THE USE OF SUSTAINED SILENT READING (SSR) METHOD
TO IMPROVE THE STUDENTS’ READING
COMPREHENSION FOR THE FIRST GRADE STUDENTS OF
SMK PGRI 2 SALATIGA IN THE ACADEMIC YEAR
“2018/2019”

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the
requirements for
the degree of SarjanaPendidikan (S. Pd.)

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DECLARATION

“In the name of Allah the Most Gracious and the Most Merciful”

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the references.

The researcher is capable to account her graduating paper if in the future it can be proved of containing others’ idea or in fact that the researcher imitates the others’ graduating paper. Likewise, this declaration is written by the researcher to be understood.

Salatiga, December 05th 2018

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A GRADUATING PAPER

THE USE OF SUSTAINED SILENT READING (SSR) METHOD TO IMPROVE THE STUDENTS’ READING COMPREHENSION FOR THE FIRST GRADE STUDENTS OF SMK PGRI 2 SALATIGA IN THE ACADEMIC YEAR 2018/2019

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Salatiga, March 12th, 2019
MOTTO

If you can dream it, you can do it.
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT who always gives what I need.

2. My beloved parents Mr. An’imFalahudin and Mrs. DyahAstuti, who always guide me in doing thing, they are my everything, thanks for all generosity, finance and encouragement, and also thanks for your love, trust and everlasting praying. Allah bless you mom dad.

3. My beloved brother GaosilAlam and DanisIbadurrahman who always supports me.

4. Muhammad AswabNasrudinMa’ruf, thank you so much for your support and advice.

5. My beloved partner LiaAnggraeni and FitreeyaWaedeng, thanks for your sharing, support, and advices in doing this graduating paper.

6. My beloved friends, Mela, Umami, Dwi, and Anis thanks for your support.


8. All of my friend in IAIN Salatiga, especially for English Department in the cohort of 2014, from A until F class expecially E class.
ACKNOWLEDGEMENT

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without supports, guidances, advices, helps, and encouragements from individual and institution, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga
2. Suwardi, M. Pd. as the Dean of Teacher Training and Education Faculty
3. Noor Malihah, Ph. D. as the Head of English Education Department
4. Hanung Triyoko, S.S., M. HUM., M.Ed., as a counselor who has educated, supported, directed and given the researcher advices, suggestions, and recommendations for this graduating paper from beginning until the end.
5. All of the lecturers in English Education Department. Thanks for your education
6. All of the staffs who have helped the researcher in processing of graduating paper administration.
7. Mr Heriyanta, S. Pd as the Headmaster of SMK PGRI 2 Salatiga who allowed me to conduct the research.

8. Mrs. Tri Yunifah, S.S. as the English teacher of first grade SMK PGRI 2 Salatiga who help me in doing my research.

9. Students of XA SMK PGRI 2 Salatiga, thanks for their cooperation during the teaching learning process.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestions and contributions from the readers for the improvement of the graduating paper.

Salatiga, December 28th 2018

The researcher,

Ainul Naha

113-14-164
ABSTRACT


**Keywords**: Reading comprehension, Sustained Silent Reading Method

The researcher conducts this study to increase the students’ reading comprehension through sustained silent reading method. The aim of this research are (1) to know the implementation of sustained silent reading (SSR) method can improve students’ reading comprehension or not and (2) to find out the result of implementing sustained silent reading (SSR) method improves students’ reading comprehension for the second grade students of SMK PGRI 2 Salatiga. In this research the researcher incorporated the variations of sustained silent reading method, there were Independent Reading (IR). The research design of this study is Classroom Action Research. It includes two cycles; each cycle consists of planning, action, observation and reflection. The subjects of the research are 33 students in the first grade of SMK PGRI 2 Salatiga. The result of this research shows that there is an improvement of students’ reading comprehension using sustained silent reading (SSR) method. It can be seen from T-test calculation in cycle 1 is 13.264 and cycle 2 is 10.961. The passing grade is 72, and the target of the passing grade is 80%. The result of the post-test of cycle 2 is 90% from students. A lot of students can pass the passing grade, so the researcher stops the study. This indicates that by applying sustained silent reading (SSR) method, the reading comprehension of students can be improved.
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CHAPTER I
INTRODUCTION

A. Background of Research

Nowadays, learning English is important as a way to achieve success. People around the world use English to communicate with people from another country. English is a medium to learn knowledge, help people in the workplace, and create an understanding of the culture. English has four language skills. There are listening, speaking, writing, and reading. Reading is one of the four skills in English that has an important way to gain some information, knowledge, and problem solution.

In this research, the researcher focuses on the reading aspect. According to Anderson (1985: 230) states that reading is the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, & Roeber (1987: 230), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Grabe (1991: 230) defines reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). Gilakjani and Ahmadi (2011: 230) states that the main
goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

According to Bråten & Strømsø (2007:196), reading is often described as an interactive process, where comprehension is a result of joint efforts from the author and the reader. The author has to formulate the content so that it is interpretable, whereas the reader must mobilize the skills and knowledge needed to comprehend the text – a joint venture. However, the reader is the one most likely to spoil the process; fail to understand, give in, and stop reading. Hence, the reader is considered to be the one most responsible for gaining comprehension. This questions the interactivity of reading.

According to RAND Reading Study Group (2002: 230), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara & Magliano (2009: 230) emphasize that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003: 230) states that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Kintsch (1998: 230), Dijk & Kintsch (1983: 230) defines reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from
individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge. This is called a mental model Johnson & Laird (1983: 230) or a situation model Kintsch (1998: 230). This model defines what has been learn RAND Reading and Study Group (2002: 230). Keenan, Betjemann & Olson (2008: 230) expresses that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

The researcher concluded that reading comprehension aims to build an understanding of a text. It is an activity to build understanding of the meaning of a text which can be translated using its own language. Reading comprehension also needed to ease the readers to memorize something. The readers can repeat to read something in order to achieve comprehension.

Based on my teaching practice in SMK PGRI 2 Salatiga on the first grade students, the researcher got some problems faced by students in reading activities. The students were lack of vocabulary and had low motivation to read English text. In addition, the students were not interested in reading English text because they had problem in pronouncing words in English. To improve students reading comprehension the researcher has too use sustained silent reading method as a strategy to teaching English and make the students would like to reading English text.
From the explanation above Sustained Silent Reading method is a way to improve reading comprehension.

From the statement above, the researcher will conduct a research entitled “THE USE OF SUSTAINED SILENT READING (SSR) METHOD TO IMPROVE STUDENTS READING COMPREHENSION”. Researcher use classroom action research to know that Sustained Silent Reading method can improve reading comprehension.

B. Problem Formulation

The problem study of this research that the researcher needs to analyze are as follows:

1. How is the use of Sustained Silent Reading method to improve the students’ reading comprehension in first grade of SMK PGRI 2 Salatiga?

2. How is the result of implementing sustained silent reading method to improve the students reading comprehension in first grade of SMK PGRI 2 Salatiga?

C. Objectives of the Research

This research has some objectives based

1. To know the use of Sustained Silent Reading Method to improve the students’ reading comprehension in first grade students in SMK PGRI 2 Salatiga in the Academic Year 2018/2019.
2. To find out the result of implementing sustained silent reading method to improve the students reading comprehension in first grade of SMK PGRI 2 Salatiga.

D. Significance of the Research

This study is expected to give theoretical and practical benefits:

1. Theoretical

   The result of study can be used as the reference for those who want to conduct a research in English teaching and learning process.

2. Practical

   a. The researcher

      This study can be used as the reference for those who want to conduct a research in English teaching to build students’ reading comprehension.

   b. For the students

      The finding of this study can improve their reading comprehension by using sustained silent reading method.

   c. For the English Teacher

      To improve the teaching in English teaching learning process, especially reading comprehension. This method also help the teacher to explain the material.
E. Hypothesis and Success Indicator

Based on observation result in reading comprehension as illustrated in chapter 1, the research tries to cope those problems by implementing sustained silent reading method. By conducting this research, the researcher proposes a hypothesis: The implementation of sustained silent reading method can improve the students’ understanding on reading comprehension.

The success indicator of this research is taken from students’ ability shown in Lesson Plan (RPP). The students success and failure in doing the activities in cycle I and II will be assess by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMK PGRI 2 Salatiga is 72. The teacher and the researcher expect that there are at least 80% of the students who pass the passing grade.

F. Research Methodology

1. Research Design

The writer used classroom action research (CAR) as method in this research. Classroom Action Research is a method of finding out what works best in own classroom so that we can improve student learning. We know a great deal about good teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996), but every teaching situation is unique in terms of content, level, students skill and learning styles, teacher skills and teaching styles, and many other factors. To maximize
students learning, a teacher must find out what works best in a particular situation.

According to Kemmis (1983) action research is an effort to attempt the ideas into practice to improve or change something to gain a real impact on the situation. Furthermore, Kemmis & Taggart (1988: 5-6) say that action research is a form of self-reflective research collectively have done by the researcher in social situations to improve reasoning and justice of their educational and social practice.

2. Research Subject

a. Setting of Place

The research conducts in SMK PGRI 2 Salatiga. SMK PGRI 2 Salatiga is one of the private vocational high schools in Salatiga. The general description about SMK PGRI 2 Salatiga as follows:

1) School Name: SMK PGRI 2 Salatiga
2) N.I.S: 4303320007
3) N.S.S: 344036201004
4) Address: Jl. Nakula Sadewa 1/3 Salatiga
5) Village: Dukuh
6) Subdistrict: Sidomukti
7) City: Salatiga
8) Province: Central Java
9) Pos Code: 50722
10) Telephone: (0298) 316175
11) School Type : A
12) School Status : State

SMK PGRI 2 Salatiga is located 200 meters from Kembang Arum highway. SMK PGRI 2 Salatiga has an inadequate school building due to limited classroom. There are 23 classrooms which use the moving class system.

b. Setting of Time

The schedules of the research start from observation, giving the permission until the treatment of the cycles are show in the table bellows:

Table 1.1

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activities</th>
<th>Place</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, July 23rd 2018</td>
<td>Observation giving the letter to the one of the staff at SMK PGRI 2 Salatiga</td>
<td>office staff of SMK PGRI 2 Salatiga</td>
<td>09.00 WIB</td>
</tr>
<tr>
<td>2</td>
<td>Friday, August 03rd 2018</td>
<td>Pre-test, treatment cycle I</td>
<td>Classroom 10A</td>
<td>10.15-13.30</td>
</tr>
<tr>
<td>3</td>
<td>Friday,</td>
<td>Treatment,</td>
<td></td>
<td>10.15-</td>
</tr>
</tbody>
</table>
The Subject of the Research

The subject of this research is the first grade students of SMK PGRI 2 PGRI Salatiga in the academic year of 2018/2019. It consist of 33 students and Mrs. Tri Yunifah as the teacher in this class.

Table 1.2

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
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<tr>
<td>1.</td>
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<td>2.</td>
<td>AK</td>
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<td>3.</td>
<td>A</td>
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<td>ADW</td>
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<td>IRAS</td>
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<td>MFR</td>
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<td>22</td>
<td>MSW</td>
</tr>
<tr>
<td>23</td>
<td>NA</td>
</tr>
<tr>
<td>24</td>
<td>PB</td>
</tr>
<tr>
<td>25</td>
<td>RS</td>
</tr>
<tr>
<td>26</td>
<td>RNA</td>
</tr>
</tbody>
</table>
3. **Research Procedure**

This research used classroom action research, and classroom action research divided into two cycle. Each cycle had systematic procedure: planning, action, observation, and reflection. The researcher conducted every cycle based on Kemmis’ figure in classroom action research.

*Figure 1.3 According to Kemmis (1983) in Hopkins (2014)*
The research and English teacher of SMK PGRI 2 Salatiga, Mrs. Tri Yunifah made collaboration. Kemmis and Mc-Taggart (1988) in Burns (2010: 8) mentiones there are steps research as follow: planning, action, observation and reflection.

1. **Planning**

   Planning can be implemented as identifying problem of the class and deciding the appropriate action.

2. **Action**

   Action means as doing the appropriate action by considering the problems.

3. **Observation**

   Observation was observing what happens in the class situation then collects and documents data. It is one of instrument to collect the data. In this research, the researcher as observer. She observes the teacher and student’s activities in teaching learning by using observation sheet. Besides using observation sheet, observer also takes pictures as documentation.

4. **Reflection**

   Reflection can be implemented by reflecting on evaluating and describing the effect of action.
G. Technique of Collecting Data

The obtain of necessary data in composing and writing this research paper, the researcher used several method:

1. Observation

Observations involve carefully watching and systematically recording what you see and hear going on in a particular setting (Schmuck, 1997). Observations can be extremely useful in certain situations where other forms of data collection simply will not work, such as when teachers want to check for students’ nonverbal reactions to something that is occurring in the classroom or when students are working in small groups in order to better understand how they interact and communicate with one another.

2. Test

The researcher uses test as one instrument to measure the students’ ability and to know how far they can improve their reading comprehension. Brown (2004:3), states that test is a method of measuring a persons’ ability, knowledge, or performance in a given domain. Test is used before the cycle to know the students’ comprehension using sustained silent reading (SSR) method. It is also used in Cycle 1 and 2 to know the score after teaching learning process.

3. Documentation

Documentation might take several forms, including (at the individual student level) curriculum materials, textbooks, instructional
manipulatives, attendance records, test scores, previous grades, discipline records, cumulative folders, and (at the school or district level) attendance rates, retention rates, graduation rates, newspaper stories about school events, minutes from faculty or school board meetings, and standardized test scores perhaps disaggregated by grade level, gender, or ethnicity (Johnson, 2008; Mills, 2007; Schmuck, 1997).

H. Technique of Data Analysis

In this research, the researcher mixes methods to analyze the data. According to Creswell (2014: 32) Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. There are two ways to analyze data. They are:

1. Qualitative Data

   According to Creswell (2014: 32) qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem. Qualitative research is function to analyze the data in this research, they are as follows:
   a. The observation towards teacher and students’ activities.
b. The observation toward teacher in applying "Sustained Silent Reading" method in improving students’ reading comprehension.

2. Quantitative Data

This research uses quantitative analysis to process the data using descriptive statistic. According to Creswell (2014: 32) quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. Qualitative research is used to calculate the result of the test, before and after applied “SSR” method in improving students’ reading comprehension. To measure the data quantitative, the researcher uses the following formula:

a) To find out the mean score of the pre test and the post test, the researcher used this formula:

\[ M = \frac{\sum X}{N} \]

Note:

\( M \) = The Mean of the students score.

\( \sum X \) = The sum of the students score.

\( N \) = The total number of the students.

b) To calculate the mean of difference, the researcher used this formula:

\[ M = \frac{\sum D}{N} \]
Note:

\(MD = \) Mean of difference.

\(\sum D = \) The total difference the pre-test and the post-test.

\(N = \) The total number of the students.

c) To calculate standard deviation, the researcher used this formula:

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Note:

\(SD_D = \) Standard Deviation.

\(D = \) The Difference between the pre-test and the post-test.

\(N = \) The number of the students.

d) To calculate the standard error for the mean difference, the researcher used this formula:

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

Note:

\(SE_{MD} = \) The standard error for the mean difference.

\(SD_D = \) Standard Deviation.

\(N = \) The total number of the students.

\(d.f = N-1\)

e) To calculate the t-test, the researcher used this formula:

\[ T_0 = \frac{MD}{SE_{MD}} \]
Note :

\( T_o \) = T – test.

\( M_D \) = Mean of difference.

\( SE_{MD} \) = The standard error for the mean difference.

The classroom action research will be successful if there are improvement of the students’ reading comprehension. Beside, the students’ response and reaction to the lesson are better than before where they enjoy and feel comfort in teaching learning in the classroom.
I. Graduating Paper Outline

In order to make a systematic research, the researcher organizes this research into five chapters. Chapter I is introduction. It contains the background of the research, research question, objectives of the research, significance of the research, hypothesis and success indicator, research methodology, and graduating paper outline. Chapter II describe the theoretical framework, it consist of using sustained silent reading method in reading, definition of reading, definition of reading comprehension, definition of sustained silent reading method and previous research. Chapter III is implementation of research. It contains procedures of the research. Chapter IV is research findings and data analysis. It contains the result of the research, the use of sustained silent reading to improve the students’ reading comprehension (a classroom action research of the first grade students at SMK PGRI 2 Salatiga the academic year 2018/2019). Chapter V is closure. It contains conclusions and suggestions. After that, it is followed by bibliography and appendices.
CHAPTER II

THEORETICAL REVIEW

In this chapter, the writer describes everything that are related with reading comprehension and Sustained Silent Reading (SSR) method consist of literature review, definition of reading comprehension and SSR, kinds of reading, teaching procedure of SSR etc.

A. Supporting Theories

1. Reading Comprehension

a. Definition of Reading

Grabe (1991: 230) defines reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing).

b. Definition of Comprehension

Comprehension is essence of reading and the active process of constructing meaning from text Durkin(1993: 230). As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn Yovanoff, Duesbery, Alonzo, & Tindal(2005: 230).
c. Definition of Reading Comprehension

   Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text Brock & Espin (2012: 230).

2. Kinds of Reading

   There are two different kinds of reading. They are extensive reading and intensive reading.

a. Extensive Reading

   There are different definitions for extensive reading. Hedge (2003: 230) describe it as skimming and scanning activities while Hafiz & Tudor (1989: 230) express that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners’ knowledge.

   Patel & Jain (2008: 119)

   Material for extensive reading will be selected relieve level of difficulty than intensive reading. The purpose of extensive reading to exercise the students to read directly and fluently in the target language for pleasure, without help of the teacher. Extensive reading can be use to basis for oral reports, to the rest of the class, of full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

   According to Patel and Jain, (2008: 120) There is the few characteristics of extensive reading are:

   1) It helps learner to develop to active vocabulary.
2) Extensive reading is silent reading.
3) In extensive subject matter is emphasized
4) In extensive reading the learners play main role because they have to ask for measures.
5) In extensive reading the idea can be developed.
6) The aim of extensive reading the good reading is to enrich learners’ knowledge.
7) Through extensive reading the good reading habit can be developed.

b. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003: 231).

Yang, Dai, & Gao (2012: 231) express that intensive reading is useful to develop reading comprehension. Intensive reading is very important for learning vocabulary and understanding how text is formed Waring(1997: 231). According to Paran (2003: 231), teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language
readiness, retention, and activation strategies. Intensive reading is considered as a significant instrument for improving reading comprehension Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, & Simmons (2011: 231).

According to Patel and Jain (2008: 119) there are few characteristics of intensive reading:

1) Intensive reading helps learner to develop active vocabulary.
2) Teacher play main role in this reading.
3) Linguistics items are developed.
4) This reading aims at active use of language.
5) Intensive reading is reading aloud
6) Intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

3. Teaching Reading

According to Patel & Jain (2008:116) at the early stage the necessary precautions should be observed during the course of good teaching reading:

1) The teacher should not insist on speed of reading but on the accuracy pronunciation while teaching reading.
2) While teaching reading teacher should ask not more than one pupil to read at one time and he should pay individual attention to every student of class.
3) While teaching reading the teacher should be very careful in pointing out and rectifying the mistakes of pronunciation, articulation and intonation of the pupil.

4) While teaching reading the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of mistake.

5) While teaching reading the teacher should be aware of the right sitting or standing posture for reading.

4. Theories of Reading Comprehension

There are three types of theories of reading comprehension. They are mental representations, content literacy, and cognitive processes.

a. Mental Representations

Oostendorp and Goldman (1998: 233) express that when a reader is reading a text, he can create a mental representation of the text that explains how the reader understands the text. A lot of researches supported the many levels of representation are included in constructing meaning. According to Kintsch (1998: 233), when a reader is reading a text, three various levels of mental representation are created. They are the surface component, the text-base, and the situation model.

Kintsch (1998: 233) continue that when the words and phrases and not the meaning of the words and phrases, are encoded in the mental representation, this is defined as the surface component of mental representation. The text-base indicates the meaning of the
text and is composed of those parts and connections that are arose from the text itself without increasing anything that is not clearly identified in the text. A text-base can be made without any memory of the accurate words or phrases from the text. In a pure text-base, the reader applies previous knowledge to create a more perfect and consistent mental representation.

According to Kintsch (1998: 233), the situation model is a structure that combines the text-base and the related features of the reader's knowledge. In order to create a text-base, some previous knowledge is required but this knowledge is a more general one that is necessary for decoding texts in general, while the previous knowledge in the formation of a situation model is more specific regarding the content of the text.

b. Content Literacy

Content literacy is the ability to read, understand, and learn from texts from a particular matter. There are three types of content literacy: general literacy abilities, content-specific literacy abilities, and previous knowledge of content. The general and the content-specific literacy abilities indicate some more general type of knowledge that does not hinge on the detailed content of a particular text. This knowledge is applied to make a text-base in the mental representation (McKenna & Robinson, 1990: 233).
Previous knowledge of content is the knowledge that is related to the content of a particular text and is applied to make a situation model in the mental representation. For example, it is not obvious that mathematics makes a necessity for content-specific literacy abilities and the reading comprehension in mathematics hinges on more general literacy abilities and previous knowledge. It can be stated that the symbolic language in mathematics is the main cause for the need of content-specific literacy skills McKenna & Robinson (1990: 233).

c. Cognitive processes

The application of syntactic and semantic rules together with the activation of more particular previous knowledge occurs automatically and unconsciously. Various cognitive processes are more or less conscious. Perception is defined as the highly automatic and unconscious processes. For instance, when we see a dog and directly know it as a dog; we are conscious of the outcome of the process but there isn’t any active and conscious thought processes for this identification Kintsch (1992: 233). Problem solving deals with active thinking when we want to remember the name of a person we see and know.

Accordingly, when we read a text without having any difficulties in comprehending what we read, the process is related to perception than problem solving because the process of
comprehending is unconscious. This is comprehension is located somewhere between perception and problem solving Kintsch(1992: 234).

5. Effective Strategies for Reading Comprehension

a. Activating and Using Background Knowledge

Anderson & Pearson (1984: 234) In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading. This knowledge consists of individuals’ experiences with the world together with their concepts for how written text work, involving word recognition, print concepts, word meaning, and how the text is formed.

Schema theory is very important in comprehension process Anderson & Pearson(1984: 234) Anderson, Reynolds, Schallert, & Goetz(1977: 234). This theory is based on how people form and activate their previous knowledge. This theory explains that as persons learn about the world, they create a series of knowledge structures or schemas. These schemas develop and shift as the persons learn new information through experience and reading. Schemas are particularly significant to reading comprehension. When learners have knowledge of a text’s organization, this can help them to understand better that text Armbruster, Anderson, & Ostertag (1987: 234).

b. Generating and Asking Questions
In this strategy, readers ask themselves pertinent questions in reading the text. Wood, Woloshyn, & Willoughby (1995: 234) states this strategy assists readers to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text. According to Pressley, Symons, McGoldrick, & Snyder (1995: 234) Creating relevant questions helps good readers to concentrate on difficulties with comprehension and to take the necessary actions to solve those problems.

c. Making Inferences

Readers assess or draw conclusions from information in a text. In this strategy, writers do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, readers can improve their skills to make meaning. Being able to make inferences is an important factor for readers’ successful reading Anderson & Pearson (1984: 234) Hansen & Pearson (1983: 234).

d. Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses. Successful readers apply forecasting to make their existing knowledge to new information from a text to
obtain meaning from what they read. Before reading, readers may apply what they know about a writer to forecast what a text will be about. The title of a text can operate memories of texts with the same content, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion. Readers try to assess these predictions ceaselessly and change any prediction that is not approved by the reading Gillet & Temple (1994: 235).

e. Summarizing

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Effective summarizing of explanatory text includes things like condensing the steps in a scientific process, the steps of development of an art movement, or the episodes that result in certain important historical happenings. Effective summarizing of narrative text includes things such as connecting happenings in a story line or recognizing the elements that stimulate a character’s activities and conduct Honig, Diamond, & Gutlohn (2000: 235).

f. Visualizing
Pressley (1976: 235) expresses that readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that a reader perceives a text. Readers who form a mental image as they read are better able to remember what they have read than those who do not image.

g. Comprehension Monitoring

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding. Successful readers know and check their thought processes as they read. Strategies that successful readers use to improve their understanding are called “fix-up” strategies. Particular repair strategies involve rereading, reading ahead, explaining the words by looking them up in a, or asking someone for assistance (Paris, Wasik, & Turner, 1991: 236).

6. Sustained Silent Reading Method

a. Definition of Sustained Silent Reading

Traditional sustained silent reading (SSR) is defined as an in-classroom reading activity in which students are given a certain amount of time to silently read self-selected material for pleasure or information as a way of cultivating a love of reading without assessment, skills work, monitoring, or instruction from the teacher (Garan & DeVoogd, 2006: 7) Yoon (2002: 7). Fostering a love for
reading was the original purpose of sustained silent reading. Therefore, silent reading was originally developed to promote a love of reading while simultaneously supporting student achievement in reading.

In efforts to make SSR more purposeful, teachers have incorporated variations of silent reading in their instruction (Kelley & Clausen-Grace, 2006). Independent Reading (IR), Guided Repeated Oral Reading (GROR), and Scaffolded Silent Reading (ScSR) are three variations of the original sustained silent reading program. Independent reading involves increased collaboration among students and teachers and is defined by the following five characteristics: “Teachers provide guidance in the students’ text selections, students keep records of what they read, students reflect on what they read, and both teacher and students participate in mini-lessons and discussions from time to time” Trudel (2007: 309). Guided Repeated Oral Reading involves students reading a text aloud often between 3-5 times while getting feedback from a teacher or other students (Reutzel, Fawson, & Smith, 2008). Lastly, scaffolded silent reading (ScSR) is silent reading using independent-level texts selected from varied genres, periodic teacher monitoring of and interaction with individual students, and accountability through completed book response assignments. Scaffolded silent
reading was designed to address weaknesses of traditional sustained silent reading (Reutzel, Fawson, & Smith, 2008).

**b. The Teaching Procedure of Sunstained Silent Reading (SSR)**

**Method**

Teacher should make preparation when using sustained silent reading. According to Hunt (1970: 34) teaching procedure of SSR as follows:

a. SSR will run from 11:30 to 11:45 (is minutes).

b. Teachers are bought a book and choice the topic to sustained silent reading.

c. Reading material may sources from children’s book, comic books short storybooks, news paper, journals, magazines, literature books etc. The students read silently for the full 15 minutes.

d. Students should not sleep or do homework (other than reading assignments) during sustained silent reading.

e. SSR most effective when adults model reading by reading alongside their students, teacher demonstrate that reading is a valued activity and important to every discipline and content area.

f. Teachers are encouraged to read with their students.

g. SSR is not intended to create additional work for teachers. Grade and evaluations of students will be a part of SSR. Teachers can,
however emphasize the enjoyment of reading and purpose of SSR by asking some questions to the student.

c. **Benefits of Sustained Silent Reading (SSR) Method**

The National Reading Panel (2000: 10) report failed to recommend SSR strategy due to lack of evidence of its effectiveness in increasing student achievement. However, various research suggests the benefits of the components of a sustained silent reading program. The NRP suggested that additional research to be conducted to further determine the benefits of such programs.

Sustained Silent Reading programs provide opportunities for students to practice reading comprehension. Guthrie (2001:10) links reading motivation, reading practice, and reading achievement. Guthrie concludes that more highly engaged readers show higher achievement than less engaged readers, and that the availability of materials and student choice are motivational factors for student engagement.

Gardiner (2001:10) states review a study of SSR using the Nelson & Denny reading test to assess rates of improvement in vocabulary and reading comprehension of high school students in Colorado. Students completed an 18-week Sustained Silent Reading program. At the end of the program, reading achievement (vocabulary and comprehension) showed improvement of 1.9 grade levels (more than 4 times that of the control group who did not
participate in a SSR program). The students in the study, who read at least one or more books per month, doubled from 12-24%.

Gardiner (2001: 11) conducted a study in a high school in Georgia on a Power Sustained Silent Reading program. 64% of the teachers reported students’ interest in reading had increased in response to the program. 53% of teachers reported students’ reading skills improved in response to the program. Student achievement in reading increased from 34th percentile to 57th percentile during four years of implementation.

Krashen (2006: 11) reported on studies tracking students who were involved in a long-term SSR program. 8 out of 10 students who participated in the long term SSR program (12 months or more) outperformed their counterparts in classes that did not participate in a recreational reading program. Krashen (2006: 11) reports that in 51 out of 54 comparisons (94%) of readers involved in recreational reading programs do as well or better than students in traditional reading programs. Krashen also discussed the benefits of vocabulary acquisition through a silent reading program, and increased vocabulary knowledge through reading words in context.

d. The Goals of Sustained Silent Reading (SSR) Method

a. To help students develop a good habit of reading

b. Students interact directly with the content of reading, can understand the contents of the discourse that is read appropriately

c. Increase concentration in reading in the heart
d. The student can read the text of the text and be able to deduce the content according to your own words.

e. The ability of students to understand English in the form of text is increasing.

f. Improve their English proficiency in the long run

e. **The Advantages of Sustained Silent Reading (SSR) Method**

   Hunt (1970: 32) said that there are some advantages of sustained silent reading method are as follows:

   a. When students interact with the text and non stop reading, their reading comprehensions improve.

   b. They become more aware of how texts are constructed.

   c. They make them more critical of text. They can take the information that has been included and excluded from the text.

   d. This also makes them more critical about the words and sentences construction on that the writer chooses.

   e. As the students’ understanding of how text is constructed improves, so she does their own writing.

   f. SSR method can make the students’ text book more interesting.

   g. SSR offers students an opportunity to read materials to figure out new words their own choice.

   h. We can spend reading independently outside of school with help of parents, as children ask for books to read at home.

   i. SSR can make the students enjoy that reading.
B. Literature Review

In this section the researcher takes review of literature review and related literature as comparison for this research.

The previous research is from Riska (2017), Her research about the use of sustained silent reading method to improve reading comprehension. Her research is at second years students of SMP N 3 Sungguminasa Gowain in the academic years 2016/2017. The results of his research showed that this method have influence on improving students’ reading comprehension. *Sustained Silent Reading* method is a method that designed for giving student a skill to overcome the problems. So that, they become addicted to learn more and increased students’ reading. The difference with my research is she doing the research at second years students SMP N 3 Sungguminasa Gowain.

Yoon (2002) studied about Effectiveness of Sustained Silent Reading Method on Reading Attitude and Reading Comprehension. Her research is at Fourth Grade Korean students. The result in his research show that the activity has a statistically as well as practically significant impact on their reading attitude, while it has no positive influence on their reading comprehension. In the following sections, discussions of those results were presented. The different with this research is he used Sustained Silent Reading Method to know the Effectiveness on Reading Attitude and Reading Comprehension of Fourth Grade Korean students. Furthermore I used Sustained Silent Reading Method to Improve
Rosseau (2012) studied about Effect of Silent Reading on Intermediate Students’ Reading Growth at Degree of Master of Arts in Education at Northern Michigan University. The result in his research the Researchers have shown evidence that Sustained Silent Reading is an activity that students find enjoyable and worthwhile. Researchers have suggested that student motivation is a factor in reading achievement. There is little question that Sustained Silent Reading promotes positive reading attitudes when student choice and variety of texts are present in the classroom. Positive reading attitudes and a drive to read have been linked to reading achievement, so sustained silent reading could possibly be recommended for this reason alone. The difference with this research that is he used Sustained Silent Reading Method to know The Effect of Silent Reading on Intermediate Students’ Reading Growth at Degree of Master of Arts in Education at Northern Michigan University. Furthermore I use Sustained Silent Reading Method to Improve Reading Comprehension of The First Grade Students in SMK PGRI 2 Salatiga.

This research focuses on Sustained Silent Reading Method to Improve Students’ Reading Comprehension. The approach used in classroom action research and her the author as the researcher and
observer. As researcher, I just need one class. The participants are students on first grade at SMK PGRI 2 Salatiga.

CHAPTER III

IMPLEMENTATION OF THE RESEARCH

A. Procedure of The Research

There are four steps in one cycle for doing actions research those are planning, acting, observing and evaluating. In this research, the researcher conducted the research into two cycle: cycle I, and cycle II. The researcher collaboration with the English teacher who teaches in class of first grade. The activities in each cycle is as follows:

1. Cycle I

   The researcher use sustained silent reading method which it can improve students reading comprehension. The topic is daily activity, the procedure as below:

   a. Planning

      This point, the researcher has activities in the planning. There were: making the schedule of the research. Preparing material based on the syllable and make a lesson plan, preparing list of students’ names and scoring, making pre-test and post-test of each cycle.
In this research, the researcher planned what action would be done in applying the sustained silent reading method. The activities in the planning presented below:

Making the schedule of the research.

1) Prepare sustained silent reading method that planned appropriate with the material about Descriptive text.
2) Prepared the teaching material of Descriptive text of cycle I (see appendix 1).
3) Prepare lesson plan of cycle I (sustained silent reading method in reading comprehension) to guideline the teaching process (see appendix 2).
4) Prepare teaching instrument, such as field notes, score sheets and test of cycle I.
5) Prepare students attendance list
6) Prepared pre-test and post-test cycle I for the students.

The preparation design was prepared in order to reach the purpose of teaching learning process. Students are suppose to improve their understanding by the materials give.

b. Action

In this step, the researcher would give pre-test and teach by using sustained silent reading method. The research would give the post test in the two cycles.
After the preparation, the researcher did the research in the class. The implementation of preparation would be explained below:

1) The teacher explain about rules of descriptive text such as definition and generic structure of descriptive text.

2) Giving some examples of descriptive text about My Favorite Artist and Cristiano Ronaldo that are represented with sustained silent reading (SSR).

3) The teacher gave the students opportunity for asking question about the material.

4) After giving some explanation about descriptive text the teacher give pre test.

5) Asking the students to read descriptive text based on sustained silent reading is showed by the teacher.

6) Play the sustained silent reading method in variation 1 Independent Reading (IR) as follows:

   a) The teacher prepare a descriptive text about “Cristiano Ronaldo” to read by the students.

   b) The students reading a descriptive text silently 15 minutes.

   c) A time is used, the teacher give a time 15 minutes to read the text silently.
d) The students getting feedback and conclusion from a teacher.

7) Analyze the generic structure of the text.

8) In the end of lesson, giving the post test.

c. Observation

In the observation, the writer was as observer. Observation is an activity to know how the effect of the action. Observation is one of instrument used in collecting the data. It is used to note how the teacher taught his students by using method and the students activity in teaching learning process. In this activity the writer will analyze the result of pre-test and post-test to know the reading comprehension can improve or not.

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</tr>
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<td>3</td>
<td>The teacher checking students attendant</td>
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<td>4</td>
<td>Giving motivation</td>
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<td>5</td>
<td>Reminding previous material</td>
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</tbody>
</table>
6  Giving the explanation of the material

7  use of sustained silent reading (SSR) method to teach reading comprehension

8  Giving opportunity for asking the question

9  Help student’s difficulties during learning

10 Giving feedback after the lesson

d. Reflection

1) The researcher evaluated the activities that have been done.
2) The classroom teacher and the researcher discussed to make reflection what should they do to repair the problems.

3) Analyzing the data from the observational checklist and test of cycle.

2. Cycle II

   The second cycle based on the result of reflection from the first cycle. If the result from observation shows that the quality of the students as still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is same with cycle I. the procedure are as follows:

   a. Planing

      1) The researcher identifies the problem and make the solution for the problems.

      2) Preparing material cycle II

      3) Designing lesson plan of cycle II

      4) Preparing field note observation of cycle II

      5) Preparing students’ attendance list

      6) Preparing post test of cycle II.

   b. Action

      In this section the learning process is led by the teacher.
1) The teacher asked students about rules of descriptive text that have already discussed in the previous meeting.

2) Explain again about rules of descriptive text such as definition and generic structure.

3) Give some examples of descriptive text about My Favorite Book and My Favorite Doll that are represented with sustained silent reading.

4) The teacher gave the students opportunity for asking questions about the material.

5) After giving some explanation about descriptive text the teacher gave the pre-test.

6) Asking the students to read descriptive text based on sustained silent reading is showed by the teacher.

7) Play the sustained silent reading in variation Independent Reading (IR) as follows:
   a) Each student must read silently, it means the students are not allowed to read loudly.
   b) A time is used, the teacher gives a time 15 minutes to read the text silently.
   e) Then the students getting feedback and conclusion from the teacher.
   c) There are absolutely no reports or records of any kinds.
8) In the end of the lesson giving post test.

c. Observation

The researcher observe students and teacher activity by using field note.

d. Reflection

1) The researcher evaluate the activities that have been done.

2) The classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems.

3) Analyze the data from the observation checklist and test of cycle II.

Next cycle III will happen when the cycle II is fall.

3. The Minimum of Passing Grade

The students’ success and failure in doing the activities plan above will be assess by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMK PGRI 2 Salatiga is 72. The teacher and the researcher expect that there are at least 80% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDING AND DATA ANALYSIS

In this chapter, the writer would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is functioned to measure the student’s reading comprehension improvements by applying *Sustained Silent Reading Method*.

This chapter focused on analyzing the collected data. The researcher gives the details of the findings. It showed the finding of collected data since in the result pre-test and post-test. This research is implementing on two cycles. The findings consist of the result of the cycle 1 and cycle 2. These cycles showed the improvement of the students’ ability in reading comprehension.

A. The Result of the Research

The research consist of two cycles. Each cycles consist of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description bellow:

1. Research Finding

   In this research, the researcher acted as the collaborator that observes the learning process and Mrs. Tri Yunifah as the teacher. The researcher arranged two cycles. Each cycle consist of planning, action, observation, and reflection. The further explanation can be seen as below:

   a. Cycle I
1) Planning

In this research, the researcher planned what action would be done in applying the Sustained Silent Reading Method. The activities in the planning is presented below:

Making the schedule of the research.
7) Prepared Sustained Silent Reading Method that planned appropriate with the material.
8) Prepared the teaching material about Descriptive text of cycle I.
9) Prepared lesson plan of cycle I (Sustained Silent Reading Method in Reading Comprehension) to guide the teaching process.
10) Prepared teaching instrument, such as field notes, score sheets and test of cycle I.
11) Prepare students attendance list
12) Prepared pre-test and post-test of cycle I for the students.

The preparation design was prepared in order to reach the purpose of teaching learning process. Students are supposed to improve their understanding by learning the given material.

2) Action

The research conducted in two days. The action of the cycle I consist of two parts. The first part was done on Friday, August 03\textsuperscript{th} and the second part was done on August 10\textsuperscript{th} 2018 at 10.15 a.m until
13.30 a.m. The pre-test and treatment were conducted in day 1 and treatment and post-test was conducted in day 2. The researcher rolled as an observer and observed teachers’ and students’ activity in teaching learning process. The researcher had a partner to take photos and videos in pre-test and post-test for documentation.

The first part on cycle 1 was conducted on Friday, August 03\textsuperscript{th} 2018 by Mrs. Tri Yunifah as an English teacher. The situation was crowded, some students talked to their friend, and the other were stay outside of the class. Before the teacher begin the lesson, she informed the students that in few days the class would be observed by a researcher. The teacher begin the lesson by greeting and asked about their condition such as the following the short conversation.

Teacher: “\textit{Assalamu'alaikum?”}

Students: “\textit{Wa’alaikumsalam Miss}”

Teacher:“Good morning class”

Students:“Good morning miss”

Teacher:“How are you today?”

Students:“I’m fine thanks, and you?”

Teacher:“I’m fine too, thank you”

The teacher ask the researcher to introduce herself and convey the purpose of coming in the class. Then the teacher checked the students’ attendance list. After checking the students’ attendance the
teacher gave the materials about descriptive text. She explained about definition, generic structure, characteristics and the example of descriptive text. The teacher gave an opportunity to the students’ for ask question about the materials. The teacher gave the pre-test before using Sustained Silent Reading method. She gave 30 minutes for the students to do a pre-test. Furthermore, the teacher gave the test which had 10 question of multiple choice and 5 number of essay. The teacher divided the sheets and walked around the class to check the students doing the work. Some of them asked their friends, and asked to the teacher.

Since the time continued, she found that most of the students were confused in working on the test. The students were often asked vocabulary to the teacher and they discussed with other friend while working on the pre-test. Moreover, she said to the students’ to do by themselves they can. After the students had finished the pre-test, she began the teaching learning process.

Teacher began to introduce about SSR method to the students. She explain the procedure of doing Sustained Silent Reading method. First, the teacher prepared a text to read by the students. In this case, the teacher had prepared a descriptive text about “My Favourite Artist”. Second, each students must read silently. Third, the teacher also read the book silently. Fourth, SSR method will be used in the last 15 minutes to implement it. Fifth, It were not like an
assignment practice. However, sustained silent reading is a program that the teacher chooses to improve their reading and to motivate them to love reading. In this program no exercises and no assignment was held.

After the students and the teacher read silently 15 minutes the teacher asked about the text to the students. *Is there any difficulties when you read this text?*. The students got a trouble when read the text. They did not know meant of several word on the text. Then the teacher invited the students to translate it. Teacher read the text one by one, she began from first sentence “*Maudy Ayunda is my favorite artist*”. The teacher asked the students to translate this sentence “*anyone want to translated this sentence?*” The teacher repeated the question in bahasa “*Ada yang mau mengartikan kalimat ini?*” Then Rifai a student rised his hand up and translated first sentence “*Maudy Ayunda adalah artis favorit saya*”. The teacher gave appreciation to Rifai “*Please give opportunity to Rifai to give applause to him*” students and teacher gave applause to him. The teacher tried to discuss the text with the students to continue to the second sentence until the end.

After translating the text the teacher asked the students to identify the structure of descriptive text on the text that was translated.
Teacher: “Tadi kan kita sudah menerjemahkan teks deskriptif kedalam bahasa indonesia, jadi sudah mengerti semua?.”

Students: “Sudah bu.”

Teacher: “Sekarang ibu mau tanya, what is generic structure from the text? Struktur yang tercantum dalam teks tadi itu ada apa saja?”

BAS: “Saya mau menjawab bu.”

Teacher: “Oke please answer”

BAS: “Disitu kan ada 2 paragraf bu, jadi paragraf pertama itu identification terus paragraf keduanya description, begitu yaa bu”

Teacher: “The answer is correct bayu, jadi yang dkatakan bayu itu benar, in the first paragraph is identification because the text explained about the general description, jadi paragraf pertama itu strukturnya identifikasi karena menjelaskan tentang gambaran umum. And the second paragraph is description because explained about special features about person, that is Maudy Ayunda, any question so far? Ada pertanyaan?.”

Students: “Tidak bu.”

The students were interested in translating the text one by one, then identifies the generic structure from the text. They got a lot of
vocabulary after translating the text. Then the teacher conclude the materials. “Before I closed a learning, I want to asked you, what we learned today?” the teacher repeated the question in bahasa. “Sebelum saya menutup pembelajaran pada hari ini, saya mau tanya, hari ini kita belajar tentang apa?. Then all of students answered the question “Kita belajar tentang Descriptive text bu.” (We learn about Descriptive text miss). The teacher asked again what they got from the descriptive text “Iya benar, kemudian didalam deskriptif teks terdapat apa saja?” (That’s right, then what we got from descriptive text?). Then the students replay “Definition, generic structure, features and the example about descriptive text miss.” The teacher answered “That’s correct! Any question so far? Ada pertanyaan?” The students replay “Tidak bu.” (Not yet miss). Then the teacher closed learning process.

The teacher closed a learning and said:

Teacher : “wasalamu’alaikum Wr. Wb”
Students : “wa’alaikumsalam Wr. Wb”
Teacher : “see you”
Students : “see you to”

The second part on cycle 1 was conducted on Friday, August 10th 2018 at 10.15 a.m until 13.30 a.m. Ms. Tri Yunifah as English teacher and the researcher entered to the classroom. The situation same with last week. Some students talked to their friend, and the
other were outside of the class. The teacher started the lesson by greeting and asked about their condition.

The teacher checked the students’ attendance list. After checked the students’ attendance the teacher reviewed the materials about descriptive text. She explained again about the definition, generic structure, characteristics and the example of descriptive text. The teacher gave opportunity to the students’ to ask question about the materials.

The teacher began to introduce again about SSR method to the students. She explained the procedure of doing Sustained Silent Reading method. In this meeting the students was introduced about SSR method (Independent Reading). First, the teacher prepared a text to read by the students. In this case, the teacher already prepared a descriptive text about “Cristiano Ronaldo”. Second, each students must read a text silently 15 minutes. Third, the students got feedback from the teacher or other students.

After the students read a text silently 15 minutes. The teacher asked about the text to the students.

Teacher : “Apakah kalian paham isi teks tersebut setelah membacanya dengan cara diam selama 15 menit ?”
(Is there any difficulties when you read the text with read a text silently 15 minutes?)
RNA: “Menurut saya, setelah saya membaca menggunakan SSR itu saya menjadi sedikit paham tentang isi teks tersebut bu.” (I think, after I read used SSR method I become a little beat understand about the text miss.)

Before the teacher gave post-test the teacher and staudents analyzed the generic structure of the text. Then the teacher gave post-test to the students for about 30 minutes (see appendix 3). The teacher monitored the students’ activities and after the time was up, the teacher collected the students' worksheet. The teacher asked the students to present their post-test in front of the class.

The teacher concluded the material, and then the teacher said: "Students, time was up. We will continue to the next meeting."

Teacher: “Wassalamu’alaikumWr. Wb!”

Students: “Wa’alaikumsalamWr. Wb!”

Teacher: “See you next week”

Students: "See you"

3) Observing

In this chapter In cycle I, the researcher also observed the teaching learning process in the class. Observing the students’ and the teacher's activities.
<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes/No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td>RNA ask something. RNA said “bukalo identification itugambaranumumya? Maksudnyagambaranumumgimana bu?” (Ms, what the meaning of identification?).</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td>There were Students (BAS and RNA) answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application</td>
<td>√</td>
<td>They felt enjoy the application of sustained silent reading (SSR) method (the students give participate to read a descriptive text using sustained silent reading</td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendant</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving the explanation of the</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>material mix language: in Indonesia and English language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>use of sustained silent reading (SSR) method to teach reading comprehension</td>
<td>√</td>
<td>The teacher used a design of sustained silent reading (SSR) method and accordance with the material which showed to the students</td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the question</td>
<td>√</td>
<td>The teacher gave time (3 minutes) to the student about everything to asked question</td>
</tr>
<tr>
<td>9</td>
<td>Help student’s difficulties during learning</td>
<td>√</td>
<td>The teacher helped students to solve the difficulties (students difficult to understand the meaning of the text)</td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback</td>
<td>√</td>
<td>The teacher gave</td>
</tr>
</tbody>
</table>
after the lesson | feedback to the result of the learning.

a) Pre-test

The researcher analyzed the data of pre-test and post-test.

First they gave score to the students based true or false and on the rubric assessment.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AA</td>
<td>48</td>
</tr>
<tr>
<td>2.</td>
<td>AK</td>
<td>58</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>58</td>
</tr>
<tr>
<td>4.</td>
<td>ADW</td>
<td>35</td>
</tr>
<tr>
<td>5.</td>
<td>AIP</td>
<td>75</td>
</tr>
<tr>
<td>6.</td>
<td>BY</td>
<td>48</td>
</tr>
<tr>
<td>7.</td>
<td>BAS</td>
<td>73</td>
</tr>
<tr>
<td>8.</td>
<td>CPN</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>DS</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>DS</td>
<td>46</td>
</tr>
<tr>
<td>11.</td>
<td>DAK</td>
<td>45</td>
</tr>
<tr>
<td>12.</td>
<td>DTPW</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13.</td>
<td>EP</td>
<td>63</td>
</tr>
<tr>
<td>14.</td>
<td>ES</td>
<td>40</td>
</tr>
<tr>
<td>15.</td>
<td>FS</td>
<td>53</td>
</tr>
<tr>
<td>16.</td>
<td>GNR</td>
<td>46</td>
</tr>
<tr>
<td>17.</td>
<td>HIM</td>
<td>56</td>
</tr>
<tr>
<td>18.</td>
<td>IRAS</td>
<td>48</td>
</tr>
<tr>
<td>19.</td>
<td>MT</td>
<td>45</td>
</tr>
<tr>
<td>20.</td>
<td>MFAS</td>
<td>48</td>
</tr>
<tr>
<td>21.</td>
<td>MFR</td>
<td>39</td>
</tr>
<tr>
<td>22.</td>
<td>MSW</td>
<td>63</td>
</tr>
<tr>
<td>23.</td>
<td>NA</td>
<td>63</td>
</tr>
<tr>
<td>24.</td>
<td>PB</td>
<td>48</td>
</tr>
<tr>
<td>25.</td>
<td>RS</td>
<td>53</td>
</tr>
<tr>
<td>26.</td>
<td>RNA</td>
<td>75</td>
</tr>
<tr>
<td>27.</td>
<td>SLAW</td>
<td>46</td>
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<tr>
<td>28.</td>
<td>TIK</td>
<td>48</td>
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<tr>
<td>29.</td>
<td>TPF</td>
<td>50</td>
</tr>
<tr>
<td>30.</td>
<td>T</td>
<td>75</td>
</tr>
<tr>
<td>31.</td>
<td>YTA</td>
<td>46</td>
</tr>
<tr>
<td>32.</td>
<td>YAK</td>
<td>40</td>
</tr>
<tr>
<td>33.</td>
<td>V</td>
<td>63</td>
</tr>
</tbody>
</table>
The passing grade of English lesson in SMK PGRI 2 Salatiga is 72. From the students’ score in the pre-test of the cycle I above, the calculated the number of the students who passes the passing grade are:

**Table 4.4: Count of Passing Grade of the Pre-test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥72</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>≤72</td>
<td>29</td>
<td>87%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, the researcher and the teacher know that there are only 13% of the students who get score higher than the passing grade.

b) Post test

**Table 4.5: Students’ Score in the Post-test of the Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AA</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>AK</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>ADW</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>AIP</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>BY</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>BAS</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>CPN</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>DS</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>DS</td>
<td>78</td>
</tr>
<tr>
<td>11</td>
<td>DAK</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>DTPW</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>EP</td>
<td>73</td>
</tr>
<tr>
<td>14</td>
<td>ES</td>
<td>73</td>
</tr>
<tr>
<td>15</td>
<td>FS</td>
<td>73</td>
</tr>
<tr>
<td>16</td>
<td>GNR</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>HIM</td>
<td>66</td>
</tr>
<tr>
<td>18</td>
<td>IRAS</td>
<td>68</td>
</tr>
<tr>
<td>19</td>
<td>MT</td>
<td>68</td>
</tr>
<tr>
<td>20</td>
<td>MFAS</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>MFR</td>
<td>73</td>
</tr>
<tr>
<td>22</td>
<td>MSW</td>
<td>71</td>
</tr>
<tr>
<td>23</td>
<td>NA</td>
<td>76</td>
</tr>
<tr>
<td>24</td>
<td>PB</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>RS</td>
<td>73</td>
</tr>
</tbody>
</table>
From the students’ score in the post test of the cycle I above, the researcher and the teacher can calculate the number of students who passed the passing grade.

**Table 4.6: Count of Passing Grade of the Post-test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>20</td>
<td>61%</td>
</tr>
<tr>
<td>≤75</td>
<td>13</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it can be concluded that there is an improvement from the pre test. The students who pass the passing grade in the pre test of the cycle I are 13%. In the post test 61% of the students pass the passing grade. There is an improvement as
many as 48%. However, the teacher and the researcher expect that there are at least 80% of the students pass the passing grade.

c) Calculation of cycle I

Table 4.7: Difference Square of Pre and Post-test Score in Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score Pretest</th>
<th>Score Posttest</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AA</td>
<td>48</td>
<td>70</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>2.</td>
<td>AK</td>
<td>58</td>
<td>75</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>58</td>
<td>73</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>4.</td>
<td>ADW</td>
<td>35</td>
<td>70</td>
<td>35</td>
<td>1225</td>
</tr>
<tr>
<td>5.</td>
<td>AIP</td>
<td>75</td>
<td>83</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>6.</td>
<td>BY</td>
<td>48</td>
<td>70</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>7.</td>
<td>BAS</td>
<td>73</td>
<td>85</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>8.</td>
<td>CPN</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9.</td>
<td>DS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10.</td>
<td>DS</td>
<td>46</td>
<td>78</td>
<td>32</td>
<td>1024</td>
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<tr>
<td>11.</td>
<td>DAK</td>
<td>45</td>
<td>73</td>
<td>28</td>
<td>784</td>
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<td>DTPW</td>
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<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>13.</td>
<td>EP</td>
<td>63</td>
<td>73</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14.</td>
<td>ES</td>
<td>40</td>
<td>73</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>15.</td>
<td>FS</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>16.</td>
<td>GNR</td>
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<td>70</td>
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<td>576</td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>17.</td>
<td>HIM</td>
<td>56</td>
<td>66</td>
<td>10</td>
<td>100</td>
</tr>
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<td>18.</td>
<td>IRAS</td>
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<td>19.</td>
<td>MT</td>
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<td>MFAS</td>
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<td>63</td>
<td>76</td>
<td>13</td>
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<tr>
<td>24.</td>
<td>PB</td>
<td>48</td>
<td>70</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>25.</td>
<td>RS</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>26.</td>
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<td>85</td>
<td>10</td>
<td>100</td>
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<td>27.</td>
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<td>729</td>
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<td>TIK</td>
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<td>68</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>29.</td>
<td>TPF</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>30.</td>
<td>T</td>
<td>75</td>
<td>83</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>31.</td>
<td>YTA</td>
<td>46</td>
<td>73</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>32.</td>
<td>YAK</td>
<td>40</td>
<td>73</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>33.</td>
<td>V</td>
<td>63</td>
<td>73</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>X1</td>
<td>Y1</td>
<td>D</td>
<td>D²</td>
<td></td>
</tr>
<tr>
<td>N=33</td>
<td>1774</td>
<td>2414</td>
<td>640</td>
<td>14670</td>
<td></td>
</tr>
</tbody>
</table>

d) Mean of Pre-test

\[ M = \frac{\sum X_1}{N} \]
e) Mean of Post-test

\[ M = \frac{\sum Y_1}{N} \]

\[ = \frac{2417}{33} \]

\[ = 73.151 \]

In the cycle 1, the mean of the pre test is 53.757 and the mean of the post test is 73.151. It means that the mean of the post test is bigger than the mean of the pre test. It can be concluded that there is significant improvement of the students’ understanding in reading comprehension after being taught by using sustained silent reading (SSR) method.

f) Calculation of the Mean of Difference

\[ M = \frac{\sum D}{N} \]

\[ = \frac{640}{33} \]

\[ = 19.393 \]

g) Calculation of the standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
\[ SD_D = \sqrt{\frac{14.670^2}{30} - \left(\frac{640}{30}\right)^2} \]

\[ = \sqrt{444.545 - 376.088} \]

\[ = \sqrt{68.457} \]

\[ = 8.273 \]

h) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N - 1}} \]

\[ = \frac{8.273}{\sqrt{32}} \]

\[ = \frac{8.273}{\sqrt{5.656}} \]

\[ = 1.462 \]

i) Calculation of T-test

\[ T_0 = \frac{MD}{SE_{MD}} \]

\[ = \frac{19.393}{1.462} \]

\[ = 13.264 \]

From the data of the cycle I above, the researcher and the teacher find that the T-test is 13.264 and the T-table with N is 2.035. The value of the T-test is bigger than the value of the T-table. So, the
alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there were a significant difference between pre-test and post-test. However, the teacher and the researcher conducted the cycle II because the students who passed the passing grade were less than 80%.

4) Reflecting

Based on the result of the cycle I, there was some reflecting that should be given attention to maximizing the skill of students in reading. The researcher found some weakness that happened during the teaching and learning process. The weakness is less of a pronunciation of first-year students. They were still confused to say word by word in the text.

b. Cycle II

1) Planning

The researcher prepared several instruments, they are as follows:

a) Prepare sustained silent reading method that planned appropriate with the material.

b) Prepared the teaching material about Descriptive text of cycle II.

c) Prepare lesson plan of cycle II (sustained silent reading method in reading comprehension) to guideline the teaching process.

d) Prepare teaching instrument, such as field notes, score sheets and test of cycle II.

e) Prepare students attendance list
f) Prepared pre-test and post-test cycle II for the students.

2) Action

The action of the cycle II was done in two days. The first part was done on Tuesday, 24 August\textsuperscript{th}, 2018. Before started the lesson, the teacher started the lesson by greeted "Assalamualaikum warahmatullahi wabarakatuh" and asking about the condition of the students by "how are you today?" the students answered, "I'm fine to thank you, and you?". The teacher answered, "I'm very well too, thank you". Before beginning the lesson the teacher checked the students' attendance list.

After checked the attendance list the teacher review about the last meeting. Then the teacher asked the students to explain definition, generic structure and characteristic of descriptive text. They said not clearly, then teacher ask "Triyani" to answer definition about descriptive text. "T" said "Definisi deskriptif adalah teks yang menjelaskan gambaran umum dan khusus seperti orang, tempat dan benda." then teacher ask "BAS" to answer generic structure about descriptive text. "BAS" said "nganu miss, generic stucturenya ada dua yang pertama identification yang kedua description" the teacher and the students explained about both of generic structure. Then the teacher explained about the characteristic of descriptive text.
After reviewing, the teacher told that they have to do a pre-test. The teacher gave the task for the students to answered the pretest well. Then the teacher gave 30 minutes to do a pre-test about descriptive text. After doing pretest the teacher gave a descriptive text about “My Favourite Book” to the students and asked some students to read more about text. Then the teacher explained more detail in Indonesian language in order to make the students understood about the text. Then the teacher give feedback in the last learning. After the students finished the pre-test, the teacher closed and said “hamdalah” together.

On Friday August 31st, 2018 the teacher entered the class and started the lesson as usual. Greeting students by “Assalamualaikumwarahmatullahiwrabakatuh”, asked about the condition, and checked the students' attendance list. Before starting the lesson, the teacher review about the previous material. She asked the students “did you remember what we have learned in the last meeting?”. The students answered that they learned about descriptive text.

In the last meeting the students introduced about SSR method in variation two the name is Scaffolded Silent Reading (ScSR). First, each students must read silently, it means the students are not allowed to read aloud. Second, a time is used, the teacher give a time 15 minutes to read the text silently. Third, students with another students
discuss the text that was done read. Fourth, the teacher only monitoring when the students still on discussion.

Then the teacher gave post-test to the students for about 30 minutes (see appendix 6). The teacher monitored the students’ activities and after the time was up, the teacher collected the students’ worksheet.

The teacher concluded the material, and then the teacher said: "Students, time was up. We will continue to the next meeting."

Teacher: “Wassalamu’alaikum Wr. Wb!”

Students: “Wa’alaikumsalam Wr. Wb!”

Teacher: “See you next time”

Students: "See you"

3) Observing

In cycle II, the researcher also observed the teaching learning process in the class. Observing the students’ and the teacher’s activities.

Table 4.8 Form the Result of Students’ Observation Checklist Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>The Activity</th>
<th>Students’ Paying Attention</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted the students and students answered the</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.9: Form of Result Teachers’ Observation Checklist Cycle II
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The teacher checking students attendant</td>
<td>√</td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>√</td>
<td>The teacher gave motivation</td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>√</td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>6</td>
<td>Giving the explanation of the material</td>
<td>√</td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language</td>
</tr>
<tr>
<td>7</td>
<td>use of sustained silent reading (SSR) method to teach reading comprehension</td>
<td>√</td>
<td>The teacher used a design of sustained silent reading (SSR) method and accordance with the material which showed to the students</td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity</td>
<td>√</td>
<td>The teacher gave</td>
</tr>
</tbody>
</table>
for asking the question

<table>
<thead>
<tr>
<th></th>
<th>Help student’s difficulties during learning</th>
<th></th>
<th>The teacher helped students to solve the difficulties (students difficult to understand the meaning of the text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Giving feedback after the lesson</th>
<th></th>
<th>The teacher gave feedback to the result of the learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented follow:

a) Pre-test

The researcher analyzed the date of pre-test and post-test. First they gave score to the students based on the rubric assesment.

**Table 4.10: Students’ Score in the Pre-test of the Cycle II**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AA</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>AK</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>75</td>
</tr>
<tr>
<td>4.</td>
<td>ADW</td>
<td>75</td>
</tr>
<tr>
<td>5.</td>
<td>AIP</td>
<td>85</td>
</tr>
<tr>
<td>6.</td>
<td>BY</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>BAS</td>
<td>85</td>
</tr>
<tr>
<td>8.</td>
<td>CPN</td>
<td>75</td>
</tr>
<tr>
<td>9.</td>
<td>DS</td>
<td>80</td>
</tr>
<tr>
<td>10.</td>
<td>DS</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>DAK</td>
<td>76</td>
</tr>
<tr>
<td>12.</td>
<td>DTPW</td>
<td>75</td>
</tr>
<tr>
<td>13.</td>
<td>EP</td>
<td>76</td>
</tr>
<tr>
<td>14.</td>
<td>ES</td>
<td>73</td>
</tr>
<tr>
<td>15.</td>
<td>FS</td>
<td>75</td>
</tr>
<tr>
<td>16.</td>
<td>GNR</td>
<td>73</td>
</tr>
<tr>
<td>17.</td>
<td>HIM</td>
<td>73</td>
</tr>
<tr>
<td>18.</td>
<td>IRAS</td>
<td>75</td>
</tr>
<tr>
<td>19.</td>
<td>MT</td>
<td>70</td>
</tr>
<tr>
<td>20.</td>
<td>MFAS</td>
<td>73</td>
</tr>
<tr>
<td>21.</td>
<td>MFR</td>
<td>75</td>
</tr>
<tr>
<td>22.</td>
<td>MSW</td>
<td>66</td>
</tr>
<tr>
<td>23.</td>
<td>NA</td>
<td>75</td>
</tr>
</tbody>
</table>
The passing grade of English lesson in SMKPGRI 2 Salatiga is 72. From the students’s score in the pre-test of the cycle II above, the calculated the number of the students who passes the passing grade are:

Table 4.11: Count of Passing Grade of the Pre-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥72</td>
<td>28</td>
<td>85%</td>
</tr>
<tr>
<td>≤72</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the data above, the researcher and the teacher know that there are 85\% of the students who get score higher than the passing grade.

b) Post-test

Table 4.12: Students’ Score in the Post-test of the Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AA</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>AK</td>
<td>88</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>ADW</td>
<td>80</td>
</tr>
<tr>
<td>5.</td>
<td>AIP</td>
<td>90</td>
</tr>
<tr>
<td>6.</td>
<td>BY</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>BAS</td>
<td>90</td>
</tr>
<tr>
<td>8.</td>
<td>CPN</td>
<td>80</td>
</tr>
<tr>
<td>9.</td>
<td>DS</td>
<td>85</td>
</tr>
<tr>
<td>10.</td>
<td>DS</td>
<td>80</td>
</tr>
<tr>
<td>11.</td>
<td>DAK</td>
<td>83</td>
</tr>
<tr>
<td>12.</td>
<td>DTPW</td>
<td>85</td>
</tr>
<tr>
<td>13.</td>
<td>EP</td>
<td>85</td>
</tr>
<tr>
<td>14.</td>
<td>ES</td>
<td>80</td>
</tr>
<tr>
<td>15.</td>
<td>FS</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16.</td>
<td>GNR</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>HIM</td>
<td>69</td>
</tr>
<tr>
<td>18.</td>
<td>IRAS</td>
<td>80</td>
</tr>
<tr>
<td>19.</td>
<td>MT</td>
<td>80</td>
</tr>
<tr>
<td>20.</td>
<td>MFAS</td>
<td>83</td>
</tr>
<tr>
<td>21.</td>
<td>MFR</td>
<td>88</td>
</tr>
<tr>
<td>22.</td>
<td>MSW</td>
<td>70</td>
</tr>
<tr>
<td>23.</td>
<td>NA</td>
<td>85</td>
</tr>
<tr>
<td>24.</td>
<td>PB</td>
<td>80</td>
</tr>
<tr>
<td>25.</td>
<td>RS</td>
<td>80</td>
</tr>
<tr>
<td>26.</td>
<td>RNA</td>
<td>90</td>
</tr>
<tr>
<td>27.</td>
<td>SLAW</td>
<td>85</td>
</tr>
<tr>
<td>28.</td>
<td>TIK</td>
<td>83</td>
</tr>
<tr>
<td>29.</td>
<td>TPF</td>
<td>83</td>
</tr>
<tr>
<td>30.</td>
<td>T</td>
<td>80</td>
</tr>
<tr>
<td>31.</td>
<td>YTA</td>
<td>80</td>
</tr>
<tr>
<td>32.</td>
<td>YAK</td>
<td>80</td>
</tr>
<tr>
<td>33.</td>
<td>V</td>
<td>80</td>
</tr>
</tbody>
</table>

From the students’ score in the post test of the cycle II above, the researcher and the teacher can calculated the number of students who passed the passing grade.
Table 4.13: Count of Passing Grade of the Post-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>30</td>
<td>90%</td>
</tr>
<tr>
<td>≤75</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it can be concluded that there are an improvement from the pre test. The students who pass the passing grade in the pre test of the cycle II are 85%. In the post test 90% of the students pass the passing grade. There are an improvement as many as 5%. However, the teacher and the researcher expect that there are at least 80% of the students pass the passing grade.

c) Calculation of cycle II

Table 4.14: Difference Square of Pre and Post-test Score in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score Pretest</th>
<th>Score Posttest</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AA</td>
<td>73</td>
<td>70</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>AK</td>
<td>75</td>
<td>88</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4.</td>
<td>ADW</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>AIP</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6.</td>
<td>BY</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>BAS</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8.</td>
<td>CPN</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9.</td>
<td>DS</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>DS</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11.</td>
<td>DAK</td>
<td>76</td>
<td>83</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>12.</td>
<td>DTPW</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>EP</td>
<td>76</td>
<td>85</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>14.</td>
<td>ES</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>15.</td>
<td>FS</td>
<td>75</td>
<td>83</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>16.</td>
<td>GNR</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>17.</td>
<td>HIM</td>
<td>73</td>
<td>78</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18.</td>
<td>IRAS</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>19.</td>
<td>MT</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20.</td>
<td>MFAS</td>
<td>73</td>
<td>83</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21.</td>
<td>MFR</td>
<td>75</td>
<td>88</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>22.</td>
<td>MSW</td>
<td>66</td>
<td>70</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>23.</td>
<td>NA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24.</td>
<td>PB</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>RS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>26.</td>
<td>RNA</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>27.</td>
<td>SLAW</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>28.</td>
<td>TIK</td>
<td>73</td>
<td>83</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>29.</td>
<td>TPF</td>
<td>75</td>
<td>83</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>30.</td>
<td>T</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>31.</td>
<td>YTA</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>32.</td>
<td>YAK</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>33.</td>
<td>V</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>X1</td>
<td>Y1</td>
<td>D</td>
<td>D²</td>
<td></td>
</tr>
<tr>
<td>N=33</td>
<td>2469</td>
<td>2694</td>
<td>225</td>
<td>1943</td>
<td></td>
</tr>
</tbody>
</table>

d) Mean of Pre-test

\[ M = \frac{\sum X_1}{N} \]
\[ = \frac{2469}{33} \]
\[ = 74.818 \]
e) Mean of Post-test

\[ M = \frac{\sum Y_1}{N} \]
\[ = \frac{2694}{33} \]
\[ = 81.636 \]
In the cycle 1, the mean of the pre test is 74.818 and the mean of the post test is 81.636. It means that the mean of the post test is bigger than the mean of the pre test. It can be concluded that there is significant improvement of the students’ understanding in reading comprehension after being taught by using sustained silent reading (SSR) method.

f) Calculation of the Mean of Difference

\[ M = \frac{\sum D}{N} \]

\[ = \frac{225}{33} \]

\[ = 6.818 \]

g) Calculation of the standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD_D = \sqrt{\frac{1943^2}{33} - \left(\frac{225}{33}\right)^2} \]

\[ = \sqrt{58.878 - 46.485} \]

\[ = \sqrt{12.393} \]

\[ = 3.520 \]

h) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]
i) Calculation of T-test

\[ T_0 = \frac{MD}{SE_{MD}} \]

\[ = \frac{3.520}{\sqrt{5.656}} \]

\[ = \frac{3.520}{\sqrt{32}} \]

\[ = 0.622 \]

From the data of the cycle I above, the researcher and the teacher find that the T-test is 13.264 and the T-table with N-1 is 2.035. The value of the T-test is bigger than the value of the T-table. It means that there was significant influence from the cycle I up to the cycle II. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there were a significant difference between pre-test and post-test. Therefore, the researcher and the teacher conclude that the result of the cycle II is really significant. Finally, the teacher and the researcher successfully conduct this research. It also means that sustained silent reading (SSR) method could improve the students’ understanding on reading comprehension at the second grade students of SMKPGRI 2 Salatiga in the academic year of 2018/2019.
4) Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score and the checklist were used to make proper reflection. The passing grade (KKM) for English subject is 72. The students’ scores in the post test of the cycle II show that there are 90% of the students who get score higher than KKM. The students’ answers in the post test of the cycle II were better. Some students can answer the questions correctly. In the pre test of the cycle II, there are 85% of the students who get score higher than KKM. It means that, after reflection from the cycle I was applied in the action of the cycle II, the students’ scores improve as many as 5% in the post test of the cycle II. The teacher and the researcher stop the cycle because 90% of the students have already passed the passing grade.

B. Discussions

After analyzing the students’ score in the cycle I and the cycle II, the researcher concludes that there is significant improvement of the students’ understanding on reading comprehension after being taught by semantics mapping and mnemonics strategy. The improvement can be seen as follows:
Table 4.15: Table of Data Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>53.757</td>
<td>74.818</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>73.151</td>
<td>81.636</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≥75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>13%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>61%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>48%</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>T-Table (N=33)</td>
<td>2.035</td>
<td>2.035</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>13.264</td>
<td>10.961</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the t-test is bigger than t-table. It means that there is significant improvement of the students’ understanding on reading comprehension after being taught by using sustained silent reading (SSR) method. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement is as many as 48%, and in the cycle II, the improvement is as many as 5%. On the result among T-test of cycle I and cycle II, the implementation of sustained silent reading (SSR) method was successful to improve students’ reading comprehension. It could be seen from the table, that showed that T-test of cycle I was 13.264 and cycle II was 10.961 was higher than T-table (2048) T-test > T-table, so the result was improvement significant.
Based on the result above, the researcher concluded that Sustained Silent Reading Method can improve the students’ reading comprehension.
CHAPTER V

CLOSURE

A. Conclusions

After the research was conducted, the researcher drew conclusion of the use of sustained silent reading method to improve the students’ reading comprehension (a classroom action research of the first grade students at SMK PGRI 2 Salatiga in the academic year of 2018/2019, the researcher can conclude based on the findings discussed in the previous chapter that:

1. The use of Sustained Silent Reading (SSR) method to improve the students’ reading comprehension of the first grade students at SMK PGRI 2 Salatiga in the academic year of 2018/2019, it was done in 2 cycle. In this research the researcher incorporated the variations of sustained silent reading method, there were Independent Reading (IR).

   In first part in cycle 1 the researcher used Independent Reading (IR). First, in independent reading the students must read silently, it means the students are not allowed to read loudly. Second, students getting feedback from a teacher or other students. Then in second part in cycle 2 the researcher also used Independent Reading (IR).

2. The result of students’ reading comprehension using sustained silent reading method was implemented in SMK PGRI 2 Salatiga in the Academic year of 2018/2019 show there is a significant influence. It can be seen from the score of pre-test and post-test which are increased from the result of the calculation of t-test in two cycles. The t-test of the cycle I is 13.264 and t-
test of the cycle II is 10.961. The quantity (N) of this research is 33, based on the quantity of this research; the t-table is 2.048. In cycle I, the t-test is higher than t-table that is 13.264 > 2.035. While in the cycle II, the t-test is higher than t-table that is 10.961 > 2.035.

In addition, the result showed that there is a significant influence of t-test in the cycle I and cycle II, in cycle I 13.264 and the cycle II 10.961. The researcher concluded that there is a significant influence of using sustained silent reading method in improving the students reading comprehension for first grade of SMK PGRI 2 Salatiga in the academic year 2018/2019.

B. Suggestion

At the end of this chapter, the researcher would like to propose some suggestions, which hopefully would be useful.

1. For the teachers

The teacher could use sustained silent reading method to improve the students’ reading comprehension, and should be recognized of the advantage of sustained silent reading method. It is important for them pay attention to students’ reading comprehension, so that the teaching learning activities can focus on reading.

2. For the students

They must consider that they are English as a Foreign Language (EFL) learner. So, they must be serious in joining the activities in the class. Based on the research, some students who do not like English cannot maximally do the activities in the class.
3. **For the future researchers**

The researcher suggests the future researcher to conduct research about the use of sustained silent reading method to improve the students’ reading comprehension using media. Because the researcher did not use media when she applied this method. The researcher hopes that, the other researchers add the media when they apply this method and make the students more interest in the learning process.
REFERENCES


Dr. Patel, M. F. & Jain, Parveen M. 2008. *English Language Teaching (Method, Tool, and Techniques).* Jaipur: Sunrise Publisher and Distributors


Rosseau, Alison S. 2012. *Effect of Silent Reading on Intermediate Students’ Reading Growht.* Northern Michigan University. 5-10

Siah, PohChuah& Kwok, Wai-Ling. 2010.*The Value of Reading and The Effectiveness of Sustained Silent Reading.* Taylor & Francis Group, LLC. ISSN 0009-8655.


APPENDICES
SILABUS MATA PELAJARAN BAHASA INGGRIS

Nama Sekolah : SMK PGRI 2 SALATIGA
Bidang Keahlian : Semua Bidang keahlian
Kompetensi Keahlian : Semua Kompetensi Keahliann
Mata Pelajaran : BAHASA INGGRIS
Durasi (Waktu) : 288 JP

KI-3 (Pengetahuan) : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4 (Keterampilan) : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi,
kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarnya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
</table>
ana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

berbagai teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

dengan yang lain

b. Struktur Teks:
Descriptive text:
- Identification
- Description

3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif terkait orang, benda dan tempat

4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam teks

- Proyek
- Portofolio
<table>
<thead>
<tr>
<th>No.</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Menentukan tempat, waktu, dan situasi yang tepat untuk membaca, baca dan tanda tanya, serta intonasi dan tekanan kata, yang sesuai dengan konteks penggunaan fungsi sosial, struktur dan unsur teks, dalam bahasa, bahasa deskriptif yang terkait dengan orang, benda dan tempat;</td>
</tr>
</tbody>
</table>
Mengkomunikasikan secara lisan dan tulis ungkapan mengenai teks deskriptif terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan;
<p>| 4.4 | Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, | 4.4.1 | Menyusun teks tulis dan lisan mengenai deskriptif sederhana terkait orang, benda dan tempat, dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai penggunaan | benda dan tempat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan |</p>
<table>
<thead>
<tr>
<th>struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</th>
<th>dengan konteks penggunaannya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.2Mengkomunikasikan secara lisan dan tulis teks deskriptif terkait orang, bendadaengan menggunakan akan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</td>
<td></td>
</tr>
</tbody>
</table>
CYCLE I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : SMK PGRI 2 Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi Pokok : Teks Deskriptif
Alokasi Waktu : 6x 45’ (2JP)

A. Kompetensi Inti

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, opraasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian / kerja Bahasa Inggris pada tingkat teknis, spesifik, detil dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni budaya dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional dan internasional.

KI 4 : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian / kerja Bahasa Inggris.

Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukan keterampilan menalar, mengolah dan menyaji secara efektif, kreatif, produktif, kritis mandiri, kolaboratif,
komunikatif dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

Menunjukkan ketrampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarnya disekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempatsesuai dengan konteks penggunaannya.</td>
<td>Pengetahuan</td>
</tr>
<tr>
<td>3.4.1 Mengidentifikasi tentang teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td>3.4.2 Memahami unsur-unsur teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>Keterampilan</td>
</tr>
<tr>
<td>4.4.1 Menyusun teks deskriptif sesuai dengan unsur-unsur teks tersebut.</td>
<td></td>
</tr>
<tr>
<td>4.4.2 Mengerjakan soal yang sudah disediakan berkaitan dengan teks deskriptif.</td>
<td></td>
</tr>
</tbody>
</table>

C. Tujuan Pembelajaran

Pengetahuan

3.1.1 Diberikan materi tentang teks deskriptif, siswa dapat mengidentifikasi teks deskriptif yang telah disediakan.
3.1.4 Diberikan contoh teks deskriptif, siswa dapat memahami bagaimana unsur-unsur teks deskriptif.

Keterampilan
4.1.3 Diberikan contoh teks deskriptif, siswa dapat menyusun teks deskriptif secara tepat.
4.1.4 Diberikan soal yang berkaitan dengan teks deskriptif, siswa dapat mengerjakan soal yang sudah disediakan.

D. Materi Pembelajaran
a. Definisi Teks Deskriptif
   Teks deskriptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, temat atau benda tertentu.

b. Struktur Teks Deskriptif
   - Identification, (identifikasi) adlah pendahuluan, berupa gambaran umum tentang suatu topik.
   - Description, (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif
   - Menggunakan simple present tense
   - Menggunakan attribute verb, seperti be (am, is, are)
   - Hanya fokus pada satu objek tersebut

d. Contoh Teks Deskriptif
   The National Monument (of Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia’s independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

   The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles a mortar rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

   The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is
topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

E. Metode pembelajaran
   Pendekatan  : Scientific approach
   Metode       : Sustained Silent Reading

F. Media
   a. Media      : Paper
   b. Alat dan Bahan  : Whiteboard, Marker.

G. Sumber Belajar
   a. Internet
      - www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html?m=1
   b. Buku

H. Langkah-langkah Kegiatan Pembelajaran
   a. Pertemuan 1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>a. Guru memberi salam (greeting)</td>
<td>30 menit</td>
</tr>
<tr>
<td></td>
<td>b. Guru mengajak siswa untuk berdoa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Peserta didik merespon salam dan berdoa bersama guru</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru memeriksa kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Guru memberikan pertanyaan mengenai tema yang akan diajarkan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Peserta didik menyatakan kehadiran dan merespon pertanyaan guru</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. Guru menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>a. Mengamati</td>
<td></td>
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<tr>
<td>------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan tentang teks descriptive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan unsur-unsur teks descriptive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan contoh teks descriptive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan unsur-unsur teks descriptive dalam contoh teks descriptive tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru meminta siswa mengerjakan soal pre-test terkait sebelum diberikan treatment menggunakan Sustained Silent Reading Method dengan materi yang telah disediakan oleh guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Siswa diberikan treatment menggunakan Sustained Silent Reading Method.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Mempertanyakan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mengarahkan peserta didik untuk bertanya mengenai materi yang telah disampaikan tadi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Siswa menanyakan mengenai materi yang telah disampaikan tadi.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Mengeksplorasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membagi teks berbentuk Descriptive Text kepada tiap-tiap peserta didik. Dengan topic “My Favorite Artist”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi waktu kepada peserta didik untuk membaca teks yang sudah dibagikan.</td>
<td></td>
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<tr>
<td></td>
<td>• Peserta didik membaca text dengan menggunakan salah satu variasi dari metode sustained silent reading yang bernama Independent Reading (IR).</td>
<td></td>
</tr>
</tbody>
</table>

90 menit
d. Mengasosiasikan  
   • Siswa mendapatkan feedback dari guru maupun dari temannya.

e. Mengomunikasikan.  
   • Siswa dan guru menyimpulkan pembelajaran yang sudah dipelajari hari ini.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| a. Guru beserta peserta didik menyimpulkan kegiatan pembelajaran.  
   b. Siswa mendengarkan penjelasan guru mengenai rencana pembelajaran selanjutnya.  
   c. Guru mengajak siswa untuk mengakhiri pertemuan.  
   d. Siswa berdoa bersama guru untuk mengakhiri pertemuan. | 15 menit |

b. Pertemuan 2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | a. Guru memberi salam (greeting)  
   b. Guru mengajak siswa untuk berdoa  
   c. Peserta didik merespon salam dan berdoa bersama guru  
   d. Guru memeriksa kehadiran siswa  
   e. Guru memberikan pertanyaan mengenai tema yang akan diajarkan  
   f. Peserta didik menyatakan kehadiran dan merespon pertanyaan guru  
   g. Guru menyampaikan tujuan pembelajaran | 30 menit |
| Inti | a. Mengamati  
   • Guru mereview kembali materi pembelajaran minggu lalu tentang teks deskriptif. | 90 menit |
<p>| | |</p>
<table>
<thead>
<tr>
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<td></td>
</tr>
</tbody>
</table>

- Siswa diberikan treatment menggunakan Sustained Silent Reading Method.

b. Mempertanyakan

- Guru mengarahkan peserta didik untuk bertanya mengenai materi yang telah disampaikan tadi.
- Siswa menanyakan mengenai materi yang telah disampaikan tadi.

c. Mengeksplorasi

- Guru membagi teks berbentuk Descriptive Text kepada tiap-tiap peserta didik. Dengan topic “Cristiano Ronaldo”
- Guru memberi waktu kepada peserta didik untuk membaca teks yang sudah dibagikan.
- Peserta didik membaca teks dengan menggunakan salah satu variasi dari metode sustained silent reading yang bernama Guided Repeated Oral Reading (GROR).
- Siswa membaca teks dengan keras diulang sampai 3 atau 5 kali.
- Siswa mendapatkan feedback dari guru.

d. Mengasosiasi

- Setelah membaca teks yang dibagikan, guru memberikan soal post-test.

e. Mengomunikasikan.

- Guru dan siswa menyimpulkan pembelajaran
Penutup

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
<td>Guru beserta peserta didik menyimpulkan kegiatan pembelajaran.</td>
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<tr>
<td>c.</td>
<td>Siswa berdoa bersama guru untuk mengakhiri pertemuan.</td>
</tr>
</tbody>
</table>

I. Penilaian

- Task I (setiap nomer memiliki nilai 5)
  \[ N = B \times 5 \]
  
  \[ N = \text{total skor} \]
  \[ B = \text{Benar semua soal yang dikerjakan} \]

- Task II
  - Jawaban lengkap = nilai 10
  - Jawaban tidak lengkap = nilai 5
  - Jawaban salah = nilai 3

Mengetahui,

Guru Kelas

Salatiga, 28 September 2018

Mengetahui,

Peneliti

Tri Yunifah, S.S.  Ainun Nuha
J. Kompetensi Inti

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, opraasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian / kerja Bahasa Inggris pada tingkat teknis, spesifik, detil dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni budaya dan humaniora dalam konteks pengembangan potensai diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional dan internasional.

KI 4 : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian / kerja Bahasa Inggris.

Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukan keterampilan menalar, mengolah dan menyaji secara efektif, kreatif, produktif, kritis mandiri, kolaboratif,
komunikatif dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajariya di sekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

Menunjukkan ketrampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajariya disekolah, seta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
<td>Pengetahuan 3.4.1 Mengidentifikasi tentang teks deskriptif. 3.4.2 Memahami unsur-unsur teks deskriptif.</td>
</tr>
<tr>
<td>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>Keterampilan 4.4.1 Menyusun teks deskriptif sesuai dengan unsur-unsur teks tersebut. 4.4.2 Mengerjakan soal yang sudah disediakan berkaitan dengan teks deskriptif.</td>
</tr>
</tbody>
</table>

L. Tujuan Pembelajaran

Pengetahuan
3.1.1 Diberikan materi tentang teks deskriptif, siswa dapat mengidentifikasi teks deskriptif yang telah disediakan.
3.1.4 Diberikan contoh teks deskriptif, siswa dapat memahami bagaimana unsur-unsur teks deskriptif.

Keterampilan
4.1.3 Diberikan contoh teks deskriptif, siswa dapat menyusun teks deskriptif secara tepat.
4.1.4 Diberikan soal yang berkaitan dengan teks deskriptif, siswa dapat mengerjakan soal yang sudah disediakan.

M. Materi Pembelajaran
a. Definisi Teks Deskriptif
   Teks deskriptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, temat atau benda tertentu.

b. Struktur Teks Deskriptif
   - Identification, (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
   - Description, (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif
   - Menggunakan simple present tense
   - Menggunakan attribute verb, seperti be (am, is, are)
   - Hanya fokus pada satu objek tersebut

d. Contoh Teks Deskriptif
   The National Monoment (of Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia’s independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

   The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles a mortar rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

   The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is
topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

N. Metode pembelajaran
Pendekatan : Scientific approach
Metode : Sustained Silent Reading

O. Media
c. Media : Paper
d. Alat dan Bahan : Whiteboard, Marker.

P. Sumber Belajar
c. Internet
   - www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html?m=1
d. Buku

Q. Langkah-langkah Kegiatan Pembelajaran
c. Pertemuan 1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan h.</td>
<td>Guru memberi salam (greeting)</td>
<td>30 menit</td>
</tr>
<tr>
<td>i.</td>
<td>Guru mengajak siswa untuk berdoa</td>
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<tr>
<td>j.</td>
<td>Peserta didik merespon salam dan berdoa bersama guru</td>
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<td>k.</td>
<td>Guru memeriksa kehadiran siswa</td>
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<td>l.</td>
<td>Guru memberikan pertanyaan mengenai tema yang akan diajarkan</td>
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<td>m.</td>
<td>Peserta didik menyatakan kehadiran dan merespon pertanyaan guru</td>
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<td>n.</td>
<td>Guru menyampaikan tujuan pembelajaran</td>
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<tr>
<td>f. Mengamati</td>
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<tr>
<td>• Guru menjelaskan tentang teks descriptive.</td>
<td></td>
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<tr>
<td>• Guru menjelaskan unsur-unsur teks descriptive.</td>
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<tr>
<td>• Guru memberikan contoh teks descriptive.</td>
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<tr>
<td>• Guru menjelaskan unsur-unsur teks descriptive dalam contoh teks descriptive tersebut.</td>
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<tr>
<td>• Guru meminta siswa mengerjakan soal pre-test terkait sebelum diberikan treatment menggunakan Sustained Silent Reading Method dengan materi yang telah disediakan oleh guru.</td>
<td></td>
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<tr>
<td>• Siswa diberikan treatment menggunakan Sustained Silent Reading Method.</td>
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<tr>
<td>g. Mempertanyakan</td>
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<tr>
<td>• Guru mengarahkan peserta didik untuk bertanya mengenai materi yang telah disampaikan tadi.</td>
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<tr>
<td>• Siswa menanyakan mengenai materi yang telah disampaikan tadi.</td>
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<tr>
<td>h. Mengeksplorasi</td>
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<tr>
<td>• Guru membagi teks berbentuk Descriptive Text kepada tiap-tiap peserta didik. Dengan topic “My Favorite Book”</td>
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<tr>
<td>• Guru memberi waktu kepada peserta didik untuk membaca teks yang sudah dibagikan.</td>
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<tr>
<td>• Peserta didik membaca text dengan menggunakan variasi dari metode sustained silent reading yang bernama Independent Reading (IR).</td>
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90 menit
<table>
<thead>
<tr>
<th></th>
<th>i. Mengasosiasikan</th>
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<tbody>
<tr>
<td></td>
<td>• Guru memberikan feedback diakhir pembelajaran tersebut.</td>
</tr>
<tr>
<td></td>
<td>j. Mengomunikasikan.</td>
</tr>
<tr>
<td></td>
<td>• Guru dan siswa menyimpulkan pembelajaran yang sudah dipelajari hari ini.</td>
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</tbody>
</table>

| Penutup | e. Guru beserta peserta didik menyimpulkan kegiatan pembelajaran. |
|         | f. Siswa mendengarkan penjelasan guru mengenai rencana pembelajaran selanjutnya. |
|         | g. Guru mengajak siswa untuk mengakhiri pertemuan. |
|         | h. Siswa berdoa bersama guru untuk mengakhiri pertemuan. |

|     | d. Pertemuan 2 |
| Pendahuluan | h. Guru memberi salam (greeting) |
|             | i. Guru mengajak siswa untuk berdoa |
|             | j. Peserta didik merespon salam dan berdoa bersama guru |
|             | k. Guru memeriksa kehadiran siswa |
|             | l. Guru memberikan pertanyaan mengenai tema yang akan diajarkan |
|             | m. Peserta didik menyatakan kehadiran dan merespon pertanyaan guru |
|             | n. Guru menyampaikan tujuan pembelajaran |
| Inti | f. Mengamati |
|     | • Guru mereview kembali materi pembelajaran minggu lalu tentang teks deskriptif. |

<table>
<thead>
<tr>
<th></th>
<th>Waktu</th>
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<tbody>
<tr>
<td>e. Guru beserta peserta didik menyimpulkan kegiatan pembelajaran.</td>
<td>15 menit</td>
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<tr>
<td>f. Siswa mendengarkan penjelasan guru mengenai rencana pembelajaran selanjutnya.</td>
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<tr>
<td>g. Guru mengajak siswa untuk mengakhiri pertemuan.</td>
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<tr>
<td>h. Siswa berdoa bersama guru untuk mengakhiri pertemuan.</td>
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<tr>
<td>h. Guru memberi salam (greeting)</td>
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• Siswa diberikan treatment menggunakan Sustained Silent Reading Method.

g. Mempertanyakan
• Guru mengarahkan peserta didik untuk bertanya mengenai materi yang telah disampaikan tadi.
• Siswa menanyakan mengenai materi yang telah disampaikan tadi.

h. Mengeksplorasi
• Guru membagi teks berbentuk Descriptive Text kepada tiap-tiap peserta didik. Dengan topic “My Favorite Doll”
• Guru memberi waktu kepada peserta didik untuk membaca teks yang sudah dibagikan.
• Peserta didik membaca text dengan menggunakan variasi dari metode sustained silent reading yang bernama Independent Reading (IR).
• Siswa membaca teks tersebut dalam keadaan diam dengan waktu 15 menit.
• Siswa mendapatkan feedback dari guru dan teman lainnya.

i. Mengasosiasi
• Setelah siswa membaca teks dan berdiskusi, guru memberikan soal post test.

j. Mengomunikasikan.
• Siswa diminta oleh guru untuk menyelesaikan soal post test dikelas kemudian dikumpulkan.
• Guru dan siswa menyimpulkan pembelajaran
yang sudah dipelajari hari ini.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>15 menit</th>
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<tbody>
<tr>
<td>d. Guru beserta peserta didik menyimpulkan kegiatan pembelajaran.</td>
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<td></td>
</tr>
</tbody>
</table>

R. Penilaian

- Task I (setiap nomer memiliki nilai 5)
  \[ N = B \times 5 \]
  
  \[ N = \text{total skor} \]
  \[ B = \text{Benar semua soal yang dikerjakan} \]

- Task II
  - Jawaban lengkap memiliki nilai 10
  - Jawaban tidak lengkap memiliki nilai 5
  - Jawaban salah memiliki nilai 3

Salatiga, 28 September 2018

Mengetahui,

Peneliti

Guru Kelas

Tri Yunifah, S.S.  
Ainun Nuha
PRE-TEST CYCLE I

Task I

This text are for questions number 1-5.

My neighbor has a beautiful Persian cat. He named it Momo. He bought that cat when he was in America for vacation. Everyday, I can see the cat walking through my wall fence. Sometimes it sits for a few times seeing something under the wall before it suddenly run away to catch it. The colour of the fur is white. It has long fur. It is a male Persian cat. Its face is actually so scary because its eyes and nose is black. In addition, my neighbor says that it is a limited cat in America because the price is so expensive. He loves his cat very much. He always keep the cat well by giving the best food. Every weekend, he spends several hours to take care of his cat.

1. What is the text about?
   a. My neighbor’s friend
   b. My neighbor’s Persian cat
   c. My neighbor’s family
   d. My neighbor’s wife

2. What is the purpose of the text?
   a. To persuade the readers
   b. To entertain the readers
   c. To describe something
   d. To tell us past experience

3. The following statement are true according to the text, except . . .
   a. My neighbor is my friend
   b. Color of Persian cat is white
   c. Persian cats is my neighbor cats
   d. The price so expensive

4. “My neighbor has a beautiful Persian cat.” (line 1)
   What does the word ‘beautiful’ mean?
   a. Kind
   b. Famous
   c. Handsome
   d. Pretty

5. How does Persian cat hair?
This text are for questions number 6 – 10

Paris is the capital city of France. It’s located in the France’s north-central part that covers a region of 105 square kilometers. It is one of the most beautiful cities in the world. It is also one of the world’s most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the City of Light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world’s largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favorite place to visit.

6. What is the main idea of the text?
   a. Paris is the capital city of France
   b. The most popular place in Paris
   c. Paris is often called the City of Light
   d. Every year millions people visit Paris

7. Which one is true according to the text?
   a. Only several beautiful place in Paris
   b. Every month million people visit Paris
   c. The symbol of Paris is The Cathedral of Notre Dame
   d. The most popular place to visit is the Eiffel Tower

8. “It is one of the beautiful cities in the world” (line 1)
The word “It” refers to …
   a. Capital city
   b. City of Light
   c. Paris
d. Church

9. “….. a famous church” (line 7)

The word “famous” have same meaning with…

a. Beautiful
b. Familiar
c. Kind
d. Handsome

10. The generic structure according to the text is…

a. Identification and description
b. General classification and description
c. Orientation, event and re-orientation
d. General statement, sequenced and conclusion

Task II

Read this following text carefully and then answer the questions!

Prambanan is the largest and the most beautiful Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple was built during the Hindu kingdoms in Indonesia in the 10th century.

As the temple which is very beautiful and gorgeous, the building complex of Prambanan temple at an altitude of 154 m above sea level. It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by Rakai Pitan, king of Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple?
12. What is the best title for the next above?
13. What is the generic structure in paragraph 1 and 2?
14. What is the purpose of the text above?
15. When was it built completely?
Maudy Ayunda is my favorite artist. She was born in Jakarta, December 19, 1994. She is very beautiful and smart. She makes me fall in love with her since the first time I saw her at TV. It is when she promoted a beauty product on a TV’s advertisement. Since then, she plays many movies and also becomes a singer. Her voice is also wonderful. She has another hobbies include swimming, writing, and playing piano. I like the song since the first time I heard it. Maudy is also an artist that care about her education. I heard that now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.

1. What is the text about?
   a. Maudy Ayunda
   b. Maudy Ayunda songs
   c. My favorite artist
   d. My favorite songs

2. What is the purpose of the text?
   a. To describe something
   b. To tell us past experience
   c. To persuade the readers
   d. To entertain the readers

3. The following statement are true according to the text, except . . .
   a. She is studying at foreign university
   b. Maudy don’t care about her education
   c. Her voice is also wonderful
   d. She is beautiful and smart

4. “She is very beautiful and smart” (line 1)
   What does the word “smart” mean?
5. Where does Maudy Ayunda studying?
   a. Jakarta University  
   b. Mangalore University  
   c. Oxford University  
   d. Foreign University

This text are for questions number 6-10.

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, Kamadhatu, Rupadhatu, and Arupadhatu. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

6. What is the main idea of the text?
   a. Borobudur is located in Magelang
   b. Borobudur is a Buddhist temple
   c. Borobudur is well known all over the world
   d. It was built in the ninth century

7. Which one the true according to the text?
   a. Borobudur is divided into three spiritual spheres
   b. Design of Borobudur universe in Buddhist India
   c. Borobudur is rededicated as an Indonesian monument in 1988
   d. Borobudur is ancient Mataram Kingdom

8. “It is believed that the universe is divided into three spiritual spheres . . .” (line 5)
The word “It” refers to …

a. Borobudur
b. Buddhist cosmology
c. Symbolizes the conception
d. Design of Borobudur

9. “Its **construction** is influenced by the Gupta architecture of India.” (line 3)

The word “construction” have same meaning with…

a. Consumption
b. Production
c. Product
d. Use

10 The generic structure according to the text is…

a. General statement, sequenced and conclusion
b. General classification and description
c. Identification and description
d. Orientation, event and re-orientation

**Task II**

**Read this following text carefully and then answer the questions!**

I have a favorite book. It is not actually a book, but a set of novels. The story is about a magical world and dragons, my favorite mythical creature. My sister bought it for me when she went to England last year to finish her research. I was very happy to get it.

My favorite set of novels consist of four thick novels. Each of it contains 500 to 600 pages. The text is in English. Sometimes I have to open my dictionary to check the meaning of some words. The book cover is made of leather. The color of the leather is different for each book, they are
brown, light brown, yellow, and red leather. The title of each book is written on the left side and on the front side of the novel. There is also a box especially designed to keep all the novels.

11. What is favorite book of the writer?
12. How many favorite set of novel?
13. What is the generic structure in paragraph 1 and 2?
14. What is the purpose of the text about?
15. When my sister bought a set of novels?
PRE-TEST CYCLE II

Task I

This text are for questions number 1-5.

Justin Bieber is my favorite singer. I love his music. He makes me happy when I hear him singing. When I am really down and sad, I will hear one of Justin’s songs. He is also cute. I like the way he sings and when I heard the first song ‘Baby’ and saw him do the video of the song and that’s how I started like him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time. His music gave me an awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teach me that dreams do come true if you really want it.

1. What is the text about?
   a. My favorite singer                  c. Justin Bieber
   b. My favorite song                   d. Justin Bieber songs

2. What is the purpose of the text?
   b. To persuade the readers            c. To entertain the readers
   c. To describe something              d. To tell us past experience

3. The following statement are true according to the text, except . . .
   a. Justin taught me to never say never c. Justin can’t play kind of instruments
   b. I love his music                    d. Justin is my favorite singer

4. “He can also play any kind of . . .”

   What does the word “kind” mean?
   a. Cute                              c. Lost
   b. Type                              d. Get
5. What does first song of Justin Bieber?
   a. Baby
   b. Never Say Never
   c. Love Me
   d. What Do You Mean

This text are for questions number 6-10

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975. The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia.

6. What is the main idea of the text?
   a. The National Monument was built to commemorate the struggle
   b. The National Monument is located in Central Jakarta, Indonesia
   c. The obelisk was built in 1961
   d. The National Monument is a rectangular tower

7. Which one the true according to the text?
   a. It was opened to the public in 1961
   b. This obelisk was built in 1975
   c. The height of National Monument is 132 meters
   d. Monas is located in Central Java

8. “It was opened to the public in 1975” (line 3)
The word “It” refers to …
   a. Obelisk
   b. People in Indonesia
   c. Monas
d. Ruang kemerdekaan

9. “. . . the base part of the tower with the size of 80 x 80 meters.” (line 8)
   a. Way
   b. Try
   c. Portion
   d. Public

10. The generic structure according to the text is…
   a. General classification and description
   b. Identification and description
   c. Orientation, event and re-orientation
   d. General statement, sequenced and conclusion

Task II

Read this following text carefully and then answer the questions!

Vinda is 24 years single women. She comes from Jogjakarta, Central Java. She was just graduate from English Department of state university in Jogjakarta. Now she works in one of big companies in Surabaya.

Vinda has some hobbies. One of her hobbies is traveling. She has visited many regions in Indonesia, such as North Sumatra, Ujung Kulon, Bali, Lombok, North Sulawesi, etc. She has a great dream. It is visiting Mecca in Saudi to do the pilgrimage. She wants to visit Mecca with her family. She hopes that next year her dream will come true. She loves pets. She has three cute pets at home. She loves them very much. She always keeps the pets well by giving the best food. Other things that Vinda likes to do are getting up early in the morning and going to bed early at home.

11. Where did she graduate from?
12. Where are she working now?
13. How many pets she have at home?
14. How does she keep her pets?
15. Does she have one hobby or more than one hobby?
POST-TEST CYCLE II

Task I

This text are for questions number 1-5.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His complete name is Cristiano Ronaldo. We call him as Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR7 is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid. Cristiano Ronaldo is a famous footballer. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People knows Cristiano Ronaldo as a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

1. What is the text about?
   a. Real Madrid’s fans  
   b. Ronaldo was born in Funchal Ronaldo  
   c. Good football player  
   d. Cristiano Ronaldo

2. What is the purpose of the text?
   a. To persuade the readers  
   b. To entertain the readers  
   c. To describe something  
   d. To tell us past experience

3. The following statement are true according to the text, except . . .
   a. Cristiano Ronaldo is a famous actor  
   b. Ronaldo was born in Funchal, Portugal  
   c. He can run fast and dribble  
   d. Madridista calls him CR7

4. “But, Madridista (Real Madrid Fans) . . .” (line 2)
What does the word ‘beautiful’ mean?

a. Familiar  
b. Lover  
c. Like  
d. Famous

5. Where does Cristiano Ronaldo born?

a. Manchester United  
b. Manchester City  
c. Madridista  
d. Funchal, Madeira, Portugal

This text are for questions number 6-10.

It is the most famous island in Indonesia. It is an awesome place which holds spectacular combination of natural beauty and cultural landscape. Here the culture continues to be preserved from generation to generation. This island is called Bali. Bali is well known by many names; the island of gods, thousand-temples island, and the island of paradise. Bali has dramatic dances, diverse customary ceremonies, and the best traditional culinary. This exotic island has many interesting things such as surfing, diving, and jungle tracking which challenging your courage. That is why Bali is nominated as the World's Best Island in 2009 by Travel and Leisure Magazine.

6. What is the main idea of the text?

a. The most famous island in Indonesia is Bali  
b. Bali is well known by many names  
c. This exotic island has many interesting things  
d. Bali is nominated as the World’s Best Island

7. Which one is true according to the text?

a. Bali is nominated as the World’s Best Island in 2006  
b. Bali is well known by many names, god of island, thousand temple, and paradise  
c. The most famous island in Indonesia is Prambanan
d. This exotic island has only several things

8. “This exotic island has many interesting things” (line 4)
   The word “This” refers to …
   a. Bali
   b. Thousand temple
   c. Famous island
   d. Traditional culinary

9. “It is the most famous island in Indonesia” (line 1)
   The word “famous” have same meaning with…
   e. Beautiful
   f. Familiar
   g. Kind
   h. Handsome

10. The generic structure according to the text is…
    e. General statement, sequenced and conclusion
    f. General classification and description
    g. Orientation, event and re-orientation
    h. Identification and description

**Task II**

**Read this following text carefully and then answer the questions!**

I have a favorite doll. It is an original Teddy Bear from America. Aunt Lily gave it to me last year when she returned from her business trip in New York. I was very happy. I put it on a cabinet next to my bed. Sometimes I use it as a pillow.

My Teddy Bear is very big, and the colour is brown. It is about 150 centimeters tall and the width is about 50 centimeters. It is almost as big as my body. It is made of typical kind of fabric called rasfur. The head is round with the size of 25 centimeters. It has two ears which located on top
of its head. The shape of the ear is half circle and the size is half of my palm. The colour of its eye is dark brown. I think it is made of glass since I can see through it. It has a light brown ribbon encircling its neck. On the sole of each foot, there is a paw pattern made of smooth fabric.

11. Where did she get an original Teddy Bear?
12. What is the color of Teddy Bear?
13. What is the fabric of the doll caled?
14. How is the tall of the doll?
15. When did Aunt Lily gave an original Teddy Bear to the writer?
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Salatiga, 30 Juli 2018

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

NIP. 170919401963031003

[Stamp]
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Ainun Nuha
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Dosen Pembbining : Hanung Triyoko, S.S., M.Hum., M.Ed
Judul Skripsi : surat penunjukas pembbining skripsi
THE USE OF TRANSLATORSHIP GAMES TO IMPROVE THE STUDENTS’ READING COMPREHENSION ON RECOUNT TEXT: A Classroom Action Research

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Dosen Pembbining,
Hanung Triyoko, S.S., M.Hum., M.Ed
NIP. 19730815 199903 1 003

Catatan:
Jika ada penulisan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat penunjukkan Pembbining Skripsi kecuali ada Surat dari Kelu Program Studi tentang Penggantian Dosen Pembbining Skripsi.
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telp (0258) 6031264 Kode Pos 50718 Salatiga
Website: http://tarbiyah.iasalatiga.ac.id e-mail: tarbyah@iasalatiga.ac.id

Nomor: B-172/III.21/D1/1/PN.03.1/07/2018 Salatiga, 23 Juli 2018
Lamp: Proposal Penelitian
Hal: Permohonan Izin Penelitian

Kepada
Yth. Kepala Sekolah SMK PGRI 2 Salatiga

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Ainun Nuha
NIM : 113-14-164
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
The Use of Sustained Silent Reading (SSR) Method to Improve the Students’ Reading Comprehension on the First Grade Students of SMK PGRI 2 Salatiga in the Academic Year of 2018/2019.

Dosen Pembimbing : Hanung Triyoko, S.,S., M.Hum., M.Ed.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK PGRI 2 Salatiga, mulai tanggal 23 Juli 2018 sampai dengan selesai.
Demikian, atas bermanfaat izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

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NIP. 19690817 199603 1004

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SURAT KETERANGAN
Nomor : 423/196/2018

Yang bertanda tangan dibawah ini:

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NIP : 19651101 199003 1 010
Jabatan : Kepala Sekolah
Unit Kerja : SMK PGR1 2 Salatiga

Menerangkan bahwa:
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NIM : 113 – 14 -164
Program Studi : Tadris Bahasa Inggris
IAIN Salatiga

Telah melaksanakan Penelitian Tugas Akhir di Sekolah Menengah Kejuruan di (SMK) PGR1 2 Salatiga pada 03 Agustus s/d 31 Agustus 2018 dengan judul “The Use Of Sustained Silent Reading (SSR) Method to Improve The Student’s Reading Comprehension At The First Grade Students Of SMK PGR1 2 Salatiga In The Academic Year 2018 / 2019”

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Salatiga, 28 September 2018
Kepala Sekolah

HERIYANTA, S.Pd
The teacher checked attendance list

Before began the class the teacher gave a greeting

The teacher explained about Descriptive Text
The students pay attention to the teacher

The students working on the test

The students of A class In SMK PGRI 2 Salatiga
CURRICULUM VITAE

Full name : Ainun Naha

Nick name : Ainun

Date of Birth : January, 29 1996

Address : Ngrawan Lor, RT 04 RW 14 Bawen Semarang

Faculty : English Education Department

Education history :

1. SD N 02 Ciuyah in 2008
2. MTs N Salatiga in 2011
3. MAN Salatiga in 2014
4. IAIN Salatiga Graduated in 2019

Salatiga, December 05 2018

Ainun Naha

NIM: 113-14-164