# Increasing Ability to Start Writing through Recitation Method

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**Abstract** The purpose of this research is to improve the skill of the student start-up after the following learning by using the recitation method in Elementary School. This research was conducted at SDN Karang Asih 12 District of North Cikarang Bekasi Regency. The subjects of this study are the students of class II, amounting to 30 students. This research was conducted using the classroom action research method by Kemmis and Mc. Taggart is done using the cycle method. The results showed that the percentage obtained from the pre-cycle students get a complete value of 50 that is equal to 50%, at the end of the cycle I the value of students who completed 20 students obtained at 67% and at the end of the cycle II students complete 28 students 93%. The result of the initial writing skill in cycle II has exceeded the target. Thus the implications of using this recitation method can enable students in the initial writing skills in Indonesian language lessons as well as achieving the desired goals in the classroom.

*Keywords: recitation, beginning writing*

## 1. Introduction

Bahasa Indonesia is very important in the national education system. This is due to Indonesia's very strategic role, ie as a language of instruction in the world of education and national language or the language of the country. The quality of Indonesian learning has a strong impact on the quality of national education and the consistency of Indonesian unity and unity.[1] The Indonesian Language Course is an early moment for the child to improve his abilities and skills. The skills students are expected to have from elementary school are good writing skills, since writing is the most important capital for students in primary school.

Writing skills are the basic power of basic students' learning ability so they can be improved and developed in elementary school. [2,3,4] In this case, the ability developed in elementary school students, especially at the low-grade level is the ability to write the beginning. According Efendi in his findings explained that the skills of writing the beginning in the Indonesian language are still very low in elementary school for reasons of uninteresting and boring, learning writing is considered something very difficult.[4] Given the importance of basic writing skills in primary schools, students need to be mastered as well as possible.

The ability to write will not come automatically but must be through practice and practice that many and regularly. [5] Writing is pouring the mind into writing or telling something to others through writing.[6] Writing activities can also be activities pouring ideas that come

suddenly, scribble on paper blur and after going through the repair process written back into the writing neat and readable.[7] The purpose of writing can be categorized as follows: (1) Inform or explain; (2) Convincing or urgent; (3) Telling something; (4) Influence the reader; (5) Describing something.

Ririn concludes that the writing skill of the beginning is an integrated unity that includes several activities such as letters and words, connecting with sounds and their meanings, and drawing conclusions about the meaning of reading. [8,9,10,11,12] So writing skills need to be nurtured and developed early from incentive training from elementary schools, as education gained in primary schools is the basic foundation for students to develop their skills in secondary school.

The initial writing skills need to improve as best as possible in the learning of Indonesian subjects. One of the alternatives that must be implemented is to carry out the learning of the writing skills of the beginning should be intensive. In order for learning the ability to write the beginning can be successful, then the need for a method for teaching and learning process can take place interesting for students. An interesting method of learning to do in improving initial writing skills is the method of Recitation. Through this method, students are expected to more easily master the skills of writing the beginning that can finally support aspects of other skills in low-grade students.

The method of recitation is a method of learning that requires performing a task unattached to a place. [13,14,15] The method of recitation aims to encourage learners to develop effective writing and learning skills using four strategies that can be done independently or in groups. Djamarah states that the method of recitation (assignment)

is a method of presentation that the teacher assigns certain tasks so that learners do learning activities. [16] Recitation methods stimulate learners to learn actively, both individually and in groups. This method is given because the material is felt too much less time for a little time so that the lesson material is completed in accordance with the time specified then this method is usually used by teachers to overcome them. Therefore, the recitation method is concluded to provide stimulation to learners to be more active learning by holding tasks that make learners can expand and deepen the teaching materials that have been given before by teachers.

Based on the description of the above problems, it can be concluded to do research with title Enhancement of Writing Skills Beginning Through Recitational Methods on Class II students SDN Karang Asih 12 District North Cikarang Bekasi

Research focus

Based on the background of the above problems, then the focus of research is the improvement of writing skills beginning with the method of recitation in grade II students of SDN Karang Asih 12 District North Cikarang Bekasi District.

Formulation of the problem

Based on the focus of the research above can be put forward the following problem formulation: 1) Is the method of recitation can improve the skills of writing the beginning of the students in class II SDN Karang Asih 12 District North Cikarang Bekasi ?; and 2) How can the method of Recitation improve the writing skill of the students in the second grade of SDN Karang Asih 12 Kecamatan Cikarang Utara of Bekasi Regency?

# 2. Methods

The research was conducted at SDN Karang Asih 12 District of North Cikarang Bekasi Regency. The research method used is Action Reseach. Robert Rapport in Hopkins states that Action Research aims to contribute both to the practical concerns of social science through joint collaboration with a mutually acceptable ethical framework. [17] Likewise, according to Kemmis in Hopkins states Action research is a form of self-reflective inquiry undertaken by participants insular (including educational) situations in order to improve the rationality and justice of (a) their own social or educational partition of (b) their understanding of These practices, and (c) the situations in which the practices are carried out. [17]

The action research used in this research is using Kemmis and Mc Taggart model. This action research is carried out as an effort to improve the writing skill of the students in the classroom by using the method of Recitation, through the giving of action which begins with a learning plan and followed by the action in class then observation to the student and reflection on a lesson.

Sources of data in this study were students with a total of 30 students in class II SDN Karang Asih 12 District North Cikarang Bekasi District. The success of achieving the goal can be seen from the success of the teacher completely that is 100% of students' success is 80% of students who are in grade II get the value above the completeness criteria of at least 70. If the learning has achieved the targeted results, then the study is said to be completed and not proceed to the next cycle

# 3. Results

## 3.1. Pre-cycle Data Result

Based on the results of the study, the data on the students' pre-cycle writing skill score showed an average score of 70.80 with a maximum score of 85 and a minimum score of 55. The results indicated that the outcomes of the student's writing skill were still low, requiring further learning. The table results in the skills of writing the beginning of pre-cycle students as follows.
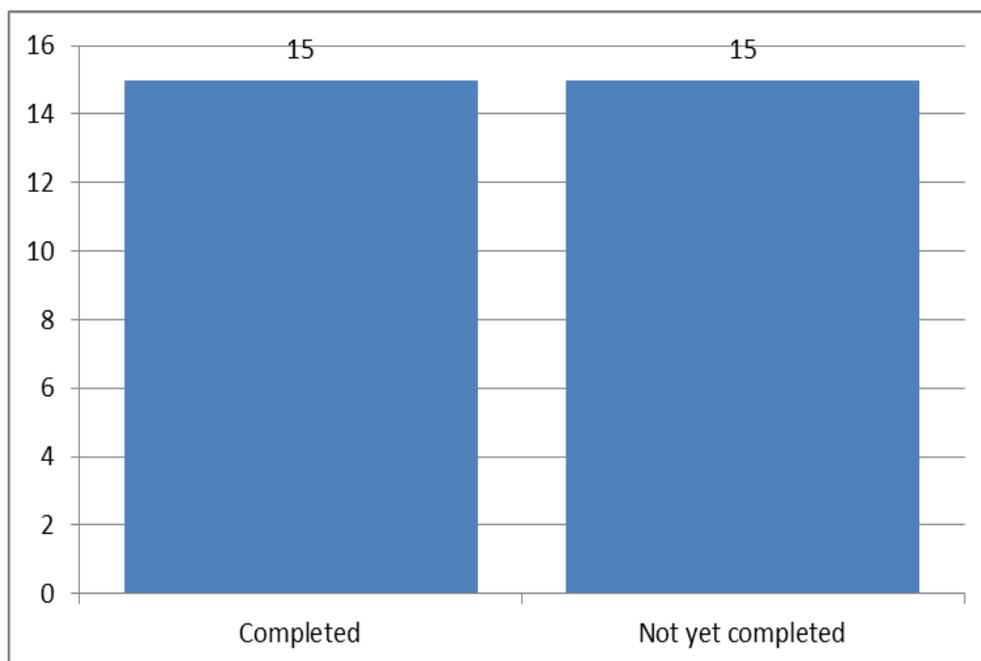


**Figure 1.** Preliminary Skills Preliminary Writing Result Results

**Table 1. Distribution of Pre-cycle Post Beginning Skill Writing Skills**

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Prasiklus | 30 | 30 | 55 | 85 | **70.80** | 1.762 | 9.650 | 93.131 |
| Valid N (listwise) | 30 | | | | | | | |

**Table 2. Preliminary Skills Preliminary Writing Skills Result**

| Result of Beginning Writing Skill | The number of students | Percentage |
|---|---|---|
| Completed | 15 Students | 50% |
| Not yet completed | 15 Students | 50% |
| Jumlah | 30 Students | 100% |

From the data table above, it can be seen that the results of pre-cycle tests showed that the average score of students reached 70.80. With KKM 70, there are 15 students and 30 unresolved students. Based on the observation of the data, action interventions are needed to improve the writing skill of the students in the second grade of elementary school.

**Cycle Data Result I**

The result of beginning writing skill in second-grade students in cycle I am described in table form as follows. The percentage of the result of writing skill from the beginning of the students in cycle I reach average 75.17, so it has not reached maximum mastery. To clarify the results of the students' writing skill can be presented in the following table:

**Table 3. Evaluation Result of Writing Skills Cycle Beginning I**

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Siklus1 | 30 | 28 | 60 | 88 | 75.17 | 1.677 | 9.188 | 84.420 |
| Valid N (listwise) | 30 | | | | | | | |

**Table 4. Presentation The result of the initial writing skill of Cycle I**

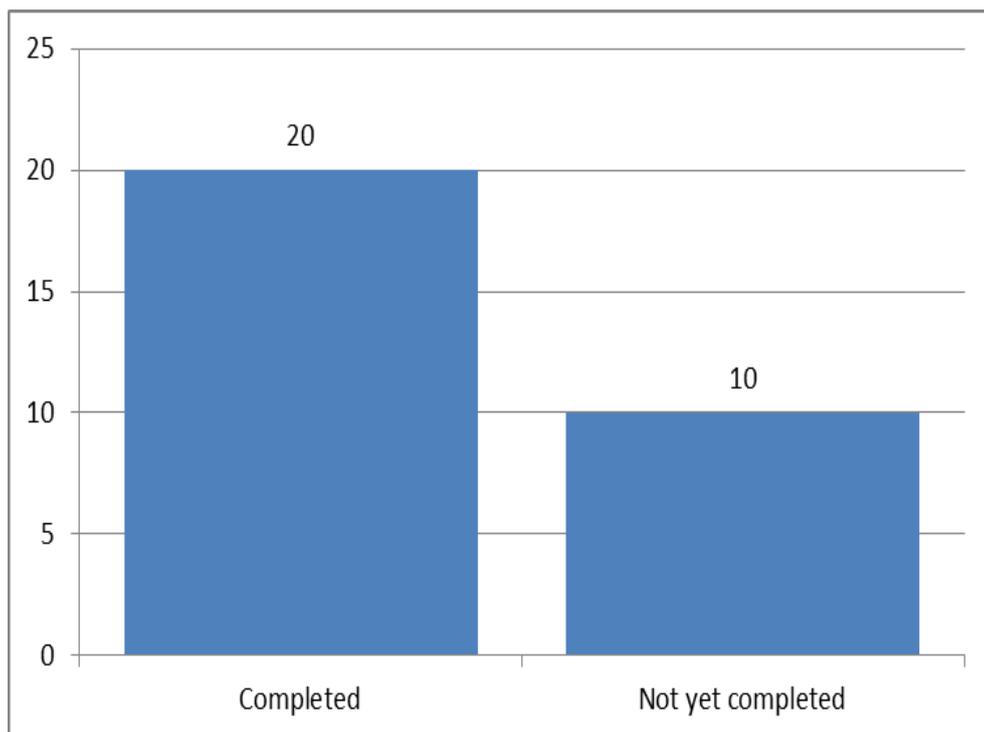| Result of Beginning Writing Skill | The number of students | Percentage |
|---|---|---|
| Completed | 20 Students | 67% |
| Not yet completed | 10 Students | 37% |
| Jumlah | 30 Students | 100% |



**Figure 2.** The result of the writing skill at the beginning of Cycle I

From the above table, it can be seen that the result of writing skill beginning of the cycle I have not fulfilled the desired so that improvement is done in the next cycle. Based on the data and description above, the objectives to be achieved on the learning of the first cycle has not been achieved therefore the learning activities need to be continued in the next cycle. Based on the results of this cycle I, then for the second cycle of learning process should be implemented better, more interesting and more fun for students so that

learning can run smoothly and the results of learning maximum.

**Cycle Data Result II**

The result of the writing skill of the beginning on the second-grade students in cycle II is described in table form as follows. The percentage of the students' writing skill on the second cycle achieves an average of 83.27, so it has not reached its maximum completeness. To clarify the results of the students' writing skill can be presented in the following table.

**Table 5. Evaluation Results of Cycle Beginning Writing Skills II**

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| **Siklus2** | 30 | 30 | 64 | 94 | 83.27 | 1.399 | 7.665 | 58.754 |
| **Valid N (listwise)** | 30 | | | | | | | |

**Table 6. Presentation The result of the initial writing skill of Cycle II**

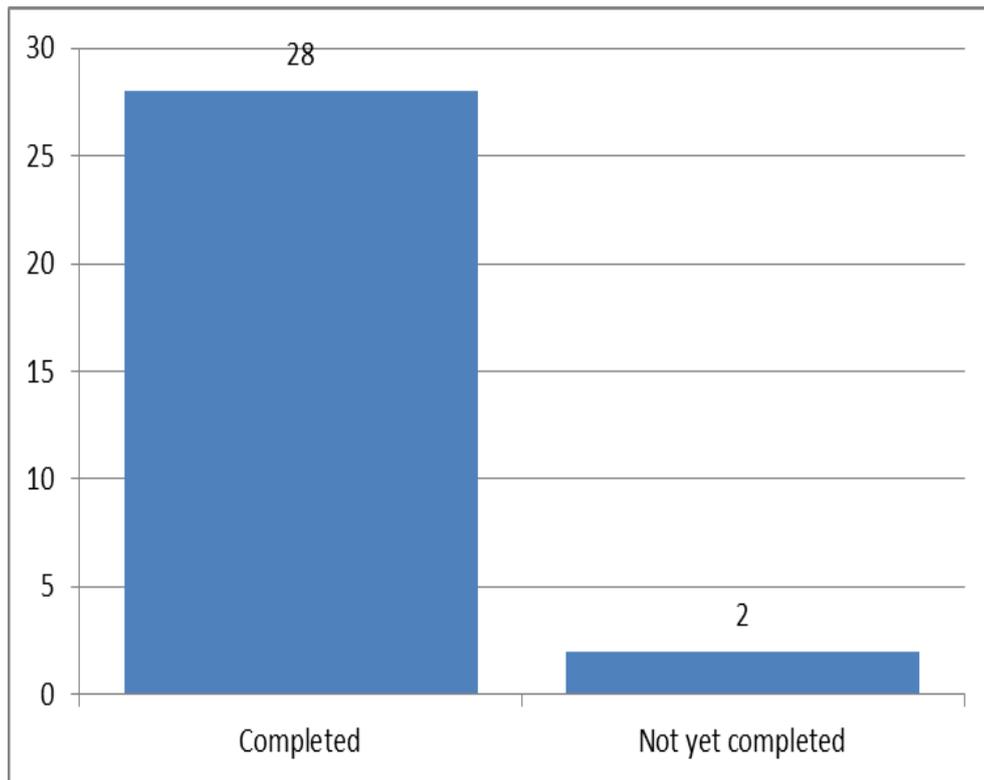| Result of Beginning Writing Skill | The number of students | Percentage |
|---|---|---|
| Completed | 28 Students | 93% |
| Not yet completed | 2 Students | 7% |
| Jumlah | 30 Students | 100% |



**Figure 3.** The result of the writing skill at the beginning of Cycle II

From the table above can be seen the results of writing skills beginning of cycle II already meet the desired, so no need to make improvements in the next cycle. Based on the data and description above, the objectives to be achieved on the learning of the cycle I have been achieved. Based on the results of this cycle II, then the second cycle in the learning process has been implemented better, more interesting and more fun for students so that learning can run smoothly and the results of learning maximum.

# 4. Discussion

## 4.1. Data Analysis of Research Results Cycle I

The evaluation conducted at the end of the meeting to measure students' understanding and skills in writing the beginning. The evaluation carried out there are cognitive indicators. Based on the evaluation result in cycle I. The result of the initial writing skill in the cognitive domain is

obtained from the test given at the end of the first cycle action in the form of written test. This is done to see how far the increase of writing skill starters through recitation media.

Based on the results of the writing skill in the cognitive domain show the average score of 75.17. It shows that the writing skill of the beginning in the cognitive domain has not reached a predetermined target. To get a visual overview of the results of the writing skill of the beginning of the cognitive domain.

Improved early writing skills occur because students carry out learning with recitation methods. Students carry out the initial writing lessons by involving the speed of time as well as the truthfulness of the accountability of the tasks they have undertaken.

## 4.2. Data Analysis of Research Results Cycle II

The initial writing skill test in cycle II is carried out at the end of the meeting to measure the writing skills of the beginning. There are cognitive and psychomotor indicators in the initial writing skill. Based on an evaluation result in cycle II. The results of the initial writing skill in the cognitive domain are derived from the test given at the end of the second cycle action in the form of a written test. This is done to see how far the increase of writing skill starters through recitation media.

In cycle II complete student amounted to 28 students and students who have not completed there are 2 students, the results of the student's initial writing skill have reached the minimum mastery criteria. Based on the evaluation result in cycle II. The results of the initial writing skill in the cognitive domain are derived from the test given at the end of the second cycle action in the form of a written test. This is done to see how far the increase of writing skill starters through recitation media.

Data on the results of the initial writing skills in the cognitive domain show the average score of 83.27. It shows that the writing skill of the beginning in the cognitive domain has not reached a predetermined target. To get a visual overview of the results of the writing skill of the beginning of the cognitive domain.

Based on data analysis and research findings, learning using Recitation method can improve students' writing skill. The comparison of students' writing skill result from pre-cycle, the cycle I, and cycle II is presented in the following table:

**Table 7. Comparison of students' writing skill outcomes from pre-cycle, the cycle I, and cycle II**

**Descriptive Statistics**

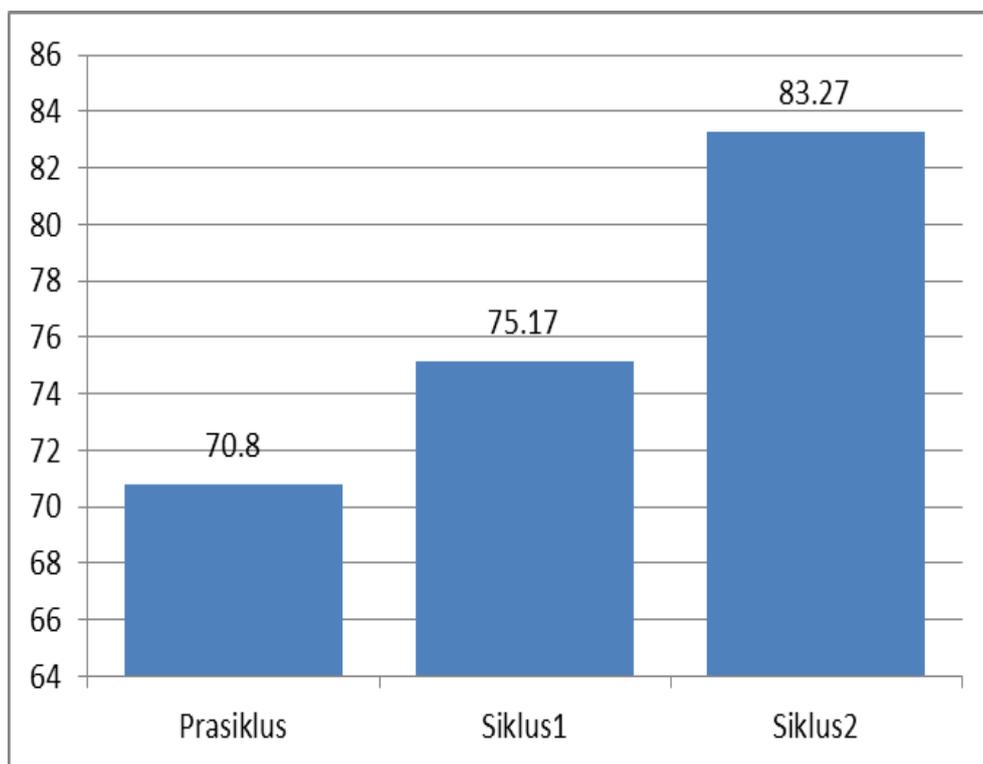| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Pre-cycle | 30 | 30 | 55 | 85 | 2124 | 70.80 | 1.762 | 9.650 | 93.131 |
| cycle 1 | 30 | 28 | 60 | 88 | 2255 | 75.17 | 1.677 | 9.188 | 84.420 |
| cycle 2 | 30 | 30 | 64 | 94 | 2498 | 83.27 | 1.399 | 7.665 | 58.754 |
| Valid N (listwise) | 30 | | | | | | | | |



**Figure 4.** Comparison of students' writing skill outcomes from pre-cycle, the cycle I, and cycle II

Based on Table 7 above, that initial writing skill by using the method of Recitation for the average value in Prasiklus is 70.80 or learning completeness of 50%, the average value in cycle I is 75.17 or mastery of 67%, and then the value of the average in cycle II is 83.27 or the learning extent increases to 93%. This shows evidence that recitation methods can improve students' writing skills in Indonesian learning, especially in grade 2 students.

## 5. Conclude

The results of the analysis obtained from the percentage of each study have increased from the pre-research students who get an average value of 70.80, at the end of the cycle I obtained an average value of 75.17 and at the end of cycle II obtained an average value increase to be 83.27. The result of the writing skill of the beginning of cycle II has exceeded the determined target of 80. Thus it can be concluded that the method of recitation can improve the writing skill of the beginning of second grade students of SDN Karang Asih 12 North Cikarang Sub-district of Bekasi Regency because it is not only the skill of writing the beginning which increases but from student attitudes are also increased for example to be more manageable and more responsive in capturing the material presented.

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