



Class IX, published by the Curriculum and Book Center, Research and Development, Ministry of Education and Culture, Jakarta. Harjasujana & Damainati (2014) and Razak (2018) stated that reading skills are the main capital for students who take part in learning that uses written teaching materials.

## 2.2 Inhibiting Factors

The inhibiting factors when implementing the recitation method in learning persuasive speech for grade IX students at MTs Al-Ikhlas Bilungala are as follows: "First, teachers often find it challenging to maintain students' honesty. The results of interviews with Indonesian language teachers, namely support this:

"My difficulty in implementing the recitation method is the difficulty in controlling students, whether they do their assignments independently or just copy their friends' work." (Dra. Tutik Rahayu, February 5, 2025).

The content of the interview above is that in implementing the recitation method, one of the main obstacles faced is the difficulty in controlling students' honesty in doing assignments. The teacher stated that there is no guarantee whether students complete their assignments independently or copy their friends' work. "Second, the inaccuracy of time in submitting assignments. This is supported by the results of an interview with one of the ninth-grade students at MTs Al-Ikhlas Bilungala as follows:

"When working on assignments, sometimes there are some students who do not submit assignments according to the specified time. However, students who are not on time will likely receive a different assessment from the teacher." (Moh. Akbar Bakari, interview, February 5, 2025).

The content of the interview above is that there are still students who have not been able to submit assignments on time according to the predetermined schedule. This situation underscores the importance of instilling a sense of discipline and responsibility in students when completing tasks. However, the teacher still gives a fair

assessment by taking into account the aspect of punctuality so that students who are late still get different grades as a consequence of the delay.

## DISCUSSION

The application of the recitation method in teaching persuasive speech to grade IX students at MTs Al-Ikhlas Bilungala aligns with the learning plan outlined in the teaching module at each stage of its activities. According to Angreani and Akbar (2018), the initial phase of the learning process includes several activities designed to facilitate optimal learning. These activities include efforts to arouse students' interest and enthusiasm for learning, foster attitudes that support the learning process, and mentally prepare students. Teachers also play a crucial role in creating a friendly and open learning environment, checking attendance, assessing students' readiness for the material being taught, and connecting new material to prior knowledge. At this stage, the teacher also conveys the learning objectives or competencies that students will achieve and explains the series of learning activities that they will undergo. The activities carried out by the teacher at this preliminary stage are supported by Octavia's theory (in Waroka et al., 2020), which suggests that conveying learning objectives to students is necessary so that they understand the reasons for their involvement in learning activities. Thus, students' attention and interest in the material to be taught can grow from the start.

In the core learning activities, which last approximately 120 minutes, the implementation of learning also occurs in the teaching module. First, the teacher poses provocative questions to stimulate students' knowledge and then explains the meaning of persuasive speech and the structure of speech formation. According to Kasmir (2021), assigning or reciting material can motivate students to be more active in learning activities, both when studying alone and when working in groups. The activity of assigning tasks to students is also by the steps for implementing the existing recitation method. In the task implementation phase, which

lasts for 35 minutes, students work on assignments in the library, in the park, or in class. Forming learning independence in students is an essential stage in helping them become more responsible individuals. This is supported by Sadikin's theory (2019), which emphasizes the importance of providing learning independence to students, enabling them to grow accountable in managing and disciplining themselves, and improving their learning abilities based on their desires. After students complete the assigned tasks, the teacher must evaluate and follow up on them.

According to Simanjuntak and Naibaho (2024), the ability to close the class is a key role of the teacher in delivering a summary or essence of the lesson that has been discussed. The closing activity, which lasted 10 minutes in this study, was also the learning implementation plan outlined in the teaching module.

Based on the results of the questionnaire data table, the application of the recitation method in persuasive speech learning for class IX students at MTs Al-Ikhlas Bilungala proved to be very effective. The data show that the majority of students achieved learning outcomes in the "outstanding" category, specifically 22 students with an average score of 0.73, equivalent to 73%. This suggests that the recitation method can encourage students to be more active, independent, and responsible in the learning process, particularly in terms of developing speaking skills and conveying persuasive messages effectively. These results align with the opinions of education experts, who state that the recitation method is highly effective in fostering students' learning independence and communication skills (Sanjaya, 2016).

Then, through the list of values that have been filled in by the Indonesian language teacher related to students' ability to write persuasive speech texts and their ability to speak in front of the class, there are 15 students out of 30 who are in the excellent group. Eleven students are in the good category, and four students are in the sufficient category. If totaled as a whole, the average value of students

in persuasive speech learning using the recitation method is 85%. It can be concluded that this learning is successful.

Numerous researchers have written scientific articles on reading skills about learning outcomes. First, Yuniarti, L., Putria, Z., & Gusriani, A. (2024). Hubungan antara Keterampilan Membaca Artikel Jurnal Online dan Keterampilan Menulis Reduksi Temuan Artikel Jurnal Online. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(4), 537–544. <https://doi.org/10.55909/jpbs.v3i4.215>. Second, Hatimah, K., & Anggriani, K. (2024). The Correlation between Reading Comprehension Skills and Group A Compulsory Subjects. *DISCUSSANT: Journal of Language and Literature Learning*, 2(2), 81–98. <https://doi.org/10.55909/dj3l.v2i2.27>. Third, Rahmawati, M., & Nugraha, S. I. (2020). Peranan Keterampilan Membaca pada Proses Prapenerjemahan dalam Mencapai Kesepadanan Teks Terjemahan. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 3(2), 197-210. <https://doi.org/10.30872/diglosia.v3i2.43>. Fourth, Setiawan, I., Devista, J. R., Novitasari, R., & Agustina, T. (2022). Penggunaan Metode Problem Based Learning pada Pembelajaran Menelaah Struktur dan Kaidah Kebahasaan Teks Persuasi Kelas VIII SMPN 3 Tangerang Selatan. *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra*, 9(2), 81-91.

The use of the recitation method in learning activities certainly involves assignments for students. This means that students are required to do assignments related to learning objectives. Razak (2020) argues that among the many assignments that are worthy of being given to students is the copying assignment, which he terms the copying assignment technique. Through this technique, students are asked to copy learning materials manually. The existence of copies is an indicator of students' reading.

This technique is relatively new, but numerous scientific articles in online journals have already explored the copying assignment technique in learning, particularly in language or literature



studies. The articles in question include (Delfiana, 2024; Harahap & Ningsih, 2024).

## CONCLUSION

First, the application of the recitation method in persuasive speech learning for grade IX students at MTs Al-Ikhlas Bilungala has been running according to the teaching module. In the preliminary stage, the teacher successfully created a religious, communicative, and cohesive classroom atmosphere. In the core activities, the use of video media and question-and-answer methods helped strengthen students' understanding of the material. The stages of giving assignments were designed in a structured manner and relevant to students' initial competencies. During the implementation of the assignment, students showed active participation. In the phase of being responsible for the assignment, students showed courage and ability in delivering speeches in front of the class. In the closing stage, the teacher, together with the students, made conclusions related to the learning that had been passed. Through the results of the questionnaire given to students, it was found that the student's responses to the application of the recitation method were very positive. It was proven through a percentage of 73%, and two main factors supported this.

Second, the application of the recitation method in teaching persuasive speech to grade IX students at MTs Al-Ikhlas Bilungala is supported by two main factors: first. Firstly, adequate facilities and infrastructure, such as reference books and learning parks, also support the effectiveness of the learning process. Second, students' interest and attention to the subject matter are the main drivers of high learning motivation. These two factors synergize to create a conducive and high-quality learning environment. Additionally, there are two obstacles: the level of honesty among students in completing assignments and the inaccuracy of students' timeliness in submitting assignments, which reflects a lack of discipline and responsibility. These factors contribute to the decline in learning quality.

Therefore, additional strategies are needed to enhance the quality of the teaching and learning process through the verification of assignments, presentations, questions, and answers, as well as individual discussions and the development of students' character..

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