

CHAPTER I

INTRODUCTION

This research informs the research that deals with the research background, identification of the issues, the focus of the study, research question, aims of the research, significance of the research, theoretical foundation, previous study, frame of thought, and research method.

1.1. Background of research

Many EFL learners in Indonesia still struggle to master the essential speaking skills, such as fluency, accurate pronunciation, and proper intonation. This has also become an issue internationally, particularly in terms of the lack of exposure to authentic practice, speaking anxiety, and the influence of sociocultural factors that hinder effective communication (Malik et al., 2021). These issues result in EFL learners lacking the confidence to speak English both inside and outside the classroom during presentations or in practical speaking classes. Beyond the classroom, these challenges often lead to disruptions during events, which impact their overall effectiveness as English-masters of ceremony.

Especially in masters of ceremony context, this often results in messages not being conveyed properly and events running less smoothly because of that struggle to master the essential speaking skills (Yulian & Kunci, 2021). Lack of preparedness in oral communication contexts, such as becoming English masters of ceremony, not only hinders active participation in the global community but also limits opportunities for self-development in educational and even professional contexts.

Various events, both international conferences, seminars and others, as well as national events. As in the campus environment, there are several official events that are often held at the departmental and campus levels, ranging from academic culture introductions and senate meeting of graduation ceremonies using English masters of ceremony. Even today, English masters of ceremony are not only needed at formal events, but also at

semi formal events such as wedding receptions with a mixed concept (Siahaan, 2024). Therefore, the ability to become an English master of ceremony is a crucial challenge for EFL learners.

The ability required to become an English master of ceremony is more than just the speaking English skills. These skills cover a wide range of communication skills necessary to master public speaking. These skills include fluency, correct pronunciation, proper intonation, and competence in communicating with a various audience something that is very difficult for Indonesian EFL learners to master, as speaking skills remain an urgent issue in Indonesia, given the limited exposure and low self-confidence (Yulian & Kunci, 2021) Mastery of these skills enables masters of ceremony to accurately convey and keep the process on track, leading to successful intercultural interactions at both the national and international levels.

Based on a review of the literature, previous studies have discussed public speaking skills and masters of ceremony in EFL context, which can be grouped into five main clusters. First cluster consists of training and workshops for masters of ceremony that focus on developing basic skills such as vocal management and self-confidence (Kamlasi & Salu, 2019;Mahadi et al., 2021). Followed by second clusters involving strategic communication approaches in masters of ceremony at hybrid events (Khoiriyah et al., 2025). The third cluster involves coaching clinics that focus on politeness strategies between mentors and mentees using face threatening acts and face saving strategies (Muhid et al., 2024). Fourth cluster on strengthening English literacy through masters of ceremony as a tool for social competence and speaking skills (Ikbar et al., 2024; Meliyani et al., 2025). Including the fifth cluster, which is students' perceptions of improved speaking performance after taking masters of ceremony courses (Siahaan, 2024). These clusters indicate that there is more research on speaking skills through masters of ceremony in practical interventions than in depth exploration of the learning process and experiences of EFL learners.

Although previous research has contributed to this field, there are significant gaps that can be criticized in at least five areas, particularly the main issue of EFL learners' lack of speaking or communication skills. In the first and second research, the majority of research focused more on formal training in educational institutions or at events, but neglected the independent or informal learning processes carried out by EFL learners, such as self-study, which led to a lack of understanding of how learners overcome the challenges of speaking independently. Third, research that focuses more on coaching, such as mentors and mentees, through face threatening acts and face-saving strategies or reprimand strategies for masters of ceremony without specializing in learning English master of ceremony skills, such as intonation and pronunciation adapted to formal events, thus failing to address the problem of ineffective instruction delivery (Umisara et al., 2023; Yulian & Kunci, 2021). Fourth, integrating master of ceremony with literacy and social competencies, but not exploring new perspectives in learning approaches, such as the integration of AI technology that can open up innovative insights for EFL learners in the digital era (Ikbar et al., 2024; Meliyani et al., 2025). And finally, the last research only focused on students' perceptions after attending master of ceremony classes, but did not by asking them more in depth questions about their perceptions of their independent learning process.

The importance of critiquing points in previous research for the current research project, because previous research highlights the need to reveal how the learning processes and methods applied by EFL learners enable them to become English masters of ceremony, which can open up new perspectives in language learning approaches. As indicated by the global issue of EFL learners' unpreparedness for public speaking, this research can provide solutions to improve fluency, pronunciation, and intonation, thereby supporting more active participation in society, clear delivery of instructions to audiences, and filling gaps in the literature with a focus on learners' autonomy in the Indonesian context.

Although this research focuses on the role of the English Master of Ceremony as a performance, it remains within the field of English Language Teaching (ELT). This study emphasizes that the development of speaking skills, communicative competence, and self-confidence are essential components of the language learning process.

These skills are not only necessary for performing as an English masters of ceremony, but are also extremely useful for potential English teachers in creating effective communicative interactions with students in the classroom.

1.2. Identification of the issues/phenomena

A person's lack of preparedness is an issue that arises in speaking skills, especially when speaking in public. As masters of ceremony, they always strive to perform well when speaking in public. Not only preparedness, but also accurate intonation, pronunciation, and fluency are key to a successful public performance by an English master of ceremony. This issue is increasingly relevant in the context of EFL in Indonesia, where surveys show that most of EFL students experience major challenges in speaking, the dominance of their first language, and inconsistencies in pronunciation, which often hinder their performance at formal events such as seminars or international conferences (Juniar, 2025).

This phenomenon not only affects individuals, but also reflects systemic challenges in English language education in Indonesia, where teaching focuses more on grammar and reading than dynamic speaking skills, creating a gap between theory and practice. The main phenomenon that is the focus of this study is how the learning processes and methods applied by EFL learners enable them to become English masters of ceremony. Thus, this study will reveal how learners overcome issues through adaptive strategies to achieve professional masters of ceremony skills and can be used as teaching material in English speaking skills classes.

1.3. Delimitations, limitations and focus of the study

This research is limited to the topic listed in the title “EFL Learners Experiences in Learning How To Be English Masters of Ceremony,” irrelevant topics such as how to make event management/event rundown techniques and the deep understanding of psychological analysis of speaking anxiety that are not related to learning methods were not included, because this study focuses more on gaining a deep understanding of the learning process and the development of speaking skills among EFL learners, which can be integrated into English language teaching through their experiences as English masters of ceremony. The subjects selected for this study were Indonesian EFL learners, specifically students in a community who already had experience as English masters of ceremony as evidenced by the scores they received from the community. Where the main focus of this research is to explore the learning processes and methods applied by EFL learners to become English masters of ceremony based on their experiences.

1.4. Research questions

1. What are the steps or stages that EFL learners go through in learning how to be English Masters of Ceremony?
2. How do community practices contribute to their learning process and personal development as English Masters of Ceremony?

1.5. Aims of the research

1. To identify the steps or stages that EFL learners go through in learning how to be an English master of ceremony.
2. To identify how social and communities contribute their learning process and personal development as English masters of ceremony.

1.6. Significances of the research

Theoretically, this research is relevant in that it enriches our understanding of how EFL learners' experiences shape the process of learning to become English masters of ceremony. This research will contribute to second language learning theory, especially in specific speaking skills such as public speaking in the role of masters of ceremony.

By providing more detailed insights into the methods and strategies used by EFL learners, this research can expand the theoretical framework in the TEFL/ELT approach to experience-based learning, which is often overlooked by literature that tends to focus more on formal approaches.

Practically, the findings of this research can be integrated into several courses in the English Language Teaching, including Public Speaking, Speaking for Academic Purposes, and English for Specific Purposes. The research findings provide insights into how learners develop speaking skills through both formal and informal learning experiences, which can be adapted into teaching strategies for these courses. For example, instructors can incorporate independent practice activities, peer feedback, and community-based learning into classroom activities to enhance students' speaking performance and self-confidence.

This research can serve as a basis for designing a pedagogy approach that focuses on authentic speaking skills by adjusting learning methods based on individual experiences and also can support student development in public speaking. In addition, this research can be used as an evaluation tool for institutions such as universities and learning communities Ikbar et al., (2024) in measuring the effectiveness of the methods used, thereby supporting the improvement of English language education quality in Indonesia.

1.7. Theoretical Foundation

1.7.1 English: EFL Larners

English as a Foreign Language EFL learners are individuals who study English as a foreign language in an environment where it is not the primary language of everyday communication, usually in a formal setting with limited exposure outside the classroom. EFL learners face challenges such as limited access to authentic language and cultural barriers, with varying motivations based on academic or professional goals (Richards & Rodgers, 1999). This is certainly different from English as a Second Language learners who study in an immersive context based on native speakers.

1.1.7.1. Characteristics of EFL Learners

The characteristics of EFL learners include linguistic, cultural and experiential that influence language acquisition, with variations that require an adaptive teaching approach. Factors such as English proficiency level, native language literacy, educational experience, and cultural background are highly relevant (Pishadast, 2022). Understanding these characteristics is important for a successful learning environment, as EFL learners often face limited proficiency and linguistic barriers (Dincer & Binali, 2020). Grouping based on language or proficiency similarities helps improve learning effectiveness.

- ***Limited English Skills***

Limited English skills is a key characteristic of many EFL learners, who often have low levels of language comprehension and usage. EFL learners with limited skills monitor their comprehension less frequently and less effectively than proficient learners, which often results in failure to overcome comprehension obstacles while reading (Mahmoudi, 2014). Many of them start at the beginner level with minimal knowledge of grammar, vocabulary, and pronunciation, which can hinder their ability to communicate effectively.

This level of proficiency varies, ranging from beginners who struggle with simple sentence structures, to intermediate learners who are able to handle basic conversations, to advanced learners who demonstrate fluency in more complex contexts. These limitations are often influenced by a lack of exposure to authentic English in non-English-speaking environments (Dincer & Binali, 2020). This initial level is often the main challenge for EFL learners, where variations in proficiency affect their interaction with the language material.

- ***Various Linguistic Background***

A different linguistic background is another characteristic of EFL learners, including various native languages such as Indonesian, Sundanese, Javanese, and other regional languages, as well as languages of newcomers who may not have had any previous experience with English. Students who were born in the country but still learn English as a second language also add to this type. These differences in native languages can result in positive transfer, such as cognate usage between Indonesian and English, but also interference, such as significant differences in grammatical structure, which affect the process of English language acquisition (Sifakis & Tsantila, 2019). This various linguistics affects the digital literacy of EFL learners, where different native languages require specific adaptations to effectively access and process English language content (Zhang, 2023), which plays a key role in supporting English language development.

- ***Various Learning Experiences***

Various learning experiences are another important characteristic of EFL learners, influenced by their educational backgrounds. These characteristics include differences in educational history, access to learning resources, and adaptation to new environments, all of which affect how EFL learners process and apply effective learning strategies in mastering English (Atmowardoyo et al., 2023). Simply put, various learning experiences mean that not all EFL learners have the same path in learning; some come with a strong foundation from their previous schools, while others face obstacles due to drastic changes in their lives.

Newly arrived immigrant children often lack continuity in formal education, which can lead to gaps in academic skills. Even immigrant children with interrupted educational experiences often face social and academic difficulties, such as difficulty

understanding teacher instructions or interacting with classmates, which slows their progress in learning English (Custodio & O'loughlin, 2017). This often causes emotional stress that ultimately undermines their learning progress.

In addition, bilingual learners face additional cognitive challenges in language control, which can slow down second language processing, especially in listening and speaking skills, because their brains must constantly separate and manage two language systems simultaneously (Marian, 2012), who also face additional complexities in language processing, such as confusion between the grammar rules of their native language and English.

1.7.1.2.Types of EFL Learners

EFL learners can be categorized based on various dimensions, such as proficiency level, age group, and learning context. Age differences affect motivation, and formal versus informal settings determine the type of exposure to the language (Calvin & Mali, 2023). Similarly, beginners have limited basic skills, while proficient learners have more in-depth competencies.

Contemporary research highlights these differences in the context of EFL, where learner type influences language interaction. These text types also illustrate variations in language acquisition.

- ***Beginners vs. Advanced***

Beginners vs. advanced learners in this case reflect differences in proficiency levels that affect their ability to perform complex tasks.

Beginner EFL learners tend to rely on simpler language improvements that focus on basic skills, struggling with basic vocabulary, grammar, and pronunciation, which limits their involvement in complex activities such as debates or presentations (Yasui, 2010). In contrast, advanced learners have deeper pragmatic and discourse competence, as advanced university level EFL students tend to combine formal and informal approaches, such as

collaborating with peers to work on more complex tasks. Meanwhile, beginner learners usually need more basic assistance, such as simple guidance from teachers or structured materials (Luciana et al., 2024). These differences affect the complexity of tasks, beginners may fail in spontaneous interactions due to anxiety or limited vocabulary, while proficient learners excel in authentic scenarios that require critical thinking.

- ***Young vs. Adult EFL Learners***

Youth vs. adulthood reflects differences in motivation, such as social needs vs. career needs and learning strategies. Young EFL learners show higher flow in enjoyable activities that are typically motivated by social interaction, games, and immediate rewards, leading to strategies such as imitation and group activities that encourage engagement through fun and peer support (Fang et al., 2025). In contrast, adult learners in Indonesia, such as those learning EFL after completing their previous studies, exhibit more reflective and goal oriented learning patterns, personal development, or deliberate planning (Calvin & Mali, 2023), driven by career advancement, personal development, or practical needs.

- ***Formal vs. Informal Learning***

Formal vs. informal reflects differences in structured programs such as classes or courses, versus learning through social media, communities, or travel. Formal EFL learners engage in organized settings such as classes or courses, following a curriculum with explicit goals, assessment, and teacher guidance, which builds systematic skills but may lack authenticity (Dincer & Binali, 2020). Conversely, informal learners acquire language organically through social media interactions, online communities, or travel experiences, gaining pragmatic competence through real life exposure (Zadorozhnyy & Lee, 2025). However, in this context, they may encounter inconsistencies in structure.

The strength of learners of English as a foreign language (EFL) lies in their ability to adapt to various teaching approaches and methods, allowing them to benefit from both structured grammar teaching and communicative and contextual learning. Richards & Rodgers, (1999), highlight that methodological competence provides teachers with “a wider range of methodological choices than ever before,” allowing teaching to be tailored to learners' needs, classroom contexts, and educational goals. This flexibility means that EFL learners can develop not only reading and writing skills, but also speaking proficiency and communicative competence when exposed to methods that emphasize meaningful interaction and contextual practice.

EFL learners are different from ESL learners because they learn English in places where they do not get much practice outside of class, so the way teachers teach and plan lessons becomes very important for their learning. Richards & Rodgers, (1999) said that when evaluating methods, it's important to look at how well they can be adjusted to fit different teaching environments, especially in English as a foreign language setting. EFL learners are different because they rely on structured lessons in a classroom, but they also need real-life practice that helps them use the language in meaningful ways. Their success depends on how well teaching methods work and how teachers can connect language learning to real situations and cultural contexts.

1.7.2. Learning Experiences

Learning experiences are any interactions, activities, courses, or programs specifically designed to help learners acquire knowledge, skills, and attitudes in a comprehensive manner (Ardianto, 2019). In the context of EFL, these experiences include structured or unstructured opportunities in which students engage with the language to develop proficiency, particularly in speaking skills.

1.7.2.1.Characteristics

The characteristics of learning experiences include engagement and relevance to students' needs, freedom to set personal goals, combining inquiry and collaborative activities, and providing opportunities for reflection and feedback (Kamlasi & Salu, 2019). For EFL learners, these characteristics are evident in activities that encourage active participation, such as role-playing or discussions, to boost confidence and everyday language use. In addition, this experience can also include support from teachers to create a pleasant learning atmosphere and support the gradual development of skills.

1.7.2.2.Types of Learning Experiences

Learning experiences can be divided into two main types: direct and indirect experiences. Both support EFL students in developing comprehensive knowledge, speaking skills, and attitudes through specially designed activities.

- ***Direct Experiences***

Direct experiences involve real interaction with real-world situations, where students are physically and directly involved in learning activities to acquire knowledge and skills through practical experience. This type includes internships, practicums, and fieldwork, which allow students to apply theory in an authentic context despite facing challenges such as adapting to a new environment (Ugalingan et al., 2022). This experience also increases student motivation, especially for those with better language skills.

- ***Indirect Experiences***

Indirect experiences involve activities such as simulations or role-playing, where students practice in a controlled environment without real risk. In EFL, activities such as group discussions, role-playing, or speaking exercises in learning communities help

students improve their fluency and confidence without the pressure of authentic situations (Ikbar et al., 2024). This allows students to practice speaking with friends or teachers as a means of supporting social competence and language skills. Oral presentation practice in class also helps reduce communication anxiety, although students with less public speaking experience tend to feel more nervous (Kho & Ting, 2023). This activity is very helpful for less proficient students, but its effectiveness depends on well-designed and organized activities.

EFL, with its ability to combine theory with authentic practice, is one of the strengths of the learning experience so that students not only acquire linguistic knowledge but also develop pedagogical skills and professional attitudes. As explained by Ardianto, (2019) learning experiences are interactions, activities, or programs designed to help learners acquire knowledge, skills, and attitudes comprehensively.

Through experience-based training and learning programs, EFL students can improve their public speaking skills and personal learning design skills. At the same time, they also build confidence and flexibility in responding to real-world teaching situations. This type of experience creates meaningful opportunities for students to connect their academic preparation with practical application, making the learning process more complete, relevant, and impactful.

1.7.3. Masters of Ceremony

A Masters of Ceremony, also known as a host or presenter in Indonesian, is someone who is tasked with professionally guiding and leading an event from start to finish. Their main duties are to ensure that the event runs smoothly, according to the event sequence or rundown by

keeping each session running according to the predetermined schedule and duration (Hamama et al., 2022), as well as being interactive and communicative with the audience, where the masters of ceremony can provide clear information to the audience, create an atmosphere in an event so that it is not boring, and improvise according to the theme of the event.

1.7.3.1.Characteristics of The Masters of Ceremony

- ***The Ability to Speak Clearly***

The ability to speak clearly, confidently, and effectively in public is a key characteristic of a masters of ceremony, as it supports the successful delivery of information to the audience and ensures that the event runs smoothly. Public speaking training can also boost confidence, enabling masters of ceremony to deliver messages persuasively and maintain positive interactions with the audience, thereby avoiding the anxiety that often arises when speaking in front of a large audience (Kristina, 2023). In the context of training, this skill involves integrated vocal, verbal, and visual mastery, where masters of ceremony must be able to create a solemn, respectful, and formal atmosphere, especially at formal events such as seminars or graduations.

- ***The Ability to Improvise***

The ability to improvise, which reflects a masters of ceremony flexibility, is essential for adapting and smoothly overcoming unexpected situations, such as changes to the event rundown or technical disruptions, thereby maintaining the overall smooth running of the event. This approach not only enhances adaptability but also encourages more fluid creative thinking, similar to practices in educational leadership where improvisation is seen as key to navigating the uncertainties of a dynamic environment (Siqi, 2024). In the field of presenting, improvisation involves a prop change test that demands instant

creativity, where presenters must integrate cultural knowledge and positive values to respond innovatively without losing focus on the event theme.

- ***Ethics and Broad Knowledge***

Having good ethics and broad knowledge reflects the professionalism and intelligence of a masters of ceremony, which supports positive interactions with the audience and committee through an understanding of cultural values, value orientation, and politeness strategies that maintain the “face” of the interlocutor. In coaching clinics, this ethics is evident in the dominant use of face-saving strategies, where masters of ceremony must maintain harmonious relationships while delivering messages politely, including avoiding face-threatening acts that could ruin the atmosphere of the event. Broad knowledge also includes knowledge of traditional culture and audience thinking, so that masters of ceremony can provide the right value orientation and build mutual respect, especially in the context of education or formal events (Muhid et al., 2024).

1.7.3.2.Types of The Masters of Ceremony

- ***Formal Masters of Ceremony***

A formal MC is characterized by strict adherence to protocol, using refined and structured language without humor or excessive improvisation, to maintain a serious and professional tone (Hamama et al., 2022). This type is usually suitable for formal events such as state ceremonies, international conferences, or graduations, where the masters of ceremony wear formal attire such as a suit or dress and follow a rigid rundown. The advantages include building respect and authority, ensuring precise time management and content delivery, which enhances the credibility of the event. The disadvantages,

however, involve limited flexibility, which can potentially create a stiff atmosphere that may make the audience less engaged if unexpected problems arise, thus requiring strong mental preparation to avoid mistakes.

- ***Semi-formal Masters of Ceremony***

A semi-formal MC balances professionalism with a personal touch, using polite yet approachable language that allows for light humor while adhering to an organized structure (Fitria, 2021; Rukiyah et al., 2021) This style is suitable for events such as seminars, product launches, or corporate meetings, with neat but not overly formal attire, such as a blazer or semi-formal dress. Its advantages include creating a warm yet structured environment, enhancing audience interaction and adaptability through moderate improvisation, which can make the event more engaging. Its disadvantages include the risk of crossing the line into informality, which may reduce professionalism, or difficulties in time management if the balance between structure and flexibility is not maintained.

- ***Non-formal Masters of Ceremony***

An informal MC uses casual and friendly language with slang, heavy improvisation, and humor to create a relaxed atmosphere, often in informal settings such as birthday parties, reunions, or community events (Fitria, 2021). Their attire is flexible, such as jeans or themed clothing, and the structure allows for spontaneous changes. The advantages include high audience engagement and enjoyment, building relationships through personal stories and adaptability, which can energize casual gatherings. The disadvantages include the potential for irregularity if improvisation dominates, causing delays or inappropriate content, especially without sufficient ethical awareness or broad knowledge to handle diverse crowds.

Masters of ceremony, who act as professional guides for an event, have a unique strength, because they are not instructors or people who convey clearly information to the audience, but rather dynamic managers of the event flow who can create a lively atmosphere that is not monotonous and can adapt spontaneously or improvise in a way that is certainly in line with the theme from the beginning to the end of the event.

Furthermore, the distinction of a master of ceremonies is also to act as a liaison between the committee, the performers, and the audience who are communicative, intelligent, and responsive to the event even in unexpected situations. This allows them to bring the event back on track so that it runs smoothly. In addition to improvising based on their strengths as a master of ceremonies, they also influence the emotions, satisfaction, and success of the event.

The researcher believe that all of these keywords are interconnected and form a progressive contribution in which the various backgrounds of EFL learners become the foundation, shaping the design and effectiveness of tailored learning experiences, which can then build essential masters of ceremony competencies, ultimately determining success in hosting English language events with fluency, adaptability, and cultural appropriateness.

Several articles also highlight that understanding EFL characteristics enables relevant and reflective experiences that reduce barriers and increase confidence in speaking, improvisation, and cultural sensitivity, which are crucial for masters of ceremony success (Muhid et al., 2024; Pishadast, 2022). Thus, effective masters of ceremony mastery emerges not just stand alone but through this interconnected framework, where stronger performance reinforces EFL proficiency and motivation in achieving sustainable objectives.

1.8. Previous Studies

Several previous studies were highlighted the researchers that have research gaps, first, that Kamlasi & Salu, Khoiriyah et al., Muhid et al., have been mentioned in the cluster in the background, that previous studies discussed EFL learners who learned through formal training in service or quarantine, workshops with a prior participant selection process, and filled with learning and practice such as speech, training/workshop online and offline, and guidance (Khoiriyah et al., 2025) Khoiriyah et al., 2025). Specifically in Muhid's case, the use of face threatening acts (praising excessively or criticizing in an offensive manner) and face saving strategies (giving reasons behind actions without creating a negative impression) that mentors always use with their mentees in coaching clinics (Muhid et al., 2024). Next, previous studies revealed students' perceptions of their experiences after participating in a master of ceremony course in classroom activities (Siahaan, 2024).

The first gap that the researchers found from three previous studies only focused on training in events involving many people, where the focus was only on the learning outcomes of the workshop, hybrid events and coaching clinic without knowing more about self-learning methods or informal path experiences.

The next gap from the last previous research is that it only reveals students' perceptions of their experiences after attending the master of ceremony course, where the learning process only took place in classroom or formal activities, without revealing and involving the independent learning strategies that students applied after the master of ceremony course. This research will reveal learning outside the classroom that the learning system does not teach, the process of someone learning how to become a professional English master of ceremony in the field of English for specific purposes.

Therefore, the researchers found several subjects who had successfully become professional English masters of ceremony. On social

media platforms, the subjects only branded the training and classes they had attended. This research aims to gain a deeper understanding of their learning experiences, the methods they used, the sequence of events, and the experiences they went through to become English masters of ceremony, thereby filling the gap in the exploration of the holistic process that is still lacking.

1.9. Frame of Thought

The characteristics of EFL learners marked by limited language exposure, suboptimal linguistic abilities, varied linguistic backgrounds, and different learning experiences form the basis for variations in language input processing, oral interaction, and confidence building. This variation necessitates grouping learners into specific types (based on proficiency level, age, and learning context), each with different needs and strategies.

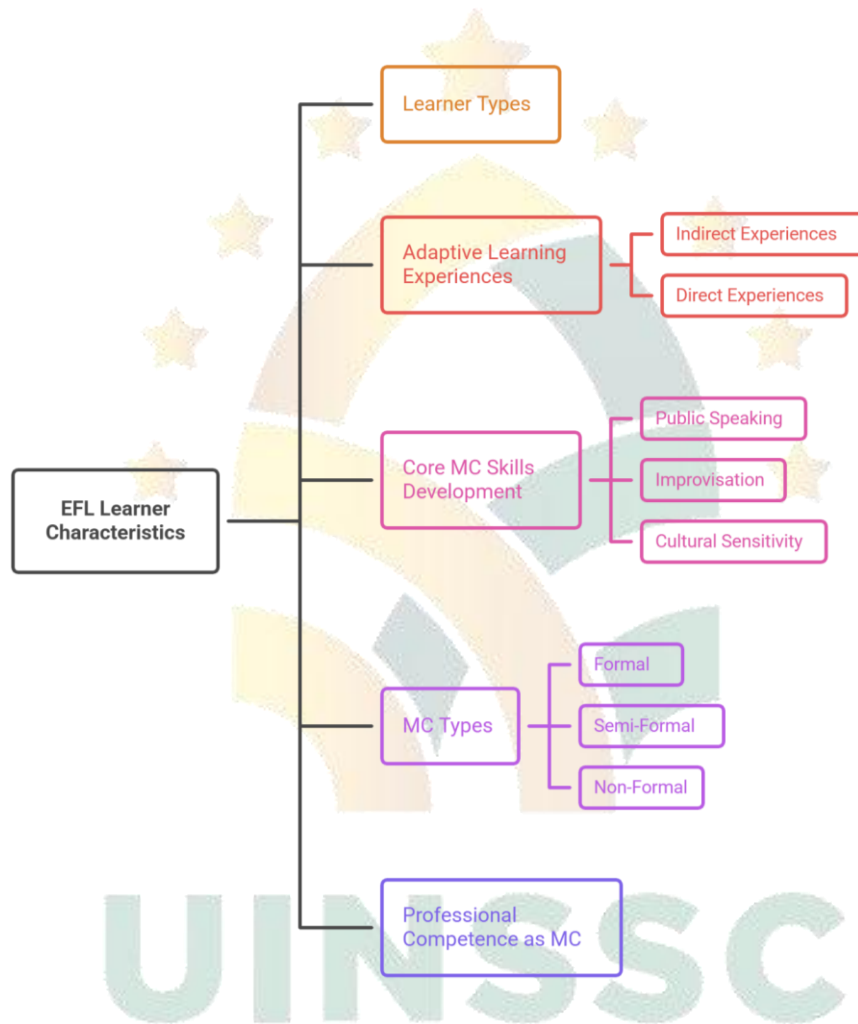
These differences then require the design of adaptive learning experiences, both indirect (such as role-play and simulation) and direct, which serve as a bridge between learners' initial limitations and the required communicative competence. In the context of English for Specific Purposes, particularly English for Masters of Ceremony, a step-by-step learning experience enables the development of core MC skills, such as public speaking, improvisation, pragmatic and cultural sensitivity, and confidence.

At the end of the process, the MC type (formal, semi-formal, and non-formal) reflects the results of the interaction between the characteristics and types of learners with the types of learning experiences received. Beginner learners are more suitable for non-formal practices through indirect experiences, while advanced learners are better prepared to handle formal MC roles that require language proficiency and high-level discourse mastery.

Thus, the development of EFL learners into competent MCs is a step-by-step process in which learner characteristics and type determine the design of the learning experience, which in turn becomes the main

foundation for the formation of professional competence as a Master of Ceremony.

Figure 1.1. Framework for developing EFL learners into competent masters of ceremony



1.10. Research hypothesis/assumption

Researcher assume that this study will reveal that EFL learners develop their skills to become English masters of ceremony not only through formal learning such as classes, structured training, or formal workshops, but also, and even more significantly, through learning and independent training conducted outside of formal contexts, such as routine

self-practice, shadowing professional masters of ceremony videos, personal simulations, or the use of social media for benchmarking, where these informal learning experiences have a greater contribution on actual performance improvements such as fluency, intonation, improvisation, and confidence than formal interventions, which are often time-limited and impersonal.

1.12. Research Method

1.12.1. Research design and steps of the research

This research uses a qualitative approach. Qualitative research is an approach that emphasizes a deep understanding of the description of social and contextual phenomena. Different from a number based approach, this method prioritizes inductive interpretive analysis, allowing for the possibility of patterns of meaning that were not anticipated before. Data collection is conducted directly in the subjects' natural environments, such as their place, workplace, or community (Creswell, 2023).

Researcher play a key role in this process, whether through in-depth interviews, participatory observation, document examination, or analysis of digital content. To avoid bias from a single perspective, researchers intentionally collect data from various sources, such as interview transcripts, personal archives, and digital content or social media posts. In addition, researchers actively reflect on how their own roles, backgrounds, and experiences may shape their interpretation and meaning of the data.

The final goal is to present a detailed overview by revealing the various perspectives and factors involved in the issue being researched (Creswell, 2023).

This research specifically employs a qualitative case study design with an exploratory approach, aiming to examine and understand the learning stages of EFL learners based on their experiences as English Masters of Ceremony. The case study is a

qualitative approach that allows researchers to explore complex phenomena within the boundaries of real-life contexts (Creswell, 2023).

In this research, the delimited system is a specific community of English Master of Ceremony participants in Cirebon, where participants are actively involved in MC activities. This design is appropriate because it allows the researcher to investigate the participants' real-life experiences in depth, including their learning processes, challenges, strategies, and the role of the environment during their performances.

Additionally, this study adopts an exploratory approach to uncover aspects of learning that have not been extensively discussed in previous research, particularly those related to informal and community-based learning experiences. Data were collected through in-depth interviews to obtain rich and detailed information regarding the participants' experiences.

In determining the qualitative steps, the researcher fully adopted the qualitative method framework formulated by Fraenkel et al., (2023):

1. Identification of the phenomenon to be studied.
2. Identification of the participants in the study
3. Generation of hypotheses.
4. Data collection.
5. Data analysis.
6. Interpretations and conclusions.

1.12.2. Research setting, population, and samples

This research was conducted in a protocol community in Cirebon. The researcher chose this community because many professional masters of ceremony only showcase how they practice at events, rarely sharing their learning experiences, which could

serve as learning strategy tips for the general public in overcoming difficulties in speaking skills.

The researcher selected 11 protocol community members from a total of 100 members using purposive sampling. Participants were carefully selected based on their extensive experience as English masters of ceremony. Purposive sampling involves careful consideration by the researcher to select samples that, based on prior knowledge, are believed to provide the richest and most relevant data (Fraenkel et al., 2023).

In accordance with the principles of qualitative research, the appropriate sample size was determined based on the concept of data saturation (Creswell, 2023). Although data were collected from 11 participants to ensure data richness and validity, data saturation was achieved after analyzing the interview responses from the first 5 participants, at which point no new themes or insights emerged from subsequent interviews.

The first 5 participants belonged to the same community, the protocol community, which had high scores on the English masters of ceremony test within that community. They consisted of 3 EFL learners (P1, 2, 5) from the English Language Education department and 2 EFL learners (P3 & 4) who were not from the English department, namely Islamic Broadcasting Communication and Islamic Community Development.

Therefore, although all 11 transcripts were analyzed, the results and detailed discussion in this study are primarily based on the first 5 participants, who provided sufficient depth and variation to achieve data saturation. The additional 6 participants served to ensure that no new information emerged. This approach reflects the principle that sample size in qualitative research is not determined by a fixed number, but rather by the point at which the collection of new data no longer yields new insights.

1.12.3. Data collection techniques and instruments

The researcher was collected the data with two data collection techniques and instruments for this research, that are interviews and document analysis.

1. Interviews

This technique, research based on experiences will be richer in data collection, because at this stage participants can provide broad answers, whether they are important or there are things they want to express, and researchers can clarify questions when participants do not fully understand. In addition, when researchers conduct interviews directly or face to face, they can see the participants' expressions when answering or sharing their experiences (Fraenkel et al., 2023)

In addition to conducting face-to-face interviews, researchers also collected data from online interviews using Google Meet due to the long distances involved, given that participants were located outside the city. This made face-to-face meetings difficult to conduct and costly in terms of time and money.

Video conferencing helped to significantly overcome geographical barriers, enabling researchers to contact participants in various locations without having to travel, while also providing schedule flexibility and convenience for participants who could be interviewed from their own homes (Irani, 2019) Zoom, as a video conferencing tool, provides a cost-effective and practical solution for geographically dispersed populations. Its advantages include easy access through various devices, time savings due to no need for travel, and a positive experience for participants who feel more comfortable discussing personal matters (Gray et al., 2020).

Moreover, online platforms are still capable of capturing the essence of participants through visual and auditory cues, thereby creating quality virtual connections despite some challenges, such as internet connection issues (Wakelin et al., 2024). Thus, online interviews are not only a solution to overcome distance limitations but also a valid and effective research method comparable to traditional approaches.

There are 36 interview questions in this study, taken from fourteen references: (Atmowardoyo et al., 2023) Yu, (2022), Dincer & Binali, (2020), Patrick, (2019), (Mahmoudi, 2014), Floor, (2023), Calvin & Mali, (2023), Ikbar et al., (2024), Pishadast, (2022), Fitria, (2021), Kristina, (2023), Hamama et al., (2022), (Mahadi et al., 2021), and Bahardur & Afrinda, (2024). For detail of interview protocol, see appendix 2.

Researcher use a structured interview schedule as the format for interview questions, mobile phone voice recorders as recording devices during participant interviews, and Turboscribe as a tool for transcribing audio recordings of interviews. The structured interview schedule ensures that interview questions remain consistent for all participants and in the same order so that answers and comparisons of experiences are more accurate. Furthermore, the mobile phone voice recorder serves as a recording device to accurately capture the information provided by participants, and the audio recording transcripts on the Turboscribe website reinforce the participants' information, ensuring that researchers do not add or remove any details during the interview process.

This interview data was also collected through document analysis. The document analyzed is a list of

participants who have experience as English masters of ceremony and was interviewed by the researcher. The researcher obtained this list of scores with the permission of the community and the division responsible for the scores of community members. After that, the researcher selected EFL learners who had experience performing as masters of ceremony with scores that were considered qualified by the community, so that they could be assigned to be English masters of ceremony.

1.12.4. Data analysis techniques

1. Interviews

Interviews are the most important data collection technique for qualitative researchers. The main purpose of interviews is to explore what is really on the minds of participants and their thoughts about something or the feelings that accompany that experience (David Creswell, 2023)

This technique documents analysis, in which researcher encourage participants competencies scores as English masters of ceremony. Currently, document analysis has been applied in various social science fields as a research method. This is because most social facts and data are stored in documentary form. Therefore, social science disciplines are now increasingly utilizing document analysis as a data collection technique. In qualitative research, data is generally obtained from human resources through observation and interviews. However, non-human resources are also used, such as documents, photographs, and statistical data (Nilamsari, 2014).

The data were analyzed using an inductive approach. In this approach, the researcher does not rely on predefined categories but instead allows themes to emerge naturally from the data. First, the interview transcripts were read carefully and

coded into smaller but meaningful units. Next, similar codes were grouped into categories based on patterns found in the data. Finally, these categories were developed into broader themes, which led to the identification of learning stages such as preparation, practice, and problem-solving.

The technical analysis data that will be used by researchers in interviews and the retrospective interviews in this research adopts six techniques from Creswell, (2023):

- **Step 1. Organizing and Preparing the Data for Analysis**

This process began with carefully transcribing all interview recordings using the Turboscribe website, scanning and organizing the participants' interview audio recordings.

- **Step 2. Reading Through All the Data**

The researcher then reads through all the transcripts and notes repeatedly, not only to understand the content, but also to capture emotional tones, language patterns, and first impressions. Spontaneous ideas such as “participant A seemed hesitant when improvising” then become the starting point for the coding process.

- **Step 3. Coding the Data**

Coding is a basic process for organizing data. This is done by dividing data (text fragments, sentences, paragraphs, or image segments) into categories and labeling those categories. As researcher do with interview data, for example: (P1A1-4)

P1 = Participant 1

A = Question point A

1-4 = Question point A numbers 1 to 4

and so on.

- **Step 4. Identifying Themes**

The coding results are then used to thematic analysis or collecting group similar categories, resulting in a limited number of main themes, usually ranging from five to seven themes. These themes serve as the core findings in qualitative research and are often used as titles or subtitles in the research results section. To ensure validity, each theme must reflect the various perspectives of participants, be reinforced by varied citations, and be supported by concrete evidence sourced directly from the data.

- **Step 5. Further Analyzing the Data Using an Analytic Framework**

Using a case study lens as an analytical framework. With this approach, researchers not only describe what happened, but also explain the learning process in the specific context of “English masters of ceremony.” Researchers compare the experiences of participants, look for common patterns and differences, and relate them to theories of language learning in authentic situations.

- **Step 6. Representing and Interpreting the Data**

These findings are presented in an engaging narrative, supported by long quotations from interviews that reveal each participant's experience. These are valuable documents from a community of individuals who have experience as English masters of ceremony. All of this aims to make the report not only informative, but also to demonstrate the validity of the EFL learners' abilities as English masters of ceremony who were selected to participate in this research.

1.13. Research Timeline

Tabel 1.1. Research timeline

No	Activity	Month											
		December				January				February			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposal Development	■											
2.	Interview Instrument & Interview Protocol		■										
3.	Data Collection			■	■	■							
4.	Data Analysis						■	■					
5.	Report Writing								■	■	■		■
6.	Final Review and Submission											■	

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