

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigated whether participation in public speaking roles as English Masters of Ceremony (MCs) could enhance the English speaking skills of undergraduate students of the English Education Study Program at Artha Wacana Christian University. Based on the results of the statistical analysis, it can be concluded that participation in English MC activities significantly enhanced students' English speaking skills. Therefore, the research question was answered positively, and the alternative hypothesis was accepted.

The findings indicate that engaging students in authentic public speaking activities provided meaningful opportunities to use English in real communicative situations. Through repeated participation in English MC roles, students were able to practice spoken English actively while interacting with audiences and managing communication during formal events. These experiences contributed to improvements in their overall speaking performance and demonstrated the value of performance-based speaking activities in higher education.

The study contributes theoretically to the understanding of speaking development from the perspectives of Experiential Learning Theory and Communicative Competence Theory. The findings support the view that language learning is enhanced when students actively participate in authentic communication and gain direct experience in using the target language. The study also reinforces the importance of meaningful language use as a foundation for developing communicative competence.

From a practical perspective, the findings suggest that English Master of Ceremony activities can be integrated into speaking courses and other language-learning programs as authentic performance-based tasks. Such activities provide students with opportunities to practice English in realistic contexts, promote active participation, and create more interactive learning environments. Consequently, English lecturers may consider incorporating MC activities into speaking instruction to support students' oral communication development.

Several limitations of this study should be acknowledged, including the relatively small sample size, the absence of a control group, the short duration of the treatment, and the focus on a single institution. Future studies are recommended to involve larger and more diverse samples, employ experimental or quasi-experimental designs with comparison groups, and examine the long-term effects of English MC activities on speaking development. Further research may also explore specific aspects of speaking performance or investigate the use of English MC activities in different educational contexts.

5.2 Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for English lecturers, students, and future researchers.

5.2.1 For English Lecturers

English lecturers are encouraged to incorporate public speaking roles as English Masters of Ceremony (MCs) into speaking instruction. Such activities provide students with opportunities to practice English in authentic communicative situations, promote active participation, and support the development of speaking skills through meaningful language use. Lecturers may integrate MC activities into classroom presentations, seminars, and other speaking tasks to create more interactive and learner-centered learning environments.

5.2.2 For Students

Students are encouraged to participate actively in English public speaking activities, particularly those involving English Master of Ceremony roles. Regular engagement in authentic speaking situations may help students gain greater confidence, improve communication skills, and develop readiness for academic and professional communication contexts. Students should also seek opportunities beyond the classroom to practice speaking English in real-life situations.

5.2.3 For the English Education Study Program

The English Education Study Program may consider incorporating performance-based speaking activities, such as English MC practices, into speaking courses and extracurricular programs. Providing students with more opportunities to engage in authentic communication can contribute to the development of their oral communication skills and better prepare them for future professional responsibilities as English educators.

5.2.4 For Future Researchers

Future researchers are encouraged to conduct similar studies using larger samples and involving participants from different institutions to enhance the generalizability of the findings. Researchers may also employ experimental or quasi-experimental designs with control groups to obtain stronger evidence regarding the effectiveness of English MC activities. In addition, future studies may investigate the effects of English MC activities on specific aspects of speaking performance, such as fluency, pronunciation, vocabulary development, speaking confidence, or speaking anxiety.