

ENHANCING THE ENGLISH SPEAKING SKILLS OF UNDERGRADUATE STUDENTS AT ARTHA WACANA CHRISTIAN UNIVERSITY THROUGH PUBLIC SPEAKING ROLES AS ENGLISH MASTERS OF CEREMONY

ABSTRACT

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Speaking is one of the essential language skills that enables learners to communicate ideas effectively in academic and social contexts. However, many undergraduate students still experience difficulties in speaking English fluently and confidently because they have limited opportunities to engage in authentic communication. This study aimed to investigate whether participation in public speaking roles as English Masters of Ceremony (MCs) could significantly enhance undergraduate students' English speaking skills.

This study employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants were fifteen third-semester students of the English Education Study Program at Artha Wacana Christian University, selected through purposive sampling. Data were collected through speaking performance tests administered before and after the treatment. Students' speaking performances were assessed using a speaking rubric consisting of pronunciation, fluency, vocabulary, and confidence. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, paired samples correlation, paired sample *t*-test, and Cohen's *d* effect size analysis with IBM SPSS Statistics Version 26.

The findings revealed that students' speaking performance improved substantially after participating in English MC activities. The mean score increased from 50.40 in the pre-test to 77.20 in the post-test, with a mean difference of 26.80 points. The paired sample *t*-test indicated a statistically significant difference between the pre-test and post-test scores ($t = 19.078$, $df = 14$, $p < .001$), while the Cohen's *d* value of 4.93 demonstrated an exceptionally large practical effect. These findings indicate that English MC activities provided authentic opportunities for students to practice speaking, develop communicative competence, and increase their confidence in using English.

In conclusion, participation in public speaking roles as English Masters of Ceremony significantly enhanced undergraduate students' English speaking skills. The findings support the principles of Communicative Competence Theory and Experiential Learning Theory, suggesting that authentic public speaking activities can serve as an effective instructional strategy for improving speaking performance in higher education.

Keywords: *English speaking skills, public speaking, English Master of Ceremony, communicative competence, experiential learning.*