

## Effect of media-assisted recitation method question cards on writing skills 5<sup>th</sup> grade elementary school

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Submitted/Received 24 March 2022; First Revised 29 March 2022; Accepted 1 December 2022

First Available Online 1 December 2022; Publication Date 1 December 2022

### Abstract

*This study aims to assess the effect of the question-card-assisted recitation method on the non-fiction text writing skills of fifth grade students. It is a quasi-experimental research with a nonequivalent control group design. The population of the study included all fifth-grade elementary schools in Cluster VII, Pallangga District, Gowa, South Sulawesi, which consisted of 4 schools. Two schools in the cluster were selected by purposive sampling. They were Parangabanoa Elementary School, consisting of 21 students, and Cambaya Elementary School, with 20 students. The first was assigned as the experimental class and the latter as the control class. A writing test was used to measure students' non-fiction writing skills. Descriptive analysis results showed that students' non-fiction text writing skills generally fell into a very poor category (80%) before the implementation of the method and moved to a very good category (90%) after the treatment. The hypothesis testing result was of  $\text{sig } 0.039 < 0.05$ , indicating that there was an effect of question card-assisted recitation method on the non-fiction writing skills of the fifth grade students in this study.*

**Keywords:** recitation method, question cards, writing skills, nonfiction

### PRELIMINARY

Indonesian language learning includes four aspects of skills, namely listening, speaking, reading, and writing skills. Writing is an activity to pour ideas or ideas into written information. Writing skills are mostly placed at the highest level in the language acquisition process by linguists because these skills are considered only to be obtained after listening, speaking, and reading skills (Nurmaisayah, Hamdu, 2018: 87). According to Mahmud (2019), in writing skills students are not only required to put ideas into writing, but also ideas, concepts and feelings so that writing skills are very complex skills.

Not only placed at the highest level in the language acquisition process, writing also has a very important role in the development of students' intelligence. Piaget (in Sulfasyah, 2016: 2) explains his view on writing that writing is a key factor in higher reasoning abilities. Through writing activities students practice their ability to reconstruct their findings or ideas into written information. In addition, without realizing it, writing activities require students to read, listen and

analyze the information obtained in order to enrich their writing materials. This is in line with Zhao's opinion (in Huda, 2018: 18) which explains that writing requires good schemata. Schemata is a network of knowledge or information obtained by students either directly or indirectly, which has been heard, seen, or read by students so that it is recorded in their memory. Therefore, the more information students get through various methods, the better the schema will be. In addition, writing is a very important activity because it helps the development of students' social and creative skills, and improves critical thinking skills (Graham et al., 2012; Tompkins, Campbell, Green, 2012). These three skills are skills that must be mastered by students in the 21st century. Therefore, the more information students get through various methods, the better the schematics will be. In addition, writing is a very important activity because it helps develop students' social skills and creativity, and improves critical thinking skills (Graham et al., 2012; Tompkins, Campbell, Green, 2012). These three skills are skills that must

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One of the writing skills must be mastered by students in elementary school is writing non-fiction text which is contained in the basic competency in grade five. Non-fiction text is a non-imaginative text that is factual and systematic. Nonfiction texts in high grades emphasize writing skills that are more complex and applicable such as making summaries, writing procedure texts, writing descriptions, letters and personal experiences, compiling simple reports, and making advertisements.

Based on its informative function, nonfiction text is useful for training students' critical thinking skills. This is supported by Sullivan's opinion (in Coombs, 2013: 7) that nonfiction texts can stimulate students' analytical skills and critical thinking skills. This opinion is supported by the research results of Barus (2016) and Kaniati et al (2018) which show that nonfiction texts are useful for training students' critical thinking skills.

As an informative text, practicing the ability to write non-fiction texts is also considered to help students broaden their horizons because it requires students to read and listen to a lot of information in order to enrich their writing material. However, the facts in the field show that students' interest in non-fiction texts is still low so that the ability to write non-fiction texts is also not satisfactory. This is based on the results of pre-research observations on fifth grade students of cluster VII Kec. Pallangga which shows students are not interested in nonfiction texts. This is shown by the attitude of students who are not enthusiastic about participating in learning, many students do not pay attention

to their friends when reading their summaries in front of the class,

One of the factors that cause the low writing ability of students, including non-fiction texts, is an inappropriate learning method. Based on interviews with classroom teachers, they still use conventional learning methods in teaching writing skills. Conventional methods are considered insufficient in teaching writing skills to students. This is reinforced by the results of research by Sulfasyah, Haig, and Barratt-Puth (2015) in their research on how teachers teach writing skills before the 2013 curriculum which shows that there are still many teachers who use conventional methods in teaching writing even though the curriculum objectives have emphasized a more progressive approach. Learning to write is not enough just to use conventional methods. Students need more information to write, while information acquisition in class is limited by space and time. Therefore, an appropriate method is needed to train students' writing skills, especially the skills of writing non-fiction texts. One method that is considered to have an effect on students' writing ability is the recitation method.

The recitation method is an assignment method, namely giving students assignments that are done outside of class hours. Furthermore, Djamarah (2010: 85) explains that the recitation or assignment method is giving certain assignments to students to carry out learning activities outside of class hours which can be done outside the classroom, at home, workshop, laboratory, or anywhere as long as it can be done by students. The recitation method gives flexibility to students to collect their writing material so that students can get better schemata in compiling the material they will write. There are three phases in the recitation method, namely the assignment, implementation, and accountability phases (Djamarah, 2010: 86).

Some of the advantages of the recitation method are:

1. Familiarize students to learn to take their own initiative in the various assignments given.

2. Train and strengthen students' sense of responsibility.
3. Accustom students to independent study anywhere and anytime.
4. The time used is not limited by space and time (Hardini., Puspitasari, 2012)

Several research results related to the recitation method show that the application of the recitation method can improve writing skills (Sofia, 2014; Winasti, 2016; Heryana, 2021)

Based on several research results, the recitation method can improve students' writing skills, however, learning to write, especially non-fiction texts that are systematic in nature, requires strategies so that students are not confused in writing. The strategy that is considered appropriate by the researcher is to facilitate students' question card media. The word card media provides direction for students when compiling or organizing their ideas (Pinatih et al, 2014)

Question card media is a learning medium in the form of cards containing questions that will guide students in doing the assignments given. The use of question card media will really help students in writing nonfiction texts because the questions on the question cards will direct students in compiling their writing material. In this case, students construct their own knowledge of writing non-fiction texts through question cards. In addition, with the question card media, students will feel more interested in writing.

This study aims to describe the nonfiction text writing skills of fifth grade elementary school students through the application of the question card media-assisted recitation method and prove if there is an influence of the question card media-assisted recitation method on the nonfiction text writing skills of fifth grade elementary school students. The type of skill in writing non-fiction texts in this study is writing descriptions. Based on the theory and some relevant research results, in this study a hypothesis can be drawn that the question card-assisted recitation method has an effect on the skills of writing non-fiction texts of fifth grade elementary school students.

## RESEARCH METHODS

This research is a quantitative research with quasi-experimental research methods. Quasi-experimental is a research method by providing treatment which is implemented using existing groups. The quasi-experimental method aims to see whether or not there is an effect of giving the question card-assisted recitation method in the experimental class of fifth grade elementary school students and the control class who did not receive the question and answer card-assisted recitation method on fifth grade elementary school students.

The research design used was nonequivalent control group design.

The population in this study were all fifth grade elementary school students in the cluster VII region of Pallangga District, Gowa Regency which consisted of 4 schools and totaled 123 students. Through purposive sampling technique, the researcher determined a sample of two fifth graders from different schools, namely class V SDI Parangabanoa with 21 students as the experimental class and SDN Cambaya consisting of 20 students as the control class. The determination of the sample is based on the researcher's consideration that the two schools are in one cluster and have the same characteristics, namely similarities in terms of applicable competencies, facilities and infrastructure, the quality of students and teachers, as well as student problems in the learning process.

Collecting data in this study using a nonfiction writing test instrument. This nonfiction writing test was adapted from the test contained in the fifth grade elementary school student's book. Before carrying out the research, the instruments used were first validated by experts. The validation test is a measure of the accuracy of the instrument used in the study. The test instrument was validated according to the text writing assessment indicators. The external validation testing process is carried out by asking people who are considered competent in teaching Indonesian language and literature. Lecturers with an educational background in Indonesian and high school teachers in elementary

schools were considered appropriate as instrument validation assessors. Content validation is calculated using the index formula Robert.J Gregory (Gay., Milss., Airasian, 2012) as follows:

$$\text{Internal Consistent Coefficient} = \frac{D}{A+B+C+D}$$

The value of the calculation is interpreted in the agreement index of 2 raters. If the value of the validation coefficient is less than 0.4 then the validation is low, between 0.4 - 0.8 the validation is moderate and if it is more than 0.8 it is said to be high validation.

The agreement value of the two validators whose validity level is calculated according to the Gregory validity coefficient formula is as follows:

**Table 1**  
**Instrument Validation Results**

No.	Instrument	Validity Coefficient Value	validity	Validity Level
1.	RPP	1	Valid	Tall
2.	Test Instruments	1	Valid	Tall
3.	Questionnaire	1	Valid	Tall

Source: (Processed data: 2021)

Based on the results of the research instrument validation test consisting of lesson plans, test instruments, and questionnaires, they were declared valid with a high validity category. Therefore the instrument can be used in research.

The writing test was given twice, namely the initial test or pretest and the final test or posttest.

Data analysis techniques include descriptive analysis to describestudents' non-fiction writing skills through the question card-assisted recitation methodand inferential analysis to test whether the question card-assisted recitation method has an effect or not on the fifth grade students' nonfiction writing skills in this study.

Descriptive analysis uses the average and percentage formulas as well as categorization

of values from very poor to very good. Inferential statistical analysis includes assumption testing and hypothesis testing using an independent t test.

## RESULTS AND DISCUSSION

1. An overview of students' nonfiction writing skills through the question card-assisted recitation method

To obtain data regarding students' writing skills of non-fiction texts, the researcher collected data by giving tests. First, the researcher gave a pretest to both the experimental group and the control group to get the initial data before the treatment was carried out. The following is an analysis of the pretest and posttest data in the control and experimental groups.

a. Pretest Data Analysis

The results of the pretest in the control and experimental groups can be seen in the following categorization table.

**Table 2**  
**Control Group Pretest Frequency**

No.	Score	Category	Frequency	Percentage
1.	81-100	Very good	-	0%
2.	71-80	Well	-	0%
3.	61-70	Enough	-	0%
4.	51-60	Not enough	1	5%
5.	0-50	Very less	19	95%

Source: (Processed data: 2021)

Based on the table above, the results of the pretest in the control class show that students who get the less category are 1 student with a percentage of 5% and the very lacking category is 17 students with a percentage of 95%.

**Table 3**  
**Frequency of Pretest Experimental Group**

No.	Score	Category	Frequency	Percentage
1.	81-100	Very good	2	10%
2.	71-80	Well	2	10%
3.	61-70	Enough	-	0%
4.	51-60	Not enough	-	0%
5.	0-50	Very less	17	80%

Source: (Processed data: 2021)

The experimental class pretest results from the table above show that students who get the very good category are 2 people, with a percentage of 10%, good category 2 people

with a percentage of 10%. Meanwhile, in the very poor category, there were 17 people with a percentage of 80%.

#### b. Posttest Data Analysis

After conducting the pretest, the researcher then carried out learning in class by applying the question card-assisted recitation method in class V. Then the researcher gave a posttest to obtain data after giving the treatment. The following is the data from the posttest results of students in the control and experimental groups.

**Table 4**  
**Control Group Posttest Frequency**

No.	Score	Category	Frequency	Percentage
1.	81-100	Very good	19	90%
2.	71-80	Well	2	10%
3.	61-70	Enough	-	0%
4.	51-60	Not enough	-	0%
5.	0-50	Very less	-	0%

Source: (Processed data: 2021)

Based on the table above, it can be concluded that in the control class students who scored in the very good category were 19 students with a percentage of 90% and students who scored in the good category were 2 students with a percentage of 10%.

**Table 5**  
**Experimental Group Posttest Frequency**

No.	Score	Category	Frequency	Percentage
1.	81-100	Very good	19	90%
2.	71-80	Well	2	10%
3.	61-70	Enough	-	0%
4.	51-60	Not enough	-	0%
5.	0-50	Very less	-	0%

Source: (Processed data: 2021)

From the table above it can be seen that the posttest results of students' nonfiction writing skills in the experimental class were as many as 19 people with a percentage of 90% in the very good category and as many as 2 people (10%) in the good category.

The following table shows the average pretest-posttest results in the experimental group.

**Table 6**  
**The average value of the pretest-posttest results in the control and experimental groups**

Group	Average value	
	Pretest	Posttest
Control	44.00	82.25
Experiment	43.81	86.90

Source: (Processed data: 2021)

Based on the results of data processing in the table above, it can be concluded that the average value at the pretest and posttest stages showed significant changes.

## 2. Inferential Analysis

### a. Prerequisite Test Results

#### 1) Normality test

The results of the normality test showed that the data were normally distributed with a sig level.  $>0.05$ . The results of the normality test of non-fiction writing skills in the experimental class were sig.  $0.200 > 0.05$  and the control class is sig.  $0.077 > 0.05$ . These results indicate that the data is normally distributed.

#### 2) Homogeneity Test

The data is said to be homogeneous if the significance value is more than 0.05. The result of the homogeneity test for the skills of writing non-fiction texts was  $0.371 > 0.05$  so that the data was declared homogeneous.

### b. Hypothesis Test Results

The hypothesis in this study is

$H_{01}$ : There is no effect of using the question card-assisted recitation method on non-fiction writing skills.

$H_{11}$ : There is an effect of using the question card-assisted recitation method on the skills of writing non-fiction texts.

The results of the hypothesis test show a sig value of  $0.039 < 0.05$ , which means  $H_{01}$  is rejected and  $H_{11}$  is accepted. This shows that there is an effect of using the question card-assisted recitation method on the skills of writing non-fiction texts.

Based on the descriptive analysis and inferential analysis, it can be concluded that the application of the question card-assisted recitation method can improve students' skills in writing non-fiction texts. This is in line with research conducted by Sofia (2014) and Winasti (2016) which showed that students' skills in writing non-fiction texts were better after using the recitation method.

The effect of the recitation method on students' writing skills seems to be caused by the characteristics of this method which gives students the flexibility to learn without being limited by space and time. Students have many opportunities, time and place to gather information. As stated by Zhao (in Huda, 2018: 18) that writing requires a good schemata or information network. The more information obtained, the better for students' writing skills.

Boscolo and Harris (in Sulfasyah et al, 2017: 496) explain that approaches to teaching and learning literacy which were initially influenced by behaviorist views have developed into a more progressive view, namely the constructivist approach. Learning according to the constructivist view is knowledge built by students themselves through learning activities rather than being explained in detail by others (Saepudin, 2018). Implementation of learning with recitation method is a learning method that is supported by the theory of constructivism where in this learning students are given the opportunity to develop their knowledge. Students are given the freedom to complete their assignments outside of class hours with a period agreed by the teacher and students. Student-centered learning while the teacher acts as a facilitator to support student learning achievement. In this case the teacher helps students with question card media.

The teacher's activity in learning the recitation method assisted by question card media is to prepare reading material and questions to be distributed via question cards. The teacher monitors and motivates students to read and complete the assignments on the question cards. This means that in the implementation of learning with the recitation method, students are given the task of writing

a descriptive text which is done outside of class hours. This task can be done at home, in the school environment, in the library, and so on where students can get the information they need. In its implementation students are assisted with question card media which directs students to compile their writing material.

Student activities in learning the recitation method with the help of question card media are digging up information from reading sources or other sources. Questions and answers are combined into a paragraph in accordance with the steps that have been explained by the teacher.

In learning to write without the recitation method assisted by question card media, it appears that students are less active. Students tend to be quiet and don't ask many questions, this is partly because there is no media as a stimulus to start writing. In addition, learning to write in the classroom does not seem to give many ideas to students. Most of the students copied and some even couldn't start at all because there was no stimulus. In contrast to the conditions when students carry out learning to write using the recitation method assisted by question card media. Students look more enthusiastic so this triggers students to write.

The process of learning to write in the recitation method is also in line with the basic principles of learning to write put forward by Graves (in Sulfasyah, 2016: 3) namely first it is important that children are given the opportunity to control their own writing which includes decisions such as when to write, the material used, what to write and for whom to write. Second, children should be encouraged to become independent writers as soon as possible. They must be free to concentrate on cognitive processes and creative composition and therefore, in the first place, they must be freed from the demands of transcription. Third, children need to see writing as something that can be changed. Text creation is a process of partial effort and success; This process is only learned if children actually own their writing and feel responsible for it. Finally, the teacher must be a facilitator, providing materials and

opportunities in a supportive environment where children can learn to be writers, and the teacher must be a model for how to be a writer in a literacy culture.

Finally, apart from some of the advantages of the recitation method, teachers need to pay attention to several things in applying this method, namely:

- 1) The tasks given must be clear.
- 2) Pay attention to the characteristics of each student.
- 3) Consider and pay attention to the time allotted to complete the task.
- 4) Perform duties as a facilitator as best as possible.
- 5) The assignments given should be interesting. This means that the task can attract the interest and attention of students to find, experience, and convey the information obtained. The materials chosen to be used as assignments are known to students (Halik and Yusfira, 2019)

## CONCLUSION

Based on the results of the research and data analysis that has been carried out, it can be concluded that the recitation method assisted by the question card media has a significant effect on the skills of writing non-fiction texts for fifth grade elementary school students in cluster VII, Pallangga District, Gowa Regency. This is because the question card-assisted recitation method provides learning opportunities for students without being limited by space and time. The recitation method assisted by the question card media can be a recommendation for teachers to carry out writing lessons in class, especially writing non-fiction texts that require many sources of information to produce a written work.

## THANK-YOU NOTE

My deepest gratitude goes to my parents, father and mother who always pray for and support the writer. Thanks also to the two supervisors, namely Mrs. Sulfasyah, S. Pd., MA, Ph. D and Mrs. Dr. Sitti Aida Azis, M. Pd who guided during the research until it was completed.

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