Developing Recitation Learning Methods in Online Learning for Students Reading Comprehension of the English Literature Study Program

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Abstract. Routine Tasks, Critical Book Reviews, Critical Journal Reviews, Mini Research, Engineering Ideas, and Projects are the six assignments that must be completed for each topic at Universitas Negeri Medan each semester. Reading plays a crucial part in completing all of these responsibilities, of course. A thorough reading provides precise knowledge for carrying out all activities. Creating effective learning strategies is essential to avoiding extremely boring reading and offering difficulties. The study's objectives are to look into how recitation learning techniques have evolved for student reading comprehension. The information was gathered through observation, surveys, and interviews to determine students' reading comprehension proficiency. Utilizing a model-development approach to research, this development research uses both qualitative and quantitative data. The goal of this study is to create recitation techniques for online instruction to improve the reading comprehension abilities of students enrolled in Universitas Negeri Medan's English Literature Study Program. It is anticipated that the findings of this study will help both the lecturers who teach reading subjects and the students who take such subjects to be more effective and efficient in employing the right learning strategies.

Keywords: Recitation Methods, Reading comprehension, Learning Model.

1 Introduction

A process activity, learning is a fundamental component of the education of all kinds and degrees. This indicates that students' learning processes—both in formal and informal settings—have a big impact on whether educational goals are met successfully or not. One of the various subjects studied by many people is language learning. Human interaction in their social surroundings requires the use of language. Learning the four fundamental components of language—hearing, speaking, reading, and writing—cannot be isolated from the study of language in general. While speaking and writing are considered productive skills, listening and reading are classified as receptive skills.

Reading is one method for improving one's capacity for thought. Reading is a critical and creative reading-processing activity that strives to provide readers with a thorough knowledge of the reading's contents. As a result, the reader will evaluate the reading's substance, function, impact, and information as a foundation for their thoughts and arguments. Psychological, sensory, perceptual, and developmental processes are all involved in reading. Reading a variety of texts can help students gain more knowledge and understanding as a tool for critical and creative thinking to reflect on themselves and the things they have done to strengthen their values and beliefs, transform antiquated environments, and avoid challenges, fear, and confusion, among other things.

Gadgets have been enhanced with intriguing features that assist many individuals in their everyday work as information and technology have advanced in this era of digitization. For those looking for information, the news is presented on internet media reports, where the most recent information can always be found. With the Gadgets they currently possess, students can access articles, journals, and novels to complete their homework. Students have a daily regimen that includes reading.

Each student at Universitas Negeri Medan is required to complete six assignments for each course and each semester. These assignments include routine tasks, critical book reviews, critical journal reviews, mini research projects, idea engineering projects, and projects. Reading is included in all of these responsibilities. When teaching reading courses using traditional methods, the student's perception is that reading is incredibly dull and doesn't present any challenges. The text contains all of the answers to the questions, making them all simple to find. Even while reading broadens students' horizons in completing all of their course obligations, the classroom environment is not particularly dynamic.

Reading assignments can be provided either before the information or topic is introduced or as follow-up work after the material is introduced. The Critical Book Review and Critical Journal Review are the two projects with the most reading involved out of the 6 total. When students articulate ideas based on the findings of their reading, it turns out that they are still explicitly citing sentences from reference materials. The author wishes to create a Recitation learning approach for online learning to reduce this. Recitation is a learning technique that involves remembering, reading, repetition, assessment, and self-evaluation, according to (Abdul Majid, 2005). This approach makes online learning for teachers relatively feasible. Why Learn Online? This is due to the Covid-19 epidemic still in effect and the fact that about 75% of courses are still offered online.

To obtain more consistent learning outcomes, it is hoped that students will practice more actively without assistance using this method of doing homework and reading. Innovative and creative experiences can lead to better-integrated learning, fantastic ideas, and excellent language learning results.

The observer plans to conduct a study titled "Development of Recitation Learning Models in Online Learning" by taking into account the position and significant role of the Reading Comprehension course in the competence of English Literature students while not excluding other courses, as well as the issues encountered by English Literature Students in online learning. to enhance students' learning outcomes in reading comprehension for the English literature study program." to enhance learning results for students in the reading comprehension

course. The problem in this study is stated as follows in light of the description of the topic's background provided above:

a. Can the recitation learning approach be an innovation in online learning for English Literature students at the State University of Medan's Reading Comprehension courses?

b. How was the Recitation Method innovation implemented in the State University of Medan's Reading Comprehension teaching materials for English Literature students?

The goal of this study is stated as follows in light of the aforementioned issue:

a. Finding out how the Recitation learning method can help English Literature Study Program students with their reading skills is goal number one.

b. Goal number two is to determine whether the Recitation learning method can be used as a new form of distance learning or online for English Literature Study Program students.

The English Literature Study Program students who attend reading courses should benefit from the findings of this study. The results of this research will therefore help instructors in the English Literature Study Program use the best learning strategies in their reading courses more effectively and efficiently.

2 Literature Review

The efforts to address a variety of problematic issues in the implementation of learning unquestionably call for learning strategies that are thought to be capable of addressing both student and teacher learning challenges. According to (B. Uno, 2008), the standards for choosing learning techniques ought to be based on the ideas of efficacy and efficiency in accomplishing learning objectives as well as the degree of student involvement. Teachers must consider which approach or model of learning is the most successful and effective in assisting pupils in achieving the set objectives. It is expected that students will choose the best learning approach or model to complete learning activities as effectively as possible (Joyce, 2009).

2.1 Model

The definition of the model is a conceptual framework that serves as a roadmap for undertaking tasks. According to (Benni A. Pribadi, 2009), a model is something that describes a way of thinking. A model typically explains a complex, linked idea in its entirety. In addition to serving as an analogy and representation of the variables in the theory, the model can also be considered as an attempt to concretize the theory (Uno, 2008).

Models include (1) types or designs as well as (2) descriptions and analogies. Volume 8, Issue 3, September 31, 2017, will make use of this to aid with visualization. cannot be directly witnessed. (3) A set of presumptions, evidence, and inferences used to mathematically explain an object or event; (4) a straightforward system design; (5) a straightforward translation of reality; (6) a hypothetical or fictitious system; and (7) a scaled-down version intended to explain and illustrate the nature of the original form (Ngalimun, 2015).

2.2 Learning

In order to acquire knowledge and abilities, one must engage in the action of learning. need expertise. The process of elaboration in the pursuit of personal meaning can also be considered as part of learning. In essence, the learning process helps people develop their skills and capacities (Perbadi, 2011: 6). Additionally, as demonstrated by (Budiningsih, 2008), learning is a process of taking in prior experiences and applying them to the subject matter under study in order to increase understanding.

According to Wina Sanjaya (2006), learning is a process of thought. The learning-to-think process stresses the process of discovering and discovering knowledge through interactions between people and their surroundings. The educational and training process places equal emphasis on students' capacity for knowledge acquisition as well as knowledge accumulation in the subject matter. According to Woolfolk in Bistari (2012): 59, learning includes (1) acquiring knowledge, understanding, or acquisition through learning experiences, (2) strengthening ideas or memories, printing, (3) Gain knowledge through knowledge, and (4) be informed to know. Learning is the process of gaining knowledge through memory, experience, new information discovery, or acquisition. Additionally, according to Uno (2011: 194), learning is seen as a process of altering behavior following learning.

According to some of the aforementioned viewpoints, learning is typically understood to be a process or interaction that a person engages in to achieve something new, such as a change in behavior as a result of the learning experience. The development of new patterns of student responses to the environment, in the form of skills, attitudes, and knowledge, represents this change in behavior.

2.3 Learning Methods

The learning model can be viewed as a conceptual framework, according to (Syaiful Bahri Djamarah, 2006). As instructions for teacher learning planning when carrying out learning activities, discuss systematic strategies for structuring learning and learning experiences to meet specific learning objectives.

There are several factors to consider while selecting a learning method (Cheppy Riyana, 2007) (Suryobroto 1986, cited in Solihatin 2007) including:

    a.   the objectives to be met;

    b.   the materials to be provided;

    c.   the time and resources that are available;

    d.   the aptitude and enrollment of the students; and e. the teaching abilities of the teachers.

A learning method, according to Suryobroto, is a pattern that serves as a roadmap for organizing classroom instruction. In the meantime, according to (Zainal Aqib, 2013), the teacher in the class expressly presents the learning process as an illustration of learning that is based on the beginning to the conclusion. The learning technique, on the other hand, is a process, sequence,

processes, and strategies utilized by teachers to attain learning objectives, (Prawiradilaga, 2007). It is possible to say that the teaching strategy is a learning procedure with a goal-oriented focus.

The approach is procedural, which means that learning is applied in regular, incremental steps beginning with the creation of lesson plans, lesson presentations, teaching and learning procedures, and evaluation of learning outcomes. Based on this viewpoint, it may be inferred that the teaching strategy is a thorough and organized plan for disseminating the subject content. The learning process is applied consistently and gradually, employing various techniques to accomplish particular objectives in various contexts.

2.4 Recitation Method

The recitation or assignment method, according to (Ambarjaya, 2012), is a type of content presentation where the teacher assigns specific tasks so that students engage in learning activities. Supriatna (Darmadi, 2017) expressed a similar viewpoint when she said that the recitation method or assignment is a presentation of learning materials in which the teacher gives students specific tasks so that they can complete learning activities and submit reports as a result of the tasks they complete. This approach makes use of the learning-by-doing principle. The recitation technique also has the goal of making sure that students are required to report their work to their teacher for evaluation and accounting before moving on to the next assignment.

Students are more motivated to study when using instructional strategies that are suited to the subject. To increase student learning activities and raise academic standards, you can assign homework after each lecture. Student learning outcomes include according to Harmawati, "The task of influencing all gatherings." The purpose of each conference is to encourage students to engage more fully in academic and learning activities (Harmawati, 1993: 38). Students must actively participate in the teaching and learning process to increase student learning, not only the function of an educator. Learning materials are among the most crucial areas that require improvement in terms of student achievement. Less talented students will perform worse than more skilled ones on tests. To improve their retention of the subject, students must also understand, apply, modify, and evaluate the educational materials.

Muhibbin (2006) defines the recitation technique as the presentation of learning materials through the assignment of tasks. Extracurricular activities that students engage in or out of the classroom, lab, library, workshop, or at home According to this viewpoint, reading in English is a task and a mechanism for teachers to give pupils information so they can complete tasks and engage in educational activities. To optimize student learning outside of the classroom and in the school setting, this strategy focuses on learning assignments assigned by the lecturer (AM. Sardiman, 2004). The recitation method is a teaching technique where pupils are given extra work to complete outside of class. The results are considered whether the implementation takes place at home, in a library, or somewhere else.

2.5 Reading Comprehension

One of the key English talents is reading, which has several advantages for us. The world is revealed through reading. People can learn more by reading books, periodicals, newspapers, and other types of content. Reading is the most crucial step in the learning and socializing process

since, to start with, it is an essential part of communication in a civilized society. The second is that social context has the biggest impact on the reading content created at each historical epoch. Third, two quite different poles have resulted from the development that took place over the historical record reading period. (In Tarigan, Grey (1957:1099). The definition of reading comprehension is varied among specialists. According to Rubbin (1994), who was cited by Atikah (2009), reading comprehension is a difficult intellectual process requiring a variety of skills. Word meaning and verbal reasoning are the two fundamental issues. Reading is impossible without word meaning and verbal reasoning, and reading is impossible without reading comprehension. Reading requires comprehension. Reading and understanding are regarded as two aspects of the same action.

Reading comprehension, according to the Collins English Learner's Dictionary, is the use of a text to assist pupils to develop their reading abilities and respond to questions about the text. Reading proficiency is occasionally tested or examined in this manner. Understanding is the capacity to comprehend something completely and meaningfully. Comprehending a written text to understand its substance is referred to as comprehension in the Longman Dictionary. In other words, reading comprehension is the process of fully understanding and deriving meaning from the written content.

According to Crystal (2003: 66–68), there are between 1.2 billion and 1.5 billion persons in the globe who speak English well or competently. According to estimates by the British Council, 275 million people speak English as their primary language, and an additional 375 million do so as a second language. An additional 750 million people speak English as a second language. The majority of second languages taught worldwide today are English. English has official and special language status in more than 70 nations. The world now uses English as a universal language. We can converse and travel the world without having to by learning English. This makes reading comprehension in English crucial for the application.

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a. The Purpose of Recitation Method

According to Majid (2013), the recitation learning method is a combination of memorizing, reading, repetition, testing, and self-evaluation. The recitation approach is no exception to the rule that each teaching strategy must have a distinct goal. According to Hamdayama (2014), the recitation method aims to achieve the following things, among others:

1. Students will have a deeper understanding of the material that has been presented to and received by them.

2. Develop in students the ability to complete projects independently while learning on their own.

3. Teach pupils how to allocate their time wisely and switch between fun, studying, and finishing tasks.

4. Teach pupils how to think critically and complete their assignments correctly.

5. Including educational opportunities from extracurricular activities in the classroom.

b. The Steps for Applying the Recitation Method

The assignment approach, as was previously said, is the recitation method. This implies that once the teacher introduces the subject, pupils are given assignments that are pertinent to the subject. Exercise can also be used as a tool by teachers to assess how well their charges comprehend and value the subject they are being taught.

This approach offers the idea that both professors and students actively participate in their education. The following actions can be conducted to employ the recitation or affirmation approach during the learning process, per (Djamarah and Zain, 1995: 88), including:

a. Assignment Phase

Giving pupils assignments is the first step in using this strategy. The assignments you offer should not be given carelessly; you need to take into account several factors, including the objectives to be met, the kinds of assignments students can understand, precise work instructions, and enough time to allow students to finish the task.

b. Task Execution Phase

The task implementation phase is the following step, where students carry out, work on, and attempt to properly and independently accomplish the assignment with the teacher's assistance or support. Make an effort to encourage pupils to finish their assignments by recording the outcomes in a methodical and simple-to-understand way. The teacher can also provide explanations or examples of the assigned tasks during this phase.

c. Task Responsibility Phase

The task accountability phase, often known as recitation, is the final step. Students present their work in this phase both orally and in writing. The work of the students can be evaluated by their ability because these assignments take the form of talks or questions and answers.

2.6 Online Learning

Considering that the Government declared a COVID-19 public health emergency in Indonesia in Presidential Decree No. 11 of 2020, (Prahmana et al., 2021). Its execution must follow all applicable laws and regulations. It was declared that policies for work, religion, and learning from home would be implemented, and that in-person learning would be replaced by online learning to slow the COVID-19 pandemic's rate of transmission and expansion. In response to a dual challenge, The Movement for Changes in Educational Policy, the Ministry of Education and Culture embodies the values of initiative, adaptability, cooperation, and the spirit of nationalism. Management of the COVID19 Pandemic at the national and emergency levels. The learning process may become more meaningful as a result. One of the tactics used by the Directorate General of Higher Education (Ditjen Dikti) to further these efforts is the use of

online education. actualization All parties involved in education can collaborate and support one another through online learning.

The usage of mobile technology in educational institutions significantly aids in the completion of remote learning objectives (Korucu & Alkan, 2011). Additionally, a variety of media can be employed to help incorporate online learning. For instance, online classes employ Google Classroom, Edmodo, and Schoology services, as well as WhatsApp and other instant messaging programs (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016). (So, 2016). Even social media platforms like Facebook and Instagram can be used for online learning (Kumar & Nanda, 2018). Anderson, H. L. Kirkorian, and (2008) Online education links students to learning resources (databases, subject-matter experts/instructors, libraries) that are far from them physically but able to interact, communicate, or work together (directly/synchronously and indirectly) direct/asynchronously (Wijaya et al., 2020). Online learning is a type of remote education that makes use of telecommunications and information technology, like the internet, CDROOM, and other online resources (Molinda, 2005).

Based on this, online learning is a surefire resource for learning during the Covid-19 pandemic so that education, teaching, and learning can continue to be done to stabilize education at both the school level and the university level.

3 Method

Development research, which corresponds to the development model's 10 steps (Borg, W.R. & Gall, 2007), is the methodology employed in this study. Detailed information is shown in the following picture.
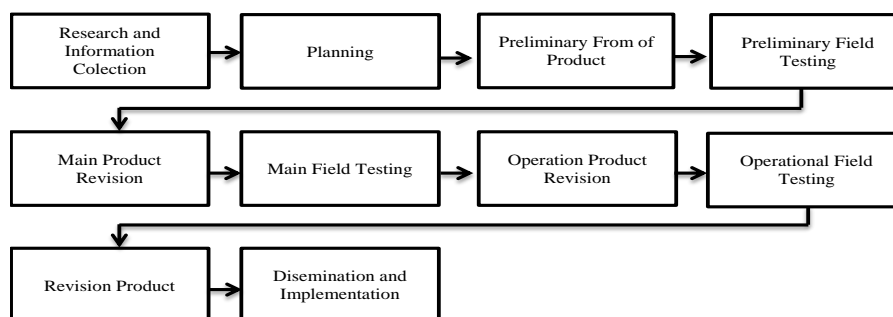
Fig. 1. Borg and Gall Development Model Procedure.

3.1 Research Location and Time

The study was carried out at the State University of Medan's Faculty of Language and Arts' Department of English Language and Literature. This study will be conducted in 2021–2022, during the even semester.

3.2 Research Subject

Students in the English Literature Study Program who take Reading Comprehension courses will be the focus of the study. A total of 30 students participated in small-scale product testing, while 60 students participated in large-scale product trials. Additionally, 60 students served as subjects in the effectiveness trial (30 treatment groups and 30 control groups).

3.3 Product Effectiveness Test Design

This study combines a one-shot case study design with a one-group pretest-posttest methodology. The one-shot case study approach was used by the researcher to conduct a single treatment that was believed to have an impact, followed by a post-test (Arikunto, 2009). This design is used to analyze how the recitation learning approach has helped students in the English Literature Study Program with their reading comprehension skills. The graphic that follows provides additional information on this design decision.

Table 1. Case study and report text for evaluation.

No.	AVERAGE	QUALIFICATION
1.	1 – 1.9	Below Basic (D)
2.	2 – 2.9	Basic (C)
3.	3 – 3.9	Proficient (B)
4.	4	Advanced (A)

Information:

   a. Low Basic D (1-1.9) Does Not Meet Expectations

   b. Basic C (2-2.9) Meets Expectations

   c. Proficient B (3-3.5) Exceeds Expectations

   d. Advanced A (4) Substantially Exceeds Expectations.

3.4 Research Instrument

Observational guidelines, questionnaires, interview guides, and multiple-choice test kits were utilized as the test materials in this study to gather data on student proficiency in reading comprehension.

3.5 Techniques of Collecting Data

In this development research, data were gathered from the following sources and using the following methods:

   a)   Field notes and observations made during a need's analysis, expert validation, small-scale product trials, and large-scale product trials.

   b)   Using a questionnaire as a measurement tool for media and material experts

c) Information on the outcomes of writing instruction utilizing process tools that have received expert validation. Both the pretest and the post-test were used to gather this data.

Both qualitative and quantitative data are included in this development research data. Qualitative data are those that are not expressed numerically but rather in phrases. While scoring is a method of obtaining quantitative data. Then, using the average difference between the control class and the experimental class as a comparison, a t-test was conducted for the experimental test. The SPSS 22 program application will be used to process the t-test data statistically.

3.6 Population and Sample

Students taking the Reading Comprehension course in the second semester of Class A in 2021 made up the population and sample in this study.

4 Results and Discussion

The format of the evaluation case study and reading comprehension CJR is displayed in the following table:

Table 2. The evaluation case study and reading comprehension CJR.

No.	AVERAGE	QUALIFICATION	TOTAL (Students)
1.	1 – 1.9	Below Basic (D)	-
2.	2 – 2.9	Basic (C)	-
3.	3 – 3.9	Proficient (B)	25
4.	4	Advanced (A)	5

According to the participant's Critical Journal Review (CJR) observation, there were 25 students who qualified as Good (B) and 5 students who qualified as Excellent (A). There are currently no students with Basic (C) and Below Basic credentials (D). There are roughly 25 students working on the critical journal review (CJR) can summarize in their own words by identifying three or more main points from the selection, draw their own conclusions based on a variety of ideas, interpret the meanings of unfamiliar words, apply their understanding of how literary elements contribute to meaning, and apply their understanding of how informational text features contribute to understanding, uses examples from the text to compare and contrast elements, to make connections and/or establish cause-and-effect relationships, to analyze the author's purpose and effectiveness, to identify the author's bias, to express an opinion and to support it, to identify the author's assumptions and beliefs, to make and support judgments about the reasoning and/or main ideas in the text, and to apply information.

Additionally, the data for the Advanced (A) Qualification Five students are able to explain a theme or message in their own words while acknowledging various interpretations and providing supporting evidence. They can also summarize in their own words by identifying three main points and expanding on them using appropriate form. They are also able to recognize subtle hints in selections and consistently draw reliable conclusions. They can also

use word structure, origin, and context clues to interpret the meanings of unfamiliar words. They can also analyze how literary elements contribute to meaning, analyzes the author's purpose and effectiveness, challenges the author's ideas, implied bias, or distortions with a clear rationale or arguments, expresses an opinion and looks for novel ways/evidence to enhance interpretations of the text, elaborates insightful to the author's assumptions and beliefs, and compares and contrasts elements by elaborating with carefully chosen examples that show understanding of the text.

The format of the assessment case study and report text CBR is displayed in the following table:

Table 3. The the assessment case study and report text CBR

No.	AVERAGE	QUALIFICATION	TOTAL (Students)
1.	1 – 1.9	Below Basic (D)	-
2.	2 – 2.9	Basic (C)	-
3.	3 – 3.9	Proficient (B)	26
4.	4	Advanced (A)	4

According to the participant's Critical Book Review (CBR) observation, there were 26 students who qualified as Good (B), and 4 students who qualified as Excellent (A). There are currently no students with Basic (C) and Below Basic credentials (D).

4 Conclusion

Based on the study, it can be concluded the resources in the KKNI assignment materials now in use are often less relevant to the needs of students enrolled in the English Literature Study Program. Students become less motivated to learn English because the learning materials are not tailored to their needs.

Students' needs are considered while selecting the assignment materials, and flexibility is employed to work on and gather materials for the KKNI Critical Journal Review (CJR) and Critical Book Report (CBR) assignments. The following updates are required for the KKNI's Reading Comprehension task: material uploads, uploads of the CBR and CJR KKNI assignments, uploads of Rubik, connection notifications, and forum discussions.

It enables time, distance, space, repository, and learning styles of students and lecturers to be more effective and efficient in KKNI-based learning, which is meant by online learning.

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