

## ***Recitation Method as a Factor in Affecting Students' Writing Skills***

Artipah  
artipah@jagakarsa.ac.id

Betsyeba  
betsyeba@jagakarsa.ac.id

### **Abstract**

The purpose of this research was to investigate how recitation method and achievement motivation impact English writing ability. The research used an experimental design with a post-test only control group and involved a population of 42 students, with a sample of 42 students in one class. Data was collected through an English writing skill test and control data from the period before. The results indicated that: (1) students who followed the recitation method had higher English writing skills than those who followed the conventional method, (2) there was an interaction effect between the recitation method and English writing skills, (3) for students with high achievement motivation, the English writing skills of those who followed the conventional method were better, (4) there was an interaction effect between the recitation method and achievement motivation on English writing skills, and (5) for students with low achievement motivation, the English writing skills of those who followed the conventional method were better than those who followed the recitation method.

**Keywords:** *Recitation method, TEFL, Writing Skill, University Student*

### **INTRODUCTION**

Language plays a crucial role in education as it is necessary for learning all subjects. Teachers and students cannot do without language, which functions as a tool for expressing ideas and feelings. Language is used for various activities both inside and outside the classroom, such as delivering course material, responding to teacher questions, questioning in discussions, making reports and summaries (Jakonen & Morton, 2015). The goal of language learning is to achieve optimal results leading to the improvement of national education. English is a foreign language studied in Indonesian education institutions and is important for international communication.

Writing is one of the four components of English language skills, including listening, speaking, reading, and writing. Writing is a productive and expressive skill that requires concentration and mastery of vocabulary. To improve writing skills, students should practice and exercise regularly, read English literature, and take tests to assess their progress

(Hatipoğlu, 2015). Writing involves using language, including words, phrases, sentences, paragraphs, and discourse, to convey thoughts, feelings, and judgments. It is important to express ideas using appropriate and meaningful language that can be easily understood by others. Writing skills are essential for success in school and in modern life, and are considered a hallmark of an educated person. Writing, like the other language skills, requires time, effort, training, and direct teaching to develop. Many students struggle with writing essays in English or translating English discourse due to various factors, such as teachers' limited use of recitation methods, students' lack of English writing skills, motivation, and mastery of language structure and vocabulary, as well as insufficient ideas and insights, practice, and understanding of teachers' instructions (Nguyen & Terry, 2017).

Indonesia has a low literacy rate, including among teachers, students, and college students, and produces very few books compared to other countries. For example, Indonesia only publishes 5,000

titles per year, while Japan publishes 65,000, Germany publishes 80,000, and England publishes 100,000. Only 5% of the 250,000 schools in Indonesia have a library. Additionally, writing is not a common practice in Indonesian society. Poor literacy skills result in reduced competitiveness due to a lack of mastery in science and technology. Workers in the global job market demand skills rather than just expertise. The ability to write is crucial for academic and career success.

The choice of learning methods is a crucial factor in achieving success in education. Effective learning methods have the ability to keep students engaged and enhance their comprehension of the material (Paolini, 2015). Junior high school writing classes, for example, often use the recitation method which involves assigning specific tasks to be completed by students anywhere. The effectiveness of the learning process can be evaluated through different metrics. Student evaluations are one way to measure the effectiveness of teaching and learning.

Mastery of individual learning is achieved when students attain a score of  $\geq 65\%$  or 6.5 in the classical setting, and when  $\geq 85\%$  of students individually complete classroom objectives, the learning process is considered effective. Effective and efficient teaching methods are essential for the successful education of students (Alhija, 2017). Teachers must strive to make the learning process enjoyable, and must ensure that the quality of their teaching leads to successful learning outcomes. The success of the learning process is crucial for achieving a bright future, which will provide the next generation with a high level of scientific understanding that will be valuable for the country, state, and religion.

The research study identified a range of problems related to the teaching and learning of English writing skills in schools. One of the main issues identified was that the recitation method, which involves giving specific tasks to students

that they can complete anywhere, has not been widely used by teachers (Saunders & Goldenberg, 2017). In addition, students lacked English writing skills, motivation, mastery of English language structure and vocabulary, as well as ideas and insights about the writing materials. They also lacked the willingness and diligence to practice writing English. Moreover, the teaching methods used by teachers in teaching writing were less precise, as most teachers were still using conventional methods (Rutschow & Mayer, 2018). Furthermore, students had difficulty understanding the tasks set by the teacher. In light of these limitations, the researcher focused on the recitation method as a potential solution to these problems, and formulated the research question: how does the recitation method affect students' writing skills? The aim of the research was to collect and analyze empirical data to answer this question, with the goal of improving students' English writing skills.

## METHOD

The main objective of this research is to investigate the impact of recitation method on the English writing skills of students, with a focus on university students at Universitas Tama Jagakarsa. To achieve this objective, the researchers conducted experiments in the classroom and collected data from tests. The data was then analyzed to determine the impact of the recitation method on the writing skills of the students. This research adopted a mixed approach, which combined quantitative and qualitative research methods. The mixed approach is based on the paradigm of pragmatic knowledge, which emphasizes the orientation towards consequences, problems, and pluralism (Shannon-Baker, 2016). In this approach, researchers collect data using various methods, including both numeric and textual information, to obtain a comprehensive understanding of the research problem.

The quantitative data analysis method used in this research is the experiment method, while the qualitative data analysis method used polygons and histograms. The experiment method is a purely quantitative research method that tests the effect of one or more variables on other variables. In this method, variables influencing the outcomes are classified as independent variables, while variables that are influenced are classified as dependent variables (Yates & Leggett, 2016). In the experiment method, researchers used a single class as the sample to be researched. This class was divided into a control group and an experiment group. The control group was given a conventional method of writing instruction, while the experiment group was taught using the recitation method. Tests were conducted to determine the influence of the recitation method on the English writing skills of the students. To ensure the reliability of the research, the same test was administered to both groups. The total population of the class under research was 47 students, and all of them were included in the sample.

The sample was representative of the population under the research. The research involved two variables: Independent Variable (X) and Dependent Variable (Y). The independent variable in this research was the recitation method, while the dependent variable was the English writing skills of the students. To collect data on the writing skills of the students, tests were administered using both the recitation and conventional methods. The research used descriptive statistics to describe and explain the observations or experiments performed in the research. The data obtained from the tests were graded on a scale of measurement, and the raw data was presented in the form of tables and graphs. The table showed the value and frequency distribution, while the graph presented a histogram. The data was processed to calculate the mean, median, mode, range, and standard deviations. Before the final

stage of the t-test, the linearity of the data was tested to ensure the validity of the results.

## FINDINGS AND DISCUSSION

### *Characteristics of Respondents*

The research methodology involved implementing the recitation method for the experiment group of respondents, while the control group's data was obtained from their performance in the same period in the previous year (Huang, *et al*, 2016). The respondents were selected from diverse backgrounds, which facilitated obtaining mixed results. The English writing skills test results were collected for the experiment group that received instruction through the recitation method and for the control group that followed conventional teaching methods.

*Data from the test's English writing skills in Experiment class and the Control class.*

**Table 4.1**  
**The Result of Test Control Class and Experiment Class**

No	Name	Control Class	Experiment Class
1.	Student 1	78	90
2.	Student 2	65	80
3.	Student 3	76	90
4.	Student 4	70	85
5.	Student 5	68	85
6.	Student 6	65	80
7.	Student 7	65	80
8.	Student 8	65	85
9.	Student 9	77	90
10.	Student 10	73	90
11.	Student 11	75	90
12.	Student 12	74	85
13.	Student 13	72	85
14.	Student 14	65	80
15.	Student 15	66	70
16.	Student 16	65	70
17.	Student 17	79	90

18.	Student 18	67	80
19.	Student 19	68	80
20.	Student 20	81	90
21.	Student 21	76	85
22.	Student 22	76	80
23.	Student 23	73	85
24.	Student 24	70	80
25.	Student 25	65	70
26.	Student 26	65	70
27.	Student 27	72	85
28.	Student 28	73	80
29.	Student 29	70	80
30.	Student 30	75	85
31.	Student 31	68	80
32.	Student 32	74	90
33.	Student 33	68	75
34.	Student 34	86	90
35.	Student 35	66	75
36.	Student 36	76	85
37.	Student 37	78	85
38.	Student 38	66	80
39.	Student 39	75	80
40.	Student 40	76	85
41.	Student 41	66	75
42.	Student 42	71	75
	<b>Total</b>	<b>2999</b>	<b>3470</b>

In order to derive the frequency distribution table, the Stargess rule was used to determine the class ranges, class numbers, and class intervals.

Determining Range Interval Class Class Experiment with the formula:

$$R = \text{highest value} - \text{lowest value} = 90 - 70 = 20$$

Determining the Number of Classes with the formula:

$$JK = 1 + 3,3 \log n_x = 1 + 3,3 \log 42 = 1 + 3,3 (1,623) = 6,355 \text{ rounded to } 7$$

Determining Length of Class with the formula:

$$P = \frac{R}{JK} = \frac{20}{7} = 2,857 \text{ rounded to } 3$$

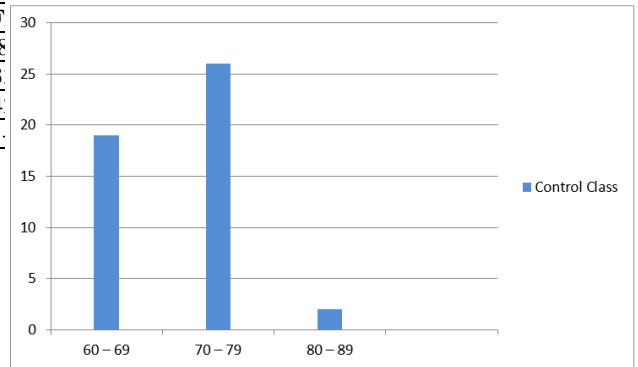
Table of Testing Hypotheses

R	X	Y	xy	x <sup>2</sup>	y <sup>2</sup>
1	78	90	7020	6084	8100
2	65	80	5200	4225	6400
3	76	90	6840	5776	8100
4	70	85	5950	4900	7225
5	68	85	5780	4624	7225
6	65	80	5200	4225	6400
7	65	80	5200	4225	6400
8	65	85	5525	4225	7225
9	77	90	6930	5929	8100
10	73	90	6570	5329	8100
11	75	90	6750	5625	8100
12	74	85	6290	5476	7225
13	72	85	6120	5184	7225
14	65	80	5200	4225	6400
15	66	75	4950	4356	5625
16	65	75	4875	4225	5625
17	79	90	7110	6241	8100
18	67	80	5360	4489	6400
19	68	80	5440	4624	6400
20	81	90	7290	6561	8100
21	76	85	6460	5776	7225
22	76	80	6080	5776	6400
23	73	85	6205	5329	7225
24	70	80	5600	4900	6400
25	65	75	4875	4225	5625
26	65	75	4875	4225	5625
27	72	85	6120	5184	7225
28	73	80	5840	5329	6400
29	70	80	5600	4900	6400
30	75	85	6375	5625	7225
31	68	80	5440	4624	6400
32	74	90	6660	5476	8100
33	68	75	5100	4624	5625
34	86	90	7740	7396	8100
35	66	75	4950	4356	5625
36	76	85	6460	5776	7225
37	78	85	6630	6084	7225
38	66	80	5280	4356	6400
39	75	80	6000	5625	6400
40	76	85	6460	5776	7225
41	66	75	4950	4356	5625
42	71	75	5325	5041	5625
Total	Σx	Σy	Σxy	Σx <sup>2</sup>	Σy <sup>2</sup>
	299	347	24862	21530	28780
l	9	0	5	7	0

Based on the test results for the experiment group's English writing skills, a distribution table was created as follows:

Table of Distribution Frequency Experiment Class

Value	Fi	Xi	Fixi	fi (xi) <sup>2</sup>	fi (xi-x) <sup>2</sup>	F
70 – 79	8	75,5	604	45602	838,53315	8
80 – 89	25	85,5	2137,5	182756,3	1,4161	33
90 – 99	9	95,5	859,5	82082,25	857,6698	42
Σ	42	256,5	3601	310440,5	1697,619	



Average

$$x = \frac{\sum f_i x_i}{\sum f_i} = \frac{3021}{42} = 71,928$$

Median

$$Me = b + p \left( \frac{\frac{n}{2} - F}{f} \right)$$

$$= 69,5 + 3 \left( \frac{\frac{42}{2} - 40}{25} \right)$$

$$= 55,1$$

Modus

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$$= 69,5 + 3 \left( \frac{6}{6 + 21} \right) = 15,95$$

Standard Deviation

$$S = \sqrt{\frac{\sum f \cdot x^2}{(\sum f) - 1}}$$

$$= \sqrt{\frac{1364,32}{41}}$$

$$= \sqrt{33,276}$$

Histogram the results of English learning control class

Moreover, to determine whether a significant relationship exists between the recitation method and writing skills, the linearity test was conducted using the following formula:

$$\hat{Y} = a + bX$$

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)^2}$$

$$a = \frac{(3470)(215307) - (2999)(248625)}{42(215307) - (2999)^2}$$

$$a = \frac{747.115.290 - 745.626.375}{10.119.429 - 8.994.001}$$

$$a = \frac{1.488.915}{1.125.42} = 1,323$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

$$b = \frac{42(248625) - (2999)(3470)}{42(215307) - (2999)^2}$$

$$b = \frac{11685375 - 10406530}{10119429 - 8994001}$$

$$b = \frac{1278845}{1125428} = 1,136$$

To test the validity of question then calculated value r by the formula:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{42 \cdot 248625 - 2999 \cdot 3470}{\sqrt{(42 \cdot 215307 - (2999)^2)(42 \cdot 287800 - (3470)^2)}}$$

$$r_{xy} = \frac{11.685.375 - 10.406.530}{(10.119.429 - 8.994.001) \cdot (13.526.600 - 12.040.900)}$$

$$r_{xy} = \frac{1.278.845}{1.125.428 \cdot 1.485.700}$$

$$r_{xy} = \frac{1.278.845}{1.672.048.379.600}$$

$$r_{xy} = \frac{1.278.845}{58744,981} = 21,769$$

### Hypothesis Testing

In order to determine the significance of the relationship between the recitation method and writing skills, it is important to conduct a statistical significance test. The significance test is a statistical method that helps to determine whether the results of an experiment are due to chance or whether they are significant and meaningful.

For this research, an error rate of 5% (0.05) and a sample size of 42 were used to calculate the significance of the relationship between the recitation method and writing skills. The significance test formula used was as follows:

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,989 \sqrt{40}}{0,022}$$

$$t = \frac{0,989 \cdot 6,708}{0,709}$$

$$t_{hitung} = \frac{6,634}{0,709}$$

$$t_{hitung} = 9,354$$

This formula allows for the calculation of the t-value, which is then compared to the critical t-value to

determine whether the results are statistically significant. A t-value greater than the critical t-value indicates that the results are significant and not due to chance. In this research, the results of the significance test showed a positive and significant relationship between the recitation method and writing skills. The calculated t-value was higher than the critical t-value, indicating that the results were statistically significant. These findings suggest that the recitation method is an effective teaching approach for improving students' English writing skills. By incorporating this method into English language instruction, teachers can provide students with a more comprehensive and engaging learning experience that promotes better academic outcomes.

- Price  $t_{count}$  further 9.354 compared with the price  $t_{table}$ . To error rate is 5% = 0,05 and a sample number 42, then degrees of freedom is  $df = n-2 = df = 42-2 = 40$ .
- Having obtained the result by 40, the obtained table = 1.684. Further provisions for each value t as follows:
- If  $t_{count} > t_{table}$ , then  $H_a$  is accepted,  $H_0$  is rejected (there is influence between toward recitation method of writing skills)
- If  $t_{count} \leq t_{table}$ , then  $H_a$  is rejected,  $H_0$  is accepted (there is no influence between toward recitation method of writing skills)
- Because  $t_{count}$  9.354 greater from  $t_{table}$  1.684 ( $9.354 > 1.684$ ), then  $H_0$  is rejected and  $H_a$  accepted. It can be concluded that there is a positive and significant relationship between the recitation method of 9.354 toward writing skills.

### CONCLUSION

The primary objective of this research is to investigate the impact of the recitation method on students' English writing abilities. The research findings provide compelling evidence to support the following conclusions:



- Firstly, the implementation of the recitation method is highly effective in learning English, particularly with the assistance of library books that can offer more in-depth knowledge than what students obtain in the classroom. This approach can also address the time constraints faced by students in classrooms. Moreover, the preparation process should involve developing a Lesson Plan to ensure maximum learning.
- Secondly, the results of English learning are outstanding, as demonstrated by the evaluation scores, which are higher than the average.
- Thirdly, the results of data analysis and hypothesis testing allow us to conclude that there is a positive and significant relationship between the recitation method and writing skills. Specifically, the  $t_{count}$  value of 9.354 is compared to the  $t_{table}$  value. Considering an error rate of 5% (0.05) and a sample size of 42, the degrees of freedom (df) are calculated to be 40 ( $df=n-2=df=42-2=40$ ). As the  $t_{count}$  value of 9.354 exceeds the  $t_{table}$  value of 1.684 ( $9.354 > 1.684$ ), the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. Thus, it can be concluded that there is a statistically significant positive relationship of 9.354 between the recitation method and writing skills.

In conclusion, the research demonstrates that using the recitation method can enhance students' English writing skills. Therefore, incorporating this approach into English language teaching can be beneficial for students.

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