

The Effectiveness of Recitation Method Based on ICT (Moodle) in Learning Argumentation Writing Skills

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Abstract

This research is designed specifically to measure the effectiveness of recitation method based on ICT (Moodle) in learning argumentation writing skills at students of English Language Education Program, Universitas Panca Sakti Bekasi. which based on the result of preliminary observation which show that students learning outcome was still low and there were some problems that related to the result of their writing skills that still have not achieved the expected aims. This research used the method of classroom action research that involved the number of samples in this research were 30 students. For the data collecting technique, this research used quantitative data and qualitative data. Quantitative data was taken from the results of the pre-test and post-test, while qualitative data was taken during the process of observation and action. The research result shows that there is an increase in learning activity and student learning outcomes. The increase is known from the percentage value of student activity in attending learning process has increased, the results obtained in the first cycle percentage is 53%, then there is an increase in the second cycle to 55%. Student learning outcomes also increased, the average score in cycle 1 is 77.47, with the number of students completing are 21. Cycle 2 there is an increase in the average score by 4.13 to 81.6 with the number of students completing are 23.

Keywords: *Writing Argumentation, ICT (Moodle), Recitation Method*

Introduction

Language has an important position for human life, apart from being a media of daily communication, language also has a role as a means to share ideas and new knowledge with each other which greatly impacts human life. One form of communication that is currently still used to share knowledge is by using written media, because with written media we can easily provide and explain what knowledge we want to convey to others. The written media can be in the form of books, articles and notes. This proves that writing is a skill which plays an important role, especially in the world of education.

Language education is a complex learning process, because it involves four language skills, one of them is writing skills. Writing is one of the important skills to be mastered, especially for students at the university level. Language education in higher education environments always emphasizes aspects of understanding of writing skills for each student, especially English language education, which based on the English Language Education Operational Curriculum, Universitas Panca Sakti Bekasi, which is used in the learning process requires students to take writing courses, with the hope that they can improve their understanding of

writing skills. Writing is a skill in organizing ideas in an orderly and comprehensive manner, where students need deep grammatical skills, so that the ideas can be understood by the reader (Heaton, 1990).

Groth (2013: 1) defines writing skills as a process to express ideas or thoughts, in a series of words that must be done in spare time. This can be interpreted that the writing process is not a process that can be done quickly and can immediately get results, but the writing process is a very complex process because it involves a thinking process in order to produce good ideas or ideas to be poured into a series of words so that they become one form. good writing for the readers. Meanwhile, according to Tarigan (2008: 3) writing skill is a language skill that is used to communicate indirectly, not face to face with other people. Definitely, the concept of writing skills is different from the concept of speaking skills. Where in writing the idea to be conveyed is poured in writing, language used is more well-structured and uses the rules in the correct written language. So, it can be concluded that writing skill is creative process activities in expressing ideas into written language which aims to provide information, convey opinions, convince, and entertain the readers.

In addition, writing skill is a skill that cannot be separated from every teaching and learning process activity, especially argumentative writing skill, it can be seen from the activities of providing exercises, assignments and final project completion. The most important thing that needs to be considered in writing arguments according to Renkema (2004: 203) is that the listener or reader must be convinced about something. This is an important goal of writing argumentative texts, therefore, every writer is required to be able and skilled to produce written forms that can convince readers with the concepts or opinions they write. One form of argumentative writing is essay argumentation, Oshima and Hogue (2006: 142) defines argumentative essay as writing that emphasizes your (the author's) thoughts about agreeing or disagreeing with any issue that uses reasons to support your opinion. Your goal is to convince the reader that your opinion is correct. There are five important elements in writing an argument (Oshima and Hogue, 2006: 146), these elements include; (1) an explanation of the issue, (2) a clear thesis statement, (3) a summary of the opposing arguments, (4) rebuttals to the opposing arguments, and (5) your own arguments. From the theoretical study above, it can be concluded that argumentative writing skills are the ability to carry out written communication as a process to develop and communicate ideas and ideas effectively,

The facts that occur in the field illustrate the opposite, where there is a gap between expectations and reality, based on the results of initial observations, it is still found that students have difficulty in expressing and developing their ideas in English written form, especially those with an argumentative tone. The difficulties experienced by students are caused, because students are not accustomed to practicing writing to express the ideas that they want to convey, and how to organize these ideas into writing and formulate these ideas in the form of clear and logical statements and summaries. Furthermore, they can present data that empirical, compare and contrast an idea that can be well received by the reader.

This is certainly a problem that will continue to occur if no efforts are made to resolve or minimize the problem. For this reason, it is necessary to choose the right learning method to realize improving writing skills, especially argumentation.

One method that encourages students to be active in writing is through the application of the ICT-based Recitation method (Moodle). ICT plays an important role in education, having a special relevance in the instructional component, supported by Learning Management

Systems, such as Moodle (Zainuddin, Idrus, & Jamal, 2016). Moreover, these platforms have many capabilities provided that they are used in their fullness. In line with this, Elia, (2007) states that ICT plays a part in fostering intercultural competence, which is a part of learning a second or foreign language. The technology-based teaching process is part of the government program, where the language education process in the university environment must support government programs based on the development of industrial technology 4.0.

Modular Object-Oriented Dynamic Learning Environment (Moodle) is a software package produced for internet-based learning activities and websites using the principles of social constructionist pedagogy. This application has concepts and mechanisms for teaching and learning that utilize information technology, known as the concept of electronic learning or e-learning. According to Stanford (2009: 7) Moodle is one of the fastest growing open-source software VLEs (Virtual Learning Environment) today. It is also often referred to as LMS (Learning Management System) or CMS (Course Management System). Moodle (Stanford, 2009) can apply language learning such as reading, writing, listening, and speaking skills. The appearance of Moodle websites can accommodate learning English as stated in the content in the Moodle development book by Stanford (2009: 2), one of which is in writing activities showing how useful Moodle is for collaborative work on drafts, to add graphics and organize writing in an effective way. So, it can be concluded that Moodle as an online learning application is very useful for learning English by applying the recitation method.

Recitation method is a presentation of teaching materials where the teacher gives certain tasks to students to carry out learning activities and provide reports as a result of the tasks they do (Tambak, 2016). This learning process is not only focused on the learning environment but it can also be carried out outside the learning environment by utilizing current technological developments. According to Nunuk and Leo (2012: 63) the recitation method is a method of presenting material in which educators give certain tasks so that students carry out learning activities. The tasks given are of course related to the material that has been delivered, is being studied, or will be studied, and to stimulate educators to be more active in doing the assignments, students are usually asked to form discussion groups to do the assigned tasks. This is also supported by the opinion of Mulyasa (2007:113) which states that the recitation method is a way of presenting lesson material, where educators provide a set of tasks that must be done by students both individually and in groups. So, it can be concluded that the recitation method is a method that focuses on giving assignments to students that can be done anywhere, then students are required to provide accountability related to the tasks that they do in class.

The application of the recitation method focuses on giving additional assignments with the aim that students will be more motivated to learn and practice, with the hope that they can improve their English argumentative writing skills by not only focusing on learning in the classroom but also outside the classroom. The procedure for applying the recitation method is divided into three main phases (Bahri and Zain, 2006:86) (Djamarah and Zain, 2014:76), as follows table 1.

Based on the table above, the recitation method has stages that must be applied in giving assignments to students, so that the tasks that have been given can be completed and accounted for by students properly.

Table 1. Recitation Method Treatment Procedure

No	Recitation	Treatment Procedure
1	Assignment Phase	<ul style="list-style-type: none"> a. Goals to be achieved. b. The types of tasks are clear and precise. So that, students understand what is assigned. c. Referring to the ability of students. d. There are instructions/sources that can help students work. e. Providing sufficient time to do the task.
2	Task Implementation Phase	<ul style="list-style-type: none"> a. Provide supervision guidance by educators. b. Encourage so that students want to work. c. Work / do by the students themselves, not asking for a help. d. It is recommended that students take notes e. the obtained results are well and systematically.
3	Accountable Phase	<ul style="list-style-type: none"> a. Reports of students both verbally / in writing of what has been done. b. There is a question and answer/discussion in class. c. Assessment of student work results either by test or non-test or other means.

State of the Art

The results of research conducted by Zuhud, et al, (2013) regarding the application of the Moodle-Based Recitation Method provide evidence that the application of this method can improve student learning outcomes, this is because the features in Moodle provide support in writing activities. The improvement of students' cognitive abilities has a very significant impact on their learning outcomes, the recitation method treatment procedure with Moodle makes it easy for students to interact anywhere and anytime, which has a wider range, facilitates the refinement and storage of learning materials.

The results of the next research conducted by Ardiyani, et al (2012) regarding the application of the Recitation Method in Learning German Personal Letter Writing Skills, showed that the application of the recitation method made it easier for students to write personal letters and provided a conducive atmosphere in the development of student creativity. In addition, students' creativity developed well with the application of the assignment phase carried out on the recitation method.

The results of the latest research conducted by Sari, et al (2018) on the effect of the ICT-based Recitation Method on student geography learning outcomes. The results of this study indicate that the method used has a significant effect on students, it is based that the method can stimulate students to carry out individual or group learning activities and can develop student independence.

According to the description above, this research focuses on the application of the ICT-based Recitation Method (moodle) in improving English argumentative writing skills. Precisely, this research will provide new knowledge from previous studies on the application of the Moodle-based Recitation Method, with the concept of electronic learning or e-learning. Where during the current pandemic electronic learning media is needed, some previous studies report the successful story of using e-learning in improving students learning experiences (Ahmadi, 2018) (Hsu, 2012)

Method

This research uses the method of classroom action research. The researchers started the research by collecting qualitative data first to explore more deeply the research problem on the second semester students of the English Education Study Program at Universitas Panca Sakti Bekasi, then continued with the process of collecting quantitative data to support the qualitative data. Quantitative data was taken from the results of the pre-test and post-test, while qualitative data was taken during the process of observation and action. The stages of data collection were carried out through several cycles which in each cycle consisted of four stages of activities, including planning, implementing actions, observing and reflecting.

This research is participatory collaborative in nature, meaning that research activities are carried out by the researchers themselves with a process of observation and collaborator and involve a lecturer in writing II course at the English Education Study Program, Universitas Panca Sakti Bekasi.

The subjects in this research were the second semester students of the English Education Study Program at Universitas Panca Sakti Bekasi, totaling 30 students. The data collection process in this research consisted of five stages which included observation, interviews, questionnaires, diaries and tests.

- a. Observation: In this research, observation was carried out with the aim of seeing and documenting the interaction process that occurred in the classroom, this observation was carried out during teaching and learning activities. The things that were observed in the implementation of the cycle in this research were that students were asked to fill out an observation sheet for activities and problems found during the implementation of the action as part of the assessment process.
- b. Interview: In this research, interview was conducted with the aim of knowing in-depth information on the participants/students in this research.
- c. Questionnaire: Questionnaire is given with the aim of knowing the experience of students' English argumentation writing skills that they have previously had, and to find out the factors of students' difficulties in writing English arguments.
- d. Diary: Daily notes are made at each meeting, where students are asked to submit learning outcomes in the form of daily notes.
- e. Test: The test is given to students with the aim of knowing English argumentative writing skills after being given action in the form of a written test. Tests are given at the beginning and end of each cycle of action in order to know the progress and progress of student learning after using the ICT-based recitation method (Moodle).

The process of data analysis is carried out inductively, researchers carry out special observation activities, note the structure of each data finding, make hypotheses by formulating data, and draw conclusions. Parson and Brown (in Mertler, 2014: 163) state that there are three stages in analyzing data, which include organization, description, and interpretation. The first stage is organization, which is making a narrative of data taken from the results of observations, interviews, and documentation that has been collected. The second stage is a description of the characteristics of each data that has gone through the reduction process and is coded. The last stage is the interpretation of the data that has been reduced and organized.

Results

At this stage the description of the research results is divided into two parts, the first part is to explain the research findings based on the active data of respondents (students) in attending learning process by applying the ICT-based Recitation method (Moodle) in the Writing II course and student learning test results, while the second part focused on the results of research discussions based on the results of interviews and observations given to students.

a. Application of ICT-Based Recitation Learning Method (Moodle) in Writing II Course (Cycle 1).

The results of the data acquisition of respondents' (students) activity in attending learning process with the ICT-based Recitation method (Moodle) can be seen in the following table:

Table 1. Student Activity Data in Writing II Course Cycle 1 at Meetings 1 and 2

Indicator	Cycle Activity 1			
	Meeting 1		Meeting 2	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Very Active	2	6.67	3	10.00
Active	5	16.67	8	26.67
Quite Active	18	60.00	15	50.00
Less Active	5	16.67	4	13.33
Very Less Active	0	0.00	0	0.00
Conclusion	Quite active (With an average of 53%)			

The results of the research above, show that the activeness of respondents (students) in participating in the learning process at the first and second meetings of cycle 1, is in the quite active indicator. This is evidenced by the number of respondent frequency at the first meeting is 18 and the second meeting is 15, with a total average percentage 53%. These findings can give a conclusion that the active data of respondents in the Writing II course in cycle 1 is quite active.

On the result of the test given to measure students' English argumentation writing skills in cycle 1 in the writing II course, the following test result was obtained:

Table 2. Student Learning Test Results in Writing II Course by Using the ICT-Based Recitation Method (Moodle)

Value Indicator	Value Range	The number of students	Percentage
Very Good	85-100	8	26.67
Good	80-84	11	36.67
Quite Good	65-79	7	23.33
Less Good	55-64	3	10.00
Very Less Good	0-54	1	3.33
Total		30	100

Based on the result of the data analysis above, the highest score that can be achieved by students is 92, it means that the score is very good indicator, while the lowest score is 50, it means that the score is very poor indicator. If it's viewed from the results of a more detailed analysis, it is obtained that the number of students who are in the very good score indicator is 8, good is 11, quite good is 7, less good is 3 and the indicator is very less

good is 1. Minimum Completeness Criteria (KKM) for the Writing II course is 75, then the number of students who are in the complete category can be seen in table 3 below:

Table 3. Frequency Distribution of Student Learning Outcomes in Courses Writing II by Using the ICT-Based Recitation Method (Moodle)

No	Information	Number of Students	Percentage
1	Complete	21	70.00
2	Uncomplete	9	30.00
Total		30	100

On table 3 above, it is known that the number of students who have completed the Writing II course with the Writing Argumentation competency standard is 21 and those who have uncomplete is 9.

- b. The application of the ICT-based Recitation Learning (Moodle) method in the Writing II course (Cycle 1).

The result of the data acquisition of respondents' (students) activity in attending learning process with the ICT-based Recitation method (Moodle) can be seen in the following table:

Table 4. Student Activity Data in Writing II Course Cycle 2 at Meetings 1 and 2

Indicator	Cycle Activity 2			
	Meeting 1		Meeting 2	
	Frequency	Percentage	Frequency	Percentage
Very Active	4	13.33	4	13.33
Active	13	43.33	14	46.67
Quite Active	12	40.00	12	40.00
Less Active	1	3.33	0	0.00
Very Less Active	0	0.00	0	0.00
Conclusion	Active (With an average of 55%)			

The result of the research above, show that the activeness of respondents (students) in participating in the learning process at the first and second meetings of cycle 2, is in the active indicator. This is evidenced by the number of respondents frequency at the first meeting is 13 and the second meeting is 14, with a total average percentage of 55%. These findings can give a conclusion that the active data of respondents in the Writing II course in cycle 2 is active.

Based on the result of the test given to measure students' English argumentation writing skills in cycle 2 in the writing II course, the following test result was obtained:

Table 5. Student Learning Outcomes Test in Writing II Course by Using the ICT-Based Recitation Method (Moodle)

Value Indicator	Value Range	The number of students	Percentage
Very Good	85-100	10	33.33
Good	80-84	15	50.00
Quite Good	65-79	5	16.67
Less Good	55-64	0	0.00
Very Less Good	0-54	0	0.00
Total		30	100

Next, on the result of the data analysis above, the highest score that can be achieved by students is 94. It means that the score is very good indicator, while the lowest score is 65, it means that the score is quite good indicator. When viewed from the result of a more detailed analysis, it is obtained that the number of students who are in the very good indicator is 10, good is 15, quite good is 5, less good is 0 and very less good is 0. Minimum Completeness Criteria (KKM) for the Writing II course is 75, then the number of students who are in the complete category can be seen in table 6 below:

Table 6. Distribution of Students' Learning Outcomes Completeness Frequency Writing II Course by Using ICT-Based Recitation Method (Moodle)

No	Information	Number of Students	Percentage
1	Complete	26	86.67
2	Uncomplete	4	13.33
	Total	30	100

Based on the table 6 above, it is known that the number of students who have complete the Writing II course with the competency standard of Writing Argumentation is 26 and those who have uncomplete is 4. By applying the ICT-based recitation method (Moodle) this makes students more active and can practice their abilities independently and more responsible for the assigned tasks.

Furthermore, on the explanation of the research findings above, it can be concluded that the educators in this case the lecturer involved in this research has implemented the stages of the ICT-based recitation method (Moodle) well. This means that these stages are in accordance with the learning plans that have been prepared and are able to reduce obstacles or problems that occur during the implementation of the actions in cycle 1, then carry out stabilization in cycle 2. During the action process carried out starting from cycle 1 to cycle 2, the educator or lecturers do not experience difficulties and increasingly feel helped by the implementation of the ICT-based recitation method (Moodle) to improve learning effectiveness and student learning outcomes.

The increase in student learning activity in the Writing II course using the ICT-based recitation method (Moodle) can be seen from the average value of the percentage of student activity in cycle 1 and cycle 2. The increase can be seen in the following table:

Table 7. Conclusions on Student Learning Activities in the Writing II Course Using the ICT-Based Recitation Method (Moodle)

No	Cycle	Average Percentage of Student Activity	Indicator
1	Cycle 1	53%	Quite Active
2	Cycle 2	55%	Active

The table above shows that there is an increase in student learning activity from cycle 1 to cycle 2. The increase in student learning activity can be seen from the average value of student learning activity in cycle 1 of 53% with quite active indicator and cycle 2 of 55% with active indicator. The increase in student learning activity can also be seen in the diagram below:



Figure 1. Increasing Student Learning Activity from Cycle 1 to Cycle 2

The increase in learning activity also has a significant impact on student learning outcomes. Student learning outcomes in writing English arguments have increased from cycle 1 to cycle 2. Here are the conclusions of student learning outcomes which can be seen in the table below:

Table 8. Conclusion of Student Learning Outcomes Completeness in Writing II Course by Using ICT-Based Recitation Method (Moodle)

No	Cycle	Number of Students	Average value	Number of Completed Students	Number of Unfinished Students	Completeness Percentage
1	Cycle 1	30	77.47	21	9	70
2	Cycle 2	30	81.6	23	7	76.67
Enhancement			4.13			6.67

In a conclusion, on the data above, it shows an increase in student learning outcomes. This is evidenced by the average score in cycle 1 of 77.47, with the number of students completing is 21. Cycle 2 there is an increase in the average score of 4.13 to 81.6 with the number of students completing is 23. Improved learning outcomes students are also presented in the form of a diagram as shown below:



Figure 2. Improving Student Learning Outcomes from Cycle 1 to Cycle 2.

Discussion

First, on the research findings, it shows that the application of the ICT-based recitation method (Moodle) provides significant effectiveness in increasing student learning activities and student learning outcomes. This is shown by the results of the research that the percentage value of student activity in attending lectures has increased, the percentage of cycle 1 is 53% then there is an increase in cycle 2 to 55%.

Second, on the results of the evaluation of the implementation of learning in cycle 1 to cycle 2, there are findings that can be used as the basis for improvement. The findings relate to the less-than-optimal student activity in the learning process in cycle 1, this is because some students are less active and focused in responding to the material and assignments given. The material given by the lecturer is sometimes only responded by a few students by asking questions, and some seem passive without any response. In relation to the group assignments given, it was seen that only some individuals in the group did it, then when the process of presenting group assignments it was seen which students mastered the material and which did not.

Third, on these problems, the researchers made several improvements to the actions previously carried out in cycle 1, with the aim of improving the quality of learning. The application of the ICT-based recitation method (Moodle) should encourage passive students to want to express ideas or questions that may be related to the material presented, because this is closely related to the tasks given. Emphasizing on students that in doing the tasks given must be done according to their responsibilities without burdening only one individual in one group. Provide and strengthen rules relating to group assignments and individual assignments so that the planned learning can run as expected.

Changes in the actions taken in cycle 2, gave enough changes where the average student learning activity increased. Judging from the learning outcomes, the average value has increased by 4.13% and the average value of completeness in cycle 1 to cycle 2 has increased by 6.67%. The increase that occurred between cycle 1 and cycle 2 can be interpreted that there has been good interaction through the assigned group tasks, where in one group there is good cooperation and mutual assistance. The results of this study are also in line with the results of research by Ariasmini (2018) and Sari (2019), which state that the recitation method can improve students' understanding and skills in the learning process.

Supported by the results of interviews and observations made by researchers to students and lecturers, it was found that most of the respondents gave a positive response regarding the application of the ICT-based recitation method (Moodle) in their learning. The positive response mentioned covers two important points. First, the application and incorporation of the recitation method based on the Moodle application is very helpful and facilitates not only students but also lecturers in the learning process, this is because apart from them getting additional materials and assignments that can be accessed easily through Moodle. Each student can open and submit their study assignments through the application without any limitations of space and time. In addition, Moodle helps teachers or educators through the use of its features, such as to a quiz, workshop,

Finally, optimizing the use of the Moodle-based recitation method can provide a new learning experience for respondents, where those who were initially accustomed to learning only with one application, this time they got a different experience, namely by combining several learning activities into a series of interrelated ones. to support their learning process. Applying this ICT-based recitation method (Moodle), students will dare to write in his own way, responsible with the results of his writing and will always remember with the material taught (Wibowo, et al., 2018). In addition, it provides opportunities for students to be able to study in groups with the aim of collaborative interaction so that they can understand the material being studied, In addition, they are expected to have a full sense of responsibility for the tasks assigned. Thus, the effectiveness of the application of the ICT-based recitation method (Moodle) has a positive impact on students.

The shift of the latest learning model from offline to online signals all educators to continue to innovate, create and use various kinds of media and learning applications that can provide new learning experiences for students. Therefore, all educators in Indonesia in terms of delivering the educational process are required to use the latest technology (Pujilestari, 2020). The participation and involvement of both educators (lecturers) and students (students) in the overall learning activities are the initial capital and determinants of student success in achieving research objectives. Some studies also prove that the adaptation of creative technology such as Moodle can provide opportunities for new methods and improvement in teaching techniques that are more effective and efficient (Simbolon, et al, 2020) (Fauzi, et al, 2020). It is highly recommended to optimize the use of ICT, like Moodle and other technologies to educate students in schools.

Conclusion

Technology-based learning media is one of the right and safe media to use for the current situation. The impact of the Corona Virus (Covid-19) pandemic that occurred in the education sector has changed the existing education system in Indonesia. Like it or not, the current education system must adapt to the new system in order to be able to consistently provide good educational services to every student in Indonesia.

Based on the findings, analysis and discussion, regarding the effectiveness of the ICT-based recitation method (Moodle) in learning students' English argumentation writing skills, it showed significant results, where there is an increase in learning activity and student learning outcomes of the English Education Study Program. The increase in student learning activity can be seen during the learning process, during the learning process students search for and collect materials and assignments given by the lecturer, then do the task both individual and group assignments, and take responsibility for the task. This is in line with some previous studies were done in regards to finding out the benefit using Moodle in improving students' language skills, especially the English skills (Ahmadi, 2018, Hennessy, et al, 2005,

The increase is known from the percentage value of student activity in attending learning process has increased, the results obtained in the first cycle percentage is 53%, then there is an increase in the second cycle to 55%. Student learning outcomes also increased, the average score in cycle 1 is 77.47, with the number of students completing are 21. Cycle 2 there is an increase in the average score by 4.13 to 81.6 with the number of students completing are 23.

The application of the recitation method based on the development of technology, namely Moodle, has a positive impact on the development of students in the learning process, especially argumentation writing skills. This is because these activities provide benefits in increasing student active participation in the learning process, facilitating students and lecturers to share information, discuss, and other activities which are often not accommodated due to time constraints in class. As well as providing new experiences not only to learn new things that can make the learning process better and optimal.

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