

Implementing ICARE training model to enhance Indonesian students' emceeing skills: Its process and impact

Irfan Efendi*, Fathur Rokhman, Rustono, and Rahayu Pristiwati

Language Education, Postgraduate Semarang State University, Jl. Kelud Utara III Semarang 50237, Indonesia

ABSTRACT

Having a good command of public speaking skills has been considered a pivotal modal for students' academic achievement and professional success. Practicing to be a master of ceremony can be a means of elevating public speaking skills. However, mastering the emceeing skills is not an easy task since it requires the students' competencies to make use of linguistic and non-linguistic resources. The purpose of this study is to elucidate the results of the implementation of the ICARE model (Introduction, Connection, Application, Reflection, and Extension) to enhance students' linguistic- and non-linguistic-related emceeing skills. This research employed a quantitative and qualitative approaches, using an observation sheet, interview protocol, and pre and posttest. The results showed that the training activities focused on establishing a group collaboration and promoted confidence in linguistic and non-linguistic mastery. The observation results revealed that the application of the ICARE model was considered helpful since it could facilitate teaching and learning activities in a more contextual way, with active, creative, and fun characteristics (joyful learning) and obtained a positive response from the students. They could relate it to everyday life. The statistical results of the pre and posttest scores demonstrated the effectiveness of the ICARE model in enhancing the students' language and non-language-related emceeing skills. The results affirm the importance of mastering linguistic and non-linguistic elements that contribute to increased public speaking skills.

Keywords: emceeing skills; ICARE mode; impact; linguistic elements; non-linguistic elements

First Received:

22 July 2022

Revised:

26 December 2022

Accepted:

8 January 2023

Final Proof Received:

27 January 2023

Published:

31 January 2023

How to cite (in APA style):

Efendi, I., Rokhman, F., Rustono, R., & Pristiwati, R. (2023). Implementing ICARE training model to enhance Indonesian students' emceeing skills: Its process and impact. *Indonesian Journal of Applied Linguistics*, 12(3), 654-664.
<https://doi.org/10.17509/ijal.v12i3.48660>

INTRODUCTION

Having a good command of public speaking is critical to personal satisfaction, academic achievement, and professional career success (Morreale & Pearson, 2008), particularly for higher education students. Masuram and Sripada (2020) justified that the students involved in their study needed speaking skills as a means of communication fluently and confidently. Such skills are useful for them in seeking for jobs and achieving success in their careers. As one of the generic activities of public speaking, a master of ceremony is a term for people who bring an event. The events include

celebrations, commemorations, meetings, competitions, discussions, and seminars. According to Arief (2009), the host is a professional who will manage the traffic of an event. The success of an event is also determined by the host, as revealed by Kumalasari et al. (2018) that the host plays an important role in the success of an event he hosts. Hence, the ability of a professional speaker is needed by students in tertiary institutions as a life skill. Based on the national standards of Indonesian language education, being able to speak and write using Indonesian language in everyday/general, academic, and work contexts and to use one of the

* Corresponding Author
Email: irfanlibels66@gmail.com

regional languages becomes one of the expected learning outcomes (Suwandi et al., 2016).

Professional presenters, according to Backlund and Morreale (2015) and Herbein et al. (2018), must have three main elements: linguistic and non-linguistic repertoire, motivation supported by intelligence, readiness, desire, and worry or anxiety, as well as micro and macro skills. Regarding the language skills, the macro skills deal with the presenters' listening and reading comprehension and speaking and writing mastery. Meanwhile, the micro skills are associated with the ability to exploit wide range of vocabularies, accurate grammatical structures, and appropriate cultural contents. Since the third element is related to one's language proficiency, Bachman and Palmer (2010) asserted that communicative language proficiency consists of two main parts: language knowledge and language strategic. The language knowledge includes organizational knowledge (grammatical knowledge and textual knowledge) and pragmatic knowledge (functional knowledge and sociolinguistic knowledge). For example, in terms of language knowledge, a professional presenter has sufficient knowledge to use accurate grammar and organize the structure of the presentation content, based on the objectives and the social situation so that the content can be digested by the audiences. In terms of language strategic, the presenter can exploit certain strategies to engage audiences such as giving rhetorical questions at the beginning of the speaking to grab attention. .

In the context of the current study, Arianti (2019) states that the scientific or academic requirements for an emcee should have linguistic and general knowledge. Hence, the practice of speaking verbal expressions will foster self-confidence (Budianti & Permata, 2017; Sartika, 2021). Even though they are competent in the field of work, they are considered not to reflect professional competitiveness due to their lack of good public speaking skills. The skills comprise language knowledge, language use, courage and composure, and ability to convey ideas well. Therefore, it is important for students to overcome public speaking anxiety, usually known as stage fright (Kamlasi & Salu, 2019), before they can deal with the transition from academic to professional life (Raja, 2017).

Despite the demands mentioned above, showing good personality traits should also be taken into account as the non-linguistic aspects. The traits are associated with how the presenter or emcee can act normally, calmly, and not clumsy, maintain the eye contact with the audiences and mimics, show respect to other people, and demonstrate logical thinking and topic mastery (Rokhman & Pristiwati, 2015). It is reinforced by the results of Pristiwati's (2012) classroom action research at a public university in Semarang among undergraduate

students majoring in Indonesian Language and Literature Education. The preliminary research revealed that emceeing is a difficult subject for students to master, compared to other elective courses. From her research, the learning outcomes for the course only reached an average score of 60. Some of the supporting evidence included (1) the students' confidence was lacking; (2) their pronunciation was unclear and incorrect; (3) their ideas were not developed and coherent; (4) the vocabulary used was simple and limited, less sharp expressions, illogical reasoning arrangements; and (5) the application of spelling rules was still incorrect. In other words, the evidence does not reflect the good emceeing language-related skills, mentioned earlier.

Another evidence was found in the research conducted by Firmansyah (2017) that ironically, the students' speaking skills were proven to be still low. There was often a stagnation during a discussion or presentation. Questions from the fellow students often went unanswered. Finally, they sometimes felt stuck when they had to start a conversation and used cellphone to search for answers via Google. Darmuki et al. (2017) mentioned various factors for those phenomena, namely (1) students are less interested in learning to speak; (2) learning to speak is considered not fun; (3) the way lecturers teach speaking is less interesting; (4) most students have difficulty in and are afraid of expressing ideas/opinions in good and correct language when the lecturer asks questions or appears to speak in front of the class.

Based on the existing difficulties mentioned before, trainings for students are needed to enhance their personality and life skills. Such effort is expected to be helpful for future students and equip themselves with skills to get professional careers in the society. It is then imperative that having speaking competency can be achieved through learning and practice (Bahrani & Soltani, 2012; Kayi, 2006). A student emceeing training is basically a human resource development activity to increase knowledge, attitudes, abilities, motivation, and skills toward improved performance. In line with that, Kamil (2010) also defines training as a series of activities carried out to improve skills, knowledge, experience, expertise or changes in attitudes of individuals in a relatively short period of time and prioritize practice rather than theory. Rusdin (2017) adds that training is a deliberate, systematic effort made by a community to convey knowledge, values, attitudes, and skills and efforts to develop individual potentials and changes. Goldstein and Ford (2002, as cited in Mansour, 2013) explain that training is the process of receiving certain skills, rules, concepts, and attitudes systematically which led to increased performance in the work environment. Another merit of joining a training program was also investigated by Lee and

Lee (2020) that a training program can enhance young adults' problem-solving skills. It can be said that that training can enhance knowledge, attitudes, and skills especially speaking skills and interpersonal skills, needed to improve performance.

From the results of the initial test of the practice of speaking skills for Indonesian Language and Literature Education students at four universities, namely STKIP Nahdlatul Ulama Indramayu, Gunung Jati Swadaya University (UGJ) Cirebon, and IAIN Syech Nurjati Cirebon, and Sultan Agung University (Unissula) Semarang, the results showed mastery of language, namely sound pronunciation 60.00% (moderate), stress, tone, intonation, and pause 62.70% (medium), diction 68.30% (adequate), and sentence structure 70.00% (enough). and non-linguistic mastery, namely mastery of topics 45.00% (less), gestures and expressions 64.40% (moderate), and views 62.00% (moderate). Pristiwati (2012) stated that citizenship is the most difficult subject for students to master compared to other elective courses. One of the concrete realities that supports this statement is the learning conditions of this course with test results that only reach a score of 60. A similar research was also conveyed by Sartika (2021) that the application, teaching, and practice of oral expressions can strengthen students' speaking skills and self-confidence, apply knowledge in everyday life, both when organizing, discussing, and debating on topics that refer to on truth.

The merits of a training program are also revealed by Nugroho et al. (2021) that training activities emphasize narrative and rhetorical skills. The results in Kalibening Village, Tugumulyo District, Musi Rawas Regency include the socialization of the importance of narratives and rhetoric in organizing and the improvement of rhetorical skills, as viewed from several aspects. All aspects were generally perceived good with the agreement rate more than 50% i.e., appearance, movement, expressions, diction, language, sentence effectiveness, insight, and content.

Thus, this study aims to continue the discussion regarding the application and impact of a training to enhance the students' emceeding skills, particularly using ICARE (Introduction, Connection, Application, Reflection, Extension) model (Salyers et al., 2010). The ICARE learning model was firstly developed by Hoffman and Ritchie (1998) and implemented through USAID DBE in 2006. Such model adopts the constructivist learning approach where the teacher serves as a facilitator, while the students play an active role as the main agents of learning. The ICARE model is considered useful to provide opportunities for training and students get direct experience from learning by applying what they get in each learning

session (Agustini, 2016). Additionally, the learning process using this model enables the students to participate actively under the directions of each phase of the model. This also lends support the theory of learning from andragogy's perspective (Hurt, 2016; Suminar et al., 2021) where participant-centered learning and dialogue- and problem-solving-based practices become the bases for enhancing the students' life quality. Since then, it turns out that training with the ICARE model is aimed to obtain hands-on experience from the participants.

Conducting a training using the ICARE model has been investigated by Ardiyani et al. (2017). The average student response to the application of the ICARE learning model is positive 65.25. It can be concluded that the application of the ICARE learning model in Digital Image Processing (PCD) subjects can improve learning outcomes and received a positive response from the students. Ranadhana (2020) also noted an increase in the students' skills by applying the ICARE learning model. The students are expected to have good creative thinking skills to relate everyday life to the materials before they can solve the problems given.

Although the application of ICARE model has been investigated in the Indonesian context, much is still unknown regarding its process and impact on the development of students' Indonesian language mastery particularly for emceeding purposes. Hence, the present study aims to address the following research questions.

1. What evidence was obtained from the observation results of the ICARE model implementation in enhancing Indonesian students' emceeding skills?
2. To what extent is such model able to enhance the students' language and non-language skills in emceeding?
3. How are the students and experts' perspectives on the application of such model in enhancing their emceeding skills?

METHOD

Design

This research used quantitative and qualitative in nature where the data were taken from the observation results during the training, the development of students' scores, and the students' perspectives after they followed the training session. However, it is part of a larger study under the research and development path. The larger study aims to develop and testify the model in a large-scale training environment as well, not only implement it to implement it in a small-scale training environment as this research intends to.

The implementation of the training using ICARE model (Wahyudin, 2010) in higher education as shown in Figure 1 can be explained as follows. The application of the ICARE training model (introduction, connection, application, reflection, and extension) was implemented in seven-unit steps, namely: Unit 1 curriculum review, Unit 2 design of emceeing training programs, Unit 3 design of training products, Unit 4 designing a training assessment, Unit 5 reflection journal, Unit 6 preparing for further practice, and Unit 7 follow-up plan (RTL).

Research Participants

The participants in this research were forty undergraduate students majoring in Indonesian Language Education from four universities in Indonesia (ten students from each university). All of them were from West Java Province. Since this is a qualitative research, the participants were selected based on the criteria that have been set before. The students should have passed the language-related courses such as phonology, morphology, syntax, semantic, and speaking skills. However, the researchers also invited four emceeing lecturers to obtain more comprehensive data.

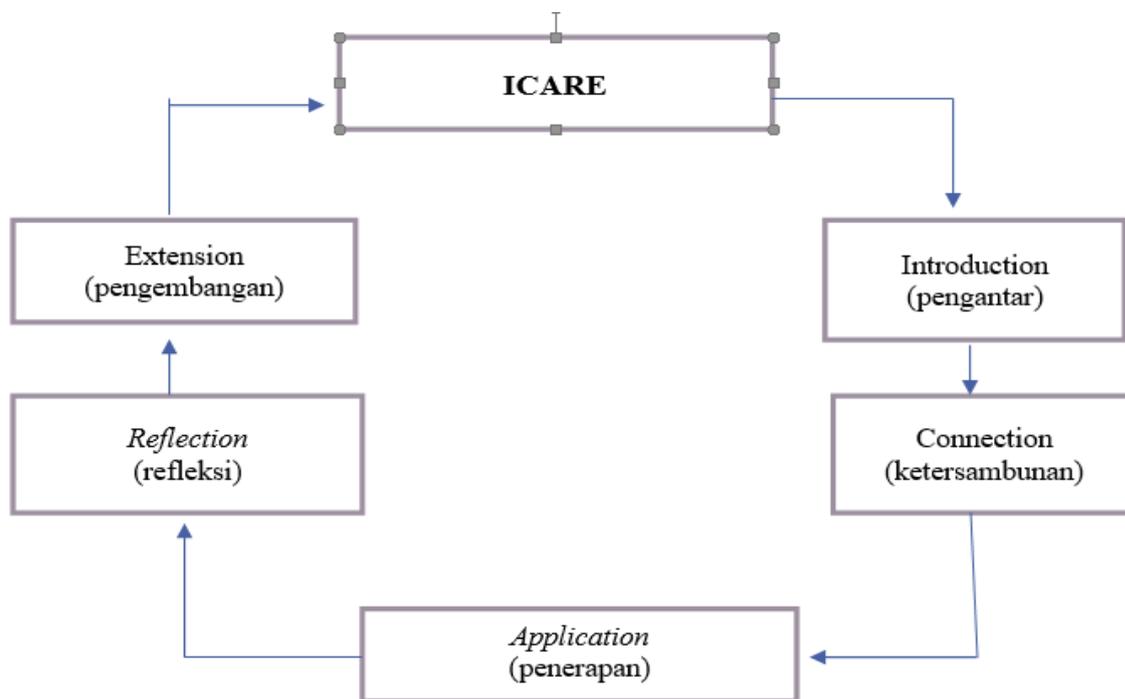
Research Instruments and Data Collection

This research conducted a pre- and post-test, observation, and interview to obtain adequate information needed to address the research questions. First, the pre- and post-test was

conducted to determine the effectiveness of ICARE model in enhancing the students' emceeing skills. The language aspects being tested were formulated referred to Rokhman and Pristiwati (2015): pronunciation, stressing, tone, intonation, and pauses, diction, and sentence structure. They were asked to make a video of their emceeing activity in 10-15 minutes to be further analyzed in terms of the language skills exhibited in the videos. However, the whole assessment criteria cover not only the language skills but the life skills as well. Second, the observation sheet was used to comprehend the process of conducting the training for the students. The focus of the observation was to gain insights from the process of implementing each phase of the model related to emceeing training. Third, the interview aimed to explore the needs for a training model from the lecturers' points of view in the civil service courses. The interview protocol consisted of thirteen questions that sought to dig the lecturers' perspectives on the application of the training model.

There were four indicators that became the focus in this interview session: emceeing competencies (the expected competences in line with the training process), emceeing training model (the general cycle and the training materials), emceeing practice (the common practice of emceeing in the higher education institutions), and emceeing training curriculum (the content and its relation to the competence of the instructor).

Figure 1
The cycle of ICARE model



Data Analysis

The data analysis process started with preparing the data obtained from the observation, tests, and interview. First, the notes of the observation were read and analyzed to obtain information regarding the process of applying the ICARE model in the training session. The researchers analyzed the keywords that represent the meaning of each note in each phase. Then, the keywords were classified into several categories. The categories of keywords will be used to explain the insights found during the observation process. Second, the test scores were calculated by using SPSS 23 to statistically measure the effectiveness of ICARE model in enhancing the students' emceeing skills. The data from the emceeing test results were processed using the t-test or t-test. The students' performance was assessed by using certain criteria such as clarity of articulation, stressing and intonation, proper lexical choices, and variety of types of sentence structure used. The test scores were firstly calculated to determine the achievement percentage among the students. Then, the interpretation of the calculation results was made, as referred to Donald et al. (2018) in Table 1 below. Third, the interview recording was transcribed to ease the researchers in analyzing the data. The transcripts were then coded, based on what was conveyed in the interview session for each question. The codes were then classified into several bigger categories that can directly address the research question. All data sets that have been analyzed were further checked by one another to ensure its credibility.

Table 1

Level of achievement percentage

Achievement level	Qualification
87,50% - 100%	Very good
62,50% - 87,49%	Good
37,70% - 62, 49%	Fairly good
12,50% - 37,49%	Less good
0% - 12,40%	Poor

Table 2

Language errors and corrections made

No	Error	Language Correction
1.	Attendees are requested to stand	Ladies and gentlemen, please stand
2.	The next event is....	Next event is..
3.	To Ladies and gentlemen, please sit back	Ladies and gentlemen, please sit back
4.	To shorten the time...	to save time...
5.	Stepping on the second event...	Next event.../second event...
6.	We welcome the time and place	We provide time and place
7.	The event is about to start, which brings communication tools please turn off	The event is about to start, please deactivate the communication tool
8.	According to the story Rini's sister is a smart student	a) According to the story, Rini's sister is a smart student. b) According to my sister's story, Rini is a smart student. c) According to Rini's sister's story, she is a smart student.
9.	The third event..	Third event...
10.	Welcome to the city of CherbonThe third event...	Welcome to the city of Cirebon
11.	This very komplek life, we must live with happiness	This very complex life, we must live with happiness
12.	Mr. our Minister please	Mr. our minister please

FINDINGS AND DISCUSSION

The Observation Results

The lecturers were concerned about the implementation of the ICARE model in the training program. They suggested that it should be conducted as an extracurricular activity with a set number of training hours and adequate facilities. The training should not interfere with lecture time and should be offered both in-person and online. Thus, it is necessary to hold the program at the university. The application of the ICARE model was carried out face-to-face (offline) and turned out to be experiencing problems. This obstacle occurs due to various factors: (1) the absence of participants during the training greatly disrupts the integrity of the group that has been determined, (2) group assignments with worksheets often hinder the analysis of observations and training activities. For this reason, the form of training is carried out in accordance with the results from focus group discussions (FGD); that is using face-to-face (offline) and virtual (online). According to Akhmadi (2021), blended learning is needed to improve the quality and quantity of training. This training model combines both face-to-face and online training approaches and practices. With mixed learning strategies, training becomes more flexible. The blended learning model can make it easier for participants to access theory and training material, increase learning motivation, and participant independence which makes classes more effective.

The implementation of the ICARE model is a learning model that organizes teaching and learning activities in a more contextual way, with active, creative, and fun characteristics (joyful learning) with an atmosphere and gets a positive response from students, and can relate to everyday life (Ardiyani et al., 2017; Ranadhana, 2020; Wahyudin, 2010). ICARE is also very useful for getting students' hands-on experience by applying what they get to each learning session (Agustini, 2016). The implementation of the emceeing training model with ICARE in this study resulted in the findings of linguistic errors as shown in Table 2 below.

Based on the findings of linguistic errors in the master of ceremonies training, the highest number were sentence or grammatical errors. In line with that Kuswari (2022) mentions that grammatical and spelling errors are often a major problem for students in class. The largest portion is (1) effective sentence errors. The error indicator is due to (a) pleonasm (example: the audience, namely is), (b) the use of inappropriate articles (example: the third event), (c) the use of incorrect prepositions (example: the audience is welcome to sit back down), (d) contamination or ambiguity (example: stepping on the event, time and place we please), (e) wrong reasoning (example: please turn off communication tools, shorten the time). (2) pronunciation errors (example: Cherbon city, should be Cirebon, complex, should be complex, Minister, should be minister). (3) errors in pausing or stopping the pronunciation of sentences, giving rise to a variety of meanings (example: According to the story, Rini's sister is a smart student.

The Development of the Students' Emceeing Skills

This sub-section presents the analysis results of the development of scores on the emceeing skills among the training participants. The presentation of the results continues to the textual evidence of the development of each language aspect being concerned.

Based on the table 3, the average participants' pretest scores are 52.3 with a standard deviation of 4.9 while the average posttest scores is 68.7 with a standard deviation of 5.2. This means that the distribution of posttest scores is much more diverse than the distribution of pretest scores. The next stage was testing the effectiveness of the emceeing training model. The normality test results are shown in Table 4 below.

Based on the Table 4, the Kolmogorov-Smirnov test showed the distribution of pretest data with the Sig. = 0.171 > alpha = 0.05. Hence, the distribution of the pretest scores is normally

Table 5

Hypothesis testing on the effectiveness of ICARE model to enhance emceeing skills

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Pre-Test and Post-Test equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis

Asymptotic significances are displayed. The significance level is .05.

The statistical analysis results in Table 5 below demonstrate the value of Sig. = 0.000 > alpha = 0.05. From the results, H_a is accepted, meaning that there is a difference between the median pretest scores and the median posttest scores. In other words, it can be concluded that the application of

distributed. However, the distribution of posttest data demonstrated the Sig. = 0.007 < alpha = 0.05. Then, the distribution of posttest scores is not normally distributed. Based on the results, a nonparametric test must be performed to test the hypothesis, namely the Wilcoxon test using paired sample data.

Table 3

The descriptive statistical results of the pretest and posttest scores

		Statistic
Pre-test	Mean	52.33
	Median	51.40
	Variance	24.618
	Std. Deviation	4.961
	Std. Error	.784
	Minimum	42.80
	Maximum	66.00
	Range	23
	Skewness	.843
	Kurtosis	.766
		Statistic
Post-test	Mean	68.73
	Median	67.50
	Variance	26.826
	Std. Deviation	5.179
	Std. Error	.818
	Minimum	62.00
	Maximum	87.20
	Range	25.20
	Skewness	2.277
	Kurtosis	6.250

Table 4

Normality test of the pre and posttest scores

	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.118	40	.171	.947	40	.061
Post-test	.166	40	.007	.770	40	.000

a. Lilliefors Significance Correction

the ICARE model is effective in enhancing the participants' emceeing skills in the Indonesian context.

Such statistical results were justified by the following textual evidence, as can be seen in Table 6 below.

Table 6

Development of the students' diction

No.	and Idiomatic	Diction and Idiomatic Variations
1.	We give thanks to the presence of God Almighty	a. We raise our fingers to the presence of God Almighty b. While offering to the presence of God Almighty
2.	Ladies and gentlemen, two lovebirds, like kings and queens for a day, in elegant attire, are walking quietly but surely in front of us..	a. two different people b. is like a king and queen c. with a pajajaran-style dress d. walking e. with peace
3.	Prima Yuristanto, S.E. a boy from Malang City, who is handsome like Arjuna	Prima Yuristanto, S.E. a man from the city of Malang, who is as valiant as Arjuna.
4.	Een komariah, SIP virgin from Cirebon, who is beautiful like an angel who came down from heaven	a. women b. beautiful like Cinderella
5.	Ladies and gentlemen, I'm sorry Ananda. Ananda said goodbye to accompany her beloved husband	Ladies and gentlemen, I'm sorry Ananda. Ananda asked for his blessing to accompany his beloved husband.

From some of the diction findings in the implementation of ICARE's master of ceremony training, the students will affect the fluency and variety of sentences, so that the more diction and (idiomatic) words used by the master of ceremony, the more vocabulary will be obtained, resulting in different sentence variations. Next, the findings of

sentence structure in ICARE implementation can be seen in Table 7. It can be generalized that the implementation of ICARE in the master of ceremony training can improve language mastery, especially sentence structure, such as simple and complex sentences, active and passive sentences, effective sentences, and sentence standards.

Table 7

Development of the students' sentence structure

No.	Sentence Structure	Example(s)
1.	Simplex Sentences	a. Ananda said goodbye. b. Soon the event will start. c. we have listened to the hymn of our campus pride d. we give applause once again.
2.	Complex Sentences	a. Ananda said goodbye to accompany her beloved husband. b. Ananda said goodbye so that mother continued to pray for us to be happy and prosperous. c. Ananda said goodbye when Mom and Dad were in tears. d. Let's start this event together by reciting Basmalah
3.	Active Sentences	Mr. Deputy Dean 1 is pleased to read out the results of the selection of outstanding students.
4.	Passive Sentences	The reading of the prayer will be delivered by Mr. Ruslan Abdul Gani, M.Pd.
5.	Effective sentence	a) End of the whole series of events today. b. The next program is the speeches. c. Attendees and invited guests are requested to stand up d. The first speech will be delivered by the chairman of the committee.
6.	Sentence Standard	a. Attention please, soon the event will start. b. Brother Heru, please. c. Next, the speech of the head of STKIP NU Indramayu. d. We respect Mr. Maskur Subaweh, M.Pd. please. e. The next event is entertainment, we leave it to the entertainment MC. f. Welcome we convey to the prospective groom. g. A flower garland as a welcome greeting to the prospective groom by the mother of the prospective bride.

The table 8 below reflects that stress, tone, intonation, and pauses do not affect meaning, but affect actions or perlocutions. Such a high intonation will affect the listener to rush to follow the master of ceremony's appeal. In sound pronunciation, the instructor trained certain words, there were some trainees who were still wrong in sounding words. This is as shown in the following table 9 below.

Based on the findings of the error in the pronunciation of the sounds of the language, it is necessary to train the participants on special materials for the pronunciation of the sounds of the language intensively, so that the trainees (students) are familiar with and sensitive to the sounds of the language when they become masters of ceremonies.

Table 8

Development of the students' stressing, tone, intonation, and pauses

No.	Categories	Textual Evidence
1.	Stressing	Example; Ladies and gentlemen">" please stand. (image ">" = tone pressure from weak slowly strengthens)
2.	Tone	Example: a. Please pay attention to your sitting position! (high pitch) b. The headmaster has arrived. (low tone)
3.	Intonation	Example: a. Cat? (symbol ? intonation is expressing doubt or questioning) b. Cat. (flat intonation states notice) c. Cat! (symbol ! high intonation express anger, cat, irritated)
4.	Pauses	Example: a. According to the story Rini's sister is a smart student 1) According to the story, Rini's sister is a smart student. 2) According to my sister's story, Rini is a smart student. 3) According to Rini's sister's story, she is a smart student.

Table 9

Development of the students' pronunciation

No.	Parts of the ceremony	Textual Evidence
1.	We invite participants to enter the hall.	a. Himbo (phoneme h appears related to the non-standard word) b. Himbo (diphthong au separates into the phoneme o)
2.	Mr. <i>Presiden</i> will inaugurate the Trusmi Batik gallery	<i>Persiden</i> (consonant group pr is sounded per)
3.	Ladies and gentlemen, some files need to be <i>fotokopi</i>	Ladies and gentlemen, some sheets need to be <i>photokopi</i> (double consonant deviation)
4.	Dipersilakan (welcome)	Dipersilahkan (welcome)
5.	We raise our fingers to the divine presence ilahirabi	ilahirobbi (pronunciation error due to Arabic influence)
6.	Bismilahirahmanirahim	Bismilahirahmanirohim (pronunciation error due to Arabic influence)

Non-linguistic mastery for the master of ceremonies is an important part because it is related to nonverbal. This will be an understanding of communication between the MC and the audience. In other words, non-language is used to avoid miscommunication. The results of non-language improvement in MC training can be seen in the following table 10.

The table 10 that the implementation of ICARE can improve non-linguistic elements

through mastery of the topic because it is related to the application, reflection, and evaluation of the material obtained during the training. In this way, participants will know beforehand the errors and mastery that need to be improved, both linguistic and non-linguistic elements. The last thing is increasing non-linguistic mastery through mimics and gestures. Mimics and gestures are very important for the MC to increase the listener's confidence and interest.

Table 10

Development of the students' topic mastery

No.	Topic Mastery Aspect	Textual Evidence
1.	The trainees still read the text in its entirety	Instructors train participants only with the framework of the event so that participants grow courage and fluency
2.	Mastery of MC material that is still low is diction, sentence structure, and pronunciation	The instructor trains with a variety of diction, sentence structure, and pronunciation according to the context of the MC

The results of the increase in expressions and gestures can be seen in the table 11. The table shows that gestures and mimics have an important role in nonverbal communication, both in positioning the body or body or showing faces to

the listener. As a form of nonverbal communication, facial expressions are a means to convey emotional expressions to others. This can be seen in the muscle lines on the face

Table 11

Development of the students' mimics and gestures

No.	Weaknesses of Gestures and Mimics	Textual Evidence
1.	MC participants have not used hand gestures Example: The audience is asked to sit back down. (when saying the phrase sit back) should open the palms	Instructors train how to open hands which means building trust
2.	Participants often only open their hands when the MC is supposed to show the sequence Example: There are main activities today, first, second, third....	The instructor trains the counting gesture which means that the MC has an important point to convey
3.	Participants are not right when they put their hands on their chests Example: "Within us there is a pure heart."	The instructor trains the gesture of putting his hands on his chest which means honesty or his words are full of sincerity
4.	Participants are still not maximal in clenching their hands when they should be emotional. Example: "We show our loyalty to this institution"	The instructor trains the clenching gesture which means an invitation or emotional touch
5.	Participants are less than optimal in expressing smiling expressions Example: "Thank you....".	Participants are less than optimal in expressing smiling expressions Example: "Thank you....".
6.	The participants were still not evenly distributed when the MC's gaze was only focused on a certain part of the audience.	The instructor trains eye contact with listeners so that they are right on target when the sentences are thrown

The Lecturers' Perspectives on the ICARE Model for Students

The results of the interviews with the four lecturers regarding the application of ICARE training model in higher education institutions revealed several points. The questions asked were related to: (1) emceeding competencies mentioned in the course learning outcomes; (2) students' interests in emceeding activities; (3) training process and model that has been carried out; (4) effectiveness of time or schedule of the training; (5) availability of place to conduct the training; (6) learning materials; (7) types of emceeding training (formal, semi-formal, and non-formal); (8) evaluation of the training; (9) assessment of the emceeding practices; (10) the training modules; and (11) the trainers or instructors of the training.

It can be concluded that: (1) the learning outcomes of the course must focus on the competence of students to become professional trainers equipped with knowledge that includes understanding concepts and types of emceeding, (2) being able to diagnose problems in executing emceeding activities, being able to determine the causative factors and how to deal with emceeding problems, (3) be able to design follow-ups on emceeding problems, and (4) be able to become a character in formal, semi-formal and non-formal events as a life skill.

The need for providing a training is, therefore, important for the improvement of human resources. Nurhalim and Puspita (2021) explains that pragmatically, training and development programs have a positive influence, both for individuals and organizations. Such training needs to be carried out

systematically to find gaps between the knowledge, skills and attitudes of a person required by an organization which can be improved through training.

CONCLUSION

The present study has delineated the research on the application of ICARE training model to enhance Indonesian students' language- and non-language-related emceeding skills. The results generally showed that the application of the ICARE model can spark active, creative, and collaborative learning atmosphere toward the development of students' language skills such as pronunciation, stressing, voice, intonation, and duration, diction, and sentence structure as well as non-language skills such as mastery of topic and gestures and mimics. It was justified by the statistical results in which the application of such training model is proven to be effective to enhance students' emceeding skills. The interview results with the lecturers generally imply that the application of ICARE training model in higher education settings needs to be carried out carefully by looking at several technical aspects. The results of the present study add evidence regarding the merits of applying ICARE model to enhance students' learning process, particularly in the context of language learning. This study calls for future studies to address the issues emerged from this study and the application of such training model in other language learning contexts.

REFERENCES

- Agustini, N. (2016). *Penerapan model pembelajaran ICARE (Introduction, Connect, Apply, Reflect, Extend) untuk meningkatkan kemampuan memahami dan mengaplikasikan dalam konteks dunia nyata siswa SMA (The implementation of the ICARE (Introduction, Connect, Apply, Reflect, Extend) learning model to improve high school students' ability to understand and apply knowledge in real-world contexts)* [Master's thesis, Universitas Pendidikan Indonesia]. UPI Repository.
- Akhmadi, A. (2021). Penerapan blended learning dalam pelatihan (The application of blended learning in training). *Inovasi-Jurnal Diklat Keagamaan*, 15(1), 78–87. <https://doi.org/10.52048/inovasi.v15i1.214>
- Ardiyani, N. K. D., Darmawiguna, I. G. M., & Sindu, I. G. P. (2017). Penerapan model pembelajaran ICARE untuk meningkatkan hasil belajar pengolahan citra digital siswa kelas XI MM2 di SMK N 1 Klungkung tahun pelajaran 2016/2017 (The implementation of the ICARE learning model to improve the learning outcomes of digital image processing for 11th-grade students in the Multimedia 2 class at Vocational High School 1 Klungkung in the academic year 2016/2017). *KARMAPATI (Kumpulan Artikel Mahasiswa Pendidikan Teknik Informatika)*, 6(3), 338–346.
- Arianti, R. (2019). *Petunjuk praktis pengajaran keterampilan berbicara (Petunjuk praktis pengajaran keterampilan berbicara)*. Deepublish CV Budi Utama.
- Arief, E. (2009). "Performance" pembawa acara yang profesional (Professional emcee). *Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni*, 10(1), 11–16. <https://doi.org/10.24036/komposisi.v10i1.51>
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.
- Backlund, P. M., & Morreale S. P. (2015). Communication competence: Historical synopsis, definition, application, and looking to the future. In A. F. Hannawa & B. H. Spitzberg (Eds.), *Handbook of Communication Science* (pp. 11-38). Berlin: De Gruyter.
- Bahrani, T., & Soltani, R. (2012). How to teach speaking skill. *Journal of Education and Practice*, 3(2), 25–29.
- Budianti, Y., & Permata, T. (2017). Upaya meningkatkan keterampilan berbicara dan percaya diri siswa melalui metode bermain peran (*role-playing*) pada pelajaran Bahasa Indonesia siswa kelas V SDN Buni Bakti 03 Babelan Bekasi (Efforts to improve students' speaking skills and self-confidence through role-playing method in Indonesian language lessons for fifth grade students at SDN Buni Bakti 03 Babelan Bekasi). *Pedagogik: Jurnal Pendidikan Guru Sekolah Dasar*, 5(2), 44–56. <https://doi.org/10.33558/pedagogik.v5i2.448>
- Darmuki, A., Andayani, Nurkamto, J., & Kundharu S. (2017). Cooperative, synectics, and CTL learning models toward speaking ability viewed from student's motivation. *Advances in Social Science, Education and Humanities Research*, 125, 75–79.
- Firmansyah, M. B. (2017). Behavioral literacy-based discussion learning model for speaking skills. *Educational & Social Scientific Journal*, 8(2), 119–125.
- Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Wadsworth
- Herbein, E., Golle, J., Tibus, M., Schiefer, J., Trautwein, U., & Zettler, I. (2018). Fostering elementary school children's public speaking skills: A randomized controlled trial. *Learning and Instruction*, 55, 158-168. <https://doi.org/10.1016/j.learninstruc.2017.10.008>
- Hoffman, B., & Ritchie, D. C. (1998). Teaching and learning online: Tools, templates, and training. In J. Willis, D. Willis, & J. Price (Eds.), *Technology and teacher education annual—1998*. Charlottesville, VA: Association for Advancement of Computing in Education.
- Hurt, K. J. (2016). A theoretical model of training and its transference: The pivotal role of top management team composition and characteristics. *Human Resource Development International*, 19(1), 44–66. <https://doi.org/10.1080/13678868.2015.1102007>
- Kamil, M. (2010). *Model pendidikan dan pelatihan: Konsep dan aplikasi (Education and training models: Concepts and applications)*. Alfabeta.
- Kamlasi, I., & Salu, M. L. (2019). Workshop tentang *Master of Ceremony* (MC) bagi mahasiswa Program Studi Pendidikan Bahasa Inggris FIP Universitas Timor. *E-Dimas: Jurnal Pengabdian kepada Masyarakat*, 10(1), 6–10.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12(11), 1–6.
- Kumalasari, M. A., Rustono, R., & Santoso, B. W. J. (2018). Strategi kesantunan pemandu acara talkshow Kick Andy dan Mata Najwa di Metro TV (Politeness strategies used by the hosts of the talk shows Kick Andy and Mata Najwa on Metro TV). *JP-BSI (Jurnal*

- Pendidikan Bahasa dan Sastra Indonesia*, 3(1), 34–43.
<https://dx.doi.org/10.26737/jp-bsi.v3i1.446>
- Kuswari, U. (2022). A writing workshop model to enhance students' skills in writing essays in Sundanese. *I2(1)*, 266–276.
<https://doi.org/10.17509/ijal.v12i1.46597>
- Lee, B., & Lee, Y. (2020). A study examining the effects of a training program focused on problem-solving skills for young adults. *Thinking Skills and Creativity*, 37, 100692.
<https://doi.org/10.1016/j.tsc.2020.100692>
- Mansour, M. (2013). Evaluation of training in organizations: An empirical investigation from a developing country. *International Journal of Education and Research*, 1(6), 1–12.
- Masuram, J., & Sripada, P. N. (2020). Developing speaking skills through task-based materials. *Procedia Computer Science*, 172, 60–65.
<https://doi.org/10.1016/j.procs.2020.05.009>
- Morreale, S. P., & Pearson, J. C. (2008). Why communication education is important: The centrality of the discipline in the 21st century. *Communication Education*, 57(2), 224–240.
<https://doi.org/10.1080/03634520701861713>
- Nugroho, A., Kurniawan, H., & Putra, M. R. E. (2021). s Pelatihan keterampilan pewara dan retorika pada IRMAS di Desa Kalibening Kecamatan Tugumulyo Kebupaten Musi Rawa (Vocational and rhetoric skills training at IRMAS in Kalibening Village, Tugumulyo District, Musi Rawas District). *PKM Linggau: Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 1(2), 1–8.
- Nurhalim, A. D., & Puspita, S. (2021). Pentingnya analisis kebutuhan pelatihan untuk pengembangan sumber daya manusia dalam organisasi (The importance of training needs analysis for the development of human resources in organizations). *Jurnal Ilmu Komputer dan Bisnis*, 12(2a), 104–110.
<https://doi.org/10.47927/jikb.v12i2a.202>
- Pristiwati, R. (2012). Strategi dua-dua-empat untuk meningkatkan keterampilan kepewaraan mahasiswa (Two-two-four strategy to improve students' personality skills). *Jurnal Penelitian Pendidikan*, 29(2), 137–144.
<https://doi.org/10.15294/jpp.v29i2.5655>
- Raja, F. (2017). Anxiety level in students of public speaking: Causes and remedies. *Journal of Education and Educational Development*, 4(1). 94–110.
- Ranadhana, A. (2020). Studi literatur pada model pembelajaran ICARE terhadap keterampilan berpikir kreatif peserta didik pada materi momentum & impuls (Literature study on the ICARE learning model toward students' creative thinking skills on momentum & impulse materials). *COMPTON: Jurnal Ilmiah Pendidikan Fisika*, 7(1), 27–34.
<https://doi.org/10.30738/cjipf.v7i1.6390>
- Rokhman, F. & Pristiwati, R. (2015). *Kepewaraan di perguruan tinggi (Emceeing in college)*. CV Andi Offset.
- Rusdin, R. (2017). Pendidikan dan pelatihan sebagai sarana peningkatan kompetensi guru di SMP Negeri 02 Linggang Bigung (Education and training as a means of increasing teacher competence at SMP Negeri 02 Linggang Bigung). *Jurnal Administrative Reform*, 5(4), 200–212.
- Salyers, V., Carter, L., Barrett, P., & Williams, L. (2010). Evaluating student and faculty satisfaction with a pedagogical framework. *Journal of Distance Education*, 24(3), 1–12.
- Suminar, T., Arbarini, M., Shofwan, I., & Setyawan, N. (2021). The effectiveness of production-based learning models in the ICARE approach to entrepreneurial literacy ability. *Journal of Nonformal Education*, 7(2), 142–149.
<https://doi.org/10.15294/jne.v7i2.31700>
- Suwandi, S., Boeriswati, E., Suyono, Anshari, K., Kusmana, S., Putrayasa, I. B., Sayuti, S. A., Suyatno, Maryaeni, Sugono, D., Atmazaki, Ahmad, H.P., Akhadiah, S., Suhartono, Muliastuti, L., Suroso, Doyin, M., & Mulyono, S. (2016). *Capaian pembelajaran dan standar nasional pendidikan Bahasa Indonesia (Learning achievements and national standards of Indonesian language education)*. Yuma Pressindo.
- Wahyudin, D. (2010). Model pembelajaran ICARE pada kurikulum mata pelajaran TIK di SMP (The ICARE learning model in the ICT curriculum in junior high schools). *Jurnal Penelitian Pendidikan*, 11(1), 23–33.