

**THE USE OF SUSTAINED SILENT READING TO IMPROVE STUDENTS
READING COMPREHENSION AT EIGHTH GRADE OF SMPN.**

TABLE OF CONTENTS

TITLE	i
TABLE OF CONTENTS	ii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Problem	3
C. Objective of the Study	3
D. Scope and Limitation of the Study	3
E. Significance of the Study	3
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. Some Concept of Reading	5
1. Definition of Reading	5
2. Types of Reading	6
3. Reading Comprehension	7
4. Characteristic of Good Reader	9
B. Some Concept of Sustained Silent Reading	10
1. Definition of Sustained Silent Reading	10
2. Concept Sustained Silent Reading in Teaching	11
3. Procedure of Sustained Silent Reading	13
4. Advantages of Sustained Silent Reading	14
C. Conceptual Framework	15

CHAPTER III METHOD OF THE RESEARCH	16
A. Research Design	16
B. Population and Sample	17
C. The Instrument of the Collecting Data	17
D. Scoring Test	18
E. Procedure of Collecting Data	18
REFERENCES	

CHAPTER 1

INTRODUCTION

A. Background of the Study

English language as any language consists of four skills; listening, reading, speaking and writing. These skills are divided into two groups; receptive and productive. While receptive consists of reading and listening skills, productive refers to writing and speaking. When the learners learn receptive skills, they receive the language from spoken or written text and decode the meaning to understand the text. The reading skill is increasingly seen as one of the most important skills. Reading can be considered one of the basic ways of acquiring information in our society and for academic purpose in particular. It plays a vital role because it is one of the most frequently used language skills in everyday life (Al-Jarrah & Ismail 2018: 316).

According to González & María (2017: 160) reading is about meaning and comprehension of meaning. As she says comprehension is the goal and purpose of reading. Without it there is no reading. Indeed, reading involves not only the recognition of printed symbols but the development of meaning to the words the writer intends to transmit. Comprehension of the text is the essence in the reading process.

Based on the researcher's observation through conducting preliminary study during teaching learning reading at the eight year students of SMPN still low ability in reading. There were many factors that influence the students' failure of comprehending a text. It might come from the students' side such as lack of

interest or concentration, lack of understanding words and sentences. And many teachers usually orient the students to a textbook in teaching reading. Teacher just teach the students by asking them to read the text book and answer the questions provide in the textbook. Therefore, the students become passive in teaching learning process and they cannot comprehend their reading text.

Based on explanation above in learning process the teacher asks the students to read the text. Then, the teacher gives question to the students about main idea and information that contained in the text. It's clear that the teacher strategy is not effective. The strategy in learning process is very important to influence students' reading comprehension. If the strategy used by the teacher is effective and can be applied, the students will enjoy the lesson and easy to understand the text one of this stragey is Sustained Silent Reading.

Based on Based on Guo (2020: 275) Sustained silent reading (SSR), is a free and voluntary reading activity carried out by readers for a period of time, during which, readers can choose books they are interested in and the reading should not be interrupted. SSR is also called as DEAR (Drop Everything and Read), DIRT (daily independent reading time), whose purpose is to help students form a reading habit and to motivate them to read more. The idea of SSR was first put forward by Lyman C. Hunt. Jr in 1960s and was later put into further research by the Robert and Marlin Mercury. In 1980s, the American linguist Krashen (1985) came up with a set of well-described theory about the second language acquisition and the core of which Input Hypothesis, suggesting that language

acquisition happens when the learner has access to enough amount of comprehensive input.

Based on the explanation of background above, the researcher focuses to conduct research under the title “The use of Sustained Silent Reading to Improve the Students’ Reading Comprhension at Eighth Grade of SMPN”

B. Research Problem

Based on the survey, the reading ability of the eighth year students of SMPN is still low. Therefore, the research formulates question is “Are there any significant differences on the students’ reading comprehension achievement before and after using Sustained Silent Reading at the eighth year students of eighth year students of SMPN?”

C. Objective of the Study

Based on the problem statement, the objective of this research is “To find out the differences on the students’ reading comprehension achievement in before and after using Sustained Silent Reading at the eighth year students of SMPN”

D. Scope and Limitiation of the Study

The scope of this research is restricted onthe application of Sustained Silent Reading method to improve the reading comprehension of the eighth year students of SMPN that will focus on literal comprehension (the main ideas) and interpretive comprehension (making conclusion) of the text SMPN

E. Significance of the Study

The result of the research is expected to be a piece of useful information as:

1. Theory: The use of this research is expected to be useful information of field of applied education in teaching and learning English especially in teaching reading.
2. Practical: The use of this research is expected to be useful contribution for teacher and students in teaching and learning reading and as the contribution for curriculum designer in developing the English study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Concepts of Reading.

1. Definition of Reading

Barnes, Clark, Sugrue & El-Ashry (2018: VII) Reading is a mental skill that requires individuals to recognize text and make meaning out of what they see. Reading is a basic skill that facilitates all learning and requires children to transit from the innate natural skills of language to the man-made skill of reading, where the spoken language is encoded and decoded in a varied engagement with the environment and meaning. The place and importance of reading is therefore central to learning. Pupils are expected to acquire reading skills as a foundation to all learning. Learning to read is critical for the transition to reading to learn, and learning is the process through which knowledge is discovered, integrated, shared and transformed

Based on Zare (2013: 1667) Reading is a cognitive activity in It is believed that, strategic awareness and which the reader takes part in a conversation with the monitoring of the comprehension process are significantly author through the text.

In addition Karim & Haq (2014: 473) Reading is a combination of two sub-skills micro-skills and macro-skills. Micro-skills involve processing letters, words, orthographic patterns, recognizing word classes like nouns, verbs etc. and understanding systems like tense and syntactic structures. On

the other hand macro-skills are mainly concerned with the comprehension of semantic and pragmatic knowledge.

Reading as an Interpretative, Decoding Skill as a Qanwal and Karim (2014: 1020) says that Reading is regarded as an interpretative or decoding skill as it engages the reader to decode the textual message by identifying printed symbols in order to interpret their meanings. Reading as an interpretative process. For example reading is the process of receiving and interpreting information encoded in language form via the medium of print and reading as a process of looking at and understanding a written text.

Based on the definitions above, it can be concluded that reading is not merely as a process of reading words by words of the printed page but it is also a collaboration of thinking process, recollection of the past experience, interaction and it acquired language faculty to interpret the author's intention. Reading is also a process of matching information since the activity of reading is the reader matches his information that he already had with the printed page in order to get the message

2. Types of Reading

Alyousef (2005: 145) states that reading types of an English language course may include two type there are extensive and intensive reading

- a. Extensive Reading extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2. Some use it to refer to describe

skimming and scanning activities, others associate it to quantity of material.

- b. Intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discursal system of the L2, or to provide the basis for targeted reading Strategic practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

3. Reading comprehension

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text (Pang et.al 2003: 6)

Refers to Kazemi, Hosseini & Kohandani (2013: 2333) point out the main goal for reading is comprehension and everything else is a means to this end. Comprehension is to the ability to go beyond the words, to understand the ideas in a text and the relationships that exist between those ideas. The key variables of reading comprehension include the reader as an active

information processor, the activity of reading, and the text, all of which intersect to affect how well comprehension occurs and therefore teaching English as a foreign language can be considered a delicate job in that teachers need to understand the nature of reading and teaching methodology on the one hand, and the nature of learners and the context in which teaching of reading takes place, on the other hand.

In states of Pourkalthor & Kohan (2013: 53) the comprehension occurs in the transaction between the reader and the text. In reading comprehension, the reader is supposed to draw information from a text and then combine it with information he has, reading in second language is a complex and for reading comprehension learners must combine the skills to understand the text.

Based on Bozena (2012: 3) Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This process of interaction and involvement with the text is a function of both reader and text variables that take place within a larger social context. When successful, the product of reading comprehension is a coherent mental representation of a text's meaning that is integrated with the reader's prior knowledge. This product is often referred to as a mental model or a situation model and is considered to be the basis for learning from text. The nature of the model, that is the ideas and the links connecting those ideas, defines what has been learned.

4. Characteristic of Good Reader

According to Gambrell, Block, and Pressley (2002: 4) identified several important characteristics that distinguish good readers from less proficient readers.

- a. Good readers have positive habits and attitudes about reading.
- b. Good readers are fluent enough to focus on the meaning of what they read.
- c. Good readers use what they know to understand what they read.
- d. Good readers form an understanding of what they read by extending, elaborating, and critically evaluating the meaning of the text.
- e. Good readers use a variety of effective strategies to enhance and monitor their understanding of text
- f. Good readers can read a variety of texts and can read for a variety of purposes

In addition Willson (2009: 3) point out the characteristic of good readers do while reading.

- a. Engage in practices that increase their background knowledge
- b. Know their purpose for reading.
- c. Focus their complete attention on the reading process.
- d. Give their complete attention to the process of reading
- e. Constantly check their understanding of what they are reading.
- f. Monitor their reading comprehension and do so automatically

- g. Stop reading and use a fix-up Strategic only when they do not understand what they are reading
- h. Decide if they have achieved their reading objective
- i. Self-check their comprehension of what they have read.
- j. Summarize major ideas in some manner such as a graphic organizer
- k. Seek any additional information from other sources

B. Some Concept of Sustained Silent Reading

1. Definition of Sustained Silent Reading

According to Lefler (2020: 2) Sustained silent reading is defined as an in-classroom reading activity in which teachers give students a certain amount of time to silently read self-selected material for enjoyment or information as a method of creating a passion of reading without assessment, skills work, monitoring, or instruction from the teacher.

Based on Guo (2020: 275) Sustained silent reading (SSR), is a free and voluntary reading activity carried out by readers for a period of time, during which, readers can choose books they are interested in and the reading should not be interrupted. SSR is also called as DEAR (Drop Everything and Read), DIRT (daily independent reading time), whose purpose is to help students form a reading habit and to motivate them to read more. The idea of SSR was first put forward by Lyman C. Hunt. Jr in 1960s and was later put into further research by the Robert and Marlin Mercury. In 1980s, the American linguist Krashen (1985) came up with a set of well-described theory about the second language acquisition and the core of which Input Hypothesis, suggesting that

language acquisition happens when the learner has access to enough amount of comprehensive input.

Refers to Hawker (2006: 15) Sustained silent reading is a time during which a class, or in some cases an entire school, reads quietly together. Students are allowed to choose their own reading materials and read independently during class time. Most programs encourage students to continue reading outside of class and permit students to change books if they lose interest. Most important, SSR allows an adult to model the habits, choices, comments, and attitudes good readers develop.

As the word SSR is used in various ways, to be accurate, SSR in this study is also used in a slightly modified manner from that originally defined by Krashen (2004). The principle of SSR that “learners simply engage in reading during a certain period of class time without any accountability measures” is the same; however, the teacher reads together with her students only after reading students’ reading logs and writing comments on them. Therefore, the word SSR is utilized here in a broader sense (Takase 2011: 3).

2. Concept Sustained Silent Reading in Teaching

Sustained silent reading (SSR) is a reading program originally outlined by Hunt (1966) at the proceedings of the International Reading Association Annual Convention and, later, in a 1970 article from *The Reading Teacher* (Hunt, 1970). SSR is a daily established period of time during the school day when all students and their teachers read silently. An important goal of the activity is to develop a positive reading attitude and the emphasis

is on enjoyment, so there are no reading assessments conducted during this period or afterwards. By providing time for students to enjoy reading and modeling good habits of reading, teachers promote lasting literacy behaviors. SSR can be used as part of the reading curriculum, or it can be adapted to extracurricular and after-school activities that promote extensive reading (Hiebert & Reutzel 2014: 113).

Refers to Krashen in Bacus, Abao & Dayagbil (2014: 12) underscored that the success of in-school free reading is consistent with the more general Comprehension Hypothesis, the hypothesis that one acquires language when he/she understands messages. The large quantities of meaningful and comprehensible input provided by SSR activate that potential, thereby fostering language acquisition, as learners induce the rules of grammar and other language elements, such as spelling, from the data they receive in their environment.

Hence, school performance is affected by one's exposure to language in education. On the other hand, several factors can also become contributive to performance, like students' motivation and attitude towards learning. In the same vein, the quality and quantity of pleasure reading greatly depend on a student's reading motivation, reading attitude and preferred leisure time activities. Influence of peers and modern technology shape the way how students spend their leisure time. It is their interest that heightens their engagement to sustained silent reading.

3. Procedure of Sustained Silent Reading

Based on McKell (2018: 5) SSR provides a place for students to increase their reading per day/week and help them take advantage of the benefits of independent reading simply by giving them unfettered time to read. Engaging students in SSR enlists both internal and external motivators to increase the potential for students to engage in reading. When students engage in SSR, they begin to find reading more enjoyable. Enjoyment of a task is an internal motivator. Often internal motivators heighten the impact of the internal motivator itself. Therefore, students being given time on the school landscape to read books of their choice offers pleasure, which makes reading directed by the students' preference potentially even more motivational.

According to Roach (2016: 20) the guidelines were followed for the entire duration, five classroom meetings, of the intervention:

- a. Same Daily Routine: Students will come in before the tardy bell rings, decide what they will be reading during SSR, and find their spot in the room.
- b. Conducive Environment: The students will be allowed to sit anywhere they want in the room (i.e. floor or desk)
- c. Set Amount of Time: Students will read silently for 15 minutes.
- d. Choose your Material: Students will be allowed to read a text of their choosing. While the point of this is to have zero restriction on student choice, students will be made aware that the content is school appropriate and scrolling through social media or text messages on

their phones does not constitute “reading.” There will be access to books, magazines, and newspaper in addition to students’ own resources.

- e. Free to ditch: Students can, at any point, get rid of their chosen text and choose something different.
- f. Teacher Modeling: The teacher will participate in SSR along with the students.
- g. Follow-up Activities: The teacher will model process out loud, and then the students will fill out an end of reading worksheet.

4. Advantages of Sustained Silent Reading

According to Lina & Lei (2020: 110) Sustained Silent Reading is actually to help students to establish reading habits, master reading methods. Any kind of language learning will need reading ability as the support, English is no exception. If one wants to really learn English well, he should read a lot of extra-curricular reading materials. This is because textbook knowledge is very limited. As the most widely used language in the world, English is the official language of the world.

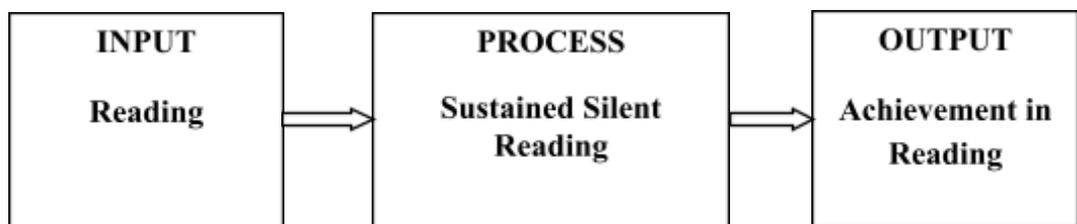
In addition Lefler (2020: 13) Sustained silent reading has many bennefit as follows

- a. Sustained silent reading programs do more than improve students’ attitudes toward reading
- b. Students who enjoy reading also read more books and develop better skills in reading comprehension, spelling, and vocabulary

- c. provide reading exposure and get students interested in reading
- d. Sustained silent reading also helps language learners gain language skills in whatever new language they are studying

C. Conceptual framework

The theoretical framework underlying in this research is given below:



In the diagram above input, process and output are briefly classify in the following :

1. Input refers to any kind of reading materials text
2. Process refers to the way of the students to read the material.
3. Output refers to the achievement of the students in reading

CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

This research use pre-experimental design by using One Group Pretest-Posttest. This design is classifies as pre-experimental design because it is little or no control of extraneous variables. That is way, in this study the researcher just put one group and use pre-test and post-test to see the result of the treatment. In one group Pretest-Posttest design, a single group measure or observed not only after being exposed to a treatment of same sort, but also before. The one group pretest-posttest design involves three steps:

Table 3.1 The design of this research can be seen at the table below:

Pre-test	Independent Variable	Post-test
Y1	X	Y2

Explanation:

Y1 = Pre-test

X = Treatment

Y2= Post-test

(Gay, 1981,225)

1. Administering a pretest measuring the dependent variable
2. Applying the experimental treatment X to the subjects
3. Administering a posttest again measuring the dependent variable

B. Population and Sample

1. Population

Population is a set or collection of all elements possessing one or more attributes of interest. The population that the researcher selected the eighth grade students of SMPN.

2. Sample

In this research, the English teacher gave advice to choose eighth grade that consists of 32 students of SMPN.

C. Instrument of the Research

Instrument is an important function in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. Instrument is a tool to collect data which is needed in a research.

The instrument of this research is tests. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. There were two kinds of test as the instrument in this research. They were pre-test and post-test. The pre-test was given before the students were taught by using Sustained Silent Reading and post-test given after the students by using Sustained Silent Reading.

D. Research Procedure

The procedure of collecting data in this research as follows :

1. Pretest

Before giving treatment, the researcher give pre-test for the students. The researcher distributed the reading test that consisted of reading materials was relevant with the based material on the curriculum.

2. Treatment

After giving pretest, the researcher give treatment for the students in four meetings and each meeting using 45 minutes. The procedures of doing the treatment through Reading are: Introduction/greeting, check of the present of the students, giving pretest, asking the students about the materials that relation with theme, teaching reading and asking the students some questions orally and students have to answer about the theme.

3. Posttest

After given treatment the researcher give the post-test to find out the value of treatment whether or not the result of the posttest is better than the result of the pretest. The content of the pretest is the same as the posttest.

E. Technique of Data Analysis

To analyze the data, the researcher employs the formula as follows :

1. Scoring the students' correct answer of pretest and posttest.

$$Score = \frac{Student's\ Answer}{Total\ Number\ of\ Item} \times 100$$

(Dunning & Hyde 2008:20-33)

2. Classifying the score of the students pretest and posttest

1. 96 - 100 is classified as Excellent
2. 86 - 95 is classified as Very Good
3. 76 - 85 is classified as Good
4. 66 - 75 is classified as Fairly Good
5. 56 - 65 is classified as Fairly
6. 46 - 55 is classified as Poor
7. 0 - 45 is classified as Very Poor

(Karran 2005: 5)

3. Calculating the mean score or the students' answer by using formula :

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Respondent

(Dunning & Hyde 2008:20-33)

4. Finding out the significant different between the pretest and posttest by calculating the value of the test. The following formula was employed :

$$\bar{D} = \frac{\sum D}{N}$$

Where:

\bar{D} : Deviation

$\sum D$: Standard deviation

N : Number of students.

$$SD = \frac{\sum x^2 - (\sum x)^2}{N - 1}$$

Where = SD : Standard deviation

$\sum x$: Total row score

N : Number of students

(Dunning & Hyde 2008:20-33)

$$t = \frac{\sum D^2 - (\sum D)^2}{N(N-1)}$$

Where :

t : Test of significance

D : Deviation

$\sum D$: Standard deviation

N : Number of students

(Dunning & Hyde 2008:20-33)

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