**THE STUDY OF RECITATION METHODS TOWARDS**

**STUDENT WRITING IN DESCRIPTIVE TEXT**

**OF SMA NURUSSHALEH**

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**Abstrak:**

Penelitian ini bertujuan untuk mengkaji metode resitasi dan pengaruhnya terhadap kemampuan menulis teks deskriptif siswa di SMA Nurusshaleh. Metode resitasi merupakan teknik pembelajaran di mana siswa diharuskan untuk mengulang atau menghafal materi tertentu, dengan harapan dapat meningkatkan pemahaman dan keterampilan mereka dalam menulis. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen yang melibatkan dua kelompok siswa: kelompok eksperimen yang menggunakan metode resitasi dan kelompok kontrol yang menggunakan metode konvensional. Data dikumpulkan melalui tes menulis yang dinilai berdasarkan kriteria tertentu, seperti struktur, kosakata, dan kejelasan deskripsi. Hasil penelitian menunjukkan bahwa siswa yang diajarkan dengan metode resitasi menunjukkan peningkatan signifikan dalam kemampuan menulis teks deskriptif dibandingkan dengan kelompok kontrol. Temuan ini menunjukkan bahwa metode resitasi dapat menjadi strategi yang efektif dalam pengajaran menulis di sekolah menengah atas.

Selain itu, penelitian ini juga mengeksplorasi persepsi siswa terhadap metode resitasi dan penerapannya di kelas. Wawancara dan kuesioner dilakukan untuk mengumpulkan data kualitatif mengenai sikap dan pengalaman siswa. Mayoritas siswa melaporkan bahwa metode resitasi membantu mereka mempertahankan informasi dengan lebih baik dan memberikan kerangka kerja yang jelas untuk mengorganisasi pikiran mereka saat menulis teks deskriptif. Namun, beberapa siswa menyatakan tantangan terkait dengan sifat repetitif dari metode ini. Secara keseluruhan, penelitian ini menunjukkan bahwa meskipun metode resitasi dapat meningkatkan keterampilan menulis, metode ini sebaiknya dikombinasikan dengan strategi pengajaran interaktif dan menarik lainnya untuk mengakomodasi berbagai preferensi belajar dan memaksimalkan efektivitasnya.

**Kata Kunci**: Metode resitasi, menulis teks deskriptif, pendidikan bahasa Inggris, SMA Nurusshaleh.

***Abstract:***

*This study aims to examine the recitation method and its impact on students' ability to write descriptive texts at SMA Nurusshaleh. The recitation method is a teaching technique where students are required to repeat or memorize certain materials, with the expectation of improving their understanding and writing skills. This research uses a quantitative approach with an experimental design involving two groups of students: an experimental group using the recitation method and a control group using conventional methods. Data were collected through writing tests assessed based on specific criteria, such as structure, vocabulary, and clarity of description. The results show that students taught with the recitation method showed significant improvement in their ability to write descriptive texts compared to the control group. These findings suggest that the recitation method can be an effective strategy in teaching writing at the high school level.*

*Furthermore, the study explores the students' perceptions of the recitation method and its application in the classroom. Interviews and questionnaires were administered to gather qualitative data on students' attitudes and experiences. The majority of students reported that the recitation method helped them retain information better and provided a clear framework for organizing their thoughts when writing descriptive texts. However, some students expressed challenges related to the repetitive nature of the method. Overall, the research indicates that while the recitation method can enhance writing skills, it should be combined with other interactive and engaging teaching strategies to address diverse learning preferences and maximize its effectivenes*

***Keywords:*** *Recitation method, descriptive text writing, English education, SMA Nurusshaleh.*

**INTRODUCTION**

According to Selvaraj & Aziz, (2019) Writing skills is crucial due to its necessity in almost all professions that require documentation, especially in this era. It is essential to enter any modern workplace with good writing skills. The process of writing encompasses various elements that must be taken into account, such as selecting appropriate words, employing correct grammar, utilizing proper syntax and mechanics, and organizing ideas in a coherent and cohesive manner (Gebhard, 1996 cited in Apsari, 2017), and also writing allows students to convey their personalities, and even guided activities can incorporate options for students, such as replicating a story about a particular topic, Yulianti et al. (2019).

Writing is one of the four important English skills that should be well-honed in school, university, or any other context where writing is required. Writing is a multifaceted process that demands a range of skills. But, you can enhance your writing proficiency by employing specific strategies and engaging in diverse patterns of practice. Additionally, Harmer asserted that writing serves as a means of communication to convey thoughts or express emotions through written form. Sa’adah, (2020).

Writing is a form of communication that involves conveying messages or information through written language to others. This activity comprises various elements, including the author as the message deliverer, the content of the writing, the channels or media used, and the reader. As a language skill, writing is a complex undertaking, requiring the writer to effectively organize and structure the content in diverse written forms. Despite its intricacies, writing offers numerous benefits, such as enhancing intelligence, fostering initiative and creativity, building courage, and encouraging the ability to gather information. In essence, an ideal essay is a more extensive or comprehensive elaboration of a paragraph. Kurniaman et al. (2018), and then Writing is as a means of communication, conveying messages or information using written language. This process involves multiple components, encompassing the author as the conveyer of the message, the content being conveyed, the chosen channels or media, and the recipient, the reader. Viewed as a language skill, writing is a sophisticated endeavor, demanding the writer's adeptness in organizing and structuring content across various written forms. Despite its complexities, writing brings forth a multitude of advantages, including the enhancement of intelligence, cultivation of initiative and creativity, development of courage, and the promotion of information-gathering skills. Essentially, an exemplary essay represents a more expansive and comprehensive elaboration of a paragraph. Durga & Rao, (2018).

The following are the results of pre observation with the teacher Kurnia Alsofiah, S.Pd as the English teacher at SMA Nurusshaleh. SMA Nurusshaleh is known for its strong religious values because here it is also like a boarding school system there are several subjects related to Islamic religion, students here are emphasized to always be highly disciplined, and focus on student character building. In general, the condition of our school is quite good. Although the facilities are not complete, the classrooms here are comfortable and the interaction between students and teachers is also good, there is also a library with a wide collection of books. The school environment is also clean and tidy. Students are also assigned to maintain cleanliness every day, which is important to create a conducive learning situation.

The recitation method is an approach in which students are assigned specific tasks, such as memorization, analysis, reading, and information retrieval, both within and outside the school environment. Through the recitation method, students can cultivate a sense of responsibility as they are accountable for completing the assigned tasks, depending on the nature of the tasks given by the teacher. Nugraha, (2022), According to Wibowo et al. (2018) Recitation involves students quoting or extracting specific portions of a lesson from designated books, subsequently studying independently, and practicing until they have mastered the content as required.

In accordance with Ali, (2021) Recitation involves the re-presentation or review of material. This method differs from assigning homework, as the scope of recitation is more extensive. It encourages students to be more actively engaged, either individually or in groups. Recitation can take place in various settings, such as the classroom, field, library, and other locations, and also employing this recitation approach, students will find the confidence to express themselves in their unique manner, take accountability for their writing outcomes, and consistently recall the subject matter taught. Thus, recitation involves students extracting specific portions of lessons from designated books, engaging in independent study and practice, and ultimately becoming prepared to comprehend and retain the material. Wibowo et al. (2018).

Nurhayati (2016), asserted that the recitation method is an instructional approach that instructions students to formulate summaries using their own sentences. Through the utilization of this recitation method, students develop the courage to express themselves in their unique style, assume responsibility for the outcomes of their writing, and consistently retain the knowledge imparted during the teaching process. In essence, recitation entails students extracting specific segments from designated books, followed by self-study and practice until they achieve the necessary readiness. Wibowo et al. (2018)

Descriptive text is a flexible procedure of writing that can be integrated into various types of texts. According to Husna (2013), descriptive text is a genre of writing that encompasses the depiction of characteristics and the definition of an object or phenomenon. Yoandita, (2019), then according to Khasanah, (2019) Descriptive text serves the purpose of depicting and detailing something, be it a person, animal, or inanimate object. Utilizing the simple present tense, this type of text provides a vivid portrayal. In teaching the art of composing descriptive text, it is crucial for the teacher to employ diverse methods, ensuring that students grasp the nuances of crafting effective descriptive passages.

The communicative purpose of a descriptive text is to elaborate on specific persons, places, or things. This genre follows a generic structure: firstly, through identification, it introduces the subject and provides information on where or who is being described. Secondly, the descriptive text explores into detailing qualities and characteristics or other supporting elements. This section furnishes readers with a comprehensive description, enabling them to visualize and sense the essence of the subject. Syahputri & Masita, (2018).

Observations at SMA Nurusshaleh show that the school has a well-organized and clean environment like any other school. The school is also a boarding school, reflecting a high commitment to cleanliness and comfort. Classrooms are equipped with adequate learning facilities, such as interactive whiteboards, which support modern teaching methods. The school library is well organized, providing a variety of reading resources that assist students in broadening their horizons. equipment is well-equipped and in good working order, although there are some tools that require further maintenance. Interactions between teachers and students were warm and enthusiastic, creating a fun and motivating learning atmosphere. Overall, SMA Nurusshaleh shows a solid performance, although there are some areas that could be improved to achieve a higher standard of education.

SMA Nurusshaleh is a place of potential and opportunity. Every day is a new opportunity to learn and grow. Remember, your efforts today form the foundation of the future. Here, you learn from books, experiences and friends. Hard work, dedication, and perseverance will take you towards your dreams. Together, we can create an inspiring learning environment.

**RESEARCH METHOD**

In this research uses qualitative methods, the researcher uses descriptive methods. Descriptive method is research that uses imagination to express all the ideas of the writer about something and someone. Yoon, (2018). In this study, the researcher utilizes a qualitative descriptive approach. The choice of qualitative descriptive method is deliberate as the researcher seeks to intricately and clearly depict various challenges students face in composing descriptive texts and the influencing factors, without relying on numerical data. Yoandita, (2019). A qualitative case study is a research methodology that enables the exploration of a phenomenon within a specific context. It involves utilizing diverse data sources, examining the phenomenon from various perspectives, and unveiling multiple facets of the subject under investigation. Rashid et al., (2019).

Based on the above explanation, the researcher concludes that a case study is an in-depth exploration of information. It involves a thorough examination of an individual, group, or event to investigate the underlying principles and causes. The phenomenon under scrutiny in this case is the students at SMA Nurusshaleh. Most students are likely to have acquired the ability to write and construct sentences correctly through classroom learning, and many of them also have a penchant for writing. However, another phenomenon exists where some students in the class encounter difficulties in writing descriptive texts. In this research, the researcher analyzes the aforementioned phenomenon, focusing on the factors that contribute to the challenges faced by students in writing descriptive texts.

1. **Technique of Data Collection and Procedures**

The data collection techniques used are observation, interview, documentation. Turnip et al., (2019)

1. Observation

Observation in qualitative research refers to a data collection method that involves direct and systematic observation of events, behaviors, or situations in the field. Qualitative observation has an important role in supporting qualitative research by providing an in-depth description of the context and dynamics of the phenomenon being studied.

The results of observations at SMA Nurusshaleh are used to answer the problem formulation by observing interactions between teachers and students, patterns of student participation in learning, and the dynamics of the classroom environment to understand the factors that influence learning effectiveness.

1. Interview

The next instrument is interview, Interviews in qualitative research are a method of collecting data with questions and answers between researchers and participants. The goal is to gain an in-depth understanding of individuals' views and experiences related to the research topic.

The results of interviews with students at SMA Nurusshaleh were used to answer the first and the second problem statement by revealing students' perceptions, experiences and views on the factors that influence their learning motivation, as well as identifying their needs and preferences in the learning process.

1. Documentation

The next data collection technique is documentation, Documentation is usually carried out during the research to obtain data in the form of photos or videos of interview results, Good documentation ensures consistency, transparency and reliability of qualitative research results.

1. **Technique** **of Data Analysis**

According to Miles and Huberman in Sugiyono (2016: 246) that there are three activities in taking data analysis, such as: data reduction, data display, and conclusion drawing or verification. Yoandita, (2019).

1. Data reduction involves the researcher selecting specific students' worksheets, post-collection, which indicate challenges in composing descriptive texts. These chosen worksheets are then analyzed by the researcher. Subsequently, the researcher opts for interviews with a subset of students facing difficulties in descriptive writing. The purpose is to identify the factors contributing to the challenges these students encounter in writing descriptive texts.
2. During the data display phase, the researcher examines the students' worksheets on descriptive texts. The goal is to identify the challenges students face when writing about their family. Additionally, the researcher analyzes the responses obtained from student interviews to understand the factors contributing to the difficulties students experience when composing descriptive texts about their family.
3. In the conclusion drawing or verification stage, the researcher summarizes the difficulties identified in students' descriptive text writing and identifies the factors responsible for these challenges.

**RESEARCH FINDING AND DISCUSSION**

The objective of this study is for the researcher to depict all the findings of the research conducted at SMA Nurusshaleh regarding The study of recitation method towards writing skill in descriptive text. The information gathered comprises interview outcomes with research informants, observations conducted by the researcher (including non-participant observation), and documentation results obtained from archives and research documents. The research findings and subsequent discussions will be presented in line with the systematic approach implemented in the study.

1. **The Implementation of Recitation method in Writing Descriptive Text**

Researcher make interview or direct observations about all activities related to research which was conducted on May 22, 2024. After conducting interviews with the students, it can be concluded that they showed a very positive and enthusiastic attitude towards the opportunity to learn and develop. Student clearly expressed their interest and motivation in joining the educational programs offered.

The following are the results of interviews with students about how teachers implement the recitation method towards student writing skills in descriptive text:

Question 1

Researcher :How the teacher gives instructions in giving recitation task?

Student 1 :I was given instructions to memorize vocabulary so that my English vocabulary would increase.

Student 2 :Sometimes the teacher gives the task of memorizing a paragraph and then presenting it to the front one by one.

Student 3 :Sometimes when the teacher is not in class we are instructed to reread the material that has been explained by the teacher.

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| **Elaboration:** From students' answers above the sentences above describe the memorization method used by teachers to improve students' English skills, including memorizing vocabulary, presenting paragraphs, and repeating material that has been learned. This method helps students in strengthening their memory and their mastery of English. |

Question 2

Researcher :How the teacher givesinstructions in giving descriptive text writing assignments?

Student 1 :My teacher instructed me to make a homework assignment about describing objects or items in my room.

Student 2 :I was assigned to describe my classmates, for example, what are the characteristics and traits of my friends.

Student 3 :Sometimes the teacher tells me to describe objects and items in the classroom, then make sentences for descriptive texts.

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| **Elaboration:** From the students' answers above, teachers often give assignments to describe an object or item in the classroom or even their classmates, to be used as a learning method, this task aims to train students in identifying and describing various objects in their environment in detail, students are also designed to develop students' observation and writing skills. |

**Question 3**

Researcher :Does recitation improve your imagination and memory?

Student 1 :*Yes, when memorizing new vocabulary in English, recitation helps me remember the words better.*

Student 2 :*When I use this method, the information I learn tends to stay in my brain for longer.*

Student 3 :*I repeat the material or create images that represent the concepts being repeated. This helps me build and develop my imagination.*

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| **Elaboration:** Overall, these three students illustrated a variety of effective strategies for memorizing and understanding new vocabulary. Repetition, both through verbal and visual methods, plays an important role in reinforcing memory and improving students' memorization ability. |

1. **The Students Obstacles of Recitation method in Writing Descriptive Text**

To find out the application of recitation method towards student writing skill in descriptive text, the researcher prepared a list of questions that were asked to students at SMA NURUSSHALEH who were still active. To find out this, the researcher conducted an interview with the research subject.

Below are the results of interviews between researchers and students:

Question 1

Researcher :What are your obstacles in Recitation methods?

Student 1 :The obstacle is that I am very lazy to repeat or read the material, because there are many things that I have to do again after school, but if my homework I always do it myself.

Student 2 :I have difficulties such as difficulty memorizing and remembering vocabulary, it really hinders me in recitation.

Student 3 :My obstacles in repeating are that I cannot remember all the material given by the teacher because I am lazy, I often cheat on homework to my friends.

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| **Elaboration:** The student answers above face various barriers in their learning process, ranging from time management and motivation to cognitive difficulties in memorization. Identifying these barriers is the first step to finding appropriate solutions, such as more effective study techniques, good time management strategies and stronger internal motivation. |

Question 2

Researcher :What are your obstacles in composing descriptive text?

Student 1 :My obstacle is that I can't describe in detail and have trouble finding the right words to describe objects, things, or items, so my writing sometimes sounds bad.

Student 2 :When I describe something I like to be confused about how to organize my essay, with limited vocabulary I sometimes use translate to increase my vocabulary.

Student 3 :Sometimes I am very confused about what to describe about the object or item, so sometimes my writing is not optimal, I only write a few things that I know.

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| **Elaboration:** The obstacles faced by the 3 students above are facing different challenges in writing descriptions, ranging from difficulty finding the right words and organizing writing to confusion about the aspects that should be described. |

Question 3

Researcher :To what extent does vocabulary help you create descriptive texts?

Student 1 :In my opinion, vocabulary is very important to describe something, because with vocabulary it is easier for me to convey my ideas and writing becomes faster.

Student 2 :I think with a wide vocabulary, students can avoid repetition of boring words and phrases, some time ago the teacher reprimanded my writing because it often repeats the same vocabulary

Student 3 :In my opinion Detailed descriptions can make the text more interesting and entice readers to enhance their enjoyment of the text.

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| **Elaboration:** All three students above recognized the importance of a wide vocabulary and detailed descriptions in writing. A rich vocabulary helps convey ideas more effectively, avoids repetition of the same vocabulary, and makes writing more interesting. Detailed descriptions can increase the reader's enjoyment by giving a vivid and lively picture of what is being described. Thus, focusing on vocabulary development and descriptive skills is the key to becoming a better and more interesting. |

Below are the answers to the research questions above. Where researchers have statements in this study. Which contains statements about how teachers implement the recitation method and students' obstacles when following the recitation method in writing descriptive text at SMA NURUSSHALEH.

Through the interviews, it can be concluded that the recitation method has some significant benefits in improving memorization ability and writing descriptive texts. The process of recitation in writing descriptive texts allows for better evaluation of sentence flow and clarity of description, while recitation with intonation variations refreshes and enriches the description. In addition, this method also helps develop imagination by enhancing small details in descriptions and encouraging the exploration of language variations. Thus, the recitation method is not only an effective tool in improving memory ability, but also results in students' memorization.

The results of an interview with a student at SMA Nurusshaleh showed that the recitation learning method had helped improve his writing skills significantly. The student felt that with the recitation method, he could remember the structure and vocabulary needed to write descriptive text better. He also felt more confident when describing his ideas in the form of descriptive text, which ultimately helped improve students' quality and creativity in writing descriptive texts.

On the other hand, when students follow the recitation method, students are more actively involved in learning and improve their critical thinking ability. and when students follow the recitation method, students are more active in the process individually in writing descriptive text and make them easier to understand and apply the concepts in writing descriptive text.

One of the main obstacles that students often face is limited vocabulary. When students don't have many words that they can use to describe objects or situations in detail, their writing tends to sound monotonous and less interesting. This could be due to lack of exposure to rich language and lack of practice in expanding their vocabulary, some students may have difficulty in providing detailed descriptions. They may struggle in capturing small details or in vividly describing experiences or objects. This could be due to a lack of attention to detail, a lack of observation skills, or difficulty in conveying ideas concretely.

Students experience confusion about the objects they should describe. They may find it difficult to find interesting or important aspects to describe, making their writing feel incomplete or less interesting. Students may also experience obstacles in choosing the right words to accurately describe objects or situations. They may feel stuck in using the same vocabulary over and over again, which can make their writing sound less original or interesting. this can be due to a lack of understanding of word variation or a lack of vocabulary quoted by the student, Students also have obstacles in organizing the structure of their writing well. They feel confused about how to organize their ideas logically or how to structure paragraphs to create a smooth flow in their writing.

**CONCLUSION**

Based on the results of the research of recitation method towards writing descriptive text at SMA Nurusshaleh students greatly appreciate their teachers' implementation of the recitation method. This method not only helps in improving memory and retention of information but also develops their imagination and creativity. Despite challenges such as laziness, the benefits of the repetition method in improving students' academic ability and descriptive writing skills are highly perceived. Teachers who are effective in applying this method with task variations and practical approaches can help students achieve better learning outcomes.

Therefore, to overcome the repetition barrier in writing descriptive texts, students at SMA Nurushaleh need to expand their vocabulary, find variations of words and phrases, and increase creativity in their writing. In addition, they also need to learn about good writing structures and techniques to avoid repeating the same vocabulary unnecessarily. With awareness and consistent practice, students can improve their ability to write better quality and interesting descriptive texts.

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