



**THE USE OF SUSTAINED SILENT READING TO IMPROVE STUDENT'S
READING COMPREHENSION AT TENTH GRADE OF SMK PEMUDA
TARUNA**

Oleh

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Abstract

The ability to understand English texts is very important especially for students. There were several problems that were faced by tenth grade students of SMK Pemuda Taruna about their reading comprehension. To improve student's reading comprehension of tenth grade students of SMK Pemuda Taruna, the researcher used Sustained Silent Reading as a learning method. The researcher used Classroom Action Research to conduct this research and divided them into two cycles. The collected data in this research were analyzed by using observation sheet, test and field notes. The result of the data indicated that there were improvement in the students' score of post-test cycle I and post-test cycle II. The average score of the pre-test was 53,6 (54), in the post-test cycle I increased 59,0 (59) and in the post-test cycle II the average score of students also increased 70,2 (70). From that result it can be concluded that, the use of SSR (Sustained Silent Reading) Method effective to improve students' reading comprehension on narrative text especially legend text at tenth grade of SMK Pemuda Taruna.

Keywords: Student's Reading Comprehension & Sustained Silent Reading Method.

INTRODUCTION

The ability to comprehend English is a necessity for people especially for students. People must be able to communicate with English and also read various types of English text. The ability to understand English is very much needed by students even though mastering English is not a simple thing to do, there are some skills that must be learned and practiced, such as listening, speaking, reading and writing. They are basic language skills, especially in foreign language teaching in schools. There were several problems that were faced by tenth grade students of SMK Pemuda Taruna when reading like as : when reading the students tend to strengthen their voice and hope that they stay focused on what they read. Second, when the students read in a loud voice, other students also raised their voices because they were disturbed. Third, the students have limited English vocabulary, it was evident in the vocabulary test that has been given by the teacher on the daily test and their grades tend to

be low. The researcher found problem in tenth grade of SMK Pemuda Taruna that the students' level of reading comprehension was still low by checking the mean score of the students reading comprehension was 54. In this case, students must read critically, and the teacher must choose the appropriate strategy to resolved the problems.

Silent reading was very important skill in teaching reading comprehension, and it could be used to improve students' reading skills. Silent reading was done to get a lot of information. That is why the researcher chosen Sustained Silent Reading method to improve the students' reading comprehension and this research just focused on reading Narrative text. Hunt (1970:1) the SSR method is the time when the students and the teacher read silently for a certain period of time. Then, Allington and Cunningham (1996: 11) states Sustained Silent Reading is one of the ideas of common sense that is clear but often ignored in the current complex education scheme in silent reading.

The Sustained Silent Reading (SSR) is nothing new. Sustained Silent Reading was introduced as early as 1960. McCracken (1971) set forth some basic rules for initiating SSR. Since then, it has been implemented in reading classes at all grade levels.

There some advantages of using Sustained Silent Reading in teaching reading. First, students become active and competitive to get the messages from the text and students will be motivated to get information from the text they read. So it can be concluded that Sustained Silent Reading is not only one of an assessment of prior knowledge, but also this method can be learned through studying rules and make it a living activity, rather than the one-time review. Therefore, Sustained Silent Reading really helps in any effort to improve student's reading comprehension.

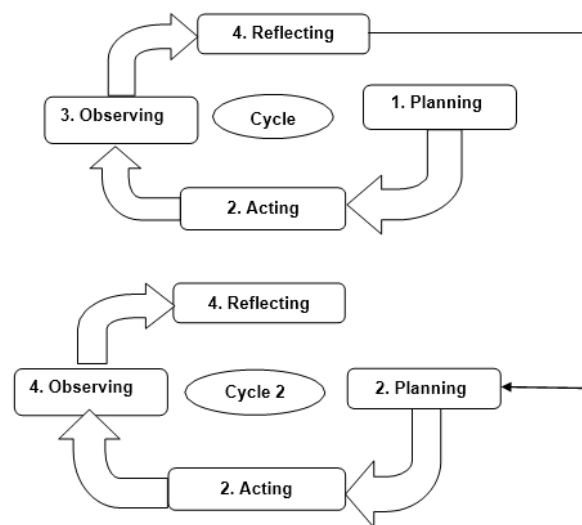
This research has some differences from the previous research, like as From the previous researches most of them focused on the narrative text in generally. But, the researcher focus the narrative text especially in legend. These previous researches used Experimental Research while the researcher uses Classroom Action Research. The teaching procedure of these previous researches after finished the silent reading, students have no additional treatment, but in this research, the researcher provide additional guidance in the form of question about what has been read.

RESEARCH METHOD

This research is Classroom Action Research, that the aim of this type of this research are to find and solve the learning problems in the classroom and also to improving the learning quality and learning outcomes in a particular class. According to Mills (2011: 32) action research is a systematic procedure carried out by teacher or lecturer to improve the quality of education in terms of teacher teaching strategies, what students do in the teaching and learning process. This classroom action research was done by collaboration between the researcher and the observer. The problems that arise in Classroom Action Research come from problems that exist

in the class. The problem solving process was carried out in several cycles. Cycles mean rotating, in general each cycle of Classroom Action Research consists of planning, action, observation, and reflection. The results of the reflection are used to improve the next cycle plan. The researcher used research design the Spiral Model by Kemmis and Mc. Taggart (1988:48). This is the picture of spiral model by Kemmis:

Picture 1. Spiral model of action research by Kemmis and Mc. Taggart.



Planning is the part of the researcher as a teacher prepare what will the researcher do during the learning process. Then acting is when the researcher presented to monitor and evaluate the process and observe whether the teaching learning process was done as it was planned. The third is observing the learning process, and it helped by the observer to observe the teaching and learning process. And the last is reflection, all of the actions in cycle were evaluated and reflected. In this step, the researcher evaluated teaching according to the results of observations and field notes. The reflecting could be in the format of progress, improvement, weakness etc during the learning process. The results of these reflections determined what should be done in the next cycle.

The researcher used quantitative and qualitative technique data to analyze the data. Quantitative technique is data analysis technique in the form of numbers. Quantitative



data analysis technique is used for determine the improvement of student learning outcomes as the influence of each action. In research, this quantitative data analysis technique used to determine the improvement of students' reading comprehension skills after using the Sustained Silent Reading method. Whereas the qualitative data analysis is used to determine improvement of the learning process based on actions already taken do. Qualitative data analysis technique is used to analyze data obtained from non-test instruments. This technique is used to analyze observational data from the learning process both teacher and students. These numbers or values are obtained from the results of reading comprehension tests at the end of each cycles through the following stages:

S = Score

R = The correct answer

(Suharsimi, Arikunto, 2008: 188)

1. Scoring the students' of end of cycle 1 and cycle 2 the researcher uses this formula :

$$\text{Final Score} = \frac{\text{Number of correct answer}}{\text{Maximum Score}} \times 100\%$$

2. Mean score

To calculate the mean score of the students' comprehension, the researcher uses this formula :

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

(Gay, 2006)

X = Mean Score

$\Sigma F(X)$ = Amount of the student's score

ΣN = The Number of Students

3. The researcher computed the frequency and the rate percentage of the students' score uses this formula :

$$P = \frac{F}{N} \times 100\%$$

(Sudjiono, 2014)

P = Percentage

F = Frequency (score of the students' who get score 70 or more) N = Total number of students

Table 2. Classification of Students' Score

| No | Score | Criteria |
|----|--------|-------------|
| 1. | 90-100 | Excellent |
| 2. | 80-89 | Very good |
| 3. | 70-79 | Good |
| 4. | 60-69 | Fairly good |
| 5. | 50-59 | Fairly Poor |
| 6. | 40-49 | Poor |

In a research must to have criteria of successful action to know the research is success or not. In this research, the researcher used The criteria for the success of the product in reading comprehension are based on increasing the average score of reading the students' comprehending and improving the number of students reaching the specified indicators. According to BNSP (2006) this research said to be successful if there is an increase in the average score of reading comprehension of students and 75% of the number of students who follow the learning process get a score more than or equal to the specified indicator.

FINDING AND DISCUSSION

After the teacher gave treatment for two meetings and did reflection in cycle 1, it can be concluded that there was an increase in the score of students, but the increase cannot be said to be successful, because it did not meet the minimum standard of 75% must get a post-test score at least 70. Meanwhile, from the results of observations also need improvement because there were still some problems that must be resolved. Some students were less responsive during discussions in the group, students also did not understand well the instructions that given by the teacher because the teacher explained too fast and full English. Moreover, students were still difficult to comprehend the story in Narrative Text because they were lacking in vocabularies and phrases.

After the teacher gave the treatment in cycle II, the researcher gave the post-test, there was an increased in the post-test cycle II, in the post-test cycle I the average score of students

was 59.0 and in the post-test cycle 2 the average score of students was 70.2, and the percentage of students who scored more than 70 was 79% (78.7). Based on these findings of the Classroom Action Research result, it meant Sustained Silent Reading Method was able to improve the students' reading comprehension of Narrative Text.

CONCLUSION

Using Sustained Silent Reading method, teacher can easier to handle the class situation, and based on the explanation above, it can be concluded that the Sustained Silent Reading method was effectively used to improve students reading comprehension on the Narrative Text especially Legend Text. By the Sustained Silent Reading method, the researcher succeeded in improving students' reading comprehension of Narrative Texts, especially the Legend Text. In the pre-test, the average score of students was 54, after the treatment was done, the average score of students increased to 59,0. After doing the reflection, the researcher continued to the second cycle to improve the average score of students in order to achieve minimum completeness criteria. After being given a treatment in the second cycle, the average score of students increased to 70,2. And the percentage of students who achieved the minimum completeness criteria was 78,8.

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HALAMAN INI SENGAJA DIKOSONGKAN