Rhetoric of Presidential Leadership: Critical Analysis of Indonesian Presidential Speech for Pedagogical English Public Speaking

Febryanti Abas Ferdinandus*, Angga Prasongko, Sri Wulandari

English Education Department, Faculty of Teacher Training and Education,
Universitas Islam Kadiri, Indonesia.
*Corresponding Author. Email: febryantiabasferdinandus@gmail.com

Abstract: This study aims to critically analyze the rhetorical strategies employed in President Prabowo Subianto's international speeches by integrating Aristotle's rhetorical theory with Critical Discourse Analysis (CDA) to assess their pedagogical potential as authentic models for English public speaking instruction. The research adopted a qualitative approach using a case study method. The primary data consisted of transcripts from three international speeches, which were analyzed through thematic coding. The findings indicate that the president's speeches consistently employ logical reasoning (logos), speaker credibility (ethos), and emotional appeal (pathos) to reinforce political legitimacy and construct a positive diplomatic image. These rhetorical strategies are systematically embedded within the speech structure and reflect context-sensitive persuasive communication in international settings. The results suggest that presidential speeches can serve as valuable instructional materials for enhancing English public speaking skills, particularly in teaching structured argumentation, developing speaker credibility, and fostering cross-cultural and diplomatic communication competence.

Introduction

Public speaking is a vital communication skill used to effectively convey ideas, information, and thoughts to an audience (Manjato et al., 2021; Sabrina et al., 2023). The success of a speech depends not only on its verbal content but also on nonverbal elements such as facial expressions, vocal intonation, body language, and storytelling techniques that help establish an emotional connection with the audience (Garil et al., 2024; Olivia Marbun et al., 2023). In leadership contexts, persuasive speaking skills play a crucial role in articulating vision, influencing follower behavior, and building a positive image (Antonakis et al., 2022; CONTESA & Surwandono, 2024). Specifically, presidential speeches serve as strategic rhetorical tools to shape public opinion, reinforce leadership legitimacy, and effectively communicate policies (Harmoko & Purwaningrum, 2025; Satria & Adek, 2020).

Previous studies have indicated that presidential speeches encompass a variety of rhetorical techniques that serve as valuable learning resources for developing public speaking skills and English language education (Eshkuvatovna & NargizaRaxmatovna, 2021; Ghasemi, 2020; Miles, 2024; Nurkhamidah et al., 2021). Rhetorical analyses highlight the central roles of ethos, pathos, and logos, along with strategies such as inclusive language,

repetition, and emotional expression in influencing audiences (MEDVID et al., 2022). By integrating the analysis of political speeches into English language learning, students can enhance their persuasive speaking abilities, comprehend discourse structures, and become aware of cultural diversity in communication.

Recent studies have emphasized the application of rhetorical techniques in English language education. For instance, Hameed Alkhafaji (2024) analyzed Barack Obama's speeches to uncover rhetorical strategies that enhance audience emotional engagement, speaker credibility, and message clarity. Puluhulawa et al. (2022) highlighted how self-directed learning through observation of digital speeches improves students' rhetorical awareness and public speaking competence. In the Indonesian context, two relevant studies are those by Sosrohadi et al. (2024) examined Indonesian presidential speeches using Critical Discourse Analysis (CDA), focusing on elements of power, ideology, and socio-political context, but did not explore the use of rhetorical techniques as pedagogical models. Meanwhile, Mabini (2023) demonstrated the effectiveness of persuasive speech templates for non-native learners, though the study did not emphasize Indonesian presidential speeches.

Previous research conducted by Sosrohadi and Mabini largely explored presidential speeches through the lens of rhetorical strategy and persuasive intent. However, their work tended to adopt a descriptive and text-centered orientation, emphasizing the identification of rhetorical mechanisms and thematic patterns in political communication. This analysis, while insightful, does not explicitly explore the systematic application of rhetorical elements as a pedagogical framework for teaching public speaking in English.

Instead, the current study goes beyond mere rhetorical examination by combining Martin Joos's (1967) speech style theory with the appeal of classical rhetoric—ethos, logos, and pathos. This integrative approach underscores how presidential rhetoric can be methodically transformed into teaching material for public speaking pedagogy in English. By emphasizing its pedagogical potential—particularly in developing argumentative structure, building speaker credibility, and fostering intercultural diplomacy competence—this study fills a methodological gap not addressed in previous research, thereby offering a more practice-oriented contribution to rhetoric-based EFL teaching.

In the context of public speaking education in Indonesia, studies that integrate classical rhetorical analysis—covering ethos, pathos, and logos—with Critical Discourse Analysis (CDA) of Indonesian presidential speeches remain very limited. Presidential speeches on the international stage not only serve as diplomatic tools but also have the potential to be pedagogical models for teaching effective English speaking skills. However, there is a gap in research that thoroughly examines how presidential speeches can be analyzed in depth and applied within language education contexts. Although rhetorical strategies are increasingly recognized as crucial components in developing public speaking skills, the use of authentic and high-quality speech models, such as those of the Indonesian president, has not been widely implemented in teaching practice. Therefore, This study aims to critically analyze the rhetoric used in President Prabowo Subianto's international speeches by combining Aristotle's theory and CDA to determine their pedagogical viability as authentic models for English public speaking instruction.

Research Method

This research uses a literature review method with a bibliometric approach to map international scientific publication trends related to solfeggio-based music education during the period 2016–2025. This approach was chosen because it can provide a systematic

quantitative synthesis, allowing for the evaluation of the knowledge map formed from. This research uses a qualitative approach with a case study method to explore the speech of the President of Indonesia as an example of political rhetoric as well as a model for learning English public speaking. According to W.Creswell (2014), the qualitative approach aims to explore and understand the meaning of social or humanitarian problems through detailed descriptions and analysis of natural contexts. Meanwhile, according to Yin (2018), case studies allow in-depth investigation of contemporary phenomena in real contexts, especially when the boundaries between the phenomenon and its environment are not clear, with an emphasis on structured design and the use of multiple sources of evidence to strengthen the validity of findings. The research procedure was conducted systematically, starting with selecting and copying the President's speech, followed by analyzing the speech structure (opening, content, closing). Next, the speeches were analyzed using Aristotle's rhetorical theory (1924), ethos, pathos, and logos to identify persuasive strategies, then expanded with Fairclough's (1995) Critical Discourse Analysis (CDA), which examines the relationship of texts with discourse production practices and the underlying socio-political context. The interpretation of these results is used to develop a public speaking learning model based on the rhetorical style of the President of Indonesia, thus explaining how language functions as a rhetorical tool as well as power in a social context.

Research instruments in the form of analysis sheets containing indicators from the two theoretical frameworks were used in this study. Aristotle's rhetoric analysis sheet serves to identify the presence of ethos, pathos, and logos in the speech text, while Fairclough's CDA analysis sheet is used to evaluate the level of text, discourse practices, and social practices. These instruments helped to ensure that the analysis process was consistent and that the researcher's interpretation remained structured and systematic.

This research uses a documentation technique by collecting verbal transcripts of speeches delivered by the President of the Republic of Indonesia in English at three different international forums in 2024-2025: World Government Summit, IISS Shangri-La Dialogue, and St Petersburg International Economic Forum. This approach was selected to obtain authentic, verifiable data while facilitating a detailed linguistic analysis. (Suwandi, 2022). The videos were retrieved from YouTube and transcribed to enable detailed linguistic analysis. These primary data were chosen as they cover key themes such as international cooperation, global economy, visions of governance, and diplomacy, with the following links as references: Shangri-La Dialogue 2024, World Government Summit 2025, and St Petersburg International Economic Forum 2025. In addition, secondary data from academic literature, including rhetorical theory and critical discourse analysis, supported and strengthened the analysis and conclusions. Data collection and analysis were conducted systematically using coding techniques based on Aristotle's rhetorical framework and Fairclough's Critical Discourse Analysis, thus enabling a comprehensive understanding of the rhetorical function of the speech and the broader socio-political context.

The data were analyzed thematically through an integrated application of rhetorical and critical discourse approaches. Specifically, Aristotle's rhetorical framework—comprising the appeals of logos, ethos, and pathos (Aristotle, 2018) was employed to identify persuasive elements within the speeches, while Fairclough's (1995) Critical Discourse Analysis (CDA) was utilized to interpret how linguistic structures operate across textual, discursive, and social levels. These two frameworks were combined following the thematic coding procedures outlined by Braun & Clarke (2021), enabling a comprehensive understanding of rhetorical

strategies not only as persuasive techniques but also as manifestations of power, ideology, and socio-political context.

To ensure the validity of the data, this research applies methodological and data triangulation to enhance the credibility of the findings (Denzin, 1978; John W. Creswell, 2014). Theoretical triangulation is done by combining Aristotle's rhetoric theory and Fairclough's CDA as the basis for analysis. Meanwhile, source triangulation was carried out by reviewing several speeches of the President of Indonesia to check the consistency of the findings. In addition, the results of the interpretation were re-analyzed through discussions with the supervisor so that the researcher's subjectivity could be minimized.

Results and Discussion

This study focuses on the analysis of speeches delivered by President Prabowo Subianto at three international forums: the 'IISS Shangri-La Dialogue 2024: Special Address' (YouTube: IISS Shangri-La Dialogue, June 2024), 'A Conversation with the President of the Republic of Indonesia' at the World Government Summit 2025 (YouTube: MerdekaDotCom, July 2025), and President Prabowo Attends SPIEF'25 as Guest of Honor, St. Petersburg, 2025 (YouTube: BeritaSatu, June 2025). The analysis is conducted using Aristotelian rhetoric's three elements—logos, ethos, and pathos arranged according to their frequency, from most to least prevalent.

Each speech excerpt is identified by its timestamp to provide contextual clarity. The analysis then proceeds with Norman Fairclough's Critical Discourse Analysis (CDA) framework, which involves three levels: (1) text—examining word choice, sentence structure, and linguistic style; (2) discursive practice—considering how the speech is produced and positioned within the international forum; and (3) social practice—interpreting the ideological meaning and socio-political implications of the speech. Using this approach, the findings reveal how President Prabowo constructs legitimacy, conveys diplomatic messages, and integrates logic, credibility, and emotion to strengthen his communication strategy before an international audience. A summary of these findings is presented in the following table.

Table 1. Rhetorical (Logos, Ethos, Pathos) and CDA Analysis of President Prabowo's Speech at the IISS Shangri-La Dialogue 2024: Special Address

Rhetoric (Aristotle)	Text	CDA (Fairclough)
Logos	*"We Gather here as Leaders ... to engage in meaningful discussions ... enhancing peace and stability."* (2:15-2:34)	Text: Using formal language with diplomatic terms such as *peace, stability, and meaningful discussion.* Discursive practice: Presented in international security forums with an emphasis on the importance of reaching consensus. Social practice: Striving to create a global order based on mutual cooperation.
	"Indonesia is of the opinion that… collaboration, cooperation, compromise… are very important in pursuing peace ..." (4:33-5:00)	Text: Repetition (*collaboration, cooperation, compromise*) → emphasizes rational solutions. Discursive practice: Indonesia is positioned as a mediator. Social practice: Promotes multilateralism against hegemony.

Ethos	*"It is indeed a great honor for me to stand for the third consecutive time in the Shangri-La Dialogue ..."* (1:27-2:04)	Text: Using expressions that combine humility with achievements that have been made. Discursive practice: Aiming to strengthen trust among international audiences. Social practice: Positioning Indonesia as a legitimate actor in the realm of global diplomacy.
	"Indonesia is firmly committed to ... upholding International laws ... enshrined in the United Nations Charter." (5:33-5:59)	Text: The choice of the term *"firmly committed"* emphasizes a high level of integrity. Discursive practice: Indonesia is positioned as a law enforcer in the international arena. Social practice: Criticizing violations of the law committed by superpowers.
Pathos	*"These heartbreaking incidents compel us to urgently call for ... investigation ..."* (6:54-7:01)	Text: The use of the phrase "*urgently call*" conveys strong moral pressure. Discursive practice: It is a joint appeal addressed to the international community. Social practice: It reinforces Indonesia's moral legitimacy in conveying its aspirations.
	"The right of ... Palestinian people to have their own Homeland ... living in peace." (8:46-8:54)	Text: The repetition of the word "*right*" is used to emphasize legitimacy. Discursive practice: Linking the Palestinian issue to the global narrative of justice. Social practice: Demonstrating Indonesia's support for Palestine as part of its foreign policy ideology.

Table 2. Rhetorical (Logos, Ethos, Pathos) and CDA Analysis of President Prabowo's Speech during the World Government Summit 2025

Rhetoric (Aristotle)	Text	CDA (Fairclough)
Logos	*"Brazil and Indonesia have so many common interests. We are both very big countries with very big populations. We have the same biodiversity, the largest in the world."* (2:32-2:46)	Text: The repeated use of the phrase "very big" is used to emphasize similarity. Discourse: Developing an equal strategic cooperation framework between Indonesia and Brazil. Social: Strengthening the Global South narrative as an alternative power to Western domination.
	"We will achieve 82.9 million meals a day by December 2025." (8:20-8::26)	Text: The use of specific figures gives an impression of objectivity. Discourse: Projecting Indonesia as a modern country with a vision for food security. Social: Providing political legitimacy by presenting the program as evidence of the government's achievements.
Ethos	*"I attended the G20 summit in Rio de Janeiro... and the BRICS summit a few days ago."* (1:08-1:12)	Text: Mentioning various global forums in sequence. Discourse: Demonstrating physical existence as a form of political legitimacy.

		Social: Strengthening Indonesia's position within the framework of multilateralism.
	"Our defense forces have already used many of your defense products and equipment." (5:51-6:00)	Text: The use of the word "*already*" indicates continuity. Discourse: Strengthening collaboration in the military field. Social: Revealing the fact of dependence on defense technology.
Pathos	*"I want to celebrate President Lula's birthday in Indonesia. President Lula will be 80 years old. I am his younger brother."* (1:40-1:59)	Text: The use of the metaphor "*younger brother*" illustrates emotional closeness. Discourse: Presents a framing that emphasizes family ties, not just diplomatic relations. Social: Humanizes politics by portraying leaders as familiar and personal figures.
	We are very frank in saying that we have used your programs as our role model." (7:53-7:59)	Text: The term "*very frank*" indicates honesty. Discourse: Appreciative diplomacy to build goodwill. Social: Strengthening Lula's political legitimacy in the eyes of the international public.

Table 3. Rhetorical (Logos, Ethos, Pathos) and CDA Analysis of President Prabowo's Speech at St Petersburg International Economic Forum 2025

Rhetoric (Aristotle)	Text	CDA (Fairclough)
Logos	*"Indonesia is the fourth-largest country by population. Every year, there are 5 million new Indonesians … That means every year, a group of people the size of Singapore. So in 10 years there will be 10 Singapores in Southeast Asia."* (2:15-2:44)	Text: The use of numerical data and analogies such as "*10 Singapore*" is intended to facilitate understanding. Discursive practice: Presented at international economic forums to strengthen Indonesia's position. Social practice: Describing demographic challenges as the basis for legitimizing the policies taken.
	"The greatest good for the greatest many …(9:44) *is the key of rapid development."*(10:04)	Text: Use of simple rhetorical slogans that are easy to remember. Discursive practice: Building an inclusive framework of thinking. Social practice: Affirming an attitude that sides with the people and opposes oligarchy.
Ethos	*"I am Prabowo Subianto ... this is my first international economic forum. So I apologize if I'm a bit nervous."* (1:48-2:08)	Text: A tone of humility is used to build trust. Discursive practice: Reinforcing the image of a new leader who is open. Social practice: Gaining moral legitimacy for Indonesia in the international arena.
	"Indonesia has been fortunate … vast economic resources … but if not wisely managed, can be a curse." (4:39-5:01)	Text: The use of the metaphor "*curse*" is used to highlight potential risks. Discursive practice: Warning other leaders about the dangers of mismanagement. Social practice: Contains implicit criticism of

		exploitative development models.
Pathos	*"Any leader of Indonesia must think how to feed 5 million more mouths every year …"* (2:59-3:10)	Text: The use of the expression "*feed mouths*" has emotional undertones. Discursive practice: Aims to elicit sympathy from an international audience. Social practice: Shapes the narrative of Indonesia as a country that is persistent in its struggle for food security.
	"To protect its people means to protect them from hunger, from poverty, and from suffering." (3:31-3:45)	Text: The repetition of the phrases "*from hunger ... from poverty ... from suffering*" creates a rhythm that carries emotional weight. Discursive practice: Reinforcing the moral legitimacy of the leader. Social practice: Linking economic development to the fulfillment of basic human rights.

Pedagogical Applications

In learning English public speaking, the application of Aristotle's three rhetorical elements-logos, ethos, and pathos-can help students compose speeches that are persuasive, convincing, and able to attract the attention of the audience. In addition, integrating these elements into the general learning strategy also contributes to creating a more interesting and effective learning process. (Alfaiz et al., 2023).

Teaching argumentation that emphasizes logos—the rational dimension of persuasion involving data, factual evidence, statistics, and logical analogies—can substantially improve students' critical reasoning and oral communication skills. Encouraging students to articulate objective, evidence-based, and logically organized information, such as numerical evidence or comparative illustrations, enables them to express complex ideas more clearly while strengthening their communicative credibility. Empirical studies show that this method encourages more persuasive and effective communication and strengthens analytical skills and conceptual understanding (Rață et al., 2023; Sarigöz, 2023). This pedagogical value is in line with the rhetorical patterns observed in President Prabowo's speeches, where references to numerical data, concrete statistics, and comparative analogies—such as demographic growth figures, food production targets, and interregional comparisons—serve to reinforce logical coherence and argumentative validity. From a critical discourse analysis perspective, this data-oriented strategy not only displays textual objectivity but also serves to legitimize policy orientations and political goals in broader institutional and global discourse. Therefore, this rhetorical technique offers a valuable learning model for students in constructing evidence-based, politically grounded, and communicatively relevant arguments, particularly in the context of international or diplomatic public speaking.

Ethos, which emphasizes the credibility and character of the speaker, can be implemented in learning by training students to build audience trust through a sincere attitude, polite use of language, and linking to relevant experiences or achievements. Public speaking skills play an important role in students' personal and social development. (Fahreza & Christin, 2020). Through intensive training, students can improve their confidence, mastery of material, and speaking techniques. Therefore, continuous practice in public speaking is necessary to help children develop confidence and effective communication skills. (Nurcandrani et al., 2020).

Pathos, which relates to emotional appeal in rhetoric, plays an important role in creating effective communication and learning. In practice, students can be trained to use stories, metaphors, or repetition of emotionally moving words to evoke empathy, sympathy, or emotional attachment from the audience. Teachers can encourage students to share relevant personal experiences, social issues, or aspirations to make the message more heartfelt. In addition, the use of intonation, gestures, and speaking rhythm is also a key element in strengthening the emotional effect of the message. Techniques such as body language, tone of voice, and facial expressions can build emotional bonds that increase audience engagement, understanding, and long-term recall. (Garil et al., 2024). Narratives compiled from participants' diverse experiences can represent findings in a powerful and resonant way (Johnston et al., 2023). While in the context of political debates, pathos strategies with emotionally evocative language are often used to attract public attention, which is reflected in reactions on social media (Konat et al., 2024).

Adaptation of Public Speaking Techniques in Indonesia and Global Contexts

In Indonesia, the development of ethos in learning is often focused on exercises that instill humility, respect for the audience, and values of mutual cooperation or togetherness, which are in line with an educational orientation that emphasizes ethics and character. (Agatta et al., 2022; Alfaiz et al., 2023). Meanwhile, logos is honed by accustoming students to construct structured and coherent arguments using data or real-life examples from everyday life, thereby not only training language skills but also critical thinking skills. (Agatta et al., 2022). For the pathos aspect, storytelling activities are an effective method, where students can share stories of relevant figures' struggles or humanitarian issues to build emotional closeness between the speaker and the audience (Dhia et al., 2021). This approach helps form emotional connections that reinforce the message and increase audience engagement in the communication process.

The use of rhetorical techniques in communication varies across cultures. In Western countries, as reflected in academic traditions and debates, logos often takes center stage because it emphasizes logical reasoning and strong evidence (AlYousef et al., 2025; Bull & Waddle, 2021). Conversely, in Eastern countries like Japan and South Korea, ethos is more dominant, with an emphasis on politeness, respect for the audience, and more subtle appeals, while avoiding confrontation in political speeches (Bull & Waddle, 2021). Meanwhile, in the Middle East, for example, in Jordan, as well as in Latin America and Malaysia, pathos is often the main element in communication, with a more emotional, expressive, and metaphorical style, thereby attracting attention and creating an emotional bond with the audience. For example, engineering students in Malaysia tend to prefer the use of pathos in persuasive email writing, followed by ethos, while logos is the least frequently used (AlYousef et al., 2025; Krishnan et al., 2020). These differences indicate that rhetorical strategies are significantly influenced by the cultural context and social norms of each region.

Implications for English Public Speaking Instruction

Teaching models based on presidential speeches have proven effective in improving students' English speaking skills. Presidential speeches offer clear structures, formal vocabulary, and rhetorical strategies such as logos, ethos, and pathos that students can model in constructing coherent and convincing arguments. Through analysis and practice, students not only enrich their academic vocabulary and speaking skills but also develop aspects of intonation, pronunciation, and nonverbal expressions that are essential in oral communication. Modeling language styles and techniques in presidential speeches can also increase students' motivation and confidence, so that they are able to communicate

persuasively and confidently, especially at the international level. (Inayah & Albar, 2021; Suhayati et al., 2021). Other studies have shown that using presidential speeches as teaching materials improves language skills in both speaking and writing. For example, Mabini (2023) found that the use of persuasive speech templates helped non-native speakers in choosing the right words and engaging the audience effectively. Suswati & Malik (2023) also observed an improvement in writing competence by utilizing Donald Trump's speeches to teach metadiscourse markers, while Eshkuvatovna & NargizaRaxmatovna (2021) emphasized that the president's well-structured and value-laden speeches make him particularly suitable for in-depth language analysis. Thus, this approach not only strengthens students' linguistic abilities but also helps them develop holistic and integrated communication skills.

The development of a speaking curriculum that emphasizes rhetoric should integrate language skills with persuasive communication techniques relevant to various academic, professional, and public contexts. Learning materials include classical and modern rhetorical theories, speech structure, effective opening and closing techniques, and mastery of language style and nonverbal elements such as intonation, tempo, and body language. Teaching methods should be practice-based, such as discourse analysis, speech simulation, debate, and improvisation, using the speeches of public figures - especially the president - as real examples. Assessment is done on an ongoing basis with feedback to support student development. In addition, the application of Project-Based Learning (PBL) that incorporates Higher Order Thinking Skills has been shown to improve students' ability to construct sentences, use grammar appropriately, and convey messages coherently, while increasing motivation and overall speaking skills. (Tarigan & Nadhira, 2023). With this approach, students not only become more fluent speakers but also can convey messages clearly and convincingly and adjust communication styles according to different audiences and situations.

Building upon these pedagogical perspectives, this study fills an existing curricular gap by introducing authentic examples of Indonesian presidential speeches that can be purposefully incorporated into discourse analysis, Project-Based Learning, and rhetoric-oriented speaking instruction. Through this integration, persuasive communication training for EFL learners becomes more contextually relevant, enabling students to engage with rhetorical practices rooted in both national and global communicative contexts.

Conclusion

The findings reveal that President Prabowo consistently employs rhetorical strategies to establish legitimacy, strengthen diplomatic messages, and deliver socio-political critiques through a blend of logical reasoning, credibility, and emotional appeal. The analysis shows that presidential speeches serve not only as political communication tools but also as ideological instruments reflecting Indonesia's role in the global order.

This study makes a significant contribution to English language teaching, particularly in the area of public speaking skills. By using presidential speeches as models, students can be trained to develop arguments based on data or evidence (logos), build audience trust through credible attitudes (ethos), and evoke listener emotions through expressive and persuasive language (pathos). This approach not only enriches students' formal and academic vocabulary but also boosts their confidence, critical thinking abilities, and rhetorical skills that are essential for effective international communication.

Recommendation

This study has several limitations, primarily due to its focus on only three speeches by President Prabowo delivered in international forums. This narrow scope restricts the ability to generalize the findings to other presidential speeches or public figures. Therefore, future research could expand the analysis by including a broader range of speeches from different leaders and time periods, as well as by conducting cross-cultural comparisons of rhetorical styles. Such efforts would enrich the study of political rhetoric and help develop a more comprehensive pedagogical model for teaching English through discourse analysis.

In response to the limitations of this study, teachers are encouraged to incorporate a broader range of speech materials in classroom instruction by introducing speeches delivered by leaders from diverse cultures, historical periods, and social contexts. Educators can guide students to analyze and compare rhetorical strategies across these speeches through various learning activities, such as guided discourse analysis, role-playing, and speech reconstruction assignments. This approach allows students to gain wider exposure to persuasive language use while simultaneously fostering their critical thinking skills and adaptability in English public speaking contexts.

References

Barić, Z. (2024). Exploring the Teaching of Solfeggio, Harmony and Counterpoint in Croatian Music Schools. *Croatian Journal of Education*, *26*(1), 233–280. https://doi.org/10.15516/cje.v26i1.4975

Agatta, S. K. D., Yuliati, Rahmi, Abdar, Y., & Fahmi, R. (2022). ANALISIS FILSAFAT RETORIKA ARISTOTELES DALAM MENINGKATKAN KEMAPUAN PUBLIC SPEAKING DAN RELEVANSINYA TERHADAP PROSES KEGIATAN PEMBELAJARAN. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan*, *7*(1), 15–25.

Alfaiz, Andre, J., Fahriza, I., Rachmaniar, A., Dartina, V., & Kadafi, A. (2023). Pembelajaran Yang Menyenangkan: Implementasi Kurikulum Merdeka. *Jurnal Terapan Abdimas*, *8*(1), 96–1011. https://doi.org/10.25273/jta.v8i1.13990

AlYousef, H. M. ., Alsaleem, A. A., Alomari, N. M., Jaraedah, A. R. Al, Banat, S., & Al-Natour, M. M. (2025). The Intercultural Dynamics of Persuasion: A Translation Studies Perspective on Jordanian Academic Discourse. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *8*(3), 124–136. https://doi.org/10.32996/ijllt

Antonakis, J., D'Adda, G., Weber, R. A., & Zehnder, C. (2022). "Just Words? Just Speeches?" on the Economic Value of Charismatic Leadership. *Management Science*, *68*(9), 6355–6381. https://doi.org/10.1287/mnsc.2021.4219

Aristotle. (2018). *Retorika (Dedeh sry Handayani, Penerj.)*. BASABASI.

Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide* (1st ed.). SAGE Publications.

Bull, P., & Waddle, M. (2021). Speaker-audience intercommunication in political speeches: A contrast of cultures. *Journal of Pragmatics*, *186*, 167–178. https://doi.org/10.1016/j.pragma.2021.10.001

CONTESA, Y., & Surwandono. (2024). Discourse analysis of Joko Widodo's last state of the nation address 2024. *Jurnal Studi Komunikasi (Indonesian Journal of Communications Studies)*, *8*(3), 734–747. https://doi.org/10.25139/jsk.v8i3.9042

Denzin, N. K. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods* (2nd editio). McGRAW-HILL.

Dhia, R. N., Pramesthi, J. A., & Irwansyah. (2021). Analisis Retorika Aristoteles Pada Kajian Ilmiah Media Sosial Dalam Mempersuasi Publik. *Linimasa : Jurnal Ilmu Komunikasi*, *4*(1), 81–

103. https://doi.org/10.23969/linimasa.v4i1.3530

Eshkuvatovna, K. L., & NargizaRaxmatovna, B. (2021). Cultural Aspect in President's Speech. *AMERICAN JOURNAL OF SOCIAL AND HUMANITARIAN RESEARCH AJSHR, Vol.*, *2*(c), 1–10.

Fahreza, N., & Christin, M. (2020). TEATER SEBAGAI MEDIA UNTUK MENGASAH KEMAMPUAN PUBLIC SPEAKING PADA MAHASISWA DI BANDUNG (Analisis Deskriptif melalui Teater Tjerobong Paberik di Politeknik Tekstil Bandung). *E-Proceeding of Management*, *7*(2), 5175–5184. https://openlibrarypublications.telkomuniversity.ac.id/index.php/management/article/view/13649

Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Longman. https://doi.org//10.1017/S0142716400010973

Garil, B. A., Entong, M. B. M., Muarip, V. C., & Chavez, J. V. (2024). Language Delivery Styles in Academic Trainings: Analysis of Speaker's Emotional Connection to Audience for Lasting Learning. *Forum for Linguistic Studies*, *6*(3), 326–342. https://doi.org/10.30564/fls.v6i3.6533

Ghasemi, F. (2020). Persuasive Language in Presidential Speeches. *The Buckingham Journal of Language and Linguistics*, *12*, 19–38. https://doi.org/10.5750/bjll.v12i.1872

Hameed Alkhafaji, H. A. (2024). Stylistic Horizons in Political Addresses of US President Barak Obama. *Alford Council of International English & Literature Journal*, *07*(02), 01–09. https://doi.org/10.37854/acielj.2024.7201

Harmoko, D. D., & Purwaningrum, P. W. (2025). Simbolisme Politik dan Narasi Keberlanjutan: Studi Analisis Wacana Kritis Pidato Presiden RI Ke 7 Joko Widodo. *JURNALISTRENDi : JURNAL LINGUISTIK, SASTRA, DAN PENDIDIKAN*, *10*(1), 54–66. https://doi.org/10.51673/jurnalistrendi.v10i1.2415

Inayah, S. N., & Albar, M. K. (2021). Pelatihan pidato bahasa inggris menggunakan metode CLT pada siswa SMP/MTS Desa Ciakar. *Connection: Jurnal Pengabdian Kepada Masyarakat*, *1*(2), 58–68. https://doi.org/10.32505/connection.v1i2.3343

John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed). SAGE Publications. https://doi.org/10.5539/elt.v12n5p40

Johnston, O., Wildy, H., & Shand, J. (2023). Student voices that resonate – Constructing composite narratives that represent students' classroom experiences. *Sage Journals*, *23*(1), 108–124. https://doi.org/10.1177/14687941211016158

Konat, B., Gajewska, E., & Rossa, W. (2024). Pathos in Natural Language Argumentation: Emotional Appeals and Reactions. In *Argumentation* (Vol. 38, Issue). Springer Netherlands. https://doi.org/10.1007/s10503-024-09631-2

Krishnan, I. A., Lin, T. M., Ching, H. S., Selvajothi, R., & Maruthai, E. (2020). Using Rhetorical Approach of Ethos, Pathos and Logos by Malaysian Engineering Students in Persuasive Email Writings. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, *5*(4), 19–33. https://doi.org/10.47405/mjssh.v5i4.386

Mabini, D. A. (2023). Improving persuasive speaking skills using a student-developed template in an online learning environment. *Journal of Language Teaching*, *3*(5), 12–22. https://doi.org/10.54475/jlt.2023.011

Manjato, A., Yuniati, I., Mahdijaya, Mardan, Suyuthi, H., & Hakim, M. (2021). PELATIHAN BERPIDATO PADA PEMUDA LDII KOTA BENGKULU. *Pendidikan Dan Pengabdian Masyarakat*, *4*(2), 6.

MEDVID, O., VASHYST, K., SUSHKOVA, O., SADIVNYCHYI, V., MALOVANA, N., &

SHUMENKO, O. (2022). US Presidents' Political Speeches as a Means of Manipulation in 21st Century Society. *Wisdom*, *3*(2), 144–156. https://doi.org/10.24234/wisdom.v3i2.859

Miles, R. (2024). The Rhetorical Techniques Employed by Japanese Activists. *Electronic Journal of Foreign Language Teaching*, *21*, 109–118. https://doi.org/10.56040/rcml2122

Nurcandrani, P. S., Asriandhini, B., & Turistiati, A. T. (2020). Pelatihan Public Speaking untuk Membangun Kepercayaan Diri dan Keterampilan Berbicara pada Anak-Anak di Sanggar Ar-Rosyid Purwokerto. *Jurnal Abdi MOESTOPO*, *03*(01), 27–32. https://doi.org/10.32509/am.v3i01.979

Nurkhamidah, N., Fahira, R. Z., & Ningtyas, A. R. (2021). Rhetorical Analysis of Joe Biden's Inauguration Address. *JL3T (Journal of Linguistics, Literature and Language Teaching)*, *7*(2), 73–82. https://doi.org/10.32505/jl3t.v7i2.3371

Olivia Marbun, T., Antarani, P., & Amallia Putri, M. (2023). Effective Communication Results in Effective Leadership. *Daengku: Journal of Humanities and Social Sciences Innovation*, *3*(4), 571–578. https://doi.org/10.35877/454ri.daengku1760

Puluhulawa, R., Hafifah, G. N., & Mayasari, L. (2022). Students' Learning Strategies in Public Speaking Class at Higher Education Level. *Ahmad Dahlan Journal of English Studies*, *9*(2), 16–29. https://doi.org/10.26555/adjes.v9i2.82

Rață, L., Bîrnaz, N., & Butnari, N. (2023). Fostering sustainable public speaking skills: a logos-centric perspective for pre-service teachers. *Journal of Educational Sciences*, *2*(48), 92–107. https://doi.org/10.35923/jes.2023.2.07

Sabrina, A., Pamungkas, S. S. T., & Tur, A. P. A. (2023). Public Speaking untuk Santri Gerakan Sedekah Sampah di Panti Asuhan Dewi Masyithoh. *Indonesian Journal of Community Services*, *5*(2), 139. https://doi.org/10.30659/ijocs.5.2.139-146

Sarigöz, O. (2023). Teaching the 21st Century Learning Skills with the Critical Thinking Technique Based on the Argumentation Method. *Educational Policy Analysis and Strategic Research*, *18*(1), 196–218. https://doi.org/10.29329/epasr.2023.525.9

Satria, D., & Adek, M. (2020). *The Study of Five Rhetoric Principles in Indonesian President's Speeches*. *424*(Icollite 2019), 58–61. https://doi.org/10.2991/assehr.k.200325.053

Sosrohadi, S., Hasjim, M., Dalyan, M., & Rahman, F. F. (2024). Understanding Indonesian President's Speech in Critical Discourse : Political Power through the Power of Language Perspective. *American Journal of Humanities and Social Sciences Research (AJHSSR) e-ISSN:2378-703X*, *8*(12), 66–77.

Suhayati, L., Haryati, Kusumawati, A., & Ruisah. (2021). Modeling Strategy untuk Meningkatkan Kemampuan Public Speaking Siswa Madrasah Aliyah. *Acitya Bhakti*, *1*(2), 143. https://doi.org/10.32493/acb.v1i2.10874

Suswati, R., & Malik, N. J. (2023). Engaging Students' Writing Competency on Metadiscourse Markers Using Donald Trump Presidential Speeches. *SAGA: Journal of English Language Teaching and Applied Linguistics*, *4*(2), 107–116. https://doi.org/10.21460/saga.2023.42.169

Suwandi, S. (2022). Analisis Data Research dan Development Pendidikan Islam. *Journal of Islamic Education El Madani*, *1*(1), 1–13. https://doi.org/10.55438/jiee.v1i1.11

Tarigan, F. N., & Nadhira, A. (2023). Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa dengan Project-Based Learning Berbasis Hots. *All Fields of Science Journal Liaison Academia and Sosiety*, *3*(2), 178–185. https://doi.org/10.58939/afosj-las.v3i2.590

Yin, R. K. (2018). *Case Study Research and Applications* (Sixth edit). SAGE Publications. https://doi.org/10.4135/9781506335193