THE USE OF SUSTAINED SILENT READING (SSR)
METHOD TO IMPROVE THE STUDENTS’ READING
COMPREHENSION
(A Car on the Second Grade Students of MTs Sudirman Truko in the
Academic Year 2014/2015)

GRADUATING PARER

Submitted to the Board of Examiners as a Partial Fulfillment of
The Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In English Department of Education Faculty

By
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11310002

ENGLISH DEPARTMENT OF EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
(STAIN) SALATIGA
2015
DECLARATION

In the name of Allah, the most Gracious and the most Merciful

Hereby the writer fully declares that this graduating paper is composed by the writer herself, and it is not containing materials written or has been published by other people, and those from other references.

The writer is capable to account for the graduating paper, if in the future this can be proved of containing other’s ideas, or in fact, the writer imitates the other’s graduating paper. Likewise, this declaration is made by the writer and the writer hopes that the declaration can be understood.

Salatiga, 28 November 2014

The writer

TRIYANAH
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ATTENTIVE COUNSELOR’S NOTE

Case: Triyanah’s Graduating Paper

Salatiga, 28 November 2014

Dear: 

The Rector of State Institute for Islamic Studies Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Triyanah’s graduating paper entitled “THE USE OF SUSTAINED SILENT READING (SSR) METHOD TO IMPROVE THE STUDENTS’ READING COMPREHENSION” (A CAR ON THE SECOND GRADE STUDENTS OF MTs SUDIRMAN TRUKO IN THE ACADEMIC YEAR 2014/2015), I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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“THE USE OF SUSTAINED SILENT READING (SSR) METHOD TO IMPROVE THE STUDENTS’ READING COMPREHENSION” (A CAR ON THE SECOND GRADE STUDENTS OF MTs SUDIRMAN TRUKO IN THE ACADEMIC YEAR 2014/ 2015)

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Motto

“The man (or woman) who can make hard things easy is the real educator”

~Ralph Waldo Emerson~
DEDICATION

This work is sincerely dedicated for:

1. My God Allah Most Gracious….Most Merciful.

2. My beloved Husband (Solikhin S.PdI)

3. My beloved parents, my father (Zainuri) and my mother (Sutirah) who always pray, guide, motivate me to become better person.

4. My beloved sisters (Khotibiand Sri Lestari) and my big family who fill my life with love and affection.

5. My counselor, Mr.Faizal Risdianto S.S M.Hum. Thank for you advice. Every student should be so lucky to have counselor like you.

6. All of big family MTs Sudirman Truko, the head master, all of my teachers and students of VIII B class.

7. My lovely best friends (Fakiyah, Rahayu, Ratna, Irma, Restu, Wiwit, Hikmah).
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Bismillahirrahmanirrahim,

In the name of Allah, the most gracious, the most merciful, the lord of universe, because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan in English Department of Educational faculty of State Institute for Islamic Studies (STAIN) Salatiga in 2014.

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 those supports, guidance, advice, help and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

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3. Mr. Faizal Risdianto S.S M. Hum as consultant, who has educated, supported, directed and given the writer advice, suggestion and recomendation for this graduating paper from beginning until the end. Thank you for your patience and care.
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7. All of the staffs who have helped the writer in processing of graduating paper administration.

8. Everybody who has helped me in finishing this thesis. Thank you for all supports, advice, suggestion and other helps that you all gives. The writer hopes that this thesis will useful for everyone.

Salatiga, 28 November 2014

The writer

Triyanah

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ABSTRACT


*Keywords*: Sustained Silent Reading Method, Reading Comprehension

The purpose of language teaching in Junior High school is to achieve functional level. In the functional level, they can develop the competence in communicating orally and written to resolve daily problems. The real problems faced by the students in the school in learning and teaching English are Reading comprehension. The aim of the research is to improve the students’ reading comprehension trough Sustained Silent Reading method. SSR method in teaching learning English hopefully can help the students to improve their reading comprehension. This research will answer these main questions: (1) how is the implementation of SSR method to improve the student’s reading comprehension (2) How far the improvement of students’ reading comprehension on the second grade students of MTs SudirmanTruko. (3) How is the result of the study after using SSR method in the students’ reading comprehension of the second grade students of MTs SudirmanTruko.

The subject of the research is VIII B class of MTs SudirmanTruko in the academic year 2014/2015. The methodology of this research used Classroom Action Research (CAR). It is conducted in three cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The results shows that the students’ reading comprehension increases from pre test to post test of the cycle I, cycle II and cycle III. The results from cycle I to III are 37%, 16, 26% and 28, 11%. The findings show that the improvement of the students’ reading comprehension is significant after applying SSR method.
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GRADUATING PAPER
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2nd examiner : Sari Famularsih, S.Pd.I., M.A.

Salatiga, 21 February 2015

Head of STAIN Salatiga

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English as the first foreign language is taught at school starting from elementary school level up to the university level. The general objective of teaching English in Indonesia based on the competence based curriculum 2004 is to develop students’ communicative competence of the four language skills or aspects of teaching and learning; listening, speaking, reading, and writing (Depdiknas, 2006: 171).

Reading is one part of four skills that have to be mastered by the students. It is closely linked to other skills such as speaking, writing and listening. These language skills can not be separated each other. The important thing in reading is comprehension of the text beside the knowledge of letters and punctuation, reader needs the skill to comprehend a reading. This is intended to encourage students to enjoy reading and have comprehension skill of reading. Reading becomes important because it will bring some advantages. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not gained from lessons at school from the teacher’s explanations.
In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

The purpose of language teaching in Junior High school is to achieve functional level. In the functional level, they can develop the competence in communicating orally and written to resolve daily problems. They have a consciousness of the importance and essential of English in global era. They can develop their comprehension about language and culture. In other hand, the purpose of language teaching in Junior high school is to achieve informational level because they are prepared to continue their education in University levels (Depdiknas, 2006: 212)

For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing).
In Elementary School who are finding the difficulties in reading skill. It is caused by the reason that textbook or text has their own levels of difficulties according to the readers’ ability. Therefore, one of study (center instruction of student) it to make students learn work together and learning process. Sometimes, reading is seen as simple activity, but actually it is a complex activity. We do not just speak of symbols that from of writing but also to understand the purpose of the text. In reading, students are expected to observe, understand and think.

However, the reality is not like the explanation above. Students in MTs SudirmanTruko indicate that the reading comprehension is less in understanding of the text beside the knowledge of letters and punctuation. According the observation before, they are difficulty to understand some of text especially in longer text. Some students think it is hard. When the teacher ask them to read, and look for the main idea they do not do it, they wait another friend and cheat it. It happened because they are less in vocabulary, have not read, less motivate by themselves. So they get bad score in exam than other. Another problem that coming up is the student’s bored when they get reading lesson from their teacher. It happened because the teacher used conventional method like student asked to read some text then try to answer the question, or find the main idea. It made the students not interested with the materials.

According to those considerations, the writer is interested in doing research entitled:
"THE USE OF SUSTAINED SILENT READING (SSR) METHOD TO IMPROVE THE STUDENTS’ READING COMPREHENSION OF THE SECOND GRADE STUDENTS OF MTs SUDIRMAN TRUKO IN THE ACADEMIC YEAR 2014/2015”.

B. Limitation of the Study

In order to make a focus in this research, especially in the explanation, the writer limits the study as follows:

1. The research is limited in using sustained silent reading (SSR) method.
2. The research is limited in improving reading comprehension.
3. The research is carried out to the second grade students in MTs SudirmanTruko.

C. The Statement of the Problem

Based on the background above, the problems in this study can be formulated as follows:

1. How is the implementation of SSR method to improve the student’s reading comprehension?
2. How far the improvement of the students’ reading comprehension on the second grade students of MTs SudirmanTruko?
3. How is the result of the study after using SSR method in the students’ reading comprehension of the second grade students of MTs SudirmanTruko?
D. The Objective of the Study

Based on the problem formulation above, the objective of this research can be specified as follows:

1. To find out whether SSR can improve the students’ reading comprehension.
2. To know the improvement of students’ reading comprehension on the second grade students of MTs SudirmanTruko.
3. To find out the result of the study after using SSR method in the students’ reading comprehension of the second grade students of MTs SudirmanTruko.

E. The Benefit of the Study

The result of this research is expected to give contribution in some ways:

1. Practical advantages are:
   a. The Student’s reading comprehension is more developed than before used the method.
   b. The research will be improved by the writer himself in mastering English in reading comprehension.
2. Theoretical advantages are:
   a. The result of this research can be used as the reference for those who want to conduct a research in English teaching to build students reading comprehension.
   b. Research will be used for teacher in teaching English.
F. The Definition of Key Terms

Avoiding some incorrect interpretation of this research title, the writer would like to clarify and explain the term used:

1. SSR (Sustained Silent Reading)

Sustained Silent Reading: It is a classroom reading activity where students give a fixed period of time for the silent reading of self-selected material either for the purpose of enjoyment or for information (Moore, Jones, & Miller, 1980; Sadoski, 1984).

2. Improving students’ reading comprehension

a. Improving in the oxford dictionary is the process of becoming or making to the better (Hornby.2003:222).

b. Student is a person who studies at college, polytechnic or University: boy or girl anyone who studies or who devote the acquisition of knowledge. (Hornby,1974:437)

c. Reading

Reading is the skill or activity of getting information from books or the way in which you understand something (Cambridge advance learner’s dictionary: 2008).

d. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation, facts (Cambridge advance learner’s dictionary: 2008). 
G. Review of previous research

The following studies have been reviewed in relation to the present study.

The writer takes review of related researcher from other thesis as principle or comparative in this research. The first, previous is done by WidyaRahmawati, a student of Jember University in the academic year 2012, entitled “Improving reading skill through sustained silent reading strategy in the fourth grade students of SDN Gebang 02 Jember”. In this thesis she analyzed the affectivity of using SSR in teaching learning process. She concluded that by using SSR strategy could improve student’s reading skill and improve student’s motivation to read.

And the second review is “The use of student team achievement division to improve reading comprehension” (A car at MA Al-ManarTengaran in the academic year of 2012/2013). It was written by Any Laelasari, a student of state institute of Islamic studies in the academic year 2012. She concludes that by using STAD could improve student’s reading comprehension, interest and achievement. The implementation was reasonable because it could give motivation in learn English especially in reading.

The differences between the first research and my research are I will use more specific text, which is descriptive text. So the student can select one of all text that they like. In the first research, she selected Indonesian language teaching in applying SSR method but in my research I selected English language teaching. And the differenceses with the
second research is I’m use SSR method to improve the students’ reading comprehension but in her research use STAD method.

H. The Outline of the Thesis

The outline of thesis is given in order to make the reader understand the content of the paper.

Chapter I is introduction which deals with the background of the study, the definition of key term, the limitation of problem, the statement of problem, the objective of the study, the benefits of the study and the outline of the thesis.

Chapter II is theoretical review. It consists of; theoretical description of the general concept of reading comprehension, sustained silent reading (SSR) method, teaching reading and principles in teaching reading.

Chapter III is the research methodology. It covers the setting of the study, the subject of the study, the research method, the research procedure, technique of data collection and technique of data analysis.

Chapter IV deals with research finding that is loaded the description of data analysis.

Chapter V presents the conclusion of the study and suggestion for further study.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. General Concept of Reading

1. Definition of Reading

Reading is important skill to be mastered for English learners. Reading is only ability to read some text very quickly but the essential part of reading is when the reader can draw information from the text and to form an interpretation of that information. The readers of course has a specific reasons why they read the text and they have each interpretation toward what they have read, so the information that they get is absolutely different each other.

Daniel Hittleman cited by Dalman says reading is a verbal process interrelated to thinking with all other communication abilities such as: listening, speaking and writing. Specially, reading is the process of constructing from the printed partners on the page the ideas and information intended by the author. (Dalman.1982:23).

Dechant cited by Dalman define reading is the process of giving the significance intended by the writer to the graphic
symbols by relating them to one’s own found of experience. (Dalman, 1982: 22)

The goal of reading is comprehension. Alexander (1998:127) shows the fact that comprehension is an activity process that involves the child’s integration of prior knowledge with information in the text in order to comprehend the text. Among the major goals of reading instruction today is the development of learners who understand. Need to comprehend abilities to understand concept presented in print to think about the material reading and to use that is relevant purpose.

To reach the goal, the reader needs a strategic called strategic reading. It is defined as the ability of reader to use a wide variety of reading strategies to accomplish a purpose for reading. The reader needs also be fluent in reading, called fluent reading. It is defined as the ability to read an appropriate rate with adequate comprehension. The writer concludes that there are four elements, which are very essential in reading. They are reader, strategy, fluency and text. In this context the reader is the subject or learners, they need strategy to be a strategic and fluent reader, and the text is a media to help reader actively engages with the text and build their understanding of it.

According to Grabe and Stoller (2002:10) state that “Reading is the ability to draw meaning for the printed page and
interpret this information appropriately." They also state that people read for general comprehension (whether for information or for pleasure) here the reader read a novel, a short story, a newspaper article, or a report of some type to understand the information of the text, to be entertained and/or to use the specific details but to have a good grasp of the main ideas and support ideas, and to relate those main ideas to background knowledge as appropriate”.

It means that the purpose of reading in school is to develop in each child abilities and skill necessary for using reading as a means of securing information and deriving pleasure. The more specific goals of reading program is the development of fundamental reading skills is recognizing words, securing word meaning, comprehending and interpreting what is read.

2. Types of Reading

Reading skill can be distinguished at least four type namely:

a. Scanning: is making quickly over view of passage, looking for specific information. Example: scanning exercises may asked students to looked for names dates, to find a definition of key concept or to list certain number of supporting details.

b. Skimming: is making uses same approach, except that instead of concentrating on specific information, we are looking for the
main idea or the general gist of the passage. Example: identifying significant words detail sand ideas.

c. Extensive reading: is rapid reading for main ideas of the large amount of text. Example: student found the main ideas of the large amount of text.

d. Intensive reading: is reading for complete understanding of entire text. Example: the student could understand the content and meaning in the text. (Krashen, 1987:7).

3. Principles in teaching reading

There are principles behind the teaching reading namely:

a. Reading is not passive skill.

b. Students should be engaged with what they are reading.

c. Students should be encouraged to respond the content of reading text, not just to the language.

d. Prediction is a major factor in reading.

e. Match the text to the topic.

f. Good teacher explore reading text fully. (Harmer. 1988:70)

4. Reading Comprehension

a. Definition of reading comprehension

Comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’
basic cognitive and intellectual skills, upon their background of experience (vocabulary, knowledge, concept and ideas); and upon their language skill (knowledge, morphology, syntax and grammar). (Emerald, 1982:312)

According to Scott (2009:24), “reading comprehension is an interactive process and that reading comprehension instruction is an interaction between students and teachers as they negotiate text. The idea that reading is an interactive process is a theoretical lens that has guided literacy scholars for decades”.

In conclusion reading comprehension is a complex activity where the reader can get knowledge from the text both of information or message and new vocabularies; furthermore, to understand text the reader need to find out the meaning or the correlation between the sentences that establish in the whole text.

They can retell again the information that they have read depend on their knowledge, culture and background. Finally, there are a lot of benefits that the reader can get from reading. If we read a lot of books, magazines, articles, and many things you can get a lot of knowledge and information from it.
b. Levels of comprehension

Shah Mahmoud states that there are three levels of reading comprehension (Mahmoud, 1992:102-103) as follows:

1) Literal reading is the ability to follow direction and understands exact words, meaning, and characters. The literal level of comprehension is fundamental to all reading skills at any level because reader must understand what the author says before he can draw an inference or make an evaluation. The level is considered to the easiest levels of reading comprehension because reader is not required to go beyond what author actually to say.

2) Aesthetic reading is the ability to appreciate artistically the style and over all quality what of being read.

3) Critical reading consists of making factual distinction between common ideas, fact, and opinion. Critical reading requires reading with an inquiring mind and with active, creative looking for false statement or means questioning, comparing and evaluating.

c. Factors affecting comprehension

The reading teachers must understand the factors that affect comprehension. The teacher should help individuals overcome their shortcoming in comprehending what they read.
Moreover, knowledge of the causes may help to prevent the accuracy of serious deficiencies. Those factors are:

1. Difficulty of material: one of major causes of lack of comprehension on the part of boys and girls are that teacher expects them to read materials beyond their level.

2. Intelligence: Students’ ability to comprehend in reading is sometimes limited by the conceptual “load”; that is mental ability enables to carry. All the mechanical reading skills in the world will not enable him to read materials involving abstractions beyond the level of this understanding.

3. Environment: noisy surrounding, inadequate lighting high or low temperatures, stimulating and distracting may interfere maximal comprehension.

4. Emphasis on word recognizing: method of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

5. Emphasis on oral reading: oral reading can have entire a desirable or a detrimental effect on comprehension. At times of oral reading a selection that is particularly difficult the reader may indicate his understanding of it, since he then not only sees but also hears what he reads.
6. Background of reading selection: a frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read.

7. Adjustment of reading techniques to purpose and type of material: effective reading requires a flexible approach to the printed page. It means that the reader will be versatility in adapting the reading method to the reading purpose and to the nature of the material. (Dalman, 1982:165-167)

B. General concept of Sustained Silent Reading (SSR) Method

1. Definition of SSR

Sustained silent reading is one of methods in teaching reading that focusing on how to comprehend the content of the reading itself. It used to increasing the students’ comprehension in reading. Here the students were asked to select their own reading text. Then they read the text silently. The value of this sustained silent reading are to give the students chance to get the text that they are interested, and it will make them easier to understand it. (Kurniawan, 2001:3)

Sustained silent reading is a time during which a class, or in some cases an entire school, reads quietly together. Students are allowed to choose their own reading materials and read independently during class time. (Stave Gardiner, 2005:15)
Sustained silent reading (SSR) is a school reading activity, which consists of a period of time during the school day when children and teachers in a class or in the entire school read self-selected books without interruption for purpose of enjoyment. (Mark C. Sadoski, 1982)

2. Applying Sustained Silent Reading Method

Sustained silent reading is one of methods in teaching reading that focusing on how to comprehend the content of the reading itself. It used to increasing the students’ comprehension in reading. Here the students were asked to select their own reading text. Then they read the text silently. The value of this sustained silent reading are to give the students chance to get the text that they are interested, and it will make them easier to understand it.

The aim of sustained silent reading is to help students develop a good habit of reading and improve English proficiency in the long run. According to several research studies, effects of SSR on students' reading include improvement in reading skills and vocabulary acquisition, as measured by reading test scores, developing a positive attitude towards reading and cultivating a better reading habit. (Chow, Ping-Ha & Chou, Chi-Ting in the Internet TESL Journal, Vol. VI, No. 11, November 2000)
Teacher as a Role Model

It means that in the process of learning in the class room. The teacher demonstrated the sustained silent reading, Then explained how to select the text, how to read, and how to comprehend the text. After that the students were asked to do the same things. To practice sustained silent reading. It was found that the students could select the text that they interested. Then they will easier to understand the text that they had selected.

By selected their own reading text, the students would select topics, the material that they would get. It could mean that the students would know the knowledge they would get. By applying the sustained silent reading it could provide a better knowledge base to the students. (Kurniawan, 2001:2)

C. General concept of Descriptive text

1. Definition of Descriptive Text

Descriptive text is to describe particular person, place or thing. (Sudarwati and Grace, 2006: 135)

2. The Generic Structure of Descriptive

According to Sudarwati and Grace (2006: 172) there are several important elements to make up a description, they are:
Identification: Mention the special particular.

Description: Mention the part, quality, and characteristics of the subject being described.

3. Language Features of Descriptive Text

Sudarwati and Grace (2006: 172) stated that the language features of descriptive text are:

a. The use of adjective and compound adjectives.
   
   Example:
   - A five hundred seated football stadium
   - A beautiful ancient roman opera house

b. The use of linking verbs / relating verbs.
   
   Example:
   - The temple is so magnificent
   - The temple consists of terraces

c. The use of Simple Present Tense.
   
   Example:
   - The museum blouses hundreds of Greek Statues
   - The hotel provides 450 rooms and a large swimming pool

d. The use of degree comparison
   
   Example:
   - The weather in Jakarta is hot better than Bandung
   - Bogor has the same weather as Ungaran
4. Example of Descriptive Text

Identification

One of the most interesting animals in the zoo is giraffe. This is the giraffe we saw at zoo. It is male and it is about six meter tall.

Description

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on skin. This coloring helps protect the giraffe. It also has two short horns its head.

Like a camel, it can go for a long time without drinking water. One source of water is the lives which it eats from trees. It is tall. So the giraffe can reach the tender leaves at the top of tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

(www.sekolah.oke.com)
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting of The Research

1. General situation of MTs SudirmanTruko

   The research was conducted at MTs SudirmanTruko. MTs SudirmanTruko is located in Truko Village, KecamatanBringin, Kabupaten Semarang, phone number 081326749300.

   Actually, MTs SudirmanTruko was built in 1933. The school has 6 classes. Two parallel classes are the seventh grade students. Other, two parallel classes are the eighth grade students. Another, two parallel classes are the nine grade students. The school location is about 15 km in the southeast of Salatiga city. In the west is farming field of the village and Gentan village. In the east is Truko’s traditional market. In the south is farming field of the Grogol village. In the north is Taruman village.MTs SudirmanTruko is far from public communication services and the surrounding environment is farming field community.

2. The List of Educational Facilities and Tools

   School facilities may consist of buildings and other school facilities needed by teachers, students and other stakeholders provided by school to support the successful of teaching-learning
process in school environment. Ideal school facilities can be the factors of supporting successful teaching-learning process because all of academicians’ need can be provided. The educational facilities could be seen in the table below:

**TABLE 3.1**

*Educational Facilities and Tools in MTs SudirmanTruko in the academic year 2014/2015*

<table>
<thead>
<tr>
<th>No</th>
<th>FACILITIES</th>
<th>TOTAL</th>
<th>CONDITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>6 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>2</td>
<td>Library</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>3</td>
<td>Science laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>4</td>
<td>Language laboratory</td>
<td>1 unit</td>
<td>Not fine</td>
</tr>
<tr>
<td>5</td>
<td>Computer room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>6</td>
<td>Teachers’ room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>7</td>
<td>Headmaster room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>8</td>
<td>Health room</td>
<td>1 unit</td>
<td>Not fine</td>
</tr>
<tr>
<td>9</td>
<td>Cafeteria</td>
<td>1 unit</td>
<td>Not fine</td>
</tr>
<tr>
<td>10</td>
<td>Teachers’ toilet</td>
<td>2 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>11</td>
<td>Students’ toilet</td>
<td>2 unit</td>
<td>Not fine</td>
</tr>
<tr>
<td>12</td>
<td>TU room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>13</td>
<td>Counseling room</td>
<td>1 unit</td>
<td>Not fine</td>
</tr>
</tbody>
</table>

*Source: documentation of MTs SudirmanTruko 2014*
3. The List of Teacher of MTs SudirmanTruko

Teacher is people who teach students in certain place and time. They educated, transfer new knowledge and try to change the behavior of students. Teacher have a big role in teaching-learning process, they are challenged bring students in positive side, not only in knowledge but also in moral value. The list of teachers of MTs SudirmanTruko could be drawn in the table below:

**TABLE 3.2**
**List of Teachers in MTs SudirmanTruko of the academic year 2014/2015**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Teaching duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dra. RahmawatiAmalia</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>Dra. Hatinurani</td>
<td>English</td>
</tr>
<tr>
<td>3</td>
<td>Zaenuri,Amd</td>
<td>Sport</td>
</tr>
<tr>
<td>4</td>
<td>Ikhwani</td>
<td>Arabic and Cultural history Islam</td>
</tr>
<tr>
<td>5</td>
<td>Khafifudin,Spdi</td>
<td>Aqidah Moral</td>
</tr>
<tr>
<td>6</td>
<td>Drs. Dimyati</td>
<td>Literacy Qur’an</td>
</tr>
<tr>
<td>7</td>
<td>Rohmat,Sag</td>
<td>Mathematic</td>
</tr>
<tr>
<td>8</td>
<td>MukhlasSafari,SS</td>
<td>English</td>
</tr>
<tr>
<td>9</td>
<td>M Nurkholis,Spdi</td>
<td>Natural Science</td>
</tr>
<tr>
<td>10</td>
<td>LusnandoPrajituExinova,SE</td>
<td>Information Technology</td>
</tr>
</tbody>
</table>
4. The distribution of the class

Students are people who like to get something new, not only to get new knowledge, but also other aspects in their life such as; social relation, morality and culture. They learn in school at certain time. The distribution of the class of MTs SudirmanTruko could be seen in the table below:

### TABLE 3.3

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>26</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>34</td>
<td>24</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>32</td>
<td>34</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>171</td>
</tr>
</tbody>
</table>

Source: documentation of MTs SudirmanTruko

---

B. The Subject of The Research

In this research, the writer choose MTs SudirmanTruko as object of the study especially the second grade students. The second grades consist of two class groups, but the writer took one class group,
VIII B. The numbers of participants are 26 students. They are 16 girls and 10 boys. The average age of the participants is 14 years old. They have been taught English since the first years of school. They have English lesson at least two meetings in a week which are each meeting along with two hours lesson; one hour lesson is 40 minutes.

a. Population

According to Arikunto (2010:173) “population is all respondents of the research subject”. The population of this research is the second grade students of MTsSudirmanTruko in the academic year 2014/2015. They are all second grade students of MTsSudirmanTruko that consist of 58 students. They consist of 24 girl students and 34 boy students.

b. Sample

Sample is part of the representative of population that is observed (Arikunto, 2010:174). From the total population of 58 students, the writer takes VIII B class as the sample of the research. It consists of 26 students.

In this research the writer uses purposive sampling because the writer has a reason or purpose in choosing that class as the sample. The list of VIII B class could be drawn as follow:
TABLE 3.4

The List of VIII B Class Group of MTs SudirmanTruko in
the Academic Year 2014/2015

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>NO</th>
<th>NAMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad EriCahyono</td>
<td>14</td>
<td>Ngatimin</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad NurFauzi</td>
<td>15</td>
<td>Nur hakim</td>
</tr>
<tr>
<td>3</td>
<td>AhnanMaulana</td>
<td>16</td>
<td>Nurulhikmah</td>
</tr>
<tr>
<td>4</td>
<td>Anita dwidiana</td>
<td>17</td>
<td>Nurulmusoviah</td>
</tr>
</tbody>
</table>
asusanti  | 18 | Ririwulandari |
| 5  | Bagasroyazizi   | 19 | Rizkyrafiwaldani |
| 6  | Ekayuni astute  | 20 | Sahalahmadtsalis |
| 7  | Intrilestari    | 21 | Sintalismawati |
| 8  | Kismantosaputra | 22 | Sitifatmah  |
| 9  | M.alfanashadi  | 23 | Sitimaryam  |
| 10 | M.imamafifudin | 24 | Triyanto    |
| 11 | M.Mambaussalam | 25 | Zaenalarifin|
| 12 | Miftahulkhoiri | 26 | Rikisetiawan|
| 13 | Murtisuniah    |    |             |

C. The Method of Research

The writer uses classroom action research in this research. The
definition of CAR can be inferred by the notions of CAR; this kind of
research constitutes action research which is conducted in a class to
solve the problem class that arises. Arikunto (2007: 3) explains that
CAR is an analysis of learning process along with an action in class. In
this case, the researcher analyzes the problem of the student’s reading comprehension occurred in the learning process and found it which was then solved by Sustained Silent Reading method.

Some of the most widely accepted definitions of Action Research include following: according to Elliott (1991:69) action research might be defined as ‘the study of a social situation with a view to improving the quality of action within it’.

Furthermore according to Kemmis (cited in Hopkins, 1985:44) is a form of- self reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices,(b) their understanding of these practices, and (c) the situations in which the practices are carried out.

Rapport (cited in Hopkins, 1985:44) stated that, Action Research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

Meanwhile Arikunto (2007:2) divide three components in classroom action research, there are:
a. Research

Is an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for him/her.

b. Action

Is activity that intentionally done in certain aim, that has a form of cycle sequence activity to students.

c. Class

Is a group of students in the same time and have the same lesson from their teacher.

He added that this action was expected to increase the students’ learning result, so it should concern with the teacher’s effort in learning process (Arikunto, 2007: 2)

D. The Procedure of the Research

This research used classroom action research; the first concept of classroom action research is introduced by Kurt Lewin. Kurt Lewin said that in one cycles is consist of four components, they are planning, acting, observing, and reflecting (Arikunto, 2010:131). The procedures are follows:

a. Planning

The activities in the planning are:
1) Preparing material; making lesson plan, and design the steps in doing the action

2) Preparing list of the students’ name and scoring

3) Preparing teaching-aids

4) Preparing a test ( to know whether students’ reading comprehension )

b. Action

1) Giving pre-test

2) Teaching reading using sustained silent reading method

3) Giving opportunity to the students to ask about difficulties

4) Giving post-test

c. Observation

Observing is an observation activity to know how far the action effect have reach target.

d. Reflection

The result of the observation is analyzed. It is to remember what occurs that has been written observation. Reflection seeks to memorize sense of the process, problems and real issues in strategic action. It takes account of the comprehension the issues and it circumstance in which they are arisen.

Reflection has an evaluation aspect, it asks the writers to expand the experience, to judge whether effects were desirable, and suggest ways of processing. The writer’s reflection is done by
discussing with this collaborator. Than next cycle can decide and designed.

E. Technique of Collecting Data

In this research, the writer used some techniques to collect the data, as follows:

1. Test

Arikunto (2010: 226) stated that test is used to measure the students’ basic ability and achievement. To get the data, the writer does the test that consists of pre test and post test.

   a. Researcher using pre-test to know the student’s ability before the writer gives the material for research.

   b. Researcher using post-test to know the student’s improvement after using SSR method.

The function of pre test is to know how far the student’s reading comprehension before they use SSR method. While, the function of post test is to know the increasing of the student’s reading comprehension using SSR method. Pre and post test are to knowing the differences of the students’ ability before and after the teaching use the method.

2. Observation

In addition the researcher also conducted observation with classroom action research so the researcher joined in the
classroom. In this case, the researcher is as a teacher. Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation the most effective method is by fulfilling an observation blank form as a tool. The arranged form consists of items about occurrences or behaviors that drawn will be happened (Arikunto, 2010: 272).

In this stage the researcher used field note which is used to observe and to know the situation and activities during teaching-learning process. By used field note the writer would like to know the class situation and participation of students.

F. Technique of Data Analysis

After collecting data, the next step of this study is analyzing the data. There are two approaches to analyze the data, they are:

1. Qualitative Approach

   Qualitative approaches collect and summarize data using primarily narrative or verbal methods: observations, interviews, and document analysis Lodico (2006: 5).

2. Quantitative Approach

   Quantitative approaches summarize data using numbers. Hypotheses and methods of data collection are created before the research begins (Lodico, 2006: 6).
This research is calculated by t-test analysis:

a. Mean

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

Where,

\( M \) : Mean of the students’ score
\( X \) : The sum of the students’ score
\( N \) : the total number of the students. Sudjono (2010: 81)

b. SD (Standard Deviation)

The first step, the writer calculates SD. The standard deviation is the positive square root of the variance, where the operation of taking the square root converts the variance value back into the original units of measurement of the observations.

The formula is:

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

Where,

\( SD \) : Deviation standard for one sample t-test
\( D \) : Different between pre-test post-test
\( N \) : Number of observation in sample. Sudjono (2010: 168)

c. T-test

After calculating the SD, the writer calculates t-test to know in there any significant differences or not between pre-test and post-test,
$$t_o = \frac{\left( \sum D \right)}{\left( \frac{SD_D}{\sqrt{N-1}} \right)}$$

Where,

\( T_O \) : T-test for the differences of pre-test and post-test

\( S_D \) : Deviation standard for one sample t-test

\( D \) : Different between pre-test and post-test

\( N \) : Number of observation in sample
CHAPTER IV
DATA ANALYSIS

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collected data since in the beginning until the end of the research. The findings consist of the result of the cycle I, cycle II, and cycle III. The three cycles are treatment of the implementation of Sustained Silent Reading method in the reading comprehension.

A. Research Findings

In this research, the writer acts as the teacher and learning process observed by her partner Sri Lestari. The writer arranged three cycles, each cycle consist of planning, action, observation and reflection. The whole steps of this research are explained in the description below:

1. Cycle I

   a. Planning

   Before conducting the research, the writer prepared the instruments of the research, they are as follows:
1) Lesson plan

In order to control the teaching learning process, the writer used the lesson plan as guidance for the writer’s activities in the class.

2) Material

In the first cycle, the writer used theme about” Describing animals”. She used several books as a resource and looking for the material in the internet.

3) Teaching aids

The writer prepared some instrument, such as: blank paper, text in paper and board marker.

4) Sheet for classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

5) Test (pre-test and post-test)

Pre-test was a test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after teaching learning process was conducted. The test was the teacher asked to the students to answer some questions about descriptive text.
b. The implementation of the action

On Thursday 14 August 2014, the teacher and her partner entered to the English class, the teacher opened the lesson by introducing herself and checked the student’s presents. In the first meeting, it was followed by 25 students in the class.

Before the lesson, she gave pre-test for students in 15 minutes about descriptive text without Sustained Silent Reading method. She divided the sheets and walked around the class in order to check the students were confused in doing the test. Some of them asked their friends, and others asked to the teacher.

When pre-test going on, the students still often asked vocabulary to the teacher and they also discussed with other friends doing the pre test. Then, she said to the students to do to by themselves as they can. After the students gad finished the pre-test, she collected and began the teaching learning process.

The teacher told the students about the topic that day, and than the teacher asked the students about it. The situation in the class as follows:

Teacher : “Today, we will discuss about descriptive text, (pernahkah kalian mendengar tentang teks
deskripsi?) Have you ever heard about descriptive text? “.

Student (Murti):” Yes Miss”.

Teacher :” Ok, what is the meaning about descriptive text? ”

Class because noisy, some of them tried to answer as they know, but the others just silent. Then, the teacher has explanation about the text.

Teacher :” (Deskriptif adalah teks yang digunakan untuk mendeskripsikan sesuatu.

Misalnya menggambarkan tentang bentuk individu, tempat maupun sesuatu). Descriptive text is a text used to describe a particular something. For example to describe about person, animal, place and things”.

Teacher :“ Do you know the kinds of generic structure of this text? ”

Almost students look confused, and then the teacher wrote down in the black board and explained the generic structure of the text. She also explained about tense used in descriptive text.

After giving explanation, she asked them to open the book and shown example of descriptive text about describing animals in
the book and identify generic structure of the text together. The last, she close the meeting.

On Saturday 16 August 2014, the writer and her partner (collaborator) entered the class. She opened the lesson and asked about the last materials that was descriptive text. The situation as follows:

Teacher :” Good morning students, how are you?”

Students :” Good morning Miss, I am fine thank you”

Teacher :” Okay class, we will continue our study yesterday, do you remember what has we learned yesterday?

Students :” Descriptive text miss”

Teacher :”what is the generic structure of descriptive text?”

Students :”Identification and description text miss”.

Teacher :”Greet”

There are some students who did not remember about the generic structure of the text. But the others knew then tried to answer. The teacher explained again about descriptive text.

After it, the teacher asked the students to choose one of some texts that teachers provided, asked them to reading the text silently and identify. Consist of, content and generic structure of
the text individually (use sustained silent reading method). After that, the student must share and retell to friend beside, about something that they understood from the text. Teacher said that she would give reward for three students who present in front of the class at the first time. It made motivated to do it.

After three students presented, the teacher gave feedback according to their work. Then, the teacher divided post-test to students to know their comprehension about the describing animals, the teacher gave 10 minutes to finish it. The students submitted the paper then the teacher closed the meeting.

c. Observation

In the first cycle, the teacher and her partner observed teaching learning process by monitoring the students’ activity and attention during the action. Observation made at the time of learning descriptive text before and after using Sustained silent reading method, observed focused on students’ reading comprehension.

For the result of this action, the writer can see that the students were unready in learning descriptive text. Almost of them looked confused in doing the pretest. Some of them asked the answer to their friends.
The teacher also observed the students’ activeness in asking, answering questions, and giving feedback. In this action, almost of them was silence in the class, only several students who has answered the teacher’s question.

d. Reflecting

Based on the observation of the cycle I, the researcher had to reflect the weakness that happened in the learning process to maximizing the students’ comprehension of reading.

1) The researcher needs to ask the students to bring dictionary to help their vocabulary difficulties.

2) The researcher should give more explanation the way to use sustained silent reading method because some of them still confused to do it.

3) The researcher has to motivate the students to present in front of the class.

Furthermore, to know there is a significant improvement in reading comprehension, the writer analyzes by using t-test calculation from the result of pre test and post test. Before analyzing t-test, the researcher will show the data presentation of pretest and post test.
## TABLE 4.2

The result of pre test and post test cycle I

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>Pre test 1(X)</th>
<th>Post test 1(Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Eri Cahyono</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Nur Fauzi</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Ahnan Maulana</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Anita Dwidianasusanti</td>
<td>60</td>
<td>50</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Bagasroyazizi</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>6</td>
<td>Ekayuni Astute</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>Intrilestari</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Krismantosaputra</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>M. alfanashadi</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>M. imamafifudin</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>M. Mambaussalam</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>Miftahulkhoiri</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Murtisuniah</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Ngatimin</td>
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<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Nur hakim</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Nurulhikmah</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>Nurulmusoviah</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>Ririwulandari</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>Rizkyrafiwaldani</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>20</td>
<td>Sahalahmadtsalis</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>21</td>
<td>Sintalismawati</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>Sitifatmah</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>Sitimaryam</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>Triyanto</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Zaenalarifin</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>----</td>
<td>----</td>
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<td>----</td>
</tr>
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<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Rikisetiawan</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>∑  =</td>
<td>1400</td>
<td>1650</td>
<td>250</td>
<td>3700</td>
</tr>
</tbody>
</table>

a) Mean of pre test I

\[ \Sigma x = \frac{\Sigma x}{N} \]

\[ \Sigma x = \frac{1400}{26} \]

\[ \Sigma x = 53,84 \]

b) Mean of post test I

\[ \Sigma y = \frac{\Sigma y}{N} \]

\[ \Sigma y = \frac{1650}{26} \]

\[ \Sigma y = 63,46 \]

- Mean of pre test = 53,84
- Mean of post test = 63,46
- Mean of pre test ≤ than post test
- There is an improvement of reading comprehension thought sustained silent reading method between pre test I (Before the Action) and post test I (after the action)
From the data above, the teacher calculates SD pre test and post test

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

\[ SD = \sqrt{\frac{3700}{26} - \left(\frac{250}{26}\right)^2} \]

\[ SD = \sqrt{142,30 - 92,45} \]

\[ SD = \sqrt{49,85} \]

\[ SD = 7,06 \]

d) T-test calculation

\[ t_o = \frac{(\sum D)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]

\[ t_o = \frac{\left(\frac{250}{26}\right)}{\frac{7,06}{\sqrt{26-1}}} \]

\[ t_o = \frac{9,61}{\sqrt{25}} \]

\[ t_o = \frac{9,61}{5} \]

\[ t_o = \frac{9,61}{1,41} \]

\[ t_o = 6,81 \]
T calculation is 6, 81

T-table < t-calculation = 2,75 < 6,81

The score of the result above shows that the student’s score increases from the pre test to the post test. The mean of pre test is 53, 84 while the mean of the post test is 63, 46. Based on the comparison, the student’s reading comprehension enhanced since they got the method. It means that sustained silent reading method is successful in improving reading comprehension.

The T-calculation also shows that there is significant influence of Sustained Silent Reading method in improving reading comprehension. It can be seen in the T-calculation of this cycle. The T-calculation shows that the T-table is 2, 75 while the T-calculation is 6, 81.

2. Cycle II

Based on the result of cycle I, it is necessary for the teacher to continue to the next cycle:

a. Planning

The activities are prepared:

1) Lesson plan as a guide for teacher, activities in the class, so teaching and learning process can be controlled.

2) Material ( text about describing people )
3) Teaching aids (sustained silent reading method)
4) Sheet for classroom observation
5) Test (pre-test and post-test).

b. The implementation of the action

On Thursday, 21 August 2014 the teacher and her partner entered the class to teach English. In action 2, the teacher revised the teaching learning process in cycle I where students still have difficulties in reading comprehension. Before began the lesson teacher gave pre test about describing people and she gave 15 minutes time to finish it. During the students doing the test, her partner observed the learning process in the class and checked the students’ task. After pre test, she began to teach.

She gave the material about describing people and gave vocabulary about it.

Teacher :“( Ok, hariinikitaakanmembahastentangdeskriptif orang, tetapisebelumnyakitarusmengetahuikosa kata yang berhubungandenganbagian-bagian- badarituhumanusia ). Today, we will study about describing people, but before starting it, we must know the vocabulary about it for example
part of body. Who can mention what is part of body?”

Students :” Hair, eyes, lip, nose etc.

Students mentioned some vocabularies, and than the teacher wrote in the black board and made example about describing people. She also gave another vocabularies used in describing people. After finished the explanation she asked one of the student to describe thir friend.

Teacher : “Ery can you help me to describe your friend beside you?”

Ery : “Hmm, ok miss. I have a friend his name is Riky. He has short hair. His hair is black and terusapa miss??”

Teacher :”you can describe his face like his nose is pointed and his lips is thick. And maybe you can describe his characteristics like he is smart and diligent, some like that, understand??”

Student :” Yes, Miss”

The teacher explained again and wrote the example that was made by one of the student in the black board because the student still confused. After it, she asked them to open the
book and read one of the examples about describing people and try to analyze the generic structure of the text.

Teacher: “Now, please open the book page 15. There is a text about describing people, read the text and tried to analyze the generic structure”.

After analyzing it, the teacher discussed and asked whether any question or not, than she closed the meeting.

On Saturday, 23 August 2014 the teacher and her partner entered the class. She gave brainstorming about describing people that has explained yesterday and the teacher asked the students to choose one of some texts that teachers provided, asked them to read the text silently and identify. Consist of, content and generic structure of the text individually (Use Sustained Silent Reading method).

After that, the students must share and retell to friend beside, about something that they understood from the text. After finishing their work the teacher discussed their work. Teacher gave post test to know whether their reading comprehension increase or not. She gave 15 minutes to do it, after time was up students collected their answer and teacher closed the meeting.
c. Observation

In the second cycle, observation was also carried out during the implementation of action. Observing the learning process that concentrated on the students’ capability which shows their understanding of the lesson given.

Observing the students, when they practiced their work in Sustained Silent Reading method. They reconstructed the text that had read before in writing form to their own language.

d. Reflecting

In this cycle, the researcher and teacher as the collaborator conclude that the treatment of Sustained Silent Reading method was successful in improving the reading comprehension. It could be seen that the students’ reading improvement in the students’ score. They were great in answering the questions. It means that they really comprehended the passage so they could answer the questions easily. They completed their work on time. In addition, the all students seriously paid attention to the teacher’s explanation and active in engaging in the learning process; such as asking questions, responding questions, and enthusiastic in doing their work.
Then, the following is score from the students’ worksheet which was given for in the pre test and post test of cycle II.

**TABLE 4.3**

The Result of Pre Test and Post Test Cycle II

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>Pre test II(x)</th>
<th>Post test II(y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad EriCahyono</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad NurFauzi</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>AhnanMaulana</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Anita dwidianasusanti</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Bagasroyazizi</td>
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<td>70</td>
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<td>0</td>
</tr>
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<td>6</td>
<td>Ekayuni astute</td>
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<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Intrilestari</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Kismantosaputra</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>M.alfanashadi</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>M.Mambaussalam</td>
<td>80</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Miftahulkhoiri</td>
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<td>100</td>
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<td>90</td>
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<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Ngatimin</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Nur hakim</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>Nurulhikmah</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
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<td>Sintalismawati</td>
<td>Sitifatmah</td>
<td>Sitimaryam</td>
<td>Triyanto</td>
<td>Zaenalifarfin</td>
</tr>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Σ=</strong></td>
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<td><strong>1860</strong></td>
<td><strong>140</strong></td>
<td><strong>1600</strong></td>
</tr>
</tbody>
</table>

1) Mean of pre test II

\[ \Sigma x = \frac{\Sigma x}{N} \]

\[ \Sigma x = \frac{1750}{26} \]

\[ \Sigma x = 67,30 \]

2) Mean of Post test II

\[ \Sigma y = \frac{\Sigma y}{N} \]

\[ \Sigma y = \frac{1860}{26} \]

\[ \Sigma y = 71,53 \]

- Mean of pre test  = 67, 30
- Mean of post test = 71, 53
- Mean of pre test  ≤ than post test
- There is an improvement of reading comprehension by using sustained silent reading method between pre test II (before the action and post test II (after the action)
3) SD of post test and pre test

From the data above, the teacher calculated SD pre test and post test

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

\[ SD = \sqrt{\frac{1600}{26} - \left( \frac{140}{26} \right)^2} \]

\[ SD = \sqrt{61,53 - 28,96} \]

\[ SD = \sqrt{32,57} \]

\[ SD = 5,70 \]

4) T-test calculation

\[ t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_p}{\sqrt{N-1}} \right)} \]

\[ t_o = \frac{\left( \frac{140}{26} \right)}{\left( \frac{5,70}{\sqrt{26-1}} \right)} \]

\[ t_o = \frac{5,38}{\frac{5,70}{5}} \]

\[ t_o = \frac{5,38}{1,14} \]

\[ t_o = 4,71 \]

- T-calculation is 4, 71
- T-table < T-calculation = 2, 75 < 4, 71
In the cycle II, the result shows that the student’s reading comprehension is significant. It is described in the result above. It displays that the mean of pre test is 67, 30 and the mean of post test is 71, 53.

The result of the T-calculation is bigger than t-table that is 4, 71 from t-table 2, 75. It means that there is significant different between pre test and post test.

3. Cycle III
   a. Planning

   According to the result of cycle II, although there was an improvement of the result of pre test and post test, but the results were lower than standardized score. It was necessary for the teacher to continue the next cycle. The activities were prepared:
   1) Lesson plan as a guide for teacher, activities in the class, so teaching and learning process can be controlled.
   2) Material (text about describing place)
   3) Teaching aids ( Sustained Silent Reading method )
   4) Sheet for classroom observation.
   5) Test ( pre-test and post-test )

b. The implementation of action

   This cycle had done on Tuesday 28 August 2014. The teacher entered her English class. In this action, the teacher still
used the more presentation in reading comprehension with Sustained Silent Reading method. Before the teacher started the lesson, she gave the students pre-test about 15 minutes. After the pre test, she began to teach.

The teacher explained describing especially about place she asked the students to open the book about example of describing place and asked them to read. Then they identify the generic structure of text.

After discussing, she weather any question or not, before closed the meeting she asked to the student to bring picture about place and make descriptive text about picture.

On Saturday 30 August 2014 the teacher and her collaborator entered the class. The teacher began the lesson.

Teacher : “Okay class, have you brought the picture about place?”

Students :”Yes mom”

Teacher :”Now, You can collect your work to me”.

Students : “Ok”

The teacher asked the students to choose one of some texts that teachers provided, asked them to read the text silently and
identify. Consist of, content and generic structure of the text individually (use sustained silent reading method).

After that, the students must share and retell to friend beside, about something that they understood from the text. After finishing their work the teacher discussed their work. Teacher gave post test to know whether their reading comprehension increase or not. She gave 15 minutes to do it, after time was up students collected their answer and teacher closed the meeting.

c. Observation

In observation the writer observing the learning process that concerned on the student’s ability in comprehending the lesson and observing the students attention and all the activities of the learning process.

d. Reflecting

After analyzing the data of this cycle, the teacher identified the result of the cycle. The researcher and the teacher made a conclusion after comparing the students’ score between cycle I, Cycle II and Cycle III to find out how far the improvement of students’ ability in comprehending the passage.

As the result of this cycle, the researcher observed the students’ score that was guided after the scoring the students’ pre and post test in cycle III. The following table is the final result score of the students in cycle III.
### TABLE 4.4
The result of pre test and post test cycle III

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>Pre test II(x)</th>
<th>Post test II(y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad EriCahyono</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad NurFauzi</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>AhnanMaulana</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Anita dwidianasusanti</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Bagasroyazizi</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Ekayuni astute</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Intrilestari</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>8</td>
<td>Krismantosaputra</td>
<td>70</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>M.alfanashadi</td>
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<td>M.imamafifudin</td>
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<td>12</td>
<td>Miftahulkhoiri</td>
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<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14</td>
<td>Ngatimin</td>
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<td>60</td>
<td>10</td>
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</tr>
<tr>
<td>15</td>
<td>Nur hakim</td>
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</tr>
<tr>
<td>17</td>
<td>Nurulmusoviah</td>
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</tr>
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<td>18</td>
<td>Ririwulandari</td>
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<td>Rizkyrafialwaldani</td>
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<td>Triyanto</td>
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<td>60</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
1) Mean of pre test III

\[ \Sigma x = \frac{\Sigma x}{N} \]

\[ \Sigma x = \frac{1590}{26} \]

\[ \Sigma x = 61.15 \]

2) Mean of post test III

\[ \Sigma y = \frac{\Sigma y}{N} \]

\[ \Sigma y = \frac{1780}{26} \]

\[ \Sigma y = 68.46 \]

- Mean of pre test = 61.15
- Mean of post test = 68.46
- Mean of pre test ≤ than post test
- There is an improvement of reading comprehension thought sustained silent reading method between pre test III (Before the Action) and post test III (after the action)
3) SD of post test and pre test

From the data above, the teacher calculates SD pre test and post test

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

\[
SD = \sqrt{\frac{3300}{26} - \left(\frac{190}{26}\right)^2}
\]

\[
SD = \sqrt{126.92 - 53.34}
\]

\[
SD = 73.58
\]

\[
SD = 8.57
\]

4) T-test calculation

\[
t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{\sum D^2}{N(N-1)}\right)^{\frac{1}{2}}}
\]

\[
t_o = \frac{\frac{190}{26}}{\frac{8.57}{\sqrt{26-1}}}
\]

\[
t_o = \frac{7.30}{\frac{8.57}{\sqrt{25}}}
\]
\[ t_o = \frac{7.30}{\sqrt{\frac{8.57}{5}}} \]

\[ t_o = \frac{7.30}{1.71} \]

\[ t_o = 4.26 \]

T- calculation is 4.26

- T- table < T-calculation= 2.75 < 4.26

In the cycle II, the result shows that the student’s reading comprehension is significant. It is described in the result above. It displays that the mean of pre test is 61.15 and the mean of post test is 68.46

The result of the T-calculation is bigger than t-table that is 4.26 from t-table 2.75. It means that there is significant different between pre test and post test.

B. Analysis and Discussions

From the result of analyzes in cycle I, II and III, the writer analyzed the students improvement from cycle I to cycle III. The improvement as follows:
**TABLE 4.5**

The mean of student’s score

<table>
<thead>
<tr>
<th>NO</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
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<td>1</td>
<td>Mean</td>
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<tr>
<td></td>
<td>✓ Pre test</td>
<td>53, 84</td>
<td>67, 30</td>
<td>61, 15</td>
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<td></td>
<td>✓ Post test</td>
<td>63, 46</td>
<td>71, 53</td>
<td>68,46</td>
</tr>
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<td>2, 75</td>
<td>2, 75</td>
</tr>
<tr>
<td>3</td>
<td>t-calculation</td>
<td>6,81</td>
<td>4, 71</td>
<td>4,26</td>
</tr>
</tbody>
</table>

**CHART 4.1**

The Mean and T-calculation of Student’s Score
The table and the chart display that the improvement of the students’ reading comprehension is significant from the cycle I to the cycle III. The difference among whole results is obviously great. It means that the treatment, reading comprehension by Sustained Silent Reading method can improve the student’s reading comprehension.

The table above also shows that t-calculation in cycle I to III are greater than t-table, it means that there are significant differences between mean of pre test and post test.

Based on the comparison among T-calculation of cycle I, cycle II and cycle III, the implementation of Sustained silent reading method on reading comprehension is successful to improve the student’s reading comprehension. It can be seen in the table. The table shows that T-calculation of cycle I is 6,81, cycle II is 4,71 and the cycle III is 4,26.

In addition, the mean of pre test and post test of each cycle increase significantly. The table above displays that the mean of cycle I improves; the mean of pre test is 53,84 and the mean of post test is 63,46. In cycle II and III, the mean of pre test and post test also increases. The mean of pre test and post test in cycle II is 67,30 and 71,53 and mean of pre test and post test in cycle III is 61,15 and 68,46.
The difference result for each cycle happens because there are some problem occurred. As we look at the students, they are difficult to translate the text and lack of vocabulary so they feel confuse to reconstruct descriptive text. Also, the students are not familiar with the vocabularies and they do not bring dictionary.

The implementation of Sustained Silent Reading method can improve the students’ reading comprehension. The improvement can be examined from the results of the students’ comprehension by reconstructing of reading assignment in the classroom. The students could enrich their vocabularies and be confident to reconstruct and retell what they have read. Before the method was implemented, the students encountered many difficulties in understanding a descriptive text. Trained with Sustained Silent Reading method helped to the students to comprehend some descriptive texts that was read.

The proof that students’ reading comprehension had an improvement can also examined from the score in each cycle has increased. The students’ score was also considered as one indicators of improvement. The result of the students’ work in cycle I, cycle II and cycle III had improved. The students were able to reconstruct the descriptive text and comprehend it.

In addition, the score of post test and which is greater than pre test means that reading comprehension of students had been
increased after using Sustained Silent Reading method in English teaching learning process. Therefore, using Sustained Silent Reading method in English teaching learning process is appropriate with the situation and condition of MTs SudirmanTruko.

From the finding research above, it can be shown that the using Sustained Silent Reading method can improve the students reading comprehension because of this method encourages bilingual/ESL students to be actively engagein the reading process. Through the activities, students use their prior knowledge and develop their imagination (Stave, 2005: 35). Thus, they can reconstruct the text well after it. At last, the students can achieve the major goal of reading is to understand the print language (Heilman, Blair, 1981:2). So this research proves that the students’ reading comprehension can be improved through Sustained Silent Reading method in learning.
A. Conclusion

After conducting the research of reading comprehension to improve the students’ reading comprehension through Sustained Silent Reading method, the writer can conclude based on the findings discussed in the previous chapter that:

1. The implementation of Sustained Silent Reading method in reading comprehension of students of the second grade students of MTs SudirmanTruko can be done effectively. The students can comprehend the text and confident to retell what they have read to their friend. In addition, the students’ cognitive skill can grow by reconstruct what they have read in the passage into their own sentence. As a result, they can remember the contents of the text they have been read silently. So, they do not lose what they read. It also helps them to enrich their vocabulary.

2. Based on the finding of the research, the students’ reading comprehension can improve through Sustained Silent Reading method. The finding show that the improvement of the students’ reading comprehension is significant after the students got reading instruction by Sustained Silent Reading method. It can be seen
from the comparison between the T-calculation of all score of cycle I, cycle II, and cycle III. In the cycle I, the T-calculation is 6, 81, cycle II is 4, 71 and the cycle III is 4, 26.

3. The improvement of the students’ reading comprehension is significant. It can be seen from findings. The findings display that the students’ reading comprehension increases from pre test to post test of the cycle I, cycle II and cycle III. The results from cycle I to III are 37%, 16, 26% and 28, 11%. It means that Sustained Silent Reading method is successful to improve the students’ reading comprehension.

B. Suggestion

Having known the findings of the research, the writer gives suggestions as follows:

1. To the teacher

a) The teacher should use Sustained Silent Reading method to teach reading. This method can make the students keep in mind what they read and more relax and silent class’s situation, so the students can understand the text easily. It also enriches their vocabularies and grows the students’ cognitive skill to rethink what they have got by reconstruct the text. Regarding with Sustained Silent Reading method, the teacher also trains the students in writing and speaking more.
b) The teacher should motivate the students to read more in order
the students can comprehend the text they have been read. In
addition, the teacher should know the need of the students
related with the competencies they need.

2. To the students

a) The students should be obligated to bring dictionary in every
   English class.

b) The students need to have a big spirit and study harder.

c) The students should read more.

3. To the institution

a) The institution should facilitate the learning process to make
   the learning effective. The students also need much motivation
   to study English so the students can have English skill. The
   motivation can also be their basic to study more about
   English.

b) The institution also should have many connections nationally
   or internationally in order the students have more
   opportunities.
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Emerald V. Dechant. *Improving the Teaching of Reading*, United state of America


Nomor : Stt.24/K-1/LT.01/1003/2014  
Lamp : Proposal Penelitian.  
Hal : Izin Penelitian

22 Juli 2014

Kepada
Yth. Kepala MTS Sudirman
Di Truko

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Triyamah
NIM : 11310002
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah
THE USE OF SUSTAINED SILENT READING (SSR) METHOD TO IMPROVE THE STUDENTS’ READING COMPREHENSION (A CAR OF THE SECOND GRADE STUDENTS OF MTS SUDIRMAN TRUKO IN THE ACADEMIC YEAR 2014/2015)

Dengan Pembimbing : Faizal Risdiyanto, M.Hum.
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dari bahan yang diperlukan di MTS Sudirman, mulai tanggal 23 Juli 2014 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Saya, Ketua
Wakil Ketua
Bidang Akademik dan Pengembangan Lembaga

Dr. Agus Waluyo, M.Ag.
NIP. 19750211 200003 1 001

Tombusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
<table>
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<th>PARAF</th>
<th>CATATAN PEMBIMbing</th>
<th>ISI KONSULTASI</th>
<th>PROPOSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**to improve the students' reading comprehension**

**Title:** The Use of Summed Silent Reading (SSR) Method

**Pembimbing:** Faisal Pudijono, M.Hum.

**NIM:** 11310003

**Nama Mahasiswa:** Triyana

**Lembag Berkonsultasi SKRIPSI**
CURRICULUM VITAE

Name : TRIYANAH
Date of birth : August, 11\textsuperscript{th} 1992
Addres : Dusun Krajan Rt. 04 Rw. 02
Desa Banding Kecamatan Bringin
Kabupaten Semarang
Motto : “The man (or woman) who can make hard things easy is the real educator”

Educational review :

SMK Pancasila Salatiga (2007-2010)
STAIN Salatiga (2010-2014)

November, 28\textsuperscript{th} 2014

Triyanah
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama MTs : MTs Sudirman Truko
Kelas/semester : VIII (Delapan) /1
Standar kompetensi : 5. Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.
Kompetensi dasar : 5.3 merespon makna dan langkah retorika dalam essai pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.
Jenis teks : monolog descriptive/recount
Tema : describing animals
Aspel/skill : membaca
Alokasi waktu : 4X 45 menit( 2 x pertemuan)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Menentukan generic structure yang terdapat dalam bacaan descriptive

   b. Menentukan social function yang terdapat dalam bacaan descriptive
c. Menjawab pertanyaan-pertanyaan berdasarkan informasi yang terdapat dalam bacaan

2. Indikator Pembelajaran

a. Memahami generic structure yang terdapat dalam bacaan deskriptif

b. Memahami informasi berdasarkan teks bacaan

3. Materi Pembelajaran

- Buku let’s talk
- Tujuan komunikasi dari teks dan bagian-bagian dari teks deskriptif ( structure of the text)
- Beberapa teks bacaan deskriptif tentang hewan
- Salah satu Contoh bacaan deskriptif “describing animals”

<table>
<thead>
<tr>
<th>Identification</th>
<th>One of the most interesting animals in the zoo is giraffe. This is the giraffe we saw at zoo. It is male and it is about six meter tall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on skin. This coloring helps protect the giraffe. It also has two short horns its head. Like a camel, it can go for a long time without drinking water. One source of water is the lives which it eats from trees. It is tall. So the giraffe can reach the</td>
</tr>
</tbody>
</table>
tender leaves at the top of tree. The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

4. **Metode pembelajaran:**

Sustained Silent Reading (SSR) method

5. **Langkah-langkah kegiatan:**

**Pertemuan 1 dan 2**

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Uraian</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Do’a salam pembuka dan mendata kehadiran siswa</td>
<td>25 menit</td>
</tr>
<tr>
<td></td>
<td>Member pre-test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Memotivasi siswa dengan member pertanyaan tentang deskriptif teks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorming mengenai deskriptif teks</td>
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</tbody>
</table>

**Kegiatan inti**

<table>
<thead>
<tr>
<th>Eksplorasi:</th>
<th>45 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru menyediakan beberapa teks bacaan berbentuk deskriptif(describing animals) dan</td>
<td></td>
</tr>
</tbody>
</table>
Siswa diminta untuk memilih teks bacaan tersebut sesuai dengan yang mereka kehendaki
- Guru menjelaskan instruksi tentang metode/langkah-langkah yang digunakan

Elaborasi:
- Siswa diberi kesempatan untuk mebaca teks bacaan yang mereka pilih dengan tenang didalam hati
- Siswa diminta untuk bergantian menyampaikan kembali (retell) isi bacaan yang telah dibaca kepada teman disampingnya
- Siswa diminta untuk menjawab pertanyaan dari teks tersebut

Komfirmasi:
- Guru menyimpulkan isi teks-teks yang dibaca siswa dan membahas soal yang dikerjakan
- Guru menanyakan kesulitan siswa

<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>Menutup kegiatan (memberi post-test)</th>
<th>20 menit</th>
</tr>
</thead>
</table>
6. Sumber belajar:
   a. Buku English on sky 2 for junior high school VIII
   b. Teks dari internet: skolahoke.com

7. Penilaian
   a. Teknik: membaca dan menulis (membaca, merekonstruksi teks dan menjawab soal)
   b. Instrument: terlampir

8. Pedoman penilaian
   a. Jumlah skor maksimal 10
   b. Nilai maksimal = 10
   c. Nilai siswa = skor perolehan X10
      \[ \text{Skor maksimal} \]

Rabu, 13 Agustus 2014

Mengetahui;

Guru bahasa inggris  
Rescherer

Dra. Hatinurani  
Triyanah
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama MTs : MTs Sudirman Truko
Kelas/semester : VIII (Delapan) /1
Standar kompetensi : 5. Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.
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Jenis teks : monolog descriptive/recount
Tema : describing People
Aspel/skill : membaca
Alokasi waktu : 4X 45 menit( 2 x pertemuan)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Menentukan generic structure yang terdapat dalam bacaan descriptive

   b. Menentukan social function yang terdapat dalam bacaan descriptive
c. Menjawab pertanyaan-pertanyaan berdasarkan informasi yang terdapat dalam bacaan

2. Indikator Pembelajaran

a. Memahami generic structure yang terdapat dalam bacaan deskriptif

b. Memahami informasi berdasarkan teks bacaan

3. Materi Pembelajaran

- Buku let’s talk
- Buku English on sky 2 for junior high school kelas VIII
- Tujuan komunikasi dari teks dan bagian-bagian dari teks deskriptif (structure of the text)
- Beberapa teks bacaan deskriptif tentang orang
- Salah satu Contoh bacaan deskriptif “describing peoples”

<table>
<thead>
<tr>
<th>Identification</th>
<th>His name is Justin Bieber. He is very famous singer nowadays. He begins to be a star after his voice was published at youtube.com. Justin was born on 1 March 1994 in Stratford, Ontario, Canada. His father's name is Jeremy Jack Bieber and his mother's name is Patricia (Pattie) Lynn Mallette.</th>
</tr>
</thead>
</table>


Justin has red hair, sharp nose and blue eyes. People say that his face is cute. It makes his fans being crazy when they meet him. Justin is a very talented musician. He can sing beautifully. He also can play some music instruments, for instance piano, drum, guitar, and saxophone. Justin Bieber starts his career by releasing his first single "One More Time" and his album in 2009 entitled "My World." "Baby, Somebody to Love, and Never Say Never" are very popular to everyone in the world.

4. **Metode pembelajaran:**

   Sustained Silent Reading (SSR) method

5. **Langkah-langkah kegiatan:**

   **Pertemuan 3 dan 4**

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<tr>
<td>Kegiatan inti</td>
<td>Eksplorasi:</td>
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<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>– Guru menyediakan beberapa teks bacaan berbentuk deskriptif (describing people) dan Siswa diminta untuk memilih teks bacaan tersebut sesuai dengan yang mereka kehendaki</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Guru menjelaskan instruksi tentang metode/langkah-langkah yang digunakan</td>
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<td>– Siswa diberi kesempatan untuk mebaca teks bacaan yang mereka pilih dengan tenang didalam hati</td>
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<td>– Siswa diminta untuk bergantian menyampaikan kembali isi bacaan yang telah dibaca kepada teman disampingnya</td>
<td></td>
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<tr>
<td></td>
<td>– Siswa diminta untuk menjawab pertanyaan dari teks tersebut</td>
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<td></td>
<td><strong>Komfirmasi:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Guru menyimpulkan isi teks-teks yang dibaca siswa dan membahas soal yang dikerjakan</td>
<td></td>
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6. Sumber belajar:
   a. Buku English on sky 2 for junior high school VIII
   b. Teks dari internet: skolahoke.com

7. Penilaian
   a. Teknik: membaca dan menulis (membaca, merekonstruksi teks dan menjawab soal)
   b. Instrument: terlampir

8. Pedoman penilaian
   a. Jumlah skor maksimal 10
   b. Nilai maksimal = 10
   c. Nilai siswa = \( \text{skor perolehan} \times 10 \)

Rabu, 20 Agustus 2014

Mengetahui;

Guru bahasa inggris  

ReSEARCHER

Dra. Hatinurani  

Triyanah
The Situation in MTs Sudirman Truko