

CHAPTER IV

CONCLUSION, SUGGESTION, AND RECOMMENDATION

This chapter summarizes the findings of this study, which were obtained through interviews, provides suggestions to future researchers who will study EFL learners' experiences or masters of ceremony, and offers recommendations to the English Language Teaching Department regarding learning through practice in English language learning.

4.1. Conclusion

Conclusions from the two chapters on findings: Chapter 2 discusses how EFL learners learn through stages that they build from their own experiences and those of their community or environment. Chapter 3 discusses how their community and environment contribute to their learning experiences.

The findings of this study resulted in several important conclusions. First, regarding the steps or stages that English as EFL learners go through in the process of learning to become an English Master of Ceremony. It was revealed that English learners go through many steps and stages in their learning process, starting with the preparation of the knowledge they must have. They gain this knowledge from their learning experiences, which are certainly different, because even though the participants are English learners, they come from different educational backgrounds or do not have an English background in their academic environment. In addition to preparation, they also go through the stage of preparation before performing as English masters of ceremony. This includes how they compose English MC texts from creating, checking, finalising the text, communicate the text or event rundown and prepare themselves to perform as English masters of ceremony such as developing their confidence and reducing anxiety. After that, how do they practice all the knowledge they have gained previously by practicing on their own or taking the opportunity to practice with the community and their environment through peer or mentor feedback and requested or recommended learning tools, and also the steps they take to become

problem solvers such as handling unexpected situations and maintaining professionalism when assigned to be an English masters of ceremony.

Second, related to Community and environment practices' contribution to the learning process and personal development as English Masters of Ceremony. Community provided to participants in their learning process, such as providing training facilities and text templates to facilitate participants when performing. Then, contributing to the preparation of participants before performing or being assigned, such as measuring their abilities with tests, approval and text corrections, and also providing space for rehearsals or practice one day before the event. After that, the practical support that the community provides to them, apart from training classes, is seminars and workshops as additional support for them to gain new knowledge. There is also support to the personal development that can make participants enthusiastic and feel motivated of their confidence, communication skills also professionalism, that is advice, feedback, ways to solve problems that will be faced when they are on duty, and also evaluation after performing.

To conclude, this study highlights that mastering the role of Master of Ceremony in English requires learners to go through a series of progressive stages, ranging from knowledge acquisition and text preparation to intensive practice and adaptive performance, supported by guidance, resources, and socio-emotional support provided by the community. These interrelated elements not only facilitate technical mastery, contribute to the holistic personal and professional growth of EFL learners, and also the teacher's teaching strategies and also to support English language teaching through EFL practical experiences in the classroom or in this specific domain of communication.

4.2. Suggestions

The next study could focus on the role of technology in helping the MC English learning process. For example, using apps with voice recordings, videos, or even AI feedback could be a more objective way to reflect on self-learning,

helping learners recognize various technical aspects such as intonation, pronunciation, and material comprehension. In addition, it is necessary to compare communities that have a good mentoring system with communities that receive less support. This comparison will provide a better explanation of how much influence the community has on learning outcomes and the improvement of MC skills in English. Furthermore, further research could also look at the psychological aspects experienced by EFL learners, such as their motivation, fear of speaking in front of an audience, and how they solve these problems. Therefore, the next research will not only help to gain a deeper understanding of the technical aspects of learning to speak English, but also provide a more complete picture of the social and psychological factors that influence student learning progress.

4.3. Recommendations

Based on the research findings, the practice of becoming an English masters of ceremony in the community studied is very beneficial for learning in the English Language Teaching Department because it bridges classroom theory with real-world practice, which can improve speaking skills, event management, improvisation, as well as the confidence and adaptability of prospective teachers. Therefore, the department is advised to strengthen the synergy of student associations to integrate English masters of ceremony activities into extracurricular programs, strengthen direct cooperation with the researched community through joint workshops or simulations, and increasing collaboration with native speakers or international guests as guest speakers or facilitators, in order to create authentic exposure that supports language proficiency, cultural understanding, and global teaching readiness so that graduates are more competent and prepared in the era of international communication.