ideas clearly, structured, and convincingly, both orally and in writing. Therefore, public speaking and academic writing are two fundamental aspects that students must master from an early age.

Speaking and writing skills for students are two important aspects in communicating and play an important role in the academic world, especially in international forums. These skills not only support the delivery of ideas clearly, also contribute to improving students' academic achievement. Good speaking and writing skills help students convey ideas systematically and easily understood. In international forums such as speaking skills in seminars, conferences, or academic presentations, clarity and effectiveness of communication greatly determine the acceptance of ideas by audiences in international forums that come from various backgrounds and countries.

Various problems related to the weak ability of Indonesian students to communicate in international forums, such as weak mastery of foreign languages, especially the international language English, are obstacles to the ineffectiveness of Indonesian students' communication skills in speaking and writing in international forums.

Some data overlap with the weak communication skills of the Indonesian people, especially weak speaking and writing skills, which have an impact on academic achievement. One of the things conveyed by Prof. Stella is related to the quality of journals produced by educational institutions (Herlina, 2025). Of the approximately 22,000 journals published, only 11 journals have successfully entered the Scopus Q1 category. This can be interpreted that Indonesia's journal writing skills are very competitive in international forums. Only 0.1% of Indonesians are able to compete in international forums. This phenomenon is very concerning.

Research conducted by the Programme for International Student Assessment (PISA) in 2012 (OECD, 2013) showed data that Indonesia was ranked 60th with a score of 396 out of a total of 65 participating countries for the reading category. The results of this reading measurement include understanding, use, and reflection in written form. The international average score set by PISA itself is 500.

- Countries such as the United States, England, Australia, or Canada have an advantage in speaking skills in international forums, considering that English is their main language. However, countries that do not use English as their main language are superior to Indonesia.
- Countries with the Best Speaking Skills in International Forums United States England France Germany Canada Australia
- Countries with Average Speaking Skills in International Forums Japan China Singapore South Korea Brazil
- Countries with Poor Speaking Skills in International Forums South Africa Egypt Nigeria

A country's ability to speak in international forums is often associated with its level of English proficiency, considering that this language is the lingua franca in diplomacy and global meetings. Indonesia is ranked 79th out of 113 countries, with a low level of English proficiency.

Global Literacy Index, EF English Proficiency Index (EF EPI): Indonesia is often in the middle category in English proficiency. In 2022, Indonesia was ranked 81st out of 111 countries with a score of 469. Countries such as Singapore (score 642) and the Philippines (score 578) are far superior (Adnyani, 2022). Global Talent Competitiveness Index (GTCI) shows that, Communication Skills Survey related to Aspects of communication skills (including speaking and writing) of Indonesian workers are often considered less competitive compared to developed countries. Education First (EF) Institute, Measuring English skills of adults in various countries. Indonesia's position in the latest report, Indonesia is categorized as medium or low in English skills, compared to other Asian countries such as Singapore, the Philippines, or Malaysia.

Based on observations and analysis in the field, Indonesian students have weaknesses in terms of knowledge and skills in speaking and academic writing. In addition, the motivation to attend international conferences is also still lacking. Indonesian students are less interested in attending international conferences. The obstacles faced by Indonesia are the Language Factor, Indonesian as the national language is more dominantly used, so that mastery of foreign languages is still limited. Language plays a crucial role and serves multiple purposes, but its most essential function is to facilitate communication among people. The four fundamental language skills are listening, speaking, reading, and writing (Bakhtiyorovna, 2025). In today's world, the ability to communicate effectively in English is a vital skill for both professional and social settings. It serves not only as a language advantage but also as a key instrument for academic achievement, career growth, and intercultural interaction (Azizbek & Jaloliddinovna, 2025).

Public speaking not only trains courage but also the ability to convey ideas logically, systematically, and contextually to diverse audiences. Meanwhile, academic writing skills form the basis for writing scientific papers, such as papers, journal articles, and research reports, which are essential components of the academic world.

These two skills complement each other and play a crucial role in building a student's professional and academic image internationally. Effective speaking skills are essential for clear communication and meaningful interactions. Developing these skills requires consistent effort, exposure to the language, and the use of appropriate strategies (Kushmanbekova et al., 2025). It is stated that having good speaking skills allows one to communicate messages more clearly, making them more easily understood by listeners. Effective communication occurs when the speaker and listener share a common understanding (Yelnim & Wijaya, 2024).

Meanwhile, writing is not simply a transcription skill; it is a cognitively demanding process that involves planning, organizing, translating ideas into language, and revising the results (Tran, 2025). Effective writing instruction should focus on the recursive nature of the writing process: planning, drafting, revising, and editing, rather than solely on the final product (Fathimatuzahro & Rizkiyah, 2025). It is widely recognized that strong writing skills play a crucial role in achieving success in formal settings, particularly in professional and workplace contexts (Hamam, 2025). Academic writing demands clarity, precision, logical flow, and the ability to construct arguments supported by evidence (Wei & Liu, 2024). Writing becomes more effective when supported by collaborative feedback, which allows learners to reflect on, revise, and improve their texts through social interaction (Mirtillayeva & Usmonova, 2025). Although writing is a crucial skill for both academic and professional success, numerous students struggle to develop effective techniques for writing essays. Writing is a cognitively demanding process. It may be seen in a limited sense as a specific verbal output used to fulfill certain discourse requirements, or more broadly as a multifaceted and unified act deeply connected to the social and cognitive functions it is intended to serve (Bouchrika, 2024). Writing in a second language involves dual cognitive processing—managing language limitations while maintaining content and organization (Tran, 2025). It is important to understand that writing skills are a complex competency that is both processual and reflective, combining linguistic, cognitive, and social aspects, can be

developed through feedback (from both humans and AI), and is highly contextualized in academics and foreign language learning.

The PkM-KLN team in collaboration with AID Academy held a workshop on public speaking skills in international forums and scientific writing skills to improve the academic achievement of Indonesian and Malaysian students in participating in international conferences, such as the ICCOMAH VI 2025 conference forum. Therefore, the research question is How Does the Public Speaking and Writing Skills Workshop Impact Students' Preparation and Empowerment in International Academic Forums?

Based on the above phenomenon, the researcher is interested in examining whether there is an influence of the workshop on introducing public speaking skills and writing fundamentals in preparing students for international academic forums. Does the introduction of students' speaking skills and writing fundamentals after participating in the workshop, through pre- and post-tests, show significant improvement?

The purpose of this research is to examine the effect of workshop activities related to the introduction of speaking skills and the basics of writing on students after attending the workshop through pre-test and post-test in an effort to prepare students to face international academic forums. The pre-test and post-test were conducted to determine the extent of improvement in students' public speaking skills and the basics of writing before being exposed to communication through workshop activities and after students were exposed to communication through workshop activities related to the introduction of public speaking skills and the basics of writing so as to prepare and strengthen students to face international academic forums.

LITERATURE REVIEW

1. Speaking-Writing Concepts And Theories

In addition to speaking skills, students are also required to have writing skills such as writing theses/dissertations, journals, book chapters, and writing other scientific articles. However, in practice, many students have difficulty expressing their ideas effectively and innovatively in scientific works that will be presented to the audience, even if the written work is presented in an international forum. "Effective communication plays an important role in encouraging good cooperation between parties from diverse cultural backgrounds" (Guffey & Loewy, 2019). Meanwhile Speaking in front of an international audience requires thorough preparation, including understanding the context of the audience, differences (S.

E. Lucas & Stob, 2020). Writing for an international audience requires an approach that is not only effective but also inclusive and easy to understand for various cultural backgrounds (Bailey, 2014). Effective communication, written is essential in an academic context because it supports the exchange of information and the development of critical thinking (Klimova, 2012).

The theory of speaking and writing in the context of language learning emphasizes that both are productive skills that are interrelated but different in their application. Speaking is the ability to convey thoughts, ideas, and feelings verbally, while writing is the ability to express thoughts, ideas, and feelings in written form. Although different, both complement each other and can influence each other in developing a person's language skills.

2. Speaking and Writing Concept

Speaking is a productive language skill, meaning it involves the ability to produce (spoken) language. Speaking involves the process of thinking and reasoning to convey a message that is clear and easy for the other person to understand. Speaking is closely related to listening skills. A person needs to understand what he or she hears before he or she can respond verbally. Psychological factors such as self-confidence and the ability to regulate emotions also play an important role in public speaking. There are various approaches to teaching speaking, such as conversation exercises, presentations, discussions, and role-plays.

Writing is also a productive skill that involves the ability to produce language in written form. Writing involves complex cognitive processes, including planning, organizing ideas, drafting, revising, and editing. Writing is also closely related to reading skills. Reading can enrich vocabulary and understanding of grammar which can then be used in writing. Writing involves mastering technical aspects such as grammar, spelling, punctuation, and sentence structure. There are different genres of writing, such as essays, reports, letters, poems, etc., each of which has its own characteristics.

3. Difference Between Speaking and Writing

Speaking is more spontaneous and direct, while writing takes longer to plan and organize ideas. Although speaking and writing are both productive skills, they differ in their levels of complexity. Some argue that writing can be more complex because it requires attention to more detailed technical aspects and language structures. Skills learned in speaking and writing can be transferred from one to the other.

The relationship between speaking and writing is complementary. Speaking can be based on what one has read or written, and writing can be based on ideas that have been conveyed verbally.

There are several supporting theories of speaking and writing, including: Cognitive Theory: Cognitive theory emphasizes the thought processes involved in speaking and writing, including planning, information processing, and the use of cognitive strategies. Sociocultural Theory: Sociocultural theory highlights the role of social and cultural interactions in the development of language skills, including speaking and writing. Ecological Theory: Ecological theory views language as a complex and interconnected system, encompassing aspects such as language, culture, and social context.

4. Academic Communication Skills in International Forums

Academic communication skills are essential skills that students must possess to actively and competently participate in international forums, such as conferences, symposiums, and scientific seminars. Student participation in international academic forums requires strong communication skills, particularly in public speaking and academic writing. Academic communication encompasses not only the ability to verbally convey ideas through public speaking but also structured, argumentative academic writing. Based on research results, (Irfianti et al., 2024), shows that expressive writing therapy is an effective therapy technique for reducing public speaking anxiety in students. This expressive writing therapy technique encourages respondents to channel their thoughts and feelings of anxiety when speaking in public through handwriting. Herachwati et al, mengemukakan bahwa participants also demonstrated growth in public speaking abilities, showcasing greater boldness, facial expressions, vocal modulation, and originality in presenting ideas. Dengan demikian kombinasi antara pelatihan public speaking dan academic writing secara kolaboratif akan mampu meningkatkan kepercayaan diri dan kualitas presentasi mahasiswa (Herachwati et al., 2023).

5. Public Speaking as a Basic Competence for Speaking in International Forums

Public speaking is not only an important skill in the workplace, but also in international forums. As Lucas stated, (S. Lucas & Stob, 2004), success in public speaking includes mastery of content, self-confidence, language articulation, and sensitivity to social and cultural contexts. Public speaking can increase confidence when conveying ideas at

conferences, seminars, or international symposiums. Public speaking skills require the ability to structure messages, listen as a communicator, utilize channels, minimize distractions, build reciprocity, and discern the appropriate context for the conversation (Kusumadinata et al., 2024). With good public speaking skills, a speaker can achieve many things. This includes conveying ideas systematically and coherently, expressing and defending opinions, participating effectively in discussions and meetings, delivering public speeches, boosting self-confidence, leading meetings, and providing self-development advice (Azizah et al., 2024).

6. The Basics of Academic Writing and Its Role in International Scientific Forums

Academic writing is a form of scientific expression that must comply with scientific rules such as logical argumentation, use of references, and cohesion between paragraphs. Developing academic writing skills for all students is crucial because they must produce good writing skills to meet the standards of college and university course writing assignments. The typical college and university writing assignments include descriptive writing, analytical writing, persuasive writing, critical writing, and inquiry writing. In the meantime, it is also crucial for them to understand that writing is a recursive process involving various stages, such as generating ideas, outlining, planning, drafting, revising, editing, and sharing (Chauhan, 2022).

In international forums, writing skills are the foundation for writing abstracts, full-length articles, and poster presentations. Writing skills are assessed not only on grammar but also on the writer's ability to convey ideas coherently and evidence-based. Writing an academic paper is a challenging task that demands advanced linguistic skills and adherence to the standards of academic writing in higher education. Academic writing is a formal, structured, and evidence-based mode of communication designed to convey knowledge objectively and persuasively within scholarly contexts (Bhandari & Bhandari, 2025). In PISA research (OECD, 2013), Writing ability is an important indicator of academic literacy and is directly proportional to academic success across countries.

METHOD

Through the workshop, participants' skill levels will be evaluated using a research approach by testing the influence of variable X on variable Y. The influence test will be

conducted to determine the impact of a Public Speaking and Writing Skills Workshop on Student Preparation and Empowerment in International Academic Forums.

The instruments used to collect data were a pre-test before the workshop and a post-test after the workshop. The results of the workshop tested in this study were whether the workshop activities had improved the knowledge and skills of the participants. Knowledge testing was seen through the results of the pre-test and post-test, measured through the average value of the pre-test and post-test so that the effectiveness of the measurement results of the influence of variable X on variable Y was increased, decreased, or remained the same. In addition to using the average test of the results of the pre-test and post-test, the researcher then used SPSS version 25 calculations for the influence test, through the stages of Paired Sample Statistics, Paired Sample Correlation, and Paired Sample Test to further see the differences between the two pairs.

Public Speaking and Writing skills will be assessed through descriptive analysis methods related to Student Preparation and Empowerment in International Academic Forums skills, as seen through the ability to write articles for publication in reputable international journals and skills when speaking at International Academic Forums at the International Conference On Communication, Management And Humanities (ICCOMAH) VI 2025 conference forum.

DISCUSSION

In this section, the researcher will analyze the data and interpret the research results based on the field data. The field data obtained will be tested using pretests and posttests, and the average results for both pretests and posttests will be calculated to determine the significance of the improvement. In the next stage, the researcher will test the influence using SPSS version 25 calculations for the influence test, using the stages of Paired Sample Statistics, Paired Sample Correlation, and Paired Sample Test to further identify the differences between the two pairs.

For the first step, researchers conducted a pretest on student workshop participants, both from Indonesia and Malaysia. The pretest, conducted for approximately 20 minutes via Google Form, assessed participants' initial knowledge of public speaking and writing. In the next stage, students were provided with material on Public Speaking and Writing Skills on Student Preparation and Empowerment in International Academic Forums through the

workshop. In the next stage, participants were given a posttest related to the material presented. The posttest was conducted for approximately 20 minutes via Google Form.

To measure the results, researchers calculated the scores obtained by the workshop participants, a total of 23 out of a total of 44 eligible participants. Thus, the test was administered to over 50% of the participants. The following table shows the pretest and posttest scores based on each participant's score, and then the overall score was calculated as an average. From this calculation, it was then determined whether after the workshop exposure the participants experienced improvement, maintained their initial knowledge, or experienced a decline. Furthermore, based on the test results, participants generally experienced significant improvement. To see the extent of the improvement based on the average, Pretest and Posttest Results see the following table:

Pretest and Posttest Results
" The Impact of a Public Speaking and Writing Skills Workshop on Student Preparation and Empowerment in International Academic Forums"

Name	Pretest Score	Percentage (%) Pretest Score	Posttest Score	Percentage (%) Posttest Score
Participant 1	3	100%	3	100% Constant
Participant 2	2	66,6%	3	100% Increase
Participant 3	2	66,6%	3	100% Increase
Participant 4	2	66,6%	3	100% Increase
Participant 5	3	100%	2	66,6% Decrease
Participant 6	2	66,6%	3	100% Increase
Participant 7	2	66,6%	3	100% Increase
Participant 8	3	100%	3	100% Constant
Participant 9	3	100%	3	100% Constant
Participant 10	3	100%	3	100% Constant
Participant 11	2	66,6%	3	100% Increase
Participant 12	2	66,6%	3	100% Increase
Participant 13	2	66,6%	2	66,6% Constant
Participant 14	2	66,6%	3	100% Increase
Participant 15	2	66,6%	3	100% Increase
Participant 16	3	100%	2	66,6% Decrease
Participant 17	3	100%	3	100% Increase

Participant 18	3	100%	3	100% Increase
Participant 19	2	66,6%	3	100% Increase
Participant 20	2	66,6%	3	100% Increase
Participant 21	3	100%	3	100% Constant
Participant 22	2	66,6%	3	100% Increase
Participant 23	3	100%	2	66,6% Decrease
Average	56	81.2%	65	94,2%

Source: Research Data

1. Meaning of Pretest and Posttest Scores:

- Pretest scores = 56 (81.2%)

This indicates that before participating in the "Introduction to Public Speaking Skills and the Basics of Writing" course, the average participant score was 56 points, equivalent to 81.2% of the maximum total score.

- Posttest = 65 (94.2%) After participating in the course, the average participant score increased to 65 points, equivalent to 94.2% of the maximum total score.

2. Significant Improvement:

An increase from 81.2% to 94.2% indicates that participants experienced real and quantitatively meaningful progress. An increase of 13% (in percentage terms) or 9 points (in scores) indicates that the course material was effective in improving participants' skills, both in public speaking and writing fundamentals. Significant improvement means that this improvement did not occur by chance, but was the result of the learning process or workshop provided.

In the next stage, the researcher will test the influence using SPSS version 25 calculations for the influence test, using the stages of Paired Sample Statistics, Paired Sample Correlation, and Paired Sample Test to further identify the differences between the two pairs. The following are the calculation results using SPSS version 25:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	2.4348	23	.50687	.10569
	Post-Test	2.8261	23	.38755	.08081

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	23	-.292	.177

Paired Samples Test

		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df
					Lower	Upper		
Pair 1	Pre-Test - Post-Test	-.39130	.72232	.15061	-.70366	-.07895	-2.598	22
								Sig. (2-tailed)
								.016

Based on the results of Paired Samples Statistics, the average pre-test score was 2.4348 with a standard deviation of 0.50687, while the average post-test score increased to 2.8261 with a standard deviation of 0.38755. The average difference between the pretest and posttest of +0.3913 points indicates an improvement in results after the intervention. The decrease in the standard deviation in the posttest also indicates better consistency among participants after the treatment. This is an initial indication that the treatment has the potential to have a positive effect on the measured variables, which was further confirmed through inferential statistical testing.

The Paired Sample t-Test results yielded a t-value of -2.598 with 22 degrees of freedom (df) and a 2-tailed significance value of 0.016. This significance value is below the 0.05 threshold, indicating a statistically significant difference between the pre-test and post-test scores. The negative sign on the t-value indicates an increase from pre- to post-test, meaning the post-test score was higher. Therefore, these results support the hypothesis that the treatment significantly impacted participants' performance.

Furthermore, the 95% confidence interval for the difference in scores (CI = -0.70366 to -0.07895) does not include zero, reinforcing the conclusion that the difference is statistically significant. This means that, with a 95% confidence level, the treatment did have a significant impact on the measured scores. The implication of this finding is that the intervention used in this study has reliable effectiveness in improving participants' abilities or understanding. Furthermore, these results can be used as a basis for developing similar programs and provide empirical evidence of the efficacy of the approach used in other learning contexts or interventions.

Based on the analysis using the Paired Sample t-Test, the average pre-test score was 2.43, which increased to 2.83 in the post-test, with an average difference of 0.39 points. A significance value of 0.016 ($p < 0.05$) indicates a significant difference between scores before and after the treatment. Furthermore, the 95% confidence interval for the difference in scores, which does not include zero, reinforces the conclusion that this difference did not occur by chance. Therefore, it can be concluded that the treatment provided in this study had a significant impact on improving participants' post-test results.

The table above shows the results for each workshop participant, whether they increased, decreased, or remained the same. Furthermore, all scores obtained by each member were summed and averaged, and the percentage increase from pretest to posttest was determined.

The results of these calculations indicate a significant increase in the pretest and posttest results related to the material 'Introduction to Public Speaking Skills and the Basics of Writing.'" The results of the average pretest and posttest calculations indicate that: Students or workshop participants experienced a tangible and measurable increase in their abilities or learning outcomes after participating in the workshops on the material presented in the Introduction to Public Speaking and the Basics of Writing workshop.

More detailed explanation:

1. The pretest was conducted before the material was taught to measure participants' initial abilities in public speaking and writing.
2. The posttest was conducted after the material was presented to assess progress or changes in participants' learning outcomes.
3. Of the 23 participants tested on their public speaking and writing skills, 10 had their papers accepted for presentation at an international forum, namely International Conference On Communication, Managements And Humanities (ICCOMAH VI) 2025.

This indicates that the material presented was effective in improving the knowledge and public speaking and writing skills of the workshop participants. This increased knowledge and confidence in writing scientific articles and public speaking skills in international forums. Participants became more skilled in After participating in the workshop, participants will write academic papers to be presented at an international forum. The workshop participants' papers can then be published in reputable international journals. Participants can also present their papers at international forums. Of the 10 participants who

attended the international conference, two won the competition for best article and best presenter.

CONCLUSION

This increase in scores and the testing of the workshop's impact on public speaking and writing skills have been proven to significantly improve the abilities and skills of participants. This indicates that the provision in workshop and public speaking activities has succeeded in achieving its objectives, namely: Equipping students with better public speaking skills, and has also improved their understanding and skills in academic writing in international forums. Prepare them more thoroughly to appear in international academic forums. This improvement can be used as evidence of the effectiveness of the workshop program in reports, participant presentations in international forums, and scientific publications in international forums.

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