

**DEVELOPING STUDENTS’ LITERACY AND COMMUNICATION SKILLS:
 A FUNDAMENTAL NEED FOR ENHANCING CAREER READINESS**

Pengembangan Literasi dan Keterampilan Komunikasi Mahasiswa: Kebutuhan Fundamental dalam Meningkatkan Kesiapan Karier

Rina Heryani*, Melda Fauzia Damaiyanti, Rini Utari

Universitas Pendidikan Indonesia, Bandung, Indonesia

Pos-el: rinaheryani@upi.edu, meldaafd@upi.edu, riniutari@upi.edu

Abstract

Effective communication is a core competency required for university students to achieve academic success and workplace readiness. This study aims to examine students’ perceptions of the importance of communication skills, the frequency with which they are applied in real academic contexts, and the priority dimensions of speaking skills considered essential. A qualitative approach was employed, and data were collected through open-ended and structured questionnaires administered to 54 respondents from diverse study programs. Data were analyzed using thematic analysis following Miles, Huberman, and Saldana, involving data reduction, data display, and conclusion drawing/verification. The analysis process included coding responses, categorizing emerging patterns, and synthesizing themes interpretively to ensure analytical rigor and trustworthiness. The findings indicate that although students demonstrate a high level of awareness regarding the importance of communication, the frequency of its application in daily academic activities remains relatively low. Moreover, communication skills were found to contribute to students’ confidence, critical thinking, and writing abilities, reinforcing their role as integral components of academic literacy. The study recommends that higher education institutions integrate communication skills into the curriculum to foster functional literacy and enhance students’ career readiness in a comprehensive and holistic manner.

Keywords: Communication Skills, Functional Literacy, Student Perceptions, Career Readiness

Abstrak

Komunikasi yang efektif merupakan kompetensi inti yang diperlukan mahasiswa untuk mencapai keberhasilan akademik dan kesiapan memasuki dunia kerja. Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa terhadap pentingnya keterampilan komunikasi, frekuensi penerapannya dalam konteks akademik nyata, serta dimensi prioritas keterampilan berbicara yang dianggap esensial. Penelitian ini menggunakan pendekatan kualitatif dengan pengumpulan data melalui kuesioner terbuka dan terstruktur yang diberikan kepada 54 responden dari berbagai program studi. Data dianalisis menggunakan analisis tematik mengacu pada Miles, Huberman, and Saldana yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Proses analisis mencakup pengodean data, pengelompokan pola yang muncul, serta sintesis tema secara interpretatif untuk menjamin ketelitian analitis dan keabsahan temuan. Hasil penelitian menunjukkan bahwa meskipun mahasiswa memiliki tingkat kesadaran yang tinggi terhadap pentingnya komunikasi, frekuensi penerapannya dalam aktivitas akademik sehari-hari masih tergolong rendah. Selain itu, keterampilan komunikasi terbukti berkontribusi terhadap peningkatan kepercayaan diri, kemampuan berpikir kritis, dan keterampilan menulis mahasiswa sehingga menegaskan perannya sebagai komponen integral dalam literasi akademik. Penelitian ini merekomendasikan agar institusi pendidikan tinggi mengintegrasikan keterampilan komunikasi ke dalam kurikulum guna mengembangkan literasi fungsional serta meningkatkan kesiapan karier mahasiswa secara komprehensif dan holistik.

Kata-Kata kunci: Keterampilan Komunikasi, Literasi Fungsional, Persepsi Mahasiswa, Kesiapan Karier

Informasi Artikel

Naskah Diterima
 31 Januari 2026

Naskah Direvisi akhir
 12 Mei 2026

Naskah Diterbitkan
 16 Juni 2026

Cara Mengutip

Heryani, Rina., Melda Fauzia Damaiyanti, Rini Utari. (2026). Developing Students’ Literacy and Communication Skills: A Fundamental Need for Enhancing Career Readiness. *Aksara*. 38(1). 147—163. doi: <http://dx.doi.org/10.29255/aksara.v38i1.4943.147-163>

INTRODUCTION

Literacy can be understood more comprehensively through the lens of the right to education, which positions literacy as a fundamental entitlement that ensures individuals have access to equitable and meaningful learning opportunities (Derby, 2018; McCowan, 2010; Michopoulou, 2025; Zondani, 2025). Within this framework, literacy extends beyond the conventional understanding of reading and writing to encompass a broader set of foundational skills, including numeracy and critical thinking (Black, 2018; Silva et al., 2024; Weber, 2020). A narrow interpretation of literacy that focuses solely on reading and writing often overlooks the essential role of numeracy, even though it is integral to everyday life and supports rational decision-making (Silva et al., 2024).

Viewing literacy as a basic right affirms that every individual deserves equal access to the comprehensive development of literacy skills without discrimination (Black, 2018; Lunsford, 1990; Winn & Behizadeh, 2011). This perspective reframes literacy as a right rather than a privilege and acknowledges its role as a prerequisite for fulfilling other rights and for enabling active participation in society (Lunsford, 1990; Winn & Behizadeh, 2011). Accordingly, literacy should be understood as a set of competencies that includes reading, writing, numeracy, and the ability to interpret information critically. These skills are foundational to education and must be guaranteed by national education systems. Mastery of basic literacy even expands opportunities for individuals to fully participate in society and to exercise autonomy in choosing what they wish to learn or pursue (Trianto & Heryani, 2021).

Despite its importance, low literacy levels and persistent illiteracy remain critical challenges in the 21st century, particularly in developing countries, contexts that are central to UNESCO's global initiatives. UNESCO (2022b) emphasizes that "literacy remains among the most neglected of all education goals," underscoring the insufficient prioritization of literacy despite its vital role in human and social development (Bolton, 2005; Gontijo, 2024). This highlights the ongoing failure to recognize literacy as a fundamental right that must be fulfilled universally.

Various global programs have been launched to address this challenge. One example is UNESCO's LIFE (Literacy Initiative for Empowerment), which has demonstrated effectiveness in improving human development indices across participating countries Pradika (2020). However, structural, political, and economic constraints in many developing nations continue to hinder sustained literacy progress (Matasci, 2017; Oubibi et al., 2023). UNESCO reports that low adult literacy rates remain a major barrier to achieving Education for All (EFA) goals and reducing global poverty (Bolton, 2005).

Low literacy levels have significant implications for human resource development, human development index improvement, and poverty reduction (Oubibi et al., 2023; Pradika, 2020). Literacy serves as the foundation for communication skills, which are essential for employability and professional growth. Individuals with low literacy not only struggle to access information but also face challenges in expressing ideas, constructing logical arguments, and communicating effectively across contexts (Easton et al., 2010; Merry & van Melik, 2026; Morais & Kolinsky, 2021; Rahman et al., 2019a). Weak communication skills often stem from insufficient foundational literacy. Furthermore, although global literacy rates have increased, rapid population growth in developing countries has resulted in a persistently high number of adults with low literacy, with some regions even experiencing increases (Latchem, 2018; Oubibi et al., 2023). This exacerbates communication limitations in social and professional environments and restricts individuals' ability to participate productively in the workforce. Strengthening literacy is therefore an urgent need: strong literacy skills enhance comprehension and form the basis for effective, collaborative, and adaptive communication in the 21st century (Azli et al., 2025; Olanipekun, 2025; Ramamonjisoa, 2024; Sholihah & Malahayati, 2025).

Communication skills represent a tangible manifestation of literacy. Literate individuals are not only capable of understanding information but can also articulate ideas, opinions, and arguments, both orally and in writing, in a clear, structured, and effective manner. This aligns with Fourie & Clokie (2016), who argue that employers highly value communication skills when recruiting graduates. Similarly, Duvvuri (2024) highlights communication as a primary indicator of employability, while Philbin et al. (2023) emphasize its importance in academic and professional settings. Communication skills thus play a crucial role in facilitating understanding, building networks, and solving problems collaboratively within professional environments. In higher education, the consistent development of communication skills is essential for preparing students to enter the workforce.

Even basic literacy enables individuals to participate actively in society, gain independence, and exercise freedom of choice in learning and working. Rahmawati et al. (2024) confirm that literacy strongly influences students' communication skills, serving as a key foundation in both education and daily life. Studies by Rivai et al. (2025) also show that digital literacy has a direct impact on employability, reinforcing literacy's importance in supporting work readiness. Similarly, Eshet et al. (2019) reveal that communication is the most prominent digital literacy skill, followed by problem-solving and collaboration. Recent research by Topler & Lukančić (2024) emphasizes that strengthening literacy and communication skills, particularly in inclusive contexts, is essential for improving employment prospects and achieving sustainable economic growth. Thus, strong literacy enhances communication skills, which in turn improves employability and prepares individuals for the demands of modern workplaces.

Yet, empirical realities demonstrate that many students still lack adequate communication skills, even when formally categorized as literate. A significant gap persists between students' literacy and communication abilities and the competencies required in the workforce. Janyam (2023) found that students' skill levels, especially communication, digital literacy, critical thinking, and creativity, remain far below employer expectations. This aligns with Guzman & Yoshida (2025), who found that both students and teachers perceive communication skills to be inadequate, with teachers rating students' communication abilities significantly lower across all dimensions, especially nonverbal and written communication. Becker et al. (2020) further note that oral and written communication, collaboration, and problem-solving are among the most sought-after competencies by employers, yet many graduates fail to meet these expectations. These findings affirm a substantial gap between the ideal, students who are literate and communicatively competent, and the reality that these skills are not yet fully developed.

The growing mismatch between technical skills and higher-order functional literacy and communication skills is increasingly evident in the era of Industry 4.0 and digital transformation. The modern workforce demands graduates who not only possess technical expertise but also can manage information critically, articulate ideas persuasively, and collaborate effectively across interdisciplinary and multicultural teams. Pimdee et al. (2016) argue that digital literacy and related competencies have become essential skills for employability in highly competitive environments. Without early reinforcement of literacy and communication skills in educational settings, graduates may struggle to adapt and compete in the global labor market. N. Khan et al. (2022) confirm that digital literacy not only improves academic performance but also significantly enhances graduate employability, though research on the specific drivers of digital literacy remains limited. Eshet et al. (2019) further reveal that awareness of digital learning competencies in educational literature is relatively low, suggesting that the field is lagging in addressing emerging digital skill demands. These gaps highlight the need for research that not only assesses literacy and communication skills but also maps the digital competencies required for 21st-century employment.

Therefore, this study aims to describe university students' communication skills across various study programs and analyze their relationship with individual readiness for the workforce. Using cross-disciplinary questionnaire data, the study offers a novel and holistic integration of literacy and communication skills as strategic necessities in higher education.

METHOD

This study employed a qualitative approach as outlined by Creswell & Creswell (2018) to gain an in-depth understanding of communication skills as a fundamental requirement for workforce readiness. The research focused on exploring meanings, perceptions, and students' experiences as reflected in open-ended questionnaire responses, rather than on measuring statistical relationships between variables. This approach enabled a comprehensive exploration of students' views on literacy and communication skills as essential assets for employability.

The participants consisted of 54 students from 10 study programs at Universitas Pendidikan Indonesia, comprising both undergraduate (S-1) and graduate (S-2) levels. The participants were drawn from various semesters, ranging from early to advanced stages of study, in order to capture differences in academic experience and communication skill development.

A purposive sampling technique was employed to select participants who were considered capable of providing relevant and information-rich responses regarding literacy and communication skills in academic contexts. The diversity of academic levels and disciplinary backgrounds was intentionally considered to represent variations in literacy and communication needs across fields of study, thereby enhancing the depth and richness of the data.

This study utilized both primary and secondary data. Primary data were collected through open-ended and structured questionnaires designed to explore students' perceptions, experiences, and understandings of literacy, communication skills, and career readiness.

The instrument development was grounded in the concept of functional literacy as proposed by Gee (2015) and UNESCO (2022a), as well as the theory of communicative competence by Hymes (1972). In addition, the instrument was aligned with the 21st-century skills framework developed by Skills (2009) and the employability model proposed by Dacre Pool & Sewell (2007), which identifies communication as a key competency for career readiness.

Based on these theoretical foundations, the questionnaire items were developed to cover cognitive, affective, and communicative dimensions. The instrument was validated through expert judgment and pilot-tested on a limited sample to ensure clarity and feasibility. The finalized questionnaire was then administered online via a digital survey platform over a two-week period. Respondents completed the questionnaire independently to ensure natural, unbiased, and authentic responses.

Secondary data were obtained through a systematic literature review using the Publish or Perish application to support the conceptual framework and data interpretation.

Data were analyzed using thematic analysis informed by Miles et al. (2014), incorporating an interactive model of qualitative data analysis consisting of data condensation, data display, and conclusion drawing/verification.

The analytical procedure was conducted systematically through several stages. First, all responses were transcribed and read repeatedly to achieve data familiarization. Second, data condensation was carried out by selecting, focusing, and simplifying relevant information aligned with the research objectives. Third, initial codes were generated through open coding to identify meaningful units of data. Fourth, codes were grouped into categories and subsequently developed into broader themes based on patterns and conceptual similarities.

Furthermore, data display was conducted using matrices and thematic charts to facilitate pattern recognition and comparison across responses. Finally, conclusions were drawn and continuously verified through an iterative process, including rechecking data consistency, seeking patterns, and ensuring coherence between data and interpretations.

To enhance the trustworthiness of the findings, this study applied credibility and dependability strategies, including prolonged engagement with the data, iterative analysis, and peer debriefing. Although descriptive quantification (e.g., percentages) was used to illustrate response patterns, the analysis remained fundamentally qualitative. Numerical data were employed only as supporting evidence to strengthen thematic interpretation, rather than as the primary basis for drawing conclusions. This rigorous analytical process ensured that the findings accurately represent participants' perspectives and are grounded in the data.

RESULT AND DISCUSSION

The questionnaire administered to students was designed to explore their perceptions, experiences, and the contextual use of communication skills in both academic and professional environments. The instrument consisted of closed-ended questions, including multiple-choice items with a checkbox format that allowed respondents to select more than one option, thereby capturing the complexity of their real-life experiences. The key findings derived from the questionnaire data are described below.

Students' Perceptions of the Importance of Communication Skills

The analysis of student responses regarding the importance of communication skills, as shown in Table 1, indicates that the majority of respondents consider communication skills to be highly essential for academic and professional success. Of the 54 respondents, 43 students (79.6%) stated that public speaking and communication skills are very important, while the remaining 11 students (20.4%) rated them as important. No respondents viewed these skills as less important or not important at all.

Table 1. Perceptions of the Importance of Communication Skills

Response Category	Frequency	Percentage (%)
Very Important	43	79.6
Important	11	20.4
Total	54	100

These findings indicate that oral communication, particularly public speaking, is widely recognized by students across different study programs as an integral component of their readiness to meet academic challenges and workplace expectations. This strong awareness suggests that students have internalized the relevance of communication as a key competency in the 21st-century academic and professional landscape.

The findings show that the majority of students hold a strong awareness of the importance of oral communication skills for academic achievement and professional preparedness. This pattern reflects a pragmatic orientation toward contemporary competency demands, particularly in terms of the ability to convey ideas effectively, engage in collaborative work, and interact professionally across diverse contexts.

This trend aligns with the classic assertion by Weldy & Icenogle (1997) that “oral communication is the most important competency for college graduates entering the workforce” and encompasses abilities such as following instructions, active listening, engaging in discussion, and providing constructive feedback. Thus, communication skills are not supplementary, they are foundational competencies required in both academic learning and the broader competitive workforce.

Cavanagh et al. (2019) further assert that communication self-efficacy correlates positively with academic performance, emphasizing that “by targeting self-efficacy, instructors

can improve students' oral communication skills and help them transfer these skills from academic to professional settings." This reinforces the notion that oral communication skills extend beyond classroom relevance and serve as prerequisites for holistic career readiness.

Within this broader perspective, oral communication should be understood as an integral part of functional and multimodal literacy. Literacy today extends beyond reading and writing to encompass proficiency in meaning-making across multiple modes of communication. Westby (2010) emphasizes that contemporary students must master oral, written, and multimodal communication. Similarly, Ngo (2018) highlights the importance of gesture and performance as components of multimodal literacy pedagogy, in which verbal expression is complemented by nonverbal, technological, and visual elements to convey meaning more comprehensively.

Oral communication also plays a strategic role in strengthening functional literacy. Dela Cruz (2025) underscores that: "Recognizing oral communication as a critical component of functional literacy...requires integrating vocabulary-building activities, confidence-boosting exercises, and frequent opportunities for practical language use." This suggests that speaking skills contribute not only to linguistic proficiency but also to confidence, expressive ability, and communicative flexibility in real-world contexts.

Taken together, these findings confirm that students' awareness of communication skills is already well-established; however, awareness alone does not necessarily translate into consistent practice or skill mastery. This indicates a potential gap between perceived importance and actual implementation, which becomes a critical issue explored in the following section.

The present study therefore highlights the need for structured, cross-disciplinary communication training integrated into higher-education curricula. A comprehensive approach, addressing cognitive, social, and professional aspects, is necessary to equip students with holistic 21st-century literacy competencies. Systematically designed communication training programs can strengthen academic performance and accelerate students' preparedness to engage meaningfully in complex professional ecosystems.

Limited Frequency of Real-World Use of Speaking Skills

The findings (Table 2) reveal that the frequency of public speaking practice among students remains relatively low and uneven. Only 25.9% of respondents reported using public speaking skills almost every day, and 13.0% indicated weekly use. In contrast, a larger proportion, 42.6%, reported using these skills only several times per semester, while 18.5% stated that they rarely engage in such activities.

Table 2. Frequency of Public Speaking Skills in Professional Activities

Frequency Category	Number of Respondents	Percentage (%)
Almost every day	14	25.9
Every week	7	13.0
Several times a semester	23	42.6
Rarely	10	18.5
Total	54	100

The analysis of public speaking frequency in professional contexts reveals varying levels of engagement among respondents. This distribution clearly indicates that regular and sustained engagement in speaking activities is limited to a small group of students, while the majority experience only occasional or minimal exposure.

These results demonstrate that although most respondents acknowledge the importance of public speaking, only a subset consistently applies these skills in professional settings. This finding reinforces the existence of a critical gap between students' awareness of the importance of communication skills and their actual implementation in real-life contexts. Higher-frequency

users may be actively involved in communication-intensive activities such as student organizations, committee work, job presentations, or internships. However, the sizable proportion of respondents who practice public speaking only a few times per semester, or rarely, indicates uneven opportunities or limited exposure to meaningful communication experiences.

This gap between awareness and practice is a central issue in communication skill development, suggesting that recognition alone is insufficient to ensure skill acquisition. A similar gap was identified by Jaya & Asriya (2023), who found that although students understand the value of speaking skills, many face barriers such as low self-confidence and fear of expressing opinions, symptoms commonly associated with public speaking anxiety (PSA). Phan & Bui (2022) also reported that English as a Foreign Language (EFL) learners often experience difficulties in public speaking due to a lack of confidence. They recommend practice-oriented approaches, including presentations, video blogging, and circumlocution techniques, to strengthen oral communication and body language.

From a psychological perspective, this finding can also be interpreted through the lens of self-efficacy, where limited practice opportunities hinder students' confidence and willingness to engage in speaking activities. The limited use of speaking skills may also stem from a lack of authentic communication scenarios within learning environments that support active engagement. Marshall-Wheeler et al. (2022) emphasize that mastery experiences are a primary determinant of building students' speaking confidence. Thus, increasing opportunities for presentations and removing participation barriers is crucial for improving students' self-efficacy in oral communication.

Curricular factors also play a significant role. Tarigan et al. (2024) note that many students struggle with public speaking because they do not understand basic techniques, lack mastery of content, and have insufficient hands-on practice. These findings align with Abellana et al. (2025), who argue that experiential approaches to speaking instruction, grounded in cycles of practice, feedback, and continuous improvement, have substantial positive effects.

Taken together, these findings emphasize that communication skills cannot develop optimally without structured, repeated, and meaningful practice opportunities. This gap suggests that higher education institutions need to integrate training and experiential learning opportunities more systematically. By doing so, universities can ensure that students not only recognize the importance of communication skills but also develop the capacity to use them consistently and effectively in real-world contexts.

To address this gap, higher education institutions must integrate communication skills training into coursework using contextualized approaches such as collaborative projects, professional simulations, debates, and structured individual presentations. Purnami (2024) demonstrates that consistent individual presentation assignments significantly improve students' speaking abilities. Therefore, learning designs must move beyond theoretical awareness toward practice-based and experience-driven models, so that speaking skills evolve from passive awareness into fully internalized competencies embedded in students' academic and professional lives.

The Strategic Role of Communication Skills in Academic Contexts

The findings (Table 3) demonstrate that communication skills provide substantial academic benefits across cognitive, affective, and social dimensions. The most prominent finding shows that all respondents (100%) reported increased confidence during presentations, indicating that communication competence plays a central role in strengthening students' self-efficacy in academic contexts.

Table 3. Perceived Benefits of Communication Skills According to Students

Benefit Aspect	Frequency	Percentage (%)
Increased confidence during presentations	60	100.0
Improved participation in class discussions	52	86.7
Enhanced ability to articulate arguments in discussions	54	90.0
Improved interaction with lecturers and peers	55	91.7
Improved academic performance	47	78.3
Improved writing and systematic idea organization	50	83.3
Enhanced ability to communicate research/project results	53	88.3

The data presented in Table 3 demonstrate that effective communication skills provide multiple academic benefits for students. Using a checkbox-format questionnaire, respondents were allowed to select more than one advantage based on their personal academic experiences. The most frequently selected benefit was increased confidence during presentations, chosen by all respondents (100%). This finding indicates that communication competence significantly strengthens students' ability to present ideas confidently in academic settings.

Additionally, 91.7% of respondents stated that strong communication skills improved their interactions with lecturers and peers. The ability to articulate arguments during discussions was also recognized as a major benefit (90.0%), followed closely by the ability to effectively present research or project outcomes (88.3%). These findings suggest that communication skills function not only as tools for message delivery but also as mechanisms for enhancing social interaction and academic engagement.

Furthermore, 86.7% of students agreed that communication skills helped them participate more actively in class discussions. Meanwhile, 83.3% reported improvements in their writing and ability to organize ideas systematically, reinforcing the interconnectedness between oral and written literacy. Additionally, 78.3% believed that effective communication skills positively influenced their academic performance, as reflected in improved grades. This pattern indicates that communication skills act as a cognitive driver that supports clarity of thinking, structured reasoning, and active participation in learning processes.

The findings of this study demonstrate that communication skills play a strategic role in the cognitive, affective, and social development of university students. As shown in Table 3, all respondents (100%) reported that strong communication skills enhance their confidence when delivering presentations. Moreover, 86.7% found it easier to participate in class discussions, and 83.3% indicated that communication skills helped them organize ideas more systematically in writing. Taken together, these findings reinforce the argument that communication skills are not merely soft skills but integral components of academic literacy development.

This pattern aligns with Kelly et al. (2021), who found significant increases in students' confidence after engaging in module-based communication training. Quail et al. (2016) similarly reported that both online and face-to-face communication training consistently enhances students' knowledge, communication skills, and confidence. Furthermore, oral communication is closely associated with broader dimensions of academic literacy. The ability to articulate ideas verbally encourages logical, critical, and reflective thinking as well as structured argumentation.

Within this context, speaking skills cannot be separated from multimodal literacy practices, the ability to access, evaluate, design, produce, and critique information across multiple modes. Walsh (2017) asserts that multimodal literacy encompasses the ability to read, view, design, produce, and critique meanings made through various modes of communication. In academic literacy, Dela Cruz (2025) emphasizes oral communication as a core component of functional literacy that must be developed through vocabulary enhancement, confidence-building activities, and authentic language-use opportunities both inside and outside the classroom.

From a theoretical perspective, these findings confirm that communication skills serve as a bridge between functional literacy and multimodal literacy, enabling students to construct meaning, express ideas, and engage critically across various academic contexts.

This perspective is reinforced by Salamonson et al. (2019), who note that many students face difficulties in mastering academic communication and therefore require systematic, sustained pedagogical interventions. Rahman et al. (2019a) likewise argues that speaking skills are not merely tools for information delivery but also essential competencies for expressing opinions, constructing arguments, and creating strong impressions.

Gerald & Joseph (2024) further highlight that effective communication skills are prerequisites for completing complex academic tasks, developing healthy social relationships, and demonstrating active engagement within campus communities. In addition, Feynman (1957) underscores the importance of communication skills in fostering critical and reflective thinking, abilities necessary for articulating ideas accurately, interpreting diverse perspectives, and navigating the complexities of academic and professional communication. A. Khan et al. (2017) also report that instructor communication effectiveness directly contributes to students' academic success.

Taken together, these findings emphasize that communication skills are essential not only for presentations and class discussions but also for strengthening academic literacy, intellectual engagement, and higher-order thinking skills. Enhancing communication competence must therefore be positioned as an integral component of curriculum design and pedagogical strategy in higher education.

Moreover, these academic benefits further reinforce the relevance of communication skills beyond the classroom, particularly in preparing students for professional contexts, which are discussed in the following section.

The Urgency of Public Speaking Skills in Professional Contexts

The findings (Table 4) reveal that public speaking skills are required across a wide range of professional contexts, with the highest frequencies observed in project or report presentations (86.7%), communication with colleagues and teams (83.3%), and participation in seminars, training sessions, or workshops (81.7%).

Table 4. Situations Requiring Public Speaking Skills in Professional Contexts

Professional Situations Requiring Public Speaking	Frequency	Percentage (%)
Presenting projects or reports	52	86.7
Communicating with colleagues and teams	50	83.3
Speaking at seminars, training sessions, workshops	49	81.7
Leading workplace meetings or group discussions	43	71.7
Negotiation and persuasion in business settings	40	66.7
Job interviews and professional networking	39	65.0
Creating social media content / acting as public speaker	38	63.3
Pitching ideas or proposals	34	56.7
Teaching or delivering educational material	2	3.3

The data in Table 4 were collected using a checkbox question format that allowed respondents to select multiple professional scenarios where public speaking skills are required. This approach aimed to capture the broad and diverse range of communication demands aligned with students' interests and career aspirations.

The results show that public speaking skills are most frequently associated with project or report presentations, selected by 86.7% of respondents. This underscores the importance of presenting information clearly, systematically, and persuasively in various professional fields. Other highly selected situations include communicating with colleagues and teams (83.3%) and speaking at seminars, training sessions, or workshops (81.7%). These findings indicate that communication in professional settings is not limited to formal presentations but extends to collaborative and knowledge-sharing practices.

Additionally, leading meetings or workplace discussions (71.7%) and negotiation and persuasion in business contexts (66.7%) indicate that strategic communication is central to collaborative decision-making and business transactions. Scenarios such as job interviews and professional networking (65.0%) and creating social media content or acting as a public speaker (63.3%) reflect an emerging shift toward digital communication and personal branding competencies in the modern workplace.

Meanwhile, pitching ideas or proposals (56.7%) demonstrates the relevance of concise and compelling communication for persuading stakeholders. Only a small fraction (3.3%) selected teaching or delivering educational materials, suggesting that educational contexts are not perceived as the primary domain for public speaking among most respondents.

Taken together, these findings underscore that public speaking is a high-demand competency in professional environments and functions as a strategic skill rather than a supplementary ability. The findings of this study underscore the strategic role of public speaking skills across various professional situations that demand communicative effectiveness.

This aligns with Bharadwaj & Rath (2021), who argue that public speaking constitutes a fundamental business leadership act and a solution-oriented strategic communication approach. They emphasize that “public speaking is a fundamental business leadership act and a solution-enabling and problem-solving communication approach... [that] delivers speech solutions as strategic manoeuvres for attaining desired targets.” In other words, public speaking is not solely technical in nature; it plays a crucial role in achieving organizational objectives through structured and persuasive communication.

In professional settings, public communication skills are also embedded in processes of collaboration, persuasion, and self-representation. Mohan (2019) points out that “public speaking is a regular part of our jobs as technologists, for purposes like training junior colleagues, persuading teams to follow our recommendations, and sharing knowledge with peers,” highlighting its cross-sectoral relevance. Mauriello (2020) further asserts that public speaking is a highly sought-after and complex skill requiring effective rhetorical strategies to convey ideas convincingly.

In today’s global and digital environment, the importance of public speaking has increased even further. Spys (2023) emphasizes that such skills are essential in the era of the Fourth Industrial Revolution, particularly for university students, “to improve the quality of their effective communication both for academic learning within the university and also for their preparation to compete in the world of work in the future.” This reinforces public speaking as a key competency that shapes students’ employability and global competitiveness.

From an employability perspective, these findings confirm that communication skills are closely linked to workplace readiness, particularly in terms of collaboration, persuasion, and professional interaction.

The development of these skills cannot be separated from the role of higher education institutions. S. Savellon et al. (2024) highlight the importance of ongoing support, targeted training, and a supportive learning environment in strengthening students’ speaking confidence and competence: “The findings highlighted the importance of targeted support and resources, such as professional development workshops and a supportive learning environment, in enhancing their public speaking skills and confidence.” Institutional support through training, simulations, and authentic practice opportunities thus serves as a catalyst for skill enhancement.

Therefore, the findings suggest that higher education institutions must move beyond theoretical instruction and provide structured, practice-based communication training aligned with real-world professional demands.

Overall, public speaking skills represent a strategic asset for building students' professional competence. They influence not only individual performance in communicating ideas but also team effectiveness, organizational goal attainment, and personal branding in diverse fields of work. Therefore, the reinforcement of public speaking skills must become an integral part of career-oriented higher education curricula that support the development of 21st-century competencies.

Priority Speaking Skills and the Development of a Comprehensive Communicator Profile

The findings (Table 5) indicate that students prioritize a range of speaking skills that reflect a multidimensional understanding of communication competence. The most prominent skill, selected by all respondents (100%), is the ability to structure and deliver clear and engaging presentations, highlighting the central role of presentation skills in both academic and professional contexts.

Table 5. Students' Priorities in Speaking Skills

Speaking Skill	Frequency	Percentage (%)
Structuring and delivering clear and engaging presentations	63	100.00
Using effective intonation and vocal volume	57	90.48
Managing nervousness and building confidence when speaking	50	79.37
Communicating persuasively in negotiations or discussions	51	80.95
Using appropriate body language and facial expressions	49	77.78
Responding confidently and spontaneously to audience questions	46	73.02
Speaking effectively in a foreign language	44	69.84

The findings in Table 5 indicate that respondents exhibit strong preferences regarding the specific speaking skills they consider essential in academic and professional contexts. As shown, the most frequently selected skill, endorsed by all respondents (100%), is the ability to structure and deliver clear and engaging presentations. This highlights the centrality of presentation skills in both academic communication and workplace performance.

In addition, the ability to use effective intonation and vocal volume (90.48%) ranks highly, suggesting that vocal delivery is perceived as crucial for message clarity. This is followed by persuasive communication in negotiations or discussions (80.95%), as well as the ability to manage nervousness and build confidence when speaking (79.37%). These findings emphasize that students value not only technical delivery but also psychological readiness and persuasive competence in speaking.

Nonverbal communication skills, such as appropriate body language and facial expressions (77.78%), also receive substantial attention. Meanwhile, the ability to respond confidently and spontaneously to audience questions (73.02%) and to speak effectively in a foreign language (69.84%) points to the need for spontaneous thinking and multilingual competence in increasingly global communication contexts.

Taken together, these findings indicate that students conceptualize speaking skills as inherently multidimensional, integrating technical, affective, nonverbal, and intercultural components. This reflects an advanced awareness of communication as a complex competency rather than a purely mechanical skill.

Overall, Table 5 illustrates that respondents conceptualize ideal communication competence as multidimensional, encompassing technical, affective, nonverbal, and intercultural components. These findings reinforce the importance of integrating comprehensive speaking-skills training into communication literacy programs to better support young people's readiness for the workforce.

The analysis of Table 5 shows that students possess a nuanced understanding of the multidimensional nature of speaking skills, encompassing technical, affective, and contextual components. All respondents (100%) rated the ability to structure and deliver clear and

engaging presentations as their top priority. This was followed by effective use of intonation and volume (90.48%), the ability to manage anxiety and build confidence (79.37%), and effective use of body language and facial expressions (77.78%). Additionally, 69.84% acknowledged the importance of speaking in a foreign language, indicating growing awareness of the need for intercultural communication in a globalized era.

This distribution reflects the emergence of a “strategic communicator” profile, an individual capable of integrating message structure, delivery techniques, emotional control, and contextual awareness in communication practices.

This distribution reflects students’ perception of speaking skills not merely as mechanistic competencies but as multidimensional abilities integrating linguistic, psychological, and social elements. The emerging profile is that of a strategic communicator, an individual capable of aligning message content, delivery techniques, and contextual sensitivity across interactions.

Verbal, paraverbal, and nonverbal elements complement each other within this multidimensional approach. Yadav et al. (2023) assert that effective speaking is shaped not only by the words spoken but also by gestures, voice modulation, pitch, pacing, and pronunciation clarity, all of which direct the strength and impact of the message. Jezhny & Bapir (2021) similarly highlight the importance of speaking practice, vocabulary building, and confidence enhancement as foundational to skill mastery.

Raj Sharma (2024) details that spoken language instruction must address pronunciation, vocabulary development, grammar, interactive activities, and active listening. However, he emphasizes that the greatest challenge lies in managing public speaking anxiety, noting that building confidence, supporting career advancement, and enhancing global communication are essential opportunities within speaking-skill pedagogy.

From a theoretical perspective, these findings align with the concept of communicative competence, which encompasses linguistic, sociolinguistic, strategic, and discourse competencies, as well as with 21st-century skills frameworks that emphasize communication as a core multidimensional capability.

The findings and literature reinforce that effective speaking skills encompass four key dimensions: (1) technical: fluency, accuracy, pronunciation, and grammatical control; (2) affective: confidence, anxiety regulation, and intrinsic motivation; (3) cognitive and metacognitive: strategic awareness and real-time processing during speech; and (4) social and contextual: audience adaptation, cultural sensitivity, and situational appropriateness.

In the context of 21st-century higher education, speaking skills are inseparable from functional literacy, the ability to access, comprehend, and communicate information effectively across modalities and contexts. Izmagambetova et al. (2024) emphasize that “students’ functional literacy holds significant importance... as a tool for developing competencies and activating students’ cognitive activities... and for self-development.” This shows that strong speaking skills support both cognitive processes and personal growth as literate and professional individuals.

Furthermore, Motallebzadeh et al. (2018) report significant correlations between 21st-century skills, particularly communication and collaboration, and foreign-language speaking ability, underscoring the importance of integrating speaking practice into globally oriented competency-based education.

From a national education perspective, Rahman et al. (2019) highlight that literacy is a key instrument for acquiring and communicating information. Their assertion reinforces that speaking is not only a medium of expression but also a crucial mechanism for knowledge transfer and collaboration.

Taken together, these findings emphasize that comprehensive speaking competence equips students with a significant competitive advantage in both academic and professional

contexts. Students who develop the full spectrum of speaking skills therefore gain significant competitive advantages in academic and professional contexts. Comprehensive and literacy-driven speaking competence equips them to become adaptive, reflective communicators who can navigate the complexities of cross-disciplinary and intercultural communication.

Curricular Implications: Toward Transformative Higher Education

Building on the previous findings, namely the high level of awareness, the limited frequency of practice, the strong academic benefits, the high professional demands, and the multidimensional nature of speaking skills, this study highlights a critical need for curricular transformation in higher education. The findings of this study reveal the urgent need for curricular transformation in higher education through the systematic integration of oral communication training. Although students demonstrate strong awareness of the importance of public speaking, reflected in their perceptions and prioritized skill sets, this awareness is not matched by adequate training opportunities within academic settings. This indicates a gap between competency needs and institutional provision of learning environments that support communicative development.

This gap suggests that communication skills must be repositioned not as supplementary competencies but as core elements of functional literacy, multimodal literacy, and employability skills in higher education. Speaking skills are not incidental abilities; they are core competencies essential for academic success, professional empowerment, and social participation. Murphy (1991) emphasizes that effective oral communication relies on the interconnected components of speaking, listening, and pronunciation, which together form the foundation of coherent curricular design.

To address these challenges, higher education institutions must design learning experiences that explicitly target the development of speaking skills across technical, interpersonal, and professional domains. Coletti et al. (2023), in the context of communication training for STEM professionals, found that structured, theory-based communication programs significantly improve participants' speaking abilities. They highlight the need for diverse methodological approaches and validated assessment instruments to measure training effectiveness.

Similarly, Pradhananga et al. (2022) emphasize the importance of integrating communication development programs within departmental curricula. Even though their program provided various opportunities for communication practice, most alumni expressed the need for more formal instruction, indicating that communication skill development must be comprehensive and curriculum-centered.

From a pedagogical perspective, this integration should move beyond theoretical instruction toward experiential and practice-based learning models. Such integration is most effective when supported by interactive and contextual pedagogies. Dewan & Sharma (2025) note that methods such as task-based learning, role play, technology-enhanced communication, and collaborative activities, including presentations and group discussions, can enhance fluency, confidence, and practical language use. These methods encourage students to articulate ideas, respond spontaneously, and build sensitivity to real audience dynamics.

Shirazi et al. (2024) further reinforce that speaking skills serve as lifelong competencies that enable individuals to contribute meaningfully to their professional and social communities. They note that "learning to speak is an important goal in itself... students position themselves to accomplish a wide range of goals and be useful members of their communities."

Therefore, higher education institutions should adopt a comprehensive curricular strategy that integrates communication training across disciplines through activities such as presentations, debates, professional simulations, and project-based learning.

Taken together, these insights call for the strategic repositioning of speaking skills as a central focus in multidisciplinary curriculum design. Such transformation is essential to bridge the gap between students' awareness and actual communicative competence, ensuring that communication skills are internalized through sustained and authentic practice.

Future longitudinal studies should investigate the long-term impacts of integrated communication training on academic performance and career readiness. Such efforts will strengthen the academic literature while guiding higher education institutions in developing responsive pedagogical models aligned with global challenges and 21st-century professional demands.

CONCLUSION

This study reaffirms the central importance of oral communication skills as an integral component of functional and multimodal literacy required in 21st-century higher education. Although students demonstrate a high level of awareness regarding the urgency of public speaking, this awareness is not matched by sufficient practice or institutional support. This discrepancy highlights a clear gap between the increasingly complex communicative demands of professional environments and the limited readiness of students to meet them. The findings indicate that students value not only the technical dimensions of speaking, such as intonation and pronunciation, but also the affective (confidence), nonverbal (body language), and intercultural (ability to speak in a foreign language) components. This suggests that communication skills must be developed holistically, not through incidental training, but through comprehensive and cross-disciplinary curricular integration. From a literacy perspective, oral communication should be understood not merely as a tool for conveying information but as a manifestation of functional literacy that enables students to think critically, articulate ideas logically, and participate actively in academic and professional spaces. Oral articulation also serves as a foundational element of multimodal literacy, in which students are required to communicate strategically across multiple media and modes of meaning-making.

This study contributes to ongoing discourse on speaking skills as both a right and an educational necessity that institutions are obliged to fulfill. Accordingly, higher education curricula should be redesigned to provide sustained opportunities for authentic communicative practice, whether through formal academic activities such as presentations and debates, or through interactive, experience-based learning environments. Future research may adopt a longitudinal approach to trace the development of students' communication skills from their entry into university through graduation. Additional inquiry is also needed to examine innovative pedagogical models, such as problem-based learning, flipped classrooms, and peer coaching, that hold potential for accelerating the internalization of speaking skills across diverse contexts. Moreover, further exploration is warranted regarding the intersections of oral communication, critical thinking, and digital literacy as components of comprehensive student readiness for global challenges.

REFERENCES

- Abellana, E. C., Abellana, L. M. S., & Lovido, F. C. (2025). Enhancing the Speech Delivery Skills of Grade 12 Learners Through Target Public Speaking Workshop. *Journal of Research in Education and Pedagogy*, 2(2), 187–200. <https://doi.org/10.70232/jrep.v2i2.50>
- Becker, D., Rios, J., Ling, G., Pugh, R., & Bacall, A. (2020). Identifying critical 21st-century skills for workplace success: A content analysis of job advertisements. *Educational Researcher*, 49(2), 80–89. <https://doi.org/10.3102/0013189X19890600>
- Bharadwaj, A., & Rath, P. (2021). *Public Speaking for Leaders*. Routledge India. <https://doi.org/10.4324/9781003191056>
- Black, D. (2018). The fundamental right to education. *Notre Dame Law Review*, 94(3), 1059–1118.
- Bolton, S. (2005). *A global priority: education for all*.

- Cavanagh, T. M., Leeds, C., & Peters, J. M. (2019). Increasing Oral Communication Self-Efficacy Improves Oral Communication and General Academic Performance. *Business and Professional Communication Quarterly*, 82(4), 440–457. <https://doi.org/10.1177/2329490619853242>
- Coletti, A., McGloin, R., Embacher-Martin, K., Hamlin, E., & Turner, M. (2023). Examining Oral Communication Skills in Communication Training Programs for STEM Professionals: A Systematic Quantitative Literature Review. *Science Communication*, 45(6), 693–723. <https://doi.org/10.1177/10755470231202773>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth edition). SAGE.
- Dacre Pool, L., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education + Training*, 49(4), 277–289. <https://doi.org/10.1108/00400910710754435>
- Dela Cruz, G. M. P. (2025). Factors Affecting The Oral Communication Skills In English Of The Fourth Year Education Students In A Private Catholic University. *International Journal of Research in Education Humanities and Commerce*, 06(01), 457–469. <https://doi.org/10.37602/IJREHC.2025.6130>
- Derby, M. (2018). 'H' is for Human Right: An Exploration of Literacy as a Key Contributor to Indigenous Self-Determination. *Kairaranga*, 19(2), 45–52. <https://doi.org/10.54322/kairaranga.v19i2.302>
- Dewan, M. S., & Sharma, B. D. (2025). Enhancing Oral Communication in English as a Second Language. *Journal of Tikapur Multiple Campus*, 8, 18–41. <https://doi.org/10.3126/jotmc.v8i8.75949>
- Duvvuri, A. (2024). Measuring communication skills imperative on employability – An empirical study on impact of communication skills on employability skills among undergraduates. *Educational Administration: Theory and Practice*. <https://doi.org/10.53555/kuvey.v30i5.3546>
- Easton, P., Entwistle, V. A., & Williams, B. (2010). Health in the “hidden population” of people with low literacy. A systematic review of the literature. *BMC Public Health*, 10(1), 459. <https://doi.org/10.1186/1471-2458-10-459>
- Eshet, Y., Silber-Varod, V., & Geri, N. (2019). Tracing research trends of 21st-century learning skills. *British Journal of Educational Technology*, 50(6), 3099–3118. <https://doi.org/10.1111/BJET.12753>
- Feynman, R. P. (1957). Superfluidity and Superconductivity. *Reviews of Modern Physics*, 29(2), 205–212. <https://doi.org/10.1103/RevModPhys.29.205>
- Fourie, E., & Clokie, T. (2016). Graduate employability and communication competence. *Business and Professional Communication Quarterly*, 79(4), 442–463. <https://doi.org/10.1177/2329490616657635>
- Gee, J. P. (2015). *Social linguistics and literacies: Ideology in discourses* (5th ed.). Routledge.
- Gerald, C., & Joseph, M. (2024). Communication Skills Challenges Experienced by First-year University Students: A Systematic Review. *Journal of Education, Society and Behavioural Science*, 37(6), 465–477. <https://doi.org/10.9734/jesbs/2024/v37i61358>
- Gontijo, C. (2024). Literacy in UNESCO's Fundamental Education Program. *Educação e Pesquisa*. <https://doi.org/10.1590/s1678-4634202450265044en>
- Guzman, R., & Yoshida, Y. (2025). Communication skills and work readiness of senior high school technical-vocational-livelihood track students. *Journal of Interdisciplinary Perspectives*. <https://doi.org/10.69569/jip.2025.152>
- Hymes, Dell. H. (1972). On communicative competence. In *Sociolinguistics* (pp. 269–293). Penguin Books.
- Izmagambetova, R. K., Kozhamkulova, N. S., Ospanbekova, M. N., Akhmetova, G. H., & Nurbekova, S. M. (2024). Developing Functional Literacy Of Primary School Students Based On Intellectual And Creative Speech Skills. *Pedagogy And Psychology*, 61(4). <https://doi.org/10.51889/2960-1649.2024.61.4.011>
- Janyam, K. (2023). Essential skills development needs of high school students in Southern Thailand for work in the 21st-century labour market. *European Psychiatry*, 66(S1), S435–S436. <https://doi.org/10.1192/j.eurpsy.2023.938>
- Jaya, P. H., & Asriya, S. E. J. (2023). Students' Perception on Public Speaking Skill. *Journal of Islamic Studies and Education*, 2(3), 123–130. <https://doi.org/10.63120/jise.v2i3.31>
- Jezhny, K. A., & Bapir, N. S. M. (2021). University Learners' Perspective towards Factors Affecting the Speaking Skill. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 5(1), 25–31. <https://doi.org/10.24086/cuejhss.v5n1y2021.pp25-31>
- Kelly, T., Surjan, Y., Rinks, M., & Warren-Forward, H. (2021). Effect of communication skills training on radiation therapy student's confidence and interactions during their first clinical placement. *Radiography*, 27(1), 59–66. <https://doi.org/10.1016/j.radi.2020.05.015>
- Khan, A., Pakistan, K., Khan, S., Syed, Z.-U.-I., & Khan, M. (2017). Journal of Education and Practice www.iiste.org ISSN. *Journal of Education and Practice*, 8(1), 18–21. <http://www.communicationskillsworld.com/communicationskillsforteachers.html>
- Khan, N., Khan, S., Chen, T., & Sarwar, A. (2022). Connecting digital literacy in higher education to the 21st century workforce. *Knowledge Management & E-Learning: An International Journal*. <https://doi.org/10.34105/j.kmel.2022.14.004>

- Latchem, C. (2018). *Adult Literacy, Post-Literacy and English as a Second Language* (pp. 77–91). https://doi.org/10.1007/978-981-10-6741-9_9
- Lunsford, A. (1990). *The right to literacy*. Modern Language Association. <https://doi.org/10.2307/329542>
- Marshall-Wheeler, N., Meng, Y., & Worker, S. (2022). Exploring Public Speaking Self-Efficacy in the 4-H Presentation Program. *Journal of Extension*, 60(4). <https://doi.org/10.34068/joe.60.04.12>
- Matasci, D. (2017). Assessing needs, fostering development: UNESCO, illiteracy and the global politics of education (1945–1960). *Comparative Education*, 53, 35–53. <https://doi.org/10.1080/03050068.2017.1254952>
- Mauriello, T. P. (2020). *Public Speaking for Criminal Justice Professionals*. CRC Press. <https://doi.org/10.4324/9781003047957>
- McCowan, T. (2010). Reframing the universal right to education. *Comparative Education*, 46(4), 509–525. <https://doi.org/10.1080/03050068.2010.519482>
- Merry, M. S., & van Melik, R. (2026). Can schools and libraries curb the functional illiteracy crisis? Insights from the Netherlands. *Critical Studies in Education*, 67(1), 1–20. <https://doi.org/10.1080/17508487.2024.2418105>
- Michopoulou, K. (2025). The Principle of Equality in Education: Exploring the Legal Aspects of the Right to Inclusive and Equitable Quality Education for Achieving the Development of a Democratic Citizenship. *European Journal of Education and Pedagogy*, 6(2), 64–69. <https://doi.org/10.24018/ejedu.2025.6.2.940>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage Publication.
- Mohan, B. (2019). *Understanding Public Speaking*. Routledge India. <https://doi.org/10.4324/9780429274176>
- Morais, J., & Kolinsky, R. (2021). Seeing thought: a cultural cognitive tool. *Journal of Cultural Cognitive Science*, 5(2), 181–228. <https://doi.org/10.1007/s41809-020-00059-0>
- Motallebzadeh, K., Ahmadi, F., & Hosseinnia, M. (2018). Relationship between 21st Century Skills, Speaking and Writing Skills: A Structural Equation Modelling Approach. *International Journal of Instruction*, 11(3), 265–276. <https://doi.org/10.12973/iji.2018.11319a>
- Murphy, J. M. (1991). Oral Communication in TESOL: Integrating Speaking, Listening, and Pronunciation. *TESOL Quarterly*, 25(1), 51. <https://doi.org/10.2307/3587028>
- Ngo, T. (2018). Teaching Multimodal Literacy. In *Multimodality Across Classrooms* (pp. 115–127). Routledge. <https://doi.org/10.4324/9780203701072-8>
- Oubibi, M., Fute, A., & Wan, X. (2023). A historical review of global efforts on adult literacy education, with particular reference to Tanzania. *International Review of Education*, 69, 327–350. <https://doi.org/10.1007/s11159-023-10019-9>
- Phan, V. T. T., & Bui, T. T. N. (2022). Improving Public Speaking Skills For University Students: Challenges And Solutions. *Tra Vinh University Journal Of Science*, 11(47), 29–38. <https://doi.org/10.35382/tvujs.1.47.2022.921>
- Philbin, S., Wu, Y., & Xu, L. (2023). Evaluating the role of the communication skills of engineering students on employability according to the outcome-based education (OBE) theory. *Sustainability*, 15(12), 9711. <https://doi.org/10.3390/su15129711>
- Pimdee, P., Viriyavejakul, C., & Phuapan, P. (2016). An analysis of digital literacy skills among Thai university seniors. *International Journal of Emerging Technologies in Learning*, 11(3), 24–31. <https://doi.org/10.3991/ijet.v11i03.5301>
- Pradhananga, P., ElZomor, M., & Santi Kasabdj, G. (2022). Advancing Minority STEM Students' Communication and Presentation Skills through Cocurricular Training Activities. *Journal of Civil Engineering Education*, 148(2). [https://doi.org/10.1061/\(ASCE\)EI.2643-9115.0000060](https://doi.org/10.1061/(ASCE)EI.2643-9115.0000060)
- Pradika, O. (2020). Efektifitas Program LIFE (Literacy Initiative For Empowerment) UNESCO Dalam Meningkatkan Human Development Index Republik Niger Tahun 2006–2015. *Global and Policy Journal of International Relations*. <https://doi.org/10.33005/jgp.v5i02.1891>
- Purnami, I. A. O. (2024). Fostering Student Speaking Skills Through Public Speaking Engagements. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 8(1), 93–100. <https://doi.org/10.23887/jipp.v8i1.75699>
- Quail, M., Brundage, S. B., Spitalnick, J., Allen, P. J., & Beilby, J. (2016). Student self-reported communication skills, knowledge and confidence across standardised patient, virtual and traditional clinical learning environments. *BMC Medical Education*, 16(1), 73. <https://doi.org/10.1186/s12909-016-0577-5>
- Rahman, R., Sopandi, W., Widya, R. N., & Yugafiati, R. (2019a). Literacy in The Context of Communication Skills for The 21st Century Teacher Education in Primary School Students. *International Journal of Science and Applied Science: Conference Series*, 3(1), 101. <https://doi.org/10.20961/ijsascs.v3i1.32462>
- Rahman, R., Sopandi, W., Widya, R. N., & Yugafiati, R. (2019b). Literacy in The Context of Communication Skills for The 21st Century Teacher Education in Primary School Students. *International Journal of Science and Applied Science: Conference Series*, 3(1), 101. <https://doi.org/10.20961/ijsascs.v3i1.32462>

- Rahmawati, S., Sarwi, S., & Sudarmin, S. (2024). Dampak literasi pada kemampuan berkomunikasi: Tinjauan literatur keterampilan membaca Bahasa Indonesia. *Elementar: Jurnal Pendidikan Dasar*, 4(2). <https://doi.org/10.15408/elementar.v4i2.42771>
- Raj Sharma, L. (2024). Exploring the Landscape of Challenges and Opportunities in Teaching Speaking Skills. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(3), 74–78. <https://doi.org/10.62225/2583049X.2024.4.3.2745>
- Rivai, H., Diana, R., & Fahmy, R. (2025). Pengaruh literasi digital terhadap employability dengan efikasi diri sebagai mediasi pada alumni peserta pelatihan kompetensi kerja. *Jurnal Informatika Ekonomi Bisnis*, 7(2). <https://doi.org/10.37034/infeb.v7i2.1116>
- S. Savellon, K. I., S. Asiri, M., & Chavez, J. V. (2024). Public speaking woes of academic leaders: resources and alternative ways to improve speaking with audience. *Environment and Social Psychology*, 9(9). <https://doi.org/10.59429/esp.v9i9.2871>
- Salamonson, Y., Glew, P., Everett, B., Woodmass, J. M., Lynch, J., & Ramjan, L. M. (2019). Language support improves oral communication skills of undergraduate nursing students: A 6-month follow-up survey. *Nurse Education Today*, 72, 54–60. <https://doi.org/10.1016/j.nedt.2018.08.027>
- Shirazi, S. H. A., Salloum, M., Speer, A., & Watkinson, N. (2024). An Experience Report: Integrating Oral Communication and Public Speaking Training in a CS Capstone Course. *Proceedings of the 55th ACM Technical Symposium on Computer Science Education V. 1*, 450–455. <https://doi.org/10.1145/3626252.3630776>
- Silva, E., De Souza, M., & De Sousa Marques, J. (2024). Alfabetização na idade certa como pré-requisito para uma formação adequada do aluno na educação básica. *RCMOS - Revista Científica Multidisciplinar O Saber*, 3(1). <https://doi.org/10.51473/ed.al.v3i1.509>
- Skills, P. for 21st C. (2009). *Framework for 21st century learning*. P21.
- Spys, O. (2023). Public Speaking and its Varieties in Educational Institutions (Normativity and Correctness of Professional Speech). *Current Issues of Linguistics and Translations Studies*, (27), 107–110. <https://doi.org/10.31891/2415-7929-2023-27-25>
- Tarigan, F. N., Nasution, A. F., Hasibuan, S. A., Nurmayana, N., & Siregar, E. S. (2024). Public Speaking Learning Assistance To Increase Students' Confidence. *Journal of Community Research and Service*, 8(2), 291. <https://doi.org/10.24114/jcrs.v8i2.55437>
- Topler, J. P., & Lukančič, M. K. (2024). *Active and Inclusive Teaching of Literacy and Communication Skills for Enhanced Employment and Sustainable Economic Growth*. University of Maribor Press. <https://doi.org/10.18690/um.ft.1.2024>
- Trianto, A., & Heryani, R. (2021). *Literasi 4.0: Teori dan Program* (1st ed.). Rajawali Press.
- UNESCO. (2022a). *Global education monitoring report 2022: Literacy for life*. UNESCO Publishing.
- UNESCO. (2022b). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>
- Walsh, M. (2017). *Multiliteracies, Multimodality, New Literacies and What Do These Mean for Literacy Education?* (pp. 19–33). <https://doi.org/10.1108/S1479-363620170000011002>
- Weber, T. (2020). Processing a right to education. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3596462>
- Weldy, T. G., & Icenogle, M. L. (1997). A Managerial Perspective: Oral Communication Competency Is Most Important for Business Students in the Workplace Jeanne D. Maes. *Journal of Business Communication*, 34(1), 67–80. <https://doi.org/10.1177/002194369703400104>
- Westby, C. (2010). Multiliteracies. *Topics in Language Disorders*, 30(1), 64–71. <https://doi.org/10.1097/TLD.0b013e3181d0a0ab>
- Winn, M., & Behizadeh, N. (2011). The right to be literate. *Review of Research in Education*, 35(1), 147–173. <https://doi.org/10.3102/0091732X10387395>
- Yadav, S., Gupta, R., & Mishra, P. (2023). Speaking Skills Help in Propagating a Message Effectually. *European Economic Letters*. <https://doi.org/10.52783/eel.v13i3.601>
- Zondani, S. M. (2025). Towards A More Contextualised Conception of Literacy: The Case of South Africa. *Journal of Law and Sustainable Development*, 13(3), e4286. <https://doi.org/10.55908/sdgs.v13i3.4286>