

Title : **THE EFFECTIVENESS OF THE RESITATION
METHOD OF STUDENT LEARNING RESULTS
(Quasi Experimental Research in Class V SDN 223 Bhakti Winaya
Bandung)**

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Abstract : The main purpose of this study is to test the effectiveness of recitation methods on student learning outcomes. The method used in this study is non-equivalent control group design. The sample in this study were V^A class students as the experimental class totaling 34 people and V^B as the control class totaling 31 people. Retrieval of data through multiple choice formative tests, observation, and documentation. The gain test results (*g*) can be seen that there is an increase in the experimental class with the recitation method by 57% with the medium category. And in the control class with conventional methods a decrease of -27%. So it can be said that the recitation method can affect the learning outcomes of students in class V SDN 223 Bhakti Winaya Bandung.

Keywords : *Recitation Method, Learning Outcomes.*

PRELIMINARY

Global era that is so sophisticated now, not a few students who already know technology (gadgets) as one of the technological means in which there are how many applications that can meet human needs, the problem is that these students actually abuse the benefits of gadgets with things that not as good as opening too many game applications and so on, which results in their level of stimulation towards learning decreasing and their level of cognitive knowledge towards lessons being minimal. Besides that students lack the readiness to accept learning, especially in terms of subject matter that will be delivered, so that when in class students do not understand what material is delivered, especially about its contents often they forget, especially on cognitive material.

The impact of learning outcomes of students decreases and cognitive knowledge of students is limited both in the short term and long term. Plus the lack of variety of learning methods used. Julianto Tontowi (2015: 2) "The low learning outcomes of the students' cognitive domains are caused by the learning model applied by the teacher which has not varied."

Learning is an activity of interaction between stimulus and response. Murfiah (2017: 1) emphasized that "Learning is the process of maturity carried out by teachers and students." While Karwati and Priansa (2015: 186) suggest that learning is a process experienced by every individual during his life. So, the conclusion of some of the opinions of the experts above that learning is something that is a process and is a fundamental element and experienced by every individual in order to get a change in behavior in themselves.

Learning outcomes are the abilities that students have after they receive treatment from the teacher (teacher). Ahmad Susanto (2016: 5) states that "Learning outcomes are changes that occur in learners, both changes involving cognitive, affective and psiomotor aspects".

Student learning outcomes are influenced by the ability of students and the quality of teaching. The quality of teaching referred to is the professionalism possessed by a teacher. This means that the basic abilities of teachers both in the cognitive (intellectual), attitude (affective) and behavioral (psychomotor) domains. Muhamad Surya (2015) states that "Teacher behavior in the educational process is a determining factor for the development and personality development of students." And one of them is also in the selection of learning methods from teachers for students who are not quite right.

Based on observations made by the author during teaching and learning activities in the third internship program and interviewing Mr. Edi Ruhiyat, S.Pd as a VA class teacher SDN 223 Bhakti Winaya Bandung on July 25, 2018 until September 25, 2018, it is known that the teaching and learning process in in the classroom are less interesting and less creative, learning in the cognitive realm is not too sharpened, so students know the subject matter is only limited to when they are in class and some students even forget the lessons they have learned in class after they go home home, this also affects the learning outcomes of students when they face an exam or a series of tests.

Added a short time and requires students to memorize and understand clearly the material provided by the teacher in order to achieve the required repayment of lessons required as stated in the curriculum. Therefore, assignments need to be given in the form of resuming lessons learned by students after learning in one day and expressing them through their own language. There are many appropriate methods applied to overcome this problem, one of which is the recitation method.

The recitation method is a method that requires students to make a resume with their own sentences. Heriawan, et al (2012: 86) states that the recitation method is a teaching method where students are required to make a resume with their own sentences. So by using this

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recitation method it is expected that student learning outcomes in understanding the lesson can run optimally.

Based on the description above, the author seeks to conduct research on "THE EFFECT OF RESITATION METHOD ON RESULTS OF LEARNING THEME 1 SUB THEME 3 IN CLASS V SDN 223 BHAKTI WINAYA"

Formulation of the problem

Based on this background, the problems to be investigated are;

- a) General Problem Formulation Can using the Recitation Method improve the learning outcomes of students in class V SDN 223 Bhati Winaya?
- b) Special Problem Formulation
 1. What is the description of the learning process of students who use recitation learning methods with students who use conventional learning methods on theme 1 sub theme 3 in class V SDN 223 Bhakti Winaya?
 2. Are there differences in learning outcomes of students who use recitation learning methods with students who use conventional learning methods on theme 1 sub theme 3 in class V SDN 223 Bhakti Winaya?
 3. Is there an increase in learning outcomes of students who use recitation learning methods with students who use conventional learning methods on theme 1 sub theme 3 in class V SDN 223 Bhakti Winaya?
 4. Is there an influence on recitation learning methods and students who use conventional learning methods on theme 1 sub theme 3 in class V SDN 223 Bhakti Winaya?

Framework

Student success in learning is influenced by several factors, one of which is the way the presentation of the material before learning takes place that is applied by the teacher. The recitation method is one of the teaching methods that gives students the opportunity to practice their skills and knowledge in learning through assignments that are accountable in class, so that it will make it easier for students to remember the material given as expressed by Anitah in Chaerul Rizki Sofia (2017 : 2) that "the recitation method is a method of learning by means of the teacher giving the task then the students must be responsible for the results of the task".

Recitation method trains students to learn to work on problems with their own abilities, so as to improve learning outcomes in the classroom. The assignment given to students demands to learn all the material given so that it can improve the memory of students, can build thinking

abilities and skills in learning. So that learning materials obtained by students can be stored in their memory for a long period of time.

Based on the background of the problems that have been described above, RosdianiMelati (2019: 18) suggests the design framework of thinking as follows:

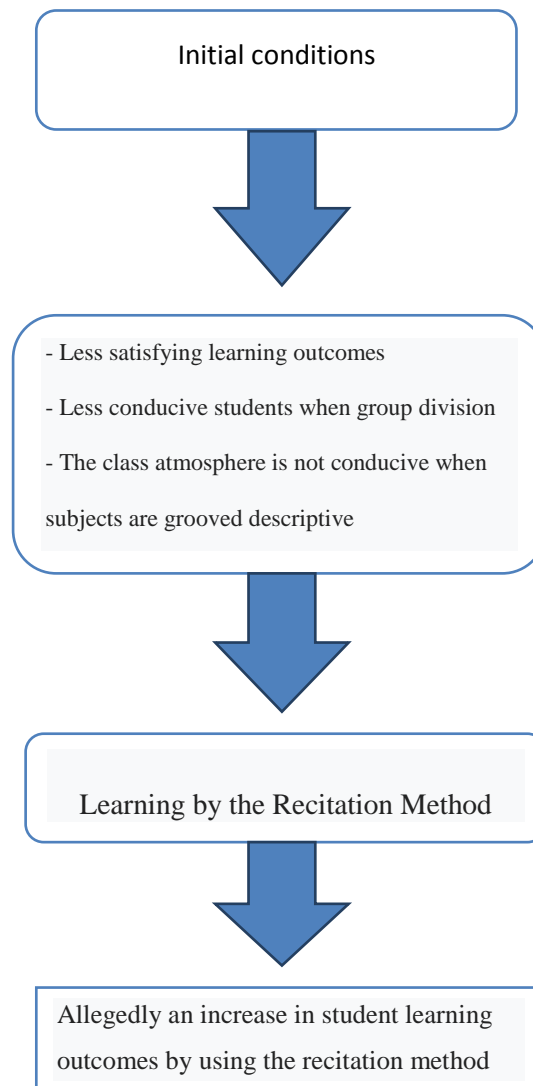


Image 1
Framework for Thinking

Learning with this recitation method makes students more active in learning, because students must make a resume using their own language then students present it in front of the class.

Assumptions and Hypotheses

1. Assumptions

Researchers assume that using the recitation method is expected to increase student confidence so that students can express their opinions and improve learning outcomes and

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can affect the family, school, and community environment which will have a positive impact on students themselves and those around them because they will mutually interacting.

2. Hypothesis

The hypothesis is a temporary conclusion in a study, the general hypothesis in this study is:

H0: There is no effect of the recitation method on the learning outcomes of class V

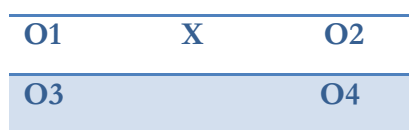
H1: there is the effect of the recitation method on the learning outcomes of class V

Research Methods

This research uses quantitative research methods with a type of quasi-experimental research (Quasi Experimental Design). This research was conducted in a classroom. The sampling technique used in this study is a random sampling technique, with each class having the same possibility to be selected as a sample. After sampling, the classes that will be sampled are class V A and class V B SDN 223 Bhakti Winaya.

Research design

This study uses a non-equivalent control group design. This design uses 2 groups, namely the experimental group and the control group. The experimental class is the class that gets the treatment in the form of applying the recitation model learning while the control class is the controlling class that is the class that does not get the treatment. Sugiyono (2016: 116) that the non-equivalent control group design is described as follows



Gambar 2.DesainPenelitiannon-equivalent control group designmenurutSugiyono (2016:116).

Information:

O1: Pre-test before being given the experimental group treatment

X: Treatment of recitation

O2: Post-test after being treated in the experimental group

O3: Pre-test the control group

O4: Post test in the control group

Based on Figure 2 above, illustrate that this design uses two groups, namely the experimental class and the control class. The pre-test carried out before treatment, both for the

experimental group and the control group (O1, O3) can be used as a basis for determining change. Giving a post-test at the end of the treatment will show how far the effects of treatment. This is done by looking at the difference in value (O2 O4) while in the control group nothing is treated.

Research Subjects and Objects

1. Population

Population is something that is studied both people, objects, or institutions (organizations) that will be subject to the conclusions of the research results. Sugiyono (2018: 80) argues that "Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn". This research was conducted at SDN 223 Bhakti Winaya. For this reason, researchers conducted a study using the recitation method which aims to find out whether there was an increase in VA class learning outcomes totaling 34 students in Theme 1 Sub Theme 3. The research was conducted in the first semester of the 2019/2020 school year.

2. Samples

Sample is a part of the whole subject or object as a representative who has the qualities and characteristics possessed by the population to be examined. According to Sugiyono (2018: 81) that "the sample is part of the number and characteristics possessed by the population." Students involved in the study were class V A as an experimental class totaling 34 students and class V B as a control class of 32 students, SDN 223 Bhakti Winaya Bandung.

Data collection

a. Test

The test in this study is the pretest and posttest aim to determine or measure student learning outcomes. Pretest is intended to measure the ability of students before treatment / learning by the teacher. Whereas Posttest was tested on students as a continuation of the pretest test, it was carried out at an early stage to Grade V A students as experimental classes that were given treatment, sets grade V B students as control classes that were not given treatment. The test used in this study is a multiple choice formative test that has been determined that is before learning (pre-test) and after learning (post-test).

b. Non Test

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Non-test data collection in this study using observation and documentation.

1) Observation

Observation is used if the object of research is human behavior, work processes, natural phenomena, and if the respondent observed is small. Observations in this study are observation of the teacher and observation of students. Observations made to the teacher are done by observing the suitability of the behavior given according to the model used. While observations made to students namely by observing the attitudes and activities of students on learning theme 1 sub theme 1 when using conventional recitation and learning methods.

2) Documentation

The opinion above is in line with Arikunto in HanapiFutu Wijaya (2018: 51) that "documentation is used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, lengths, agendas, and so".

The documentation used in this study is in the form of photographs and videos when learning activities take place.

Research Instruments

The test given to students in this study is in the form of the same pre-test and post-test for 2 different classes, namely the experimental class and the control class. Before the test is given, the test instrument is tested first to the class one level higher or to students who have studied the material. This test includes a validity test, reliability test, difficulty level test, and different power test.

Data processing

Using the Classic Test in the form of an instrument validity and reliability test.

Data analysis

- Normality test
- Homogeneity Test
- Hypothesis testing

Description of Research Results

The results showed that there was a comparison of student learning outcomes using the recitation method, the increase was seen from the value of the individual student gain index

obtained from the difference between the pre-test and post-test, in class V theme 1 animal and human organs, sub-themes 3 environment and their benefits in class VA and VA using data collection instruments in the form of test sheets namely pre-test and post-test, Student observation sheet and Teacher observation sheet, RPP (Learning Implementation Plan) and Syllabus.

Data that is used as pre-test and post-test is obtained through validity test. Researchers tested 30 students with class levels one level higher, namely classes that have received prior learning. Validity test obtained by a total of 10 questions with a description of the number of questions tested is valid, so that means the question is used as testing material, namely pre-test and post-test. The value of reliability in the validity test amounted to 0.86. Multiple-choice questions with alternative answers include a, b, c, and d.

Test data is given before and after the researcher gives treatment. In the experimental class given treatment for three times by researchers, while in the control class also given treatment three times but given by the teacher concerned at the same time.

Test data or pre-test is given before students get treatment, namely on Monday the 5th of August 2019 to the experimental class and the control class. The results of the pre-test data in the experimental class were normally distributed with an amount of 0.140. While the pre-test results in the experimental class are also normally distributed with the amount of 0.218.

On August 6-8, 2019 students of the VA experimental class and the VB control class received the same treatment, namely on the theme 1 animal and human motion organs, 3 learning themes 1, 2, and 3 on an ongoing basis.

After being given three treatments, the students were tested again by giving a post-test question on Friday August 9 2019 simultaneously. The results of post-test questions that have been done by students with the amount of 0.125 in the VA experimental class, and in the VB control class amounted to 0.245. With the information both are normally distributed.

After testing the two classes, there are differences in learning outcomes of the experimental class using the recitation method and the control class using conventional learning seen from the pre-test difference of 0.01. Neither the difference in post-test, amounting to 0.00.

After the treatment, it was seen that there was an increase in the learning outcomes of the experimental class using the recitation method, an increase in the experimental class with the recitation method by 57% in the medium category. Whereas the control class with conventional methods decreased by -27%.

The use of recitation method on learning is very influential, it can be seen from the results of the effect size test conducted to measure it, the result is 1.20. The data is included in

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the very large category. So it can be concluded that the recitation method has a very big effect on student learning and is more effective on student memory because recitation methods help students remember the material that has been taught for the long term.

CONCLUSION

Based on the results of data analysis, it can be concluded that there are differences in learning outcomes of students who use the recitation learning method with students who use conventional learning methods on theme 1 Animal and Human Motion Organs sub theme 3 Environment and Benefits in class V SDN 223 Bhakti Winaya seen from pre test and post test results, Learning Implementation Plan (RPP), and student observation sheets. Can describe the learning process of students who use recitation learning methods with students who use conventional learning methods on theme 1 Animal and Human Motion Organs sub theme 3 Environment and Benefits in class V SDN 223 Bhakti Winaya. The recitation method as an alternative that influences the learning outcomes of students, so that there is an increase after the action is done using the recitation method compared to the learning outcomes of students who use conventional learning on theme 1 Animal and Human Motion Organs sub theme 3 Environment and Benefits in Class V SDN 223 Bhakti Winaya.

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