

IMPLEMENTATION OF SIUUL MODEL IN DEVELOPING ENGLISH MC SKILLS IN ENGLISH EDUCATION STUDY PROGRAM

Devini Aulya Rahman ^{a)}, Henny ^{a*)}, Wahyuni ^{a)}, Ahmad Fauzi Hamdi ^{a)}, Sri Watini^{a)}

^{a)} Universitas Panca Sakti Bekasi, Bekasi, Indonesia

^{*)}Corresponding Author: hennydanbi@gmail.com

Article history: received 27 January 2023; revised 16 February 2023; accepted 04 March 2023

DOI: <https://doi.org/10.33751/jhss.v7i1.6749>

Abstract. This study aims to describe the implementation of the SIUUL Model which was carried out in the MC training for English education study program students at Panca Sakti University Bekasi. Using a qualitative descriptive research method. Data obtained through observation, interviews and documentation. Research subjects were students majoring in the English education study program at Panca Sakti University Bekasi. The results of the study found that the MC training in the English education study program at Panca Sakti University had well implemented the SIUUL model in accordance with the principles and stages of the model.

Keywords: SIUUL model; MC; English

I. INTRODUCTION

Speaking is important language skill that students should have in order to communicate. According to [1] speaking is the ability to sound or articulate words to express, state or communicate thoughts, ideas, and feelings. Public speaking is a skill that is needed by anyone and is very important in everyday and professional life. However, many people are not very confident speaking in public. Stated by [2] anyone can speak but not everyone has good public speaking skills. Fortunately, public speaking is something that can be learned and practiced, the more we do it, the more skilled and confident we become. In the book *Menjadi Public Speaker Andal* [3] stated that "public speaking is the process of communicating before an audience with the aim of informing, persuading, or entertaining". According to [4] public speaking has three types of them. The first type is informative, it is designed to convey small but useful information to the audience. The second type is a persuasive, it aims to change people's opinions or actions about something. Third type is a ceremonial, it must be given to commemorate an important event in a person's life, such as a graduation speech or wedding speech. In order to capture the audience's attention and interest, the speaker should deliver an interesting and engaging speech in the introduction part of the speech.

Master of Ceremony (MC) is a form of public speaking. [5] said that the master of ceremony is an event guide who has the responsibility for the success of the event. The emcee is the storytelling event's representative; he/she is the bridge between producers, storytellers, and audience; he/she sets the tone for a particular concert or festival set, determines the energy level throughout, and is responsible for keeping the event on schedule and establishing the kind of community feeling the event will have [6]. The role of the MC profession is very important in the success and smooth running of the

event. According to Ani Yuningsih in [7] "The success or failure of an event is largely determined by the success of MC or event guide as a sub-section of protocoler tasks." Because of this reason, made many people want to study MC. First, MC is available as a job. By becoming a professional MC, we can earn money from this profession. Second, people may be interested in being frequent MCs at events like office, neighborhood, community, and organizational events, etc. Third, people just want to learn. In other words, people who don't want to be professional MCs or who have never hosted an event before. In addition, the great opportunity for the MC profession, as long as they are in charge of leading informal, semi-formal, and formal events, makes it a serious profession, especially for workers and those who are interested in the world of public speaking [8].

The current growth in the millennial population has an impact on the level of competition in the professional work. Flexibility in work is one of the things millennials look for when looking for job opportunities [9]. According to Forbes Statistics, about 19% of millennials want flexible working hours [10]. Being surrounded by a flexible work environment is important for millennials in terms of where and how they work. This is due to the dynamic work habits of this generation, so it requires a work environment that supports this. MC career tends to be a good job opportunity for the millennial generation because it is very flexible. [11] said that millennials, who are part of the younger generation, also need public speaking skills as soft skills. This should concern the government and social order at all levels in order to strengthen their successful role in society, including the workplace. Therefore, it is very important for today educators to create good learning processes so that students' learning outcomes are meaningful and can be practically used in their daily lives [12]. Pancasakti University, as one of the universities with a large population of the millennial generation in it, feels the

need to improve students' public speaking skills, especially their skills as MCs. In addition to academic achievements and expertise in the field, public speaking skills, especially competency as an MC, increase job opportunities and potential for each student. According to [13] public speaking, like any other subject, can be learned and practiced, because public speaking is a skill. The more often we do this, the more competent and confident we will be. Seeing the importance and great opportunity for the Master of Ceremony profession, especially for millennials, the research team decided to conduct MC training in English, according to Crystal in [14] said that speaking English is considered the most important skill to master because English is in a strong position as an international language in communication. To be concluded that the training will be held to students of English education study program at Panca Sakti University. [15] stated, public speaking training did not significantly reduce students' anxiety levels, but was shown to be effective in enhancing students' speaking skills. Other benefits of public speaking require more intensive training. In the training, the research team tried to apply the latest learning model as an effort to help the development of Indonesia education which continues to experience development along with the times towards a more modern direction, namely the SIUUL Model.

Abdul Majid in [16] defines a model is a plan or pattern that we can use to design face-to-face in class or additional learning outside the classroom and to sharpen teaching materials. Educators have many ways to support all aspects of student development. The methods used may be different or the same for each aspect of development, and each student may receive the same or different stimuli for each aspect of development. Therefore, they can choose from different learning models and methods that they can use to meet the needs of children in order to achieve their expected development [17]. By implementing the right learning model it will greatly affect the quality of student learning outcomes. This model will become a reference in the learning planning process, collaborating on curriculum components, designing teaching materials and materials, technical and tactical strategies and media design that will be used to improve students' speaking skills [18].

The SIUUL model is a learning model developed and created in 2022 by Dr. Sri Watini, S.Pd.I, M.Pd in Bekasi City, Indonesia. According to [19] the SIUUL model is "Simak-Ucap-Ulang" (Listen-Say-Repeat) which is abbreviated as SIUUL, namely a learning model for speaking or reading that is based on the philosophy of human nature which has a level of learning development based on Islamic values. How to learn to speak and read systematically begins with listening carefully to what is conveyed or discussed by other people or speakers, giving awards to show affection, and then followed by saying correctly, precisely, efficiently, effectively, briefly, and simply from what which has been listened to by using a soft and polite speech style, followed by repetition at least three times to achieve optimal learning results in speaking and reading. The philosophy of the SIUUL model is based on the superiority of humans as creatures created by God, who not only have reason over other creatures, but also have feelings

for fellow human beings, equipped with logical thinking and common sense that are in harmony with ethics and moral values.

Tarigan in [20] states that to acquire language skills, first learn to listen, then learn to speak, and then learn to read and write. So language skills are acquired gradually through practice. The first Step of SIUUL is *Simak* (Listen). Listening plays very important role for people as an integral part of the communication process. Students spend most of the school day listening. It is a skill that students used frequently both in the classroom and in everyday life. Floyed in [21] defined listening as a process that involves hearing, paying attention, understanding, appreciating, and responding to spoken messages. Second step is *Ucap* (Say or Speak). Based on [22] has identified speaking as the most important of the four skills because speaking is a tool for people to communicate between people. As Henry Guntur Tarigan in [23] explains that speaking is a language skill that develops during a child's life that is preceded only by listening, and by which time the ability to say or speak has been learned. Third step is *Ulang* (Repetition). Repetition techniques focus on what students need to do or achieve through speaking. Educational programs with this technique emphasize the purpose of student communication. Richards & Rodgers in [24] state the functional conceptual learning approach emphasizes the fact that students and their communicative intentions are at the heart of the curriculum. In addition, students can listen to the lecturer, imitate the lecturer in dealing with pronunciation, words and sentences, and use repetition techniques to repeat the lecture as a model. So it can be concluded that the problem that became the focus of this research is: How is the implementation of the SIUUL Model in Developing English MC Skills in English Education Study Program ?

II. RESEARCH METHODS

This study used descriptive qualitative method. Qualitative descriptive research produces data that describe "who, what, where, events and experiences" from a subjective perspective [25]. In this study the researchers described the implementation of the SIUUL model in MC training in English for students of the English education study program at Pancasakti University. The techniques and tools of data collection used in this study are: 1. Observation techniques with direct observation of research data sources about what is seen, heard, or thought observed by researchers when carrying out research in the framework of data collection and reflection on data in this research 2. The interview technique is a data collection tool in the form of a list of questions that have been made by the author as a guide for conducting interviews as a tool to obtain information about evaluating the implementation of the SIUUL model in MC training activities. 3. Documentation in this study is a data collection tool through photos of MC training activities. To analyze the data, researchers used data analysis techniques from [26]. 1. Data collection regarding the implementation of the SIUUL model for MC training in English for the English education study program at Panca Sakti University Bekasi 2. Data reduction,

after the data is collected, the data is selected and simplified to obtain the required data. 3. The presentation of data compiles existing information so as to provide the possibility of drawing conclusions and taking action. 4. Drawing conclusions is part of the activity of the complete configuration. The conclusions in this study will answer research questions regarding the implementation of the SIUUL model in MC training in English at the English Education study program at Panca Sakti University. The data checking process uses triangulation and member checks. According to Patton 1999 in [27] triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. The triangulation used in this study is technical triangulation. [28] state, "Member checking, also called participant or respondent validation, is a technique for examining the reliability of results. Data or results are returned to the participant and checked for accuracy and consistency with the participant's experience".

III. RESULTS AND DISCUSSION

SIUUL Model Implementation Strategy

This MC training activity is carried out by providing material related to the basic skills of Master of Ceremony (MC). The implementation of MC training activities in English at the Panca Sakti University English education study program is carried out in several stages using the SIUUL model, to be exact : 1. *Simak* (Listen) ; by observing, paying attention, and listening to material explanations delivered by the speaker regarding the preparation and basic skills that must be possessed by a Master of Ceremony, along with examples of famous MC figures. 2. *Ucap* (Say) ; the material that has been observed implemented in the practical simulation of the Master of Ceremony (MC) training for students majoring in English education. 3. *Ulang* (Repeat) ; To find out whether the MC training activities have been successful, the last stage in the SIUUL model is carried out, that is repeating the material that has been delivered during the MC practice. If all participants can practice the material, then the activity is considered successful. 4. Evaluation; After the three stages of the SIUUL model have been completed, evaluation will take place. The research team conducted interviews with all training participants, to find out their feedback as input for organizing similar activities in the future and developing the implementation of the SIUUL model. Based on the SIUUL Model Implementation Strategy in MC Training in the English Education study program at Panca Sakti University Bekasi, it can be concluded that this activity has carried out the principles and stages in the SIUUL model.

Implementation of Activities

In the first session of this training, the first stage of the SIUUL model was carried out, that is Simak (listening), in which the participants listen to the material presented by the speakers in this training. The speaker delivered the material using PowerPoint media, which was supplemented by examples of famous MC figures that can be used to learn how

to be a good and right MC. Each method is shown on a different slide.



Figure 1. The speaker explain the MC training materials

The following are some of the topics that were presented:

MC Basic Requirements

According to Nindiani in [29] to be able to become a good MC, he must meet several basic requirements, namely :

1. Physical requirements: in good physical condition, with a clear and easy-to-hear voice.
2. Intellectual requirements: have sufficient knowledge, vocabulary, and language skills.
3. Personality requirements: flexibility and self-confidence, being positive, enthusiastic, big-hearted, humorous, disciplined, clean, tidy, well-behaved, polite, and having a good smile.

Role of MC:

1. Greet the audience, starting with welcoming the audience, thank them for coming
2. Greet the speaker, say thank you and ask how the speakers and performers are doing.
3. Recognize the theme, recognize and master the theme of the event, convey the name, theme, and purpose of the event.
4. Convey the agenda, the order of events should be communicated to the audience: start time, order of speakers or appearances, breaks, and end of the event.
5. Introducing the speaker, have a speaker profile and share their data relevant to the event or topic.

6. Listening and taking notes, note important and interesting points to be used as a reference and as a bridge to the next speaker.
7. Provide humour, insert humor to introduce events or ice breaking
8. Relax, try not to get nervous and stay relaxed.
9. Closing the event, thank the audience and highlight key points.

Useful phrases frequently used by MCs

There are some Useful phrases frequently used by MCs in events :

Table 1 .Useful Phrases

No	Useful phrases frequently used by MCs	
	Function	Phrases/Utterances
1	Greeting the audience	Good morning Good afternoon Good Evening Assalamualaikum Wr Wb
2	Addressing the Audience	His Majesty Sultan HB XII, The Minister of National Education, Prof. Dr. Muhammad Nuh, to His Honor, Prof. Dr. Rahmat Wahab, M.Pd., M.A. the Rector of Yogyakarta State University, The Honorable Dean of Faculty of ... Distinguished Guests, Ladies and gentlemen, Dear brothers and sisters
3	Inviting the speaker or performer	Ms/MrsIt's my greatest pleasure to welcome you to ... It is a very pleasure for me to welcome you Mr/Mrs...to this event today
4	Reading the Agenda	Before we're starting the program, let me read our special agenda.... Before we run our today's activity, allow me to read the agenda of our event.
5	Transition between sections	1. Report from Chairman of the Committee 2. Welcoming address by ... 3. Now it's time for the speech by ... followed by the opening of the SPSS seminar/ MC workshop/Teacher training 4. And that was only the beginning.... 5. Moving right along, we have a very special guest.... 6. And that's not all... 7. Last but not least...
6	Inviting the speaker or the performers	Ladies and gentlemen, before we start our program let's hear the report from the Committee presented by President of the Committee. Mr. ... the floor is yours. The next is a speech from Ladies and gentlemen, Let us welcome our speaker ... Would you please welcome ..
7	Thanking speakers or performers	Thanks for sharing with us. Thank you for the insights. Thank you very much for taking time out of your busy schedule, we really appreciate it
8	Closing	Well, ladies and gentlemen, we have come to the end of the event. Thank you very much for you participation and we really hope that you will have an inspiring seminar.

Technique to become Master of Ceremony

According to Agus Lahinta and Roy Tombokan in [30] the following four factors must be considered in the technique of becoming MC :

- 1.Voice and manner of speaking
 - a. Speed: Mc's speech speed standard has something to do with the characteristics of the event.
 - b. Volume: the sound volume depends on the media, and the sound product must remain unanimous.
 - c. Power: a voice that does not have power will sound light, for official events, the impression is less solid andnot authoritative.
 - d. Tone: low voices seem more wise, while high tone sounds will sound more excited.
 - e. Timbre: an expressive voice will greatly affect the listeners and create characteristics.
 - f. Breath: How to breathe is very influential on how to speak.

2.Speaking Technique

- a. Intonation: rhythm or song in speaking
- b. Articulation: word clarity
- c. Stressing: emphasis to provide energy
- d. Phrasing: sentence termination or pause
- e. Key: natural intonation, clear articulation, precise phrasing and steady power.
- f. a lot of use of the act of speech directive command and petition [31].

3.Body language/gestures

In accordance with the characteristics of the event, the MC's gestures also have significant differences, for example:

- a. Official events: the place has been determined, and very limited hand movements cannot be higher than the shoulders.
- b. Entertainment arts events: on stage and with freedom of movement, more free hand movements, spontaneous expressions of goals adapted to the characteristics of the event. Body posture is a reflection of daily behavior that should be in accordance with etiquette and aesthetics.
- c. Sit: body straight, shoulders relaxed, and hands on your lap. For women, the legs are stacked neatly or tightly oriented.
- d. Standing: For women, form a 45-degree angle and maintain an upright posture with the chest straight and shoulders relaxed; for men, keep your legs slightly apart.
- e. Walking: straight body, relaxed shoulders, steady steps
- f. How to look at the audience: You must look at all the audience members, both those on the left and right, in front and behind.
- g. How to behave: be calm, reasonable, and polite.

Attitude and Behavior of the MC

MCs must understand the attitudes and behaviors that must be displayed when hosting an event, depending on whether the event is formal or informal.

1. The attitude of the MC when presenting the official event is as follows:
 - a. Sit in the space provided, accompanied by acommittee member.

- b. Standing while speaking or presenting events.
 - c. There is no need to clarify sentences with the other hand or member of the body.
 - d. Be formal (avoid giggling and coughing or clearing your throat).
 - e. Don't repeat/comment on previous events or speakers
 - f. Don't touch or play with anything.
 - g. Saying correctly or not wrongly in mentioning the name, rank, position, and name of the Institution.
 - h. Smiling is allowed at the end of the sentence or at the end of the event.
2. The attitude of the MC when leading an official event is different from when hosting more relaxed event, namely:
- a. Behave and speak casually.
 - b. Always smile and are allowed to laugh as long as it is in accordance with the current situation.
 - c. You may use your hands or other body parts to clarify or enliven the atmosphere, as long as it is polite.
 - d. It is permissible to break the ice and ask for audience applause as a sign of respect.
 - e. You are allowed to comment on past events, as long as you are not bad and ready to improvise to fill the void in the event.

Event Mastery Management

The measure of a person's ability to guide an event is whether the event can run well and smoothly. So the MC must be able to master the method. There are several things that can be done so that the MC can master the course of the event, namely:

1. Knowing the type of event
2. Prepare the appearance and style of language according to the type of event.
3. Prepare cue cards.
4. Constantly checked in with the committee to ensure readiness.
5. Practice



Figure. 2 The speaker gives directions to one of the participants who is doing MC practice



Figure 3. The speaker gives directions to one of the participants who is doing MC practice

Entering the second session, the second stage of the SIUUL model was carried out, namely **Ucap** (saying). The speaker and the training participants carried out MC practice simulation. In the third session, in order to find out whether the MC training activities have been successful, the last stage of the SIUUL model is carried out, that is by **Ulang** (repeating) the material that has been conveyed in the Master of Ceremony (MC) practice. If almost all participants can practice the material, then the activity is considered successful. After the MC training has been completed, the next step is to evaluate activities by conducting interviews with all training participants to find out feedback that can be used as input for organizing similar activities in the future and developing the implementation of the SIUUL model.

Table 2. Participants Interview

No	Evaluation	
	Question	Answers
1	What do you know about the SIUUL Model ?	Listen, Say, Repeat which are the methods used in learning to speak or read
2	What are the benefits of the SIUUL method in developing MC skills in English?	More systematic, It's easier to remember because it's spoken and repeated in practice, more confidence in training because there is courage to speak
3	What are the difficulties in implementing the SIUUL method in developing MC skills in English?	There are many new vocabularies that are not known so there are difficulties in pronunciation, Lack of confidence in practicing it
4	What level do you think this method can be applied?	I think this method can be used at all levels. From preschool to university.
5	What is your suggestion to further develop the SIUUL method in developing MC skills in English?	In my opinion, when doing the SIUUL method we can record the practice so that when we repeat it we can correct the parts that are not quite right, especially when pronouncing difficult words in English and help to remember.

Time and location Implementation of Activities

Master of Ceremony (MC) Training to develop MC skills in the English education study program at Panca Sakti University using the SIUUL model, held on December 18, 2022, in room 109 on Campus A, Panca Sakti University Bekasi, from 14.30 to 16.00.

Based on the techniques and data collection tools used in this study through observation techniques, interview techniques, and documentation, it was concluded that:

- a. MC training in English at the Panca Sakti University English education study program has well implemented the SIUUL model in accordance with the principles and stages of the SIUUL model.
- b. Students of the English education study program at Panca Sakti University gave positive responses to the application of the SIUUL model in MC training.
- c. Students of the Panca Sakti University English education study program are able to understand basic concepts related to the Master of Ceremony, this is indicated when students are asked to practice directly in a simulation of becoming an MC and guiding an event.
- d. Even though students of the English education study program at Panca Sakti University have not fully mastered the techniques to become a good Master of Ceremony, they have the will to learn and practice to become MCs.
- e. The students were very enthusiastic about listening to the material and conducting questions and answers regarding things that they did not understand related to the master of ceremony (MC).
- f. The event ended with interviews with the MC training participants to get feedback and suggestions regarding the activities that had been carried out.

IV. CONCLUSION

The conclusion obtained from the MC training activities that have been carried out as a whole is that MC training in English at the Panca Sakti University English education study program has well implemented the SIUUL model in accordance with the principles and stages of the SIUUL model. And the Students of the English education study program at Panca Sakti University gave positive responses to the application of the SIUUL model in MC training, they are enthusiastic and really listen while listening to the material presented, which is marked by a very conducive classroom atmosphere because students ask lots of questions about new things they learn from the presentation slides and videos given. This activity can be used as a means to find out whether the SIUUL model can be implemented and is effective in developing MC skills in English for English education study program students at Panca Sakti University Bekasi. Suggestions that can be conveyed from this Master of Ceremony training activity is that there is great hope that this activity can be carried out at other educational levels, such as elementary, junior high, and high school/vocational school students, where they can also improve their abilities and potential. And the involvement of external parties such as experts in the field of MC is needed to provide education related to the master of ceremony, so that the MC skills of students can be sharpened and applied to become a skilled master of ceremony. In addition, there is also a need for a lot of socialization regarding the SIUUL model as a new speaking learning model as an effort to help the development of Indonesia education which continues to experience

development along with the times towards a more modern direction, namely the SIUUL Model.

REFERENCES

- [1] Mudiayah and S. Watini, "Peningkatan Kemampuan Berbicara Anak melalui Media Boneka Jari pada Anak Usia 4 – 5 Tahun di TK Adifa Karang Mulya Kota Tangerang," *J. Pendidik. Tambusai*, vol. 5, no. 2, pp. 4258–4265, 2021.
- [2] R. Y. K. P. Siahaan, S. Daulay, and W. Hadi, "The Effectiveness of Public Speaking Learning Media Based on Digital Multimodal in Indonesian Language Courses at Politeknik Pariwisata Medan," *Budapest Int. Res. Critics Linguist. Educ. J.*, vol. 3, no. 4, pp. 2036–2047, 2020, doi: 10.33258/birle.v3i4.1435.
- [3] V. R. Adia, *Menjadi Public Speaker Andal*. Yogyakarta: Yogyakarta: Deepublish, 2021.
- [4] Y. O. Harahap and Y. Rozimela, "An Analysis of Students' Speaking Ability in Speech at English Department of UMN Al-Washliyah Medan," *Proc. Tenth Int. Conf. Lang. Arts (ICLA 2021)*, vol. 599, no. Icla, pp. 1–6, 2021, doi: 10.2991/assehr.k.211129.001.
- [5] Syafryadin, *Public speaking*. Unit Penerbitan dan Publikasi FKIP UNIB, 2019.
- [6] B. Horner, "Tips on good emceeing," 2019.
- [7] E. Hafizah, "Implementasi tata Laksana Pedoman Master of Ceremony bagi Siswa Siswi Sekolah Dasar," *Al-Hikmah*, vol. 13, no. 1, p. 77, 2019.
- [8] M. Adhiyana, "Persiapan Menjadi MC," *Yogyakarta Univ. Negeri Yogyakarta*, 2019.
- [9] S. Hardinata, Y. Suchyadi, and D. Wulandari, "Strengthening Technological Literacy In Junior High School Teachers In The Industrial Revolution Era 4.0," *J. Humanit. Soc. Stud.*, vol. 05, no. 03, pp. 330–335, 2021.
- [10] Y. D. Pradipto and Y. Laurina, "The Effect of Flexitime on Work-Life Balance of Millennials Generation Employees in Jakarta with Turnover Intention as Moderating Variable," *Proc. 3rd Tarumanagara Int. Conf. Appl. Soc. Sci. Humanit. (TICASH 2021)*, vol. 655, no. Ticash 2021, pp. 1725–1730, 2022, doi: 10.2991/assehr.k.220404.280.
- [11] E. A. Putri, "Pentingnya Keterampilan Public Speaking Bagi Sekretaris," 2018.
- [12] S. Watini, "Pendekatan Kontekstual dalam Meningkatkan Hasil Belajar Sains pada Anak Usia Dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 3, no. 1, p. 82, 2019, doi: 10.31004/obsesi.v3i1.111.
- [13] A. T. Turistiati and H. F. A. Ramadhan, "Pelatihan Soft Skills Dan Pendampingan Siswa-Siswi SMK Di Kota Bogor Untuk Persiapan Memasuki Dunia Kerja," *J. Komunitas J. Pengabd. Kpd. Masy.*, vol. 1, no. 2, pp. 1–8, 2019, doi: 10.31334/jks.v2i1.286.
- [14] H. A. U. Husna, "The Relationship between the Students English Speaking Skills and Their Closeness to English," *Lang. Circ. J. Lang. Lit.*, vol. 15, no. 2, pp.

- 229–240, 2021, doi: 10.15294/lc.v15i2.28581.
- [15] H. Nadia and Y. Yansyah, “The effect of public speaking training on students’ speaking anxiety and skill,” *Proc. 65th TEFLIN Int. Conf.*, vol. 65, no. 1, pp. 227–232, 2018.
- [16] S. Watini, “Pengembangan Model ATIK untuk Meningkatkan Kompetensi Menggambar pada Anak Taman Kanak-Kanak,” *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 2, pp. 1512–1520, 2021, doi: 10.31004/obsesi.v5i2.899.
- [17] H. Rahakbauw and S. Watini, “Implementasi Model Atik Dalam Meningkatkan Kemampuan Kognitif Anak Dalam Menyusun Pola Abcd-Abcd,” *J. Buah Hati*, vol. 8, no. 2, pp. 1–9, 2022.
- [18] J. C. Herawati and S. Watini, “Implementasi Model ATIK Dalam Mengembangkan Kemampuan Mendongeng Pada Anak Usia Dini Di PAUD Siera Pertiwi,” *Edukasia J. Pendidik. dan Pembelajaran*, vol. 3, no. 2, pp. 207–219, 2022.
- [19] S. Watini, “Model SIUUL (LSR) : Sri Watini (2022),” Hak Cipta Intelektual (HKI): EC00202276419, 18 Oktober 2022
- [20] I. Nafik Purwaningrum and Pamuji, “Penerapan Teknik Simak Ucap Ulang Bermedia Gambar Untuk Meningkatkan Keterampilan Berbicara Anak Autis,” *J. Pendidik. KHUSUS*, 2019.
- [21] W. O. Riniati, “The Annexation of ‘Repeated Listening and Role Play Technique’ to Improve the Students’ Ability,” *Atl. Press*, vol. 436, no. 1990, pp. 339–342, 2020, doi: 10.2991/assehr.k.200529.069.
- [22] I. Aristy, R. Hadiansyah, and Y. Apsari, “Using Three Step-Interview To Improve Student’s Speaking Ability,” *Proj. (Professional J. English Educ.*, vol. 2, no. 2, 2019, doi: <http://dx.doi.org/10.22460/project.v2i2.p175-180>.
- [23] N. Aini, N. Khoyimah, and I. Santoso, “Improving Students Speaking Skills Ability Through Repetition Drill,” *Proj. (Professional J. English Educ.*, vol. 3, no. 1, 2020, doi: <http://dx.doi.org/10.22460/project.v3i1.p26-35>.
- [24] A. Kuliahana and A. G. Marzuki, “Repetition Technique in an Efl Speaking Class in Islamic Higher Education in Indonesia,” *Acad. J. Perspect. Educ. Lang. Lit.*, vol. 8, no. 1, p. 20, 2020, doi: 10.33603/perspective.v8i1.3295.
- [25] H. Kim, J. S. Sefcik, and C. Bradway, “Characteristics of Qualitative Descriptive Studies: A Systematic Review,” *Res. Nurs. Heal.*, vol. 40, no. 1, pp. 23–42, Feb. 2017, doi: 10.1002/nur.21768.
- [26] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative data analysis: A methods sourcebook*. SAGE, 2014.
- [27] N. Carter, D. Bryant-Lukosius, A. Dicenso, J. Blythe, and A. J. Neville, “The use of triangulation in qualitative research,” *Oncology Nursing Forum*, vol. 41, no. 5, pp. 545–547, 2014. doi: 10.1188/14.ONF.545-547.
- [28] L. Birt, S. Scott, D. Cavers, C. Campbell, and F. Walter, “Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation?,” *Qual. Health Res.*, vol. 26, no. 13, 2016, doi: 10.1177/1049732316654870.
- [29] R. A. Fitria, “Master of ceremony (MC) untuk meningkatkan potensi diri bagi siswa SMKN 49 Jakarta Utara,” *Ikraith-Abdimas*, vol. 4, no. 2, pp. 74–78, 2021.
- [30] C. S. . Kusuma, “TIPS MENJADI MASTER OF CEREMONY (MC) YANG BAIK,” 2015.
- [31] R. Nifmaskossu and Rahmat, “Tindak Tutur Direktif Upacara Perkawinan Adat Masyarakat Watmuri,” *J. Pendidik. Bhs. dan Sastra Indones.*, vol. 8, no. 1, pp. 104–115, 2019, doi: <https://doi.org/10.15294/jpbsi.v8i1.24018>.