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EMPOWERING ARABIC SPEAKING SKILLS THROUGH MASTER OF CEREMONY (MC) TRAINING: A HUMANISTIC APPROACH

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Article Info:	Abstract:
Corresponding Author Moh. Tohiri Habib	Public speaking is a crucial skill in foreign language learning, fostering confidence and communicative competence. This study explores the impact of Master of Ceremony (MC) training as a pedagogical tool to enhance Arabic speaking proficiency through a humanistic approach. While previous research has highlighted anxiety and lack of self-confidence as barriers to Arabic language acquisition, limited studies have examined the role of structured MC training in overcoming these challenges. This research employs a qualitative case study approach, conducted at Pondok Pesantren Darullughah Wadda'wah (Dalwa), where Arabic serves as both a medium of instruction and daily communication. Data collection includes classroom observations, semi-structured interviews, and student self-reflections, analyzed thematically to identify linguistic and psychological developments. A total of 30 students with varying proficiency levels and 5 Arabic instructors participated in the study over an eight-week period. The research framework is grounded in Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory, emphasizing meaningful language exposure and social interaction. Findings indicate that MC training significantly enhances students' confidence, fluency, and spontaneous speech production. Participants reported improved pronunciation, structured speech patterns, and greater motivation to engage in public speaking. Additionally, the study reveals a shift in students' perception of Arabic from a rigid academic subject to a practical communication tool. Compared to traditional speaking exercises, MC training provides real-world communicative experiences, reducing reliance on memorization and fostering linguistic autonomy. This study contributes to Arabic language pedagogy by advocating performance-based learning as an effective strategy to bridge the gap between classroom instruction and real-life communication.
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A. Introduction

Public speaking is a fundamental skill that enhances communicative competence and confidence, particularly in foreign language learning. In Arabic language education, training students to become a Master of Ceremony (MC) can be an effective strategy to develop fluency, spontaneity, and cultural awareness. While previous studies have explored various methods to improve Arabic speaking skills, few have specifically examined the impact of MC training as a pedagogical tool. This research seeks to address this gap by investigating how MC training can empower students' Arabic speaking proficiency through a humanistic approach, which prioritizes self-confidence, motivation, and personal expression.

Several studies have explored various strategies for enhancing public speaking and Arabic language proficiency. Benning et al. (2024) state that structured public speaking training programs significantly contribute to long-term improvements in confidence and fluency¹. Kustiwi & Hidayati (2023) emphasize the role of communication techniques in improving speaking skills², particularly in leadership and youth training contexts. Similarly, Rahmawati (2024) highlights the implementation of multilingual speech programs as an effective means to enhance linguistic adaptability and public speaking abilities³.

Rizkya (2024) explains that targeted workshops can effectively increase educators' confidence in public speaking, particularly when structured training is provided⁴. Solehudin (2024) asserts that interactive debate strategies play a crucial role in developing Arabic-speaking proficiency by encouraging spontaneous language use in dynamic settings⁵. Moreover, Solehudin et al. (2024) discuss the integration of AI-

¹ Tyler J. Benning et al., 'Longitudinal Improvement in Public Speaking Skills Through Participation in a Resident Public Speaking Curriculum', *Academic Pediatrics*, August 2024, S187628592400322X, <https://doi.org/10.1016/j.acap.2024.08.004>.

² Irda Agustin Kustiwi and Cholis Hidayati, 'Communication Techniques and Public Speaking to Improve the Skills of Youth Cadets in Cupak Village, Jombang', 27 February 2023, <https://doi.org/10.5281/ZENODO.7680131>.

³ Hanifa Dwi Rahmawati, 'THE IMPLEMENTATION OF MULTILINGUAL IN MUHADHARAH PROGRAM TO IMPROVE SPEAKING SKILL THROUGH ENGLISH SPEECHES AT SMAN 1 JETIS' (Undergraduate (S1) thesis, Ponorogo, IAIN Ponorogo, 2024), <https://etheses.iainponorogo.ac.id/29071/>.

⁴ Adetya Nor Rizkya, 'Increasing the Public Speaking Skills of Kindergarten Teachers through Master of Ceremony Workshop', *EduCurio: Education Curiosity* 2, no. 2 (20 January 2024): 135–39.

⁵ Muhamad Solehudin, 'INTERACTIVE DEBATE STRATEGIES FOR ENHANCING ARABIC SPEAKING', *El-Jaudah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 2 (27 December 2024): 92–111, <https://doi.org/10.56874/ej.v5i2.2129>.

powered learning tools in Arabic pedagogy, demonstrating their impact on listening comprehension and vocabulary acquisition⁶.

Tafriha & Hasan (2024) examine the relationship between self-efficacy and public speaking anxiety, providing insights into the psychological factors influencing speech performance⁷. While these studies highlight various approaches to enhancing speaking skills, research specifically investigating Master of Ceremony (MC) training as a pedagogical tool remains limited, particularly in Arabic language education. Addressing this gap, the present study explores how MC training can serve as a structured and immersive method for improving Arabic speaking proficiency, offering a practical bridge between classroom instruction and real-world communication.

Building upon these findings, the present study investigates the effectiveness of MC training in developing Arabic speaking proficiency through a humanistic approach, emphasizing confidence, fluency, and communicative competence. By incorporating real-world speaking experiences, this study aims to bridge the gap between classroom-based instruction and authentic language use, providing practical insights for educators and language curriculum developers.

Existing studies on Arabic speaking proficiency have primarily focused on interactive learning tools, structured debate strategies, and public speaking training in general. However, these approaches often emphasize either theoretical frameworks or controlled classroom exercises without direct integration into real-world speaking scenarios. Research on public speaking curricula has shown improvements in confidence and fluency, yet these studies rarely address Arabic as a foreign language or the specific challenges learners face in spontaneous speech production. Additionally, while some training methods enhance argumentative and structured discourse, they do not necessarily develop the performative and adaptive skills required in public speaking settings.

Despite the growing interest in performance-based language learning, studies specifically exploring Master of Ceremony (MC) training as a pedagogical tool remain scarce, particularly in Arabic language education. The existing literature largely overlooks

⁶ Muhamad Solehudin and Nur Hanifansyah, 'Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics', *International Journal of Arabic Language Teaching* 6, no. 02 (22 December 2024): 143–56, <https://doi.org/10.32332/ijalt.v6i02.9920>.

⁷ Intiha Bima Tafriha and Moh. Abdul Kholiq Hasan, 'The Influence of Self-Efficacy on Arabic Public Speaking Anxiety', *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 5, no. 1 (8 June 2024): 16–27, <https://doi.org/10.22515/athla.v5i1.9428>.

how MC training, with its emphasis on fluency, confidence, and real-time adaptability, can serve as an effective strategy for bridging the gap between classroom instruction and authentic language use. This study aims to fill this gap by examining MC training as a structured, immersive approach to developing Arabic speaking skills, providing insights into both linguistic improvement and psychological readiness in language learners.

This study focuses on three key research questions: How does MC training influence students' confidence and motivation in speaking Arabic? What are the linguistic and psychological benefits of MC training in Arabic language education? How does a humanistic approach in MC training compare to traditional speaking exercises in improving fluency?

The scope of this research is limited to higher education institutions and Islamic boarding schools where Arabic is taught as a second or foreign language. The study adopts a qualitative approach, integrating student reflections, instructor feedback, and classroom observations to assess the effectiveness of MC training. While this research focuses on the pedagogical implications of MC training, it does not delve into neurolinguistic aspects of speech processing.

By addressing these issues, this study contributes to the ongoing discourse on Arabic language pedagogy by introducing MC training as a viable and innovative method for improving oral proficiency. The findings will be valuable for language educators, curriculum developers, and policymakers seeking effective strategies to bridge the gap between classroom learning and real-world communication.

B. Research Methode

This study employs a qualitative case study approach to examine the impact of Master of Ceremony (MC) training on Arabic speaking proficiency at Pondok Pesantren Darullughah Wadda'wah (Dalwa)⁸. The research is framed within Krashen's Input Hypothesis (1982), which emphasizes meaningful exposure in language acquisition, and Vygotsky's Sociocultural Theory (1978), which highlights the role of social interaction in language development. The study also considers the humanistic approach to language learning, which prioritizes confidence, motivation, and self-expression.

⁸ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

This research is a single-site case study, focusing on students enrolled in Arabic language programs at Dalwa, where Arabic is both a medium of instruction and daily communication. Primary data are obtained through classroom observations, semi-structured interviews, and student self-reflections, while secondary data include curriculum documents, MC training syllabi, and previous research on public speaking in Arabic education.

The participants consist of 30 santri (students) from different proficiency levels who actively participate in MC training sessions and public speaking activities. Additionally, 5 Arabic language instructors who integrate MC training into their teaching are involved in the study. Participants are selected through purposive sampling, ensuring diversity in linguistic backgrounds, learning experiences, and confidence levels in public speaking.

Dalwa is chosen as the research site due to its strong Arabic-speaking environment, where students are required to use Arabic daily in academic and non-academic settings. The pesantren provides an immersive Arabic language ecosystem, making it an ideal context for examining how structured MC training enhances speaking skills.

The study spans eight weeks, during which students engage in MC training workshops, public speaking simulations, and live hosting experiences. Classroom observations focus on students' fluency, pronunciation, and confidence, while interviews with students and instructors explore the perceived effectiveness and challenges of MC training in improving Arabic speaking skills. Additionally, students submit self-reflection reports detailing their personal growth, challenges, and learning strategies.

A thematic analysis approach is used to identify recurring themes related to fluency development, confidence building, and pedagogical effectiveness. Transcriptions from interviews⁹, reflections, and observation notes are coded to analyze patterns in linguistic improvement, psychological growth, and instructional impact. To ensure validity, triangulation is employed by comparing observation findings, interview insights, and existing literature on Arabic language pedagogy.

By adopting a humanistic approach and focusing on a real-world Arabic-speaking environment, this study provides valuable insights into how MC training can serve as an innovative method for enhancing Arabic speaking proficiency at Pondok Pesantren

⁹ Nuzhat Naz, Fozia Gulab, and Mahnaz Aslam, 'Development of Qualitative Semi-Structured Interview Guide for Case Study Research', *Institute of Collaborative Learning (ICL) Private Limited* 3, no. 2 (14 June 2022), <https://cssrjournal.com/index.php/cssrjournal/article/view/170>.

Darullughah Wadda'wah. The findings will be particularly relevant for Islamic boarding schools and Arabic language educators seeking practical strategies to develop students' communicative competence.

C. Result of Research and Discussion

Pondok Pesantren Darullughah Wadda'wah (Dalwa) is a renowned Islamic educational institution known for its strong Arabic-speaking environment¹⁰. At Dalwa, students not only study Arabic academically but also use it as their primary means of daily communication, both in formal education and extracurricular activities. One of the structured training programs offered at Dalwa is Master of Ceremony (MC) training, conducted in three languages: Arabic, English, and Indonesian.

The role of a Master of Ceremony is often underestimated and seen as insignificant, whereas in reality, it requires strong mental resilience, linguistic proficiency, and the ability to engage with an audience effectively. Hosting an event successfully is not merely about fluency but also involves mental preparedness, quick thinking, and mastery of communication techniques. At Dalwa, MC training is not just about speaking practice; it is a comprehensive mental and mindset development program, equipping students with the confidence to present in front of large audiences.

In the context of Arabic-language MC training, this program provides profound benefits. It not only enhances vocabulary acquisition but also helps students learn how to articulate thoughts clearly, choose appropriate diction, and deliver speech with a refined rhetorical style. An Arabic-speaking MC is expected not only to speak fluently but also to captivate the audience¹¹, understand the ethics and etiquette of public speaking, and master the artistry of linguistic expression.

Through MC training at Dalwa, students gain more than just speaking skills; they develop a deeper understanding of language structure, intonation, cultural values, and literary nuances in formal communication. These competencies are invaluable, especially for those aspiring to careers in academia, public speaking, or leadership. Thus, Arabic-

¹⁰ Segaf Baharun and Nur Hanifansyah, 'Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa', *Shaut Al-Arabiyah* 12, no. 2 (29 November 2024), <https://doi.org/10.24252/saa.v12i2.52825>.

¹¹ Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, 'MNEMONIC STORYTELLING AS A PSYCHOLINGUISTIC APPROACH TO ENHANCING ARABIC WRITING COMPETENCE', *El-Jaudah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 2 (25 December 2024): 31–52, <https://doi.org/10.56874/ej.v5i2.2029>.

language MC training is not merely an exercise in speech delivery—it is a holistic approach to character building, aesthetic communication, and linguistic enrichment, preparing students to become articulate and culturally aware speakers in diverse settings.

In addition to enhancing speaking proficiency, Master of Ceremony (MC) training also plays a significant role in developing writing skills. When preparing for an event, an MC is often required to hold a written script to ensure accuracy and coherence in speech, especially to prevent forgetting important details. This process fosters structured thinking and the ability to organize ideas effectively in written form. Writing an MC script involves more than just arranging words—it requires an understanding of tone, audience engagement, and the flow of speech, which are essential components of effective communication.

Moreover, MC training encourages peer learning, as script preparation is rarely done in isolation. Students engage in collaborative discussions with their peers, reviewing and refining their scripts together to ensure clarity¹², appropriateness, and engagement. This interactive process enhances critical thinking and mutual learning, as students exchange ideas, refine expressions, and provide constructive feedback to one another. Through peer discussions, students not only improve their writing skills but also develop a deeper understanding of linguistic structures, audience adaptation, and formal speech composition¹³.

Thus, MC training serves as both a linguistic and cognitive development tool, integrating public speaking, structured writing, and collaborative learning. By engaging in scriptwriting and peer discussions, students refine their ability to express thoughts eloquently in spoken and written form, making MC training a valuable educational tool beyond just oral proficiency¹⁴.

This study adopts a humanistic approach in MC training, emphasizing confidence, self-expression, and learner autonomy in Arabic speaking proficiency. Unlike traditional methods that focus solely on linguistic accuracy, the humanistic approach prioritizes

¹² Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, 'Peer Tutoring as a Collaborative Approach in Arabic Language Learning', *Lahjatuna: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (20 October 2024): 26–43, <https://doi.org/10.38073/lahjatuna.v4i1.2181>.

¹³ Nur Hanifansyah and Menik Mahmudah, 'Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.', *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–78, <https://doi.org/10.23971/altarib.v12i2.9082>.

¹⁴ Nur Hanifansyah, 'Exploring the Potential of Arabic Keyboard for Learning Arabic Writing / Maharah Kitabah with Mnemonic Approach at UII Darullughah Wadda'wah.', *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 8, no. 2 (10 January 2025): 272–91, <https://doi.org/10.32699/liar.v8i2.7959>.

psychological well-being, motivation, and personal engagement in language learning. This aligns with the principles of communicative language teaching, where learners actively construct meaning through real-world interactions. Prior studies, such as those by Rizkya (2024), have demonstrated that structured speaking workshops contribute to increased self-confidence, which is a core element of humanistic learning. Similarly, Tafriha & Hasan (2024) highlight that self-efficacy plays a crucial role in reducing public speaking anxiety, reinforcing the idea that emotional support and confidence-building activities are essential in developing oral fluency.

While the psycholinguistic approach also explores language learning from a cognitive perspective, its primary focus is on mental processes such as perception, memory, and speech production mechanisms. Studies such as Solehudin et al. (2024), which investigate AI-powered learning tools, align with the psycholinguistic perspective, as they examine how technology influences language acquisition through cognitive reinforcement. In contrast, the humanistic approach goes beyond cognitive processing and emphasizes the learner's emotions, social interactions, and self-motivation. For instance, MC training not only enhances linguistic competence but also nurtures self-expression, improvisation skills, and the ability to engage with an audience—elements that are central to a humanistic framework.

Thus, while psycholinguistic approaches are essential in understanding the cognitive mechanisms behind speech production¹⁵, this study argues that humanistic approaches, particularly through MC training, offer a more holistic development of Arabic speaking skills by integrating cognitive, emotional, and social dimensions of language use. This distinction is crucial for educators in designing effective speaking programs, ensuring that students are not only linguistically competent but also confident and psychologically prepared to engage in real-world communication.

The Impact of MC Training on Students' Confidence and Motivation

The results indicate that MC training significantly enhances students' confidence and motivation in speaking Arabic. Interviews with participants reveal that regular exposure to public speaking tasks reduces anxiety, making students more comfortable using Arabic in formal and informal settings. One student noted:

¹⁵ Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, 'Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips', *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, <https://doi.org/10.29240/jba.v8i2.11349>.

"At first, I felt nervous speaking in front of an audience, but after multiple MC training sessions, I became more confident in structuring my speech and maintaining fluency." (Student A)

Similarly, instructors observed that students who actively participated in MC training showed higher engagement and willingness to speak spontaneously. This aligns with Krashen's Input Hypothesis (1982), which suggests that meaningful language exposure enhances acquisition. Unlike traditional speaking drills, MC training creates authentic communication scenarios, fostering psychological readiness to use Arabic in public.

Linguistic and Psychological Benefits of MC Training

The qualitative data also highlight linguistic improvements alongside psychological growth. Students reported better pronunciation, structured speech patterns, and lexical expansion as they adapted to the formal requirements of MC roles. An instructor emphasized:

"Students who regularly engage in MC training demonstrate greater mastery of Arabic sentence structures and improved pronunciation compared to those who rely solely on classroom-based speaking exercises." (Instructor B)

Psychologically, students expressed a shift in perception—from viewing Arabic as an academic subject to recognizing it as a functional communication tool. This transformation supports Vygotsky's Sociocultural Theory (1978), which highlights the role of social interaction in cognitive development.

Comparing MC Training with Traditional Speaking Exercises

A comparative analysis of students who underwent MC training versus those who only practiced speaking through traditional classroom methods reveals notable differences. Participants in MC training: Demonstrated more spontaneous speech production, with reduced reliance on memorization. Showed greater adaptability in handling unexpected speaking situations. Reported higher self-efficacy, feeling more capable of articulating ideas fluently.

These findings contrast with Goh and Vandergrift's (2021) study, which focused on metacognition in L2 listening development. While their research emphasizes self-regulated learning strategies for listening, the current study extends the discussion to active speaking production. MC training not only builds linguistic proficiency but also

enhances learners' ability to regulate their speaking performance, fostering confidence and fluency through structured exposure.

The findings reinforce previous studies on interactive and task-based learning approaches in Arabic education. However, unlike traditional methods that often prioritize passive learning, MC training integrates real-world communication challenges, making language learning more dynamic and practical.

Moreover, this study contributes to the gap in research on structured public speaking training in Arabic education. While prior studies (e.g., Alrabai, 2021; Krashen, 1982) discuss anxiety reduction and structured exposure, few have explored how public speaking formats like MC training can serve as a pedagogical tool. The results suggest that MC training is an effective intervention to bridge the gap between classroom learning and real-life Arabic communication, offering a practical, confidence-building approach for learners.

By integrating both psycholinguistic and humanistic principles, this study highlights the need for language educators to incorporate performance-based learning in Arabic pedagogy, ultimately fostering more confident, autonomous, and communicatively competent speakers.

D. Conclusion

This study highlights the significance of Master of Ceremony (MC) training as an innovative pedagogical approach to enhancing Arabic speaking proficiency. While previous research has explored various methods to improve public speaking and linguistic competence, the role of MC training in Arabic language education has remained largely underexamined. The findings demonstrate that structured exposure to real-world communication scenarios fosters fluency, confidence, and spontaneous speech production, bridging the gap between classroom learning and practical language use.

By integrating humanistic learning principles and performance-based training, MC training not only strengthens linguistic skills but also enhances psychological readiness, reducing anxiety and increasing students' motivation to engage in public speaking. This research contributes to the growing body of literature on interactive and task-based learning strategies, offering valuable insights for educators, curriculum developers, and policymakers seeking to implement more engaging and effective Arabic language teaching

methodologies. Future studies are encouraged to further explore the long-term impact of MC training, particularly in diverse educational settings and proficiency levels.

The findings of this study align with previous research emphasizing the importance of structured public speaking training in fostering confidence and fluency. Benning et al. (2024) highlight that sustained exposure to public speaking exercises significantly improves long-term speech performance, supporting the present study's findings on the effectiveness of MC training in building communicative competence. Furthermore, the role of structured communication techniques in enhancing speaking skills, as emphasized by Kustiwi & Hidayati (2023), resonates with the structured nature of MC training, which requires learners to engage in systematic speech preparation and delivery.

While previous studies, such as those by Rahmawati (2024), have examined multilingual speech programs as a tool for improving public speaking skills, these approaches often focus on linguistic adaptability rather than the performative aspects of speech. In contrast, this study underscores the importance of real-world performance training, where learners not only develop linguistic accuracy but also acquire essential presentation skills and audience engagement techniques. Similarly, Rizkya (2024) demonstrates that MC workshops enhance confidence among educators, a finding that parallels the improvements observed in student participants in this study.

Moreover, Solehudin (2024) asserts that interactive debate strategies contribute significantly to Arabic speaking proficiency by promoting spontaneity and critical thinking. While debate and MC training share similarities in requiring structured speech production, MC training places a stronger emphasis on performance-based delivery, audience interaction, and adaptability, making it a complementary yet distinct approach. Additionally, Solehudin et al. (2024) discuss the integration of AI-powered tools in Arabic language acquisition, focusing on listening and vocabulary development. However, unlike AI-driven methodologies, MC training immerses learners in real communicative settings, emphasizing active language production rather than passive reception.

The psychological dimension of speaking anxiety, explored by Tafriha & Hasan (2024), further reinforces the significance of MC training in reducing speech-related anxiety and increasing self-efficacy. By providing structured yet flexible opportunities for public speaking, MC training enables students to overcome linguistic hesitation and develop a more natural and confident speaking style. These findings collectively highlight the need for performance-based learning approaches in Arabic language education,

offering practical implications for educators seeking to integrate real-world speaking experiences into their curricula.

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