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IMPROVING STUDENTS READING COMPREHENSION THROUGH SUSTAINED SILENT READING AT SMP PANCABUDI MEDAN

Abstrak

The purpose of this study is to improve students' reading understanding through the Sustained silent reading technique on the eighth grade of SMP Panca Budi who has problems in reading comprehension in narrative text in the 2023/2024 academic year. The subjects of this study amounted to 30 students. This study uses Classroom Action Research (CAR) that contains of four stages, they are: Planning, Implementation of Action, Observation, and Reflection. This study is consist in 3 meetings. The first meeting is for the pretest, and cycle one and two meetings for cycle two. According the score of the research in chapter IV, the researcher concludes that the student's reading comprehension skills in the narrative text had increased. it might be see in the score of cycle one and cycle two. The average value in cycle one is 66,1 out of 30 students with a class percentage of 21%. There are some students who do not reach the minimum completeness criteria (KKM). In cycle two, in first meeting the average score is 69,8 and the class percentage is 39 % and then the second meeting the average score is 76,1 with the class percentage is 72% . This condition can be concluded that most students pass the criteria. It means that students achieve the minimum completeness criteria and scores in cycle two have increased.

Keyword : Sustained Silent Reading, Classroom Action Research (CAR), Students' Reading Comprehension, Narrative Text

Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca siswa melalui teknik Sutained silent reading pada kelas delapan SMP Panca Budi yang mempunyai masalah dalam pemahaman membaca dalam teks narasi pada tahun ajaran 2023/2024. Subyek penelitian ini berjumlah 30 siswa. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang memuat empat tahap, yaitu: Perencanaan, Pelaksanaan Tindakan, Observasi, dan Refleksi. Penelitian ini terdiri dari 3 kali pertemuan. Pertemuan pertama untuk pretest, dan siklus satu serta pertemuan kedua untuk siklus dua. Berdasarkan skor penelitian pada bab IV, peneliti menyimpulkan bahwa keterampilan pemahaman membaca siswa dalam teks narasi mengalami peningkatan. Hal ini dapat dilihat pada skor siklus satu dan siklus dua. Nilai rata-rata pada siklus satu adalah 66,1 dari 30 siswa dengan persentase kelas 21%. Ada sebagian siswa yang tidak mencapai kriteria ketuntasan minimal (KKM). Pada siklus ke dua, pada pertemuan pertama nilai rata-ratanya adalah 69,8 dan persentase kelasnya 39%, kemudian pada pertemuan kedua nilai rata-ratanya adalah 76,1 dengan persentase kelasnya 72%. Kondisi ini dapat disimpulkan sebagian besar siswa memenuhi kriteria. Artinya siswa mencapai kriteria ketuntasan minimal dan nilai pada siklus II mengalami peningkatan.

Kata Kunci : Sustained Silent Reading, Penelitian Tindakan Kelas (Ptk), Pemahaman Membaca Siswa, Teks Narasi

INTRODUCTION

Reading is one of the abilities in language. The act of reading is a behavior that allows us to gain knowledge from the text we read by understanding it. While reading, it usually

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comprises the suggested message (concealed definitions) and communicating (which means that is conveyed) at the moment of reading. According to Anderson 1985 : 230 (reported in Nuha.A, 2019) states Reading as the process of making meaning from written texts. It needed the harmony of a lot of related sources of information.

Reading involves remembering, comprehending, interpreting, and analyzing written content. In accordance with Sillahi's assertion, reading is crucial for expanding one's knowledge and obtaining information about a variety of topics (Khairunnisa. I. P ,2023). Many junior high school students are discovered to have trouble reading an english material. During a pre-interview with the English teacher. In such a situation, there were various things that can cause an issue and impair Students' comprehension of reading in junior high school. The first aspect is students' motivations and their approach to the reading process in English classes. Another factor is the teacher who is unable to employ the right reading approach (Reza A. et al, 2018).

According to a different study, reading is just as important for students or those learning a second language for academic purposes as any other ability. Learners got access to a wealth of knowledge through reading. Additionally, it is thought that reading proficiency might increase vocabulary and facilitate knowledge retrieval for students because there is a greater abundance of material available on the internet and in books (Is'adatul.J 2022). Besides, reading skill is believed can boost the number of vocabulary and make learners easier to find information since the number of information on internet and books are much more written in English (Sofyan, F. M, et al, 2019).

According to Anderson, Hiebert, Scott, and Wilkinson, reading is a basic life skill. It is cornerstone for a child's success in school and, indeed, throught life. Without the capacity to read properly, prospects for personal fulfillment and job success will undoubtedly be missed. Meanwhile, according to Snow, Burns, and Griffin, reading is one of the challenging areas in the education system. The everincreasing demand for high levels of literacy in our technological society makes this problem even more pressing (Khairunnisa. I. P ,2023).

Roger Farr (reported in Anjas Ismail,2019) states that "Reading is the heart of education. A reader's ability to comprehend a book depends on the number of words they have mastered; the more words they can comprehend, the easier it will be for them to comprehend the text they are reading. The lack of reading abilities among secondary school children is a major problem for educators and decision-makers. It take place as a result of the students' lack of interest in reading, which may have been brought on by their ignorance about the value of reading. One of the factors can also be the teaching aspect, such as teachers that implement the reading learning paradigm in a boring manner.

Drawing from the first chapter researcher's opinion on reading as well as the two other researchers' opinions, it can be said that reading proficiency had a significant impact on language acquisition because it is linked to other skills and affects an individual's knowledge base. Reading proficiency is the ability to comprehend written material and gather information that can expand one's vocabulary. The Uninterrupted Sustained Silent Reading (USSR) is first proposed by Lyman Hunt at the University of Vermont in the 1960's, and by the 1970's it is being implemented in the public school system. Four decades later, it is known by a variety of names: High Intensity Practice (HIP) and Motivation in Middle School (MIMS), Free Voluntary Reading (FVR), Positive Outcomes While Enjoying Reading (POWER), Drop Everything and Read (DEAR), but perhaphs the most commonly used name is Sustained Silent Reading (SSR) (Terry L.J,et al, 2022).

Silent reading is one of techniques of reading activity. Understanding what the writer is trying to convey through his work or obtaining knowledge is what reading itself entails. Whether in a classroom setting or not, a reading exercise that helped students retain knowledge can be completed anywhere. In order to obtain additional information, silent reading is the practice of reading a text silently and solely with the reader's heart (Febi D.Y. ,2023).

Sustained Silent Reading (SSR) has some porpose that give advantages students. Hopkins mentions that there were some purposes. There are: 1. This strategy to provide the students to read their own choocing material, second, they also will get new vocabulary during reading activity 2. Students will also be confident in their reading abilities, which will encourage their desire to read a lot in their own time. 3. The students could know the value of reading and make them to be the lifelong readers and learners (Bunya. S, 2020).

As the explanation above, the data from observations made, researchers find that the students of SMP Panca Budi also face the same struggle. The majority of the students having struggle for fully understand content written in English. Many students have flawless reading comprehension of the passage, yet they were unable to respond to the questions. They are able to speak the words, but they are unable to understand their meaning. Reading materials are challenging for them to understand. The author also noted that the teacher just instructed the students to read, and then they are required to respond to a question without first providing an elaboration of the material. Consequently, the students which could not comprehend what's exactly they stated. The students are unable to properly respond to all of the questions as a result. The teacher must choose the best method or approach to teach the kids how to read critically in this situation.

A teacher must think of as a primary duty how to create the reading course that offered methods and approaches for helped students comprehend the idea that the creator has when writing the text. Many professionals dealing with reading comprehension have addressed numerous ways and solutions. Sustained Silent Reading is one of the methods that will be presented here. According to Gardiner (reported in rachman, 2019) explaines that Sustained Silent Reading was time to read together in class in silence or quietly and during class the students were allowed to read their own reading and read independently. The Sustained Silent Reading (SSR) method is one component of whole language developed by Routman and Frooze which was a time-limited silent reading activity which is a continuation of initial reading (Natalia,2021).

By applying the SSR technique, For a set amount of time, students read silently. However, this did not imply that they read silently. The students could make a sound out words in response. SSR technique was not required to say every phrase out. When a student apply silent reading, he or she merely said the word in mind, with no regarding intonation, emphasis, or pronunciation. The students could also chose books, text, and other reading materials that interest them, and they would read more if they were shown how to make time for reading (Erviyanti, E.,et al, 2024).

Good readers interact with what they are reading by use considering their knowledge of language and words. This assisted them in deriving meanings derived by the written words. For this reason, text comprehension is significant, the writer suggested using SSR in reading instruction because it encourages reading and let students engaged with the text. Considering The explanation that follows above, the writer is enthusiastic in carrying out a study entitled "Improving Students' Reading Comprehension Through Sustained Silent Reading at Smp Pancabudi Medan".

According to the context of this research, identification of the problems is formulated following the students' reading comprehension abilities prior to implementing the Sustained Silent Reading Strategy. The students' abilities in reading comprehension after employing the sustained silent reading strategy, the difference between the students' ability in reading comprehension before and afterrusing the Sustained Silent Reading Strategy in understanding narrative text. The researcher aims to improve students' reading comprehension using the Sustained Silent Reading Method, with a concentrate on literal understanding.

Based on the elaboration above, the researcher formulated the research problem following How were the students' abilities in reading comprehension before and after adopting the Sustained Silent Reading strategy, How great was the disparity between the students' abilities in reading understanding Previously and thereafter, employ the Sustained Silent Reading technique who had problems in reading comprehension in narrative text.

From the research background provided above, the study's goal is to determine students' reading comprehension abilities prior to implementing the Sustained Silent Reading (SSR) approach. To assess students' reading comprehension abilities before and after implementing the Sustained Silent Reading (SSR) approach on narrative text, as well as to find any noteworthy differences.

This study had various implications. Basically, this study informs teachers that the Sustained Silent Reading (SSR) approach can be employed as an alternate method of reading in the teaching strategy on understanding narrative text and It is hoped that this research would be developed by the next researcher in different skill and participants. In theory, this study could

help with the teaching-learning process by examining the impact of the Sustained Silent Reading (SSR) technique in understanding narrative text.

METHOD

The study complied with the main workings of Classroom Action Research (CAR) that contain of four stages, they are: Planning, Implementation Action, Observation, and Reflection (Arikunto,2020).

In this classroom action research was administered during cycle I to assess the students' proficiency with the Sustained Silent Reading Method for reading comprehension. Following the discovery of cycle I results, the researcher proceeded with cycle II in an effort to enhance students' reading comprehension skills by utilizing the Sustained Silent Reading (SSR) Method.

This classroom action research conducted at SMP Panca Budi that located in medan and consist of 30 students. The focus of this study is the second grade students in 2023-2024 academic years. the subject selected by the researcher to analyse reading comprehension skills after applying the SSR method.

Technique of Collecting Data done by some steps, The first was a pretest. Before beginning the program, students were given a pre-test to determine their reading proficiency. The instructor informed students to read text before administering the Sustained Silent Reading. The second is treatment. The teacher opened class during the first teach session. The instructor presented the text for the students. The instructor explained to the students about sustained silent reading. The instructor assigned reading material based on the standard of students' abilities. The children read silently for the entire fifteen untill twenty minutes. In the following twenty untill twenty five minutes, the teacher designed the exercises as response: The instructor went over sharing reading materials with students. The instructor then informed and posed questions about the reading text. After that, the instructor instructed students must draw conclusions regarding the reading materials that they have red.

The third was post-test After the treatment, a post-test was administered to determine the students' reading understanding. It was used to evaluate therapy outcomes; it was also beneficial to determine whether the Sustained Silent Reading approach was efficient at enhancing students' reading understanding. The test ran with the same actions as the pre-test.

Technique of analyzing data. The researcher analyze data using both quantitative and qualitative techniques. Quantitative techniques were data analysis techniques that use numbers. Quantitative data analysis technique was used for determine Each activity had an impact on improving student learning outcomes. In research, this quantitative data analysis technique was utilized to measure the increase of students' reading comprehension skills after using the Sustained Silent Reading method. Whereas the qualitative data analysis was used to determine enhancement of the educational process based on prior acts taken do. Qualitative data analysis technique was employed to examine information gathered from nontesting devices. This method was applied to the analysis of observational data from both students and teachers during the process of learning. At the conclusion of each cycle through the subsequent phases, reading comprehension test results were used to determine these numbers or values :

S = Score
R = The correct answer
Cited form (Arikunto, 2020)

1. Utilizing this calculation, the writer scores the students at the conclusion of cycles 1 and 2. uses this formula :

$$Final\ Score\ \frac{Number\ of\ correct\ answer}{Maximum\ Score}\ x100\%$$

2. Mean Score

The researcher applies this formula to determine the students' comprehension mean score :

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

X : Mean score
ΣF(X) : Amount of the student's score
ΣN : The Number of Students

Cited from (Gay, 2006)

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

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

P : Percentage
F : Frequency (score of the student's who get score 70 or more)
N : Total number of students
Cited from (Sudjiono, 2014)

Table 1. Categorization of Student's Performance

No	Score	Criteria
1	90 – 100	A
2	80 – 89	B+
3	70 – 79	B
4	60 – 69	B-
5	50 – 59	C+
6	40 – 49	C

To determine if a study was effective or not, it was necessary to establish effective action parameters. In this study, the investigator employed The product's success in understanding text was determined by raising the average reading understanding score for students and increasing the proportion of students meet the required indications. In accordance with BNSP (2006), this study is considered No Score Criteria 1. 90-100 A 2. 80 - 89 B+ 3. 70 -79 B 4. 60 - 69 B5. 50 - 59 C+ 6. 40 - 49 C effective if students' average reading comprehension scores rise and 75% of the students who adhere to the process of learning receive scores that are higher than or equal to the given indicator.

The aspect of Scoring

The score is determined from each correct question of the students work on. Each question has a score. One question is worth ten. (This is for questions totaling 10) If there are 15 questions, the score per question is seven . If the students answer correctly, the students get ten points. However, if the student answer is correct but there are words written incorrectly. then the value is reduced by 1. Then if the answer is almost correct, the score will give in 7 or 8, and so on.

FINDING AND DISCUSSION

A. Cycle One

Planning

The researcher planned to start the lesson as usual. At this stage the researcher had not explained everything about the sustained silent method to the students in class.

Action

The researcher carried out the process of teaching and learning as outlined in the lesson plan. Cycle one's activity lasted two hours and 35 minutes on Friday, January12th, 2024. The researcher begin the lesson by greeting everyone, then led a prayer and inquired about the student's condition. After the lesson begins, the researcher introduces narrative text to the students and discusses its definition, purpose, generic structure, and qualities. Following that, the researcher has not implemented the sustained quiet reading strategy in the classroom. The researcher next handed the students a text on a descriptive text. The researcher next invited the students to read the text without applying the silent method, giving them the opportunity to identify certain difficult words in the text they are reading.

Next, the researcher instructed each student to read the text in order to comprehend it. After finishing reading the researcher and the students discussed together the material, described and asks questions regarding the reading text and then asked the students to draw inferences from the reading texts they had recently read.

In this section, the researcher gave one type of test, namely an essay test where the researcher gave one hour to do the test. After completing the test, the researcher and students discussed and provided conclusions about the reading material.

The percentage improvement in students' reading comprehension during the first cycle of class tenth at SMP Panca Budi is 21%. The researcher concluded that it can happen because there are some problem that affect before applying the sustained silent reading strategy improve students' reading comprehension skills. However, majority of students scored below the criterion.

Observation

The observation stage was carried out throughout the process of learning and instruction in the first cycle. Researcher observed student activities while in class. This was related to observing student readines in participating in learning, student responses to the material provided and student activity throughout the process of learning and instruction.

Based to the writer's observations, students responded well to inquiries, paid attention when researchers explained, and were engaged in studying narrative texts using the sustained silent reading method that has not been applied.

Reflection

Base on the findings of evaluations and testing in cycle one , the writer discovered some progress in numerous students. In the observation, 7 students scored 75-90, placing them in the category of students who met the minimum criteria, whereas 23 students scored 56-70, remaining below the criteria. Based on the data shown above, the actions in cycle one were ineffective, so the researcher intended to enhance students' reading comprehension skills by repeating and revising lesson plans and resources. As a result, the researcher must resume the problem-solving cycle using the strategy.

B. Cycle Two

Planning

In this section, the researcher tried to solve problems in the process of learning and instruction found in cycle one. The main problem is that students have difficulty understanding the contents of the reading and some of them are not active in class. Following the pre-test, the results indicate The students' capacity for understanding texts in narrative text remains low. The majority of students did not meet the minimum achievement standards, so the researcher speak with the English teacher about preparing to perform classroom action research utilising the sustained silent reading method. After analysing the concerns listed above, the writer created many instruments for this study, including observation sheets of student activities in class and student worksheets to assess students' reading comprehension abilities. It took two meeting in this cycle two phase.

Action

First Meeting

On Friday, January 19, 2024, the second cycle of action was conducted for two hours (2x35) minutes. The researcher greeted the class, lead them in prayer, inquire about their news, and verified their attendance before beginning the session. Following that, the researcher began the session by linking the information from cycle 1 and recapitulating for the students the definition, text structure, and text characteristics of the narrative text material. After that, the researcher implemented the sustained silent reading technique within the classroom. The researcher explained the meaning, purpose of sustained silent reading and the steps for implementing the method.

Students then, given a text from the researcher about narrative texts. After that, the researcher instructed students to read the material silently for a duration of 15 to 20 minutes. The researcher instructed students to look at the title before reading the text in the pre-reading tasks. Then, the writer asked a question to the students regarding information found in the reading, and they responded according to their individual comprehensions. The researcher next instructed the students to identify a few difficult word in the material they had read throughout reading exercise. Next, the researcher instructed every student to carefully read the content aloud while concentrating more on comprehending it. After finishing reading the researcher asked questions to each student and answered according to their own understanding based on the text provided by the researcher to increase their knowledge of the material provided.

The percentage improvement in students' reading comprehension during the first cycle of class tenth at SMP Panca Budi is 39%. The researcher concludes that the sustained silent reading strategy improve students' reading understanding skills. However, the majority of students scored below the criterion.

Observation

The observation stage was carried out throughout the process of learning and instruction in the second cycle in post test 1. Researcher observed student activities while in class. This was related to observing student readiness in participating in learning, student responses to the material provided and student activity throughout the process of learning and instruction.

Based to the writer's observations, students responded well to inquiries, paid attention when researchers explained, and were engaged in studying narrative texts using the sustained silent reading method that has been applied.

Reflection

Base on the findings of observations and tests in cycle one utilising the sustained silent reading method, the writer discovered some progress in numerous students. In the observation, 13 students scored 75-90, placing them in the category of students who met the minimum criteria, whereas 17 students scored 56-70, remaining below the criteria. There are several problems that contribute to some students' low scores, including the fact that most students do not understand the text they read, that their vocabulary is still lacking, which causes them to be confused about the contents of the reading text, and that they are afraid of making mistakes. As a result, the researcher must pay more attention to and train students so that they are brave and confident in understanding reading. Based on the data shown above, the actions in cycle one were ineffective, so the researcher intended to enhance students' reading comprehension skills by repeating and revising lesson plans and resources. As a result, the researcher must resume the problem-solving cycle using the same strategy. Second meeting

Secong Meeting

On Friday, January 26, 2024, cycle two was run for two hours (2x35 minutes). The researcher provided one kind of test in this section, which was an essay test with an hour to complete. Following the test, the students and the researcher had a discussion and the researcher gave conclusions regarding the readings.

The class percentage was 72% and the mean score was 76,1 according to post-test findings from the second cycle of the 30 students in the class. According to the mean score, it can be concluded that when the researcher used the sustained silent reading method for cycle two, the students' reading understanding skills increased. Students' reading comprehension abilities had increased beyond the school's minimal accomplishment criteria (KKM), according to the statistics in the above table.

There were 24 students who had passes exceeding the KKM criteria at school, namely 75, although there are 6 students who did not pass. This also made the researchers and teacher collaborators very satisfied because students' reading comprehension skills, their scores on tests, and also students' activeness in class were very good compared to before.

Observing

The Data on the results of student activities were taken during the second cycle. researchers observe activities in class such as; when researchers provide explanations about the material, respond when asked questions, and also their understanding of sustained silent reading instructions.

Based on the writer observations it can be concluded that students responded well to questions, paid attention when researchers explained and students were interested in studying narrative texts using the sustained silent reading method that had been applied.

Reflection

The application of the sustained silent reading method to the narrative text showed satisfactory results compared to cycle 1, which led the researchers to be satisfied with the action research's outcomes based on observational data and post-test results. As per the KKM at school, 24 students are found to have passed the second post-test. It indicates that the second cycle's implementation was effective. Furthermore, the observational data indicated that students had increased self-assurance and found it simpler to comprehend the assigned reading. They also easier to understand the text, especially the main idea, the information contained in

the text, and the structure of the text. From these results, the researcher is satisfied with the improvement that has been obtained, so the researcher decides to stop the action research.

C. Discussion

In the first meeting of cycle two phase, after applying the sustained silent reading method, the post-test mean score increased untill 69,8 and The proportion of students who met the requirements is 39% or is categorized as quite successful. In this cycle, it was found that 13 students pass the minimum of standard, while 17 students did not fulfill the minimum criteria. Most students begin to participated or be active in the teaching and learning process and are enthusiastic about independent test work.

The sustained silent reading method was re-applied in second meeting of cycle two phase, the average post-test increased to 76,1 and the proportion of students that passed the minimum criteria was 72%. In this cycle, there are 24 students who passed the minimum criteria, while 6 students do not reach the standard. Therefore, researcher concludes that the sustained silent reading method is an effective technique that can be used in the process of learning and instruction because it might be developed students' reading understanding in narrative text.

The difference between cycle one and cycle two. In the implementation of cycle one, the researcher didn't apply the sustained silent method optimally. The text given is not too difficult only some students has difficulty understanding the contents of the text. Besides that, during the process of teaching and learning. students were less Interested in seeking questions they did not understand so, in cycle 1 most student scores has not reached the KKM. In cycle one the teaching used by the researcher is different from the cycle one In this specific instance, the writer designes the ability in learning to increase students' reading understanding. the text given in cycle two was easier and shorter so that it was quickly understood by students. the researcher focused more on vocabulary, grammar, and information contained in the test. So, the researcher can conclude that using the sustained silent reading method can increase students' reading comprehension. here this is researcher draws a diagram of student results and class percentages.

The score of the pre test,post-test 1 and post test 2 displayed a development in students' reading comprehension abilities besides that there is an increase in the teaching and learning process of students' reading comprehension. 69,8 76,1 0 10 20 30 40 50 60 70 80 90 Pre test post test 1 post test 2 66,1 By using the sustained silent reading method, students might be increase their reading comprehension skills in English. We can see this from the diagram that showed after applying the method. After the researcher applied the sustained silent reading method, the outcomes of the students' scores increased in the posttest one with mean score of 69,8, and for the post-test two, it increased to 76,1.

CONCLUSION

The purpose of this study was to improve students'reading comprehension through the Sustained silent reading method at the eighth grade of SMP Panca Budi who had problems in reading comprehension in narrative text in the 2023/2024 academic year. The subjects of this study amounted to 30 students.This research was conducted in 3 meetings. The first meeting was for the pretest, and cycle one and two meetings for cycle two. According the results of the study in chapter IV, the writer concluded that the student's reading understanding skills in the narrative text had increased. it might be seen in the score of cycle one and cycle two. The average value in cycle one is 66,1 out of 30 students with a class percentage of 21%. There are some students who did not reach the minimum completeness criteria (KKM). In cycle two, for the first meeting the average score is 69,8 and the class percentage was 39 % and for the second meeting the average score is 76,1 with the class percentage was 72% . This condition can be concluded that most students pass the criteria. It means that students achieve the minimum completeness criteria and scores in cycle two had increased. In addition, the researcher found from observations Throughout the process of learning and instruction that students were more interested and enthusiastic about participating in class. In addition, the sustained silent reading method could also make learning more interesting. This can also help them become more enthusiastic and focused on reading. finally, the results of this study succeeded in answering the questions written in chapter one, that using the sustained silent reading method could improve students' reading comprehension in class VIII SMP Panca Budi Medan . the results of each cycle showed an increase in student grades and activity.

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