

**STUDENT' PERCEPTION OF THEIR SPEAKING  
PERFOMANCE AFTER TAKING MASTERING  
CEREMONY COURSE**

**A THESIS**

**By**

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**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

**2024**

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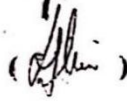
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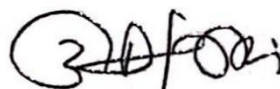
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## DECLARATION

I, the undersigned,

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Certify that thesis entitled "Student Perception of Their Speaking Performance after Taking Mastering Ceremony Course" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 19, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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## **DEDICATIONS**

I dedicate this thesis to my universe and love.

This is intended for you,

Mama and Papa.

I dedicate this thesis to my beloved siblings.

This is intended for you,

Kakak Shinta, Bang Leo, and Bang Yosua.

## **MOTTOS**

“Ora et Labora, -pray and work”

*(Benedictine Order)*

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Palembang, April 2024

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# **STUDENT' PERCEPTION OF THEIR SPEAKING PERFOMANCE AFTER TAKING MASTERING CEREMONY COURSE**

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## **ABSTRACT**

This cross-sectional survey investigates the perceptions of students regarding their speaking performances after taking the Mastering Ceremony (MC) Course at Sriwijaya University. Employing quantitative methods, the study engaged 25 students from semester 6 who actively participated in the MC Course. Data collection involved a two-part questionnaire: the first part comprised 3 questionnaire focused on speaking performance, speaking skills, and self-confidence, while the second part collected audio recordings, which underwent evaluation by two raters. Data were analyzed using Pearson Product-Moment Correlation, multiple correlation and multiple regression in SPSS 26. The findings revealed a significant positive impact of the MC Course on students' speaking performances. The first finding reveals that all variables are valid and eligible, whereas the second finding from the raters evaluation shows that most students (R1:64%, R2:48%) got a B (good grade) on their speaking performance. The MC Course emerged as instrumental in enhancing students' speaking performance, providing theoretical and practical skills for delivering compelling public speeches. This study contributes to the literature by providing empirical evidence supporting the integration of MC courses into educational curricula to improve students' speaking performance performance.

*Keywords: Mastering Ceremony Course, speaking performance, oral communication, academic case study, Sriwijaya University, public speaking skills, educational curriculum integration*

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# CHAPTER I

## INTRODUCTION

### 1.1 The Background of Research

Speaking skills are essential for effective communication, both in public speaking contexts and in everyday interactions, and should be cultivated and improved to enhance individuals' abilities. Humans possess inherent talents and the capacity to communicate. Speaking performance is essential, particularly in language training. Speaking skills have a vital role in achieving good intercultural communication (Nurzhanova and Issimova, 2022). Simply possessing vocabulary and grammar knowledge is inadequate; proficient oral communication is crucial for comprehending and actively participating in foreign cultures.

Speaking skills are crucial in the process of learning English, but many learners struggle with speaking due to difficulties in responding to conversations, a lack of confidence, and nervousness. According to Bueno, Madrid, and McLaren (2006, p. 321), speaking is one of the most difficult skills that language learners have to deal with. Speaking is identified as a challenging skill for EFL learners, with issues such as mother tongue interference and preference (Ikrar, Genidal, Riadil, 2020). Speaking skills are considered an important skill of the four English language skills: speaking, reading, listening, and reading. In previous study, Hulaifah and Sibuea (2023) found that English as a Foreign Language (EFL) university students often experience speaking anxiety. This anxiety is caused by a lack of confidence, a fear of making mistakes, and insufficient mastery of vocabulary and grammar. Consequently, these factors hinder their ability to talk spontaneously in various contexts. According to Julfah and Megawati (2023), students encounter difficulties in English classes when it comes to speaking. These obstacles arise from a limited vocabulary, problems with pronunciation, fear of making mistakes, and feelings of embarrassment. Among these hurdles, vocabulary and pronunciation stand out as the most significant. The significance of speaking skills in English language acquisition is underscored by the difficulties

students face in responding to conversations and expressing themselves confidently, emphasizing the need for targeted strategies and support in language learning.

Speaking skills have become essential for achieving successful interpersonal interactions, academic excellence, and career advancement, leading educational institutions to reevaluate their course content. Research underscores the importance of speaking skills in the process of acquiring a language, emphasizing its crucial role in facilitating successful communication and fostering intercultural exchanges (Ahmed, Hamid & Abdulrazzaq, 2023). Speaking skills play a dominant role in communication; in this era, everyone tries to learn this skill in order to communicate with other people from different countries (Ningsih and Ayu, 2023). Effective Speaking skills in English have evolved into an indispensable asset in an increasingly connected global landscape (Risma, 2021). Tretyakova et al. (2023) emphasized the significance of English language skills for academic achievement and career progression in a contemporary globalized society. The acquisition of proficient English-speaking skills is crucial in contemporary society (Murmu, 2022). Educational institutions are recognizing the pivotal role of English communication in effective academic attainment, professional progression, and navigating the complexities of a globalized world. English as universal language, is essential for higher education, international communication, and economic advancement. Despite the emphasis on reading and writing, the speaking skill is gaining recognition for its significance in communication. The media, as a powerful tool, relies on English to disseminate information and influence society. Teaching strategies and activities are being tailored to enhance English-speaking performance, especially for English language learners.

Some educational institutions apply Master of Ceremony (MC) training to enhance students' speaking performance, with the recognition of the long-term benefits for their future careers. As stated by Mavridi (2023), educational environments employ MC training to enhance students' performance in spoken English and boost their self-assurance, acknowledging the potential long-term advantages for their careers. In the world of language education, the role of Master of Ceremony (MC) has gained great recognition. The article entitled "*Pelatihan Public Speaking, Master of Ceremony (Mc) Dan Icebreaking Dalam Rangka Meningkatkan Kepercayaan Diri Siswa Siswi Smk Said Naum Jakarta Pusat*" (2023) concluded that all participants felt that this activity was

very beneficial for them. The participant felt that their self-confidence improved and it influences their speaking performance. According to Agoestyowati (2023), MC is an important training to increase self-confidence and has long-term benefits for students. MC training has a significant positive impact on improving students' speaking performance. For this reason, some educational institutions must be provided MC as a course of study.

The aim of Master of Ceremony (MC) training programs is to improve student performance in public speaking and their ability to organize events (Darmoyo, Wijayanti & Hartini, 2022). An "emcee" or "MC" is a person who acts as a host in an event and directs the course of the event (Rahman, Henny, Wahyuni, Hamdi, & Watini, S. (2023). An MC is an essential figure in a wide range of events, responsible for guaranteeing their successful execution (Darmoyo, Wijayanti & Hartini, 2022). According to Arief (2012), a Master of Ceremony (MC) is a host who is responsible for ensuring the seamless and captivating progression of formal social events while meeting particular criteria for physical health, education, personality, and voice. Sriwijaya University's English Language Education Study Program began implementing the MC course as a specialization course. This course is conducted for fourth-semester students in 2021. This course forms students to be able to become MCs, knowing the techniques of carrying events, the strategies used, and understanding various types of events since each event has a different character and level of difficulty. In addition to improving their speaking skills, through the MC course, students are expected to increase their self-confidence. Students' self-confidence significantly impacts their ability to speak and communicate effectively during language learning. MC plays a vital role in enhancing their speaking performance (Rachmanita, 2023). According to the research conducted by Jekauc et al (2023), self-confidence has a vital role in determining an individual's capacity to accomplish their objectives and thrive in different areas of life. It includes having an optimistic mindset, confidence in one's talents, and the capacity to overcome obstacles.

An MC is required to have high self-confidence to captivate the audience. Self-confidence refers to a convincing ability and self-assessment in performing tasks and choosing effective approaches (Nadiah, 2019). Without self-confidence, there is no successful cognitive or affective activity (Bearden, Hardest, and Rose, 2001). This

statement means that self-confidence is the evaluation that individuals make and maintain of themselves. Learners with high self-confidence will speak or communicate in any situation, both in the classroom and outside the classroom (Syafitri, Yundayani & Kusumajati, 2019). The MC course is expected to influence students' speaking skills and self-confidence. Derakhshan et al (2016) stated that speaking is a part of learners' academic lives that students must improve, but students should also pay attention to self-confidence. Some of these things become information and even guidelines for educators and curriculum to improve MC courses, ensuring that graduates who have good speaking performance skills so in the future, student are able to compete in the world of work, especially in the international scale.

The results of this study have the potential to inform Sriwijaya University's English language study program to consider the continuation and improvement of the MC course. This research can provide insight into how practical speaking skills can be effectively integrated into the language curriculum, ensuring that students not only acquire basic language competencies but also the capacity to improve their speaking ability and confidence. By understanding students' perceptions of their speaking performance in the context of MC courses, educational institutions can better equip students to achieve success in maximizing English language learning.

## **1.2 Statement of the Problem**

1. How are students' perceptions of their speaking performance change after the completion of the Master of Ceremony course?
2. How is the students' speaking skill after attending the Master of Ceremony course?

## **1.3 The Objectives of Research**

1. To Examine the Effect of Students' Perceptiveness of the MC Course on Students' Performance.
2. To Assess the Impact of Students' Speaking Skills After Attending the Master of Ceremony Course.

## **1.4 The Significance of Research**

The importance of investigating students' perceptions of their speaking performance after taking an MC course lies in its potential to improve language

teaching programs. Educators can tailor their approach to address these important aspects of language learning by understanding how MC courses affect students' speaking skills and students' confidence. The results of this study can be used to inform curriculum development and provide insight into the inclusion of practical speaking modules in language programs.



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