THE EFFECT OF USING SUSTAINED SILENT READING (SSR) METHOD ON STUDENTS'READING COMPREHENSION

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Abstract

This research used sustained silent reading in the X grade of SMA Negeri 1 Air Joman in order to determine empirical evidence of the students' success in reading comprehension of narrative material. Quantitative research was used in this study. All of the class X students at SMA Negeri 1 Air Joman composed the study's population. For this research, samples were collected from 30 students in the experimental group (class X IPA 3) and 30 students in the control group (class X IPA 2). A test served as the data multiple choices method. (1) The writer discovered after evaluating the data that the students' success in reading comprehension narrative texts utilizing the Sustained Silent Reading method had a mean of 87,83 and a standard deviation of 66,19; (2)The standard deviation was 57,34, and the mean score for the students' reading comprehension of narrative texts using the conventional method was 69. T-observed had a value of 6,35 and T-table had a value of 2,009. The fact that the value of t-observed was higher than that of t-table indicates that the sustained silent reading approach had a large impact on students' reading comprehension achievement.

Keywords: Sustained Silent Reading Method, Reading Comprehension, Narrative text

INTRODUCTION

English has emerged as the most important language in the world since practically everyone uses it to communicate with others in a wide variety of international settings. English has always been of particular importance, especially in light of the current globalization trend that encourages people to study the language in order to interact with people throughout the world. According to (Crystal David, 2003) the universal use of English could discourage native English speakers from learning other languages. The dominance of English as the world's primary language has permanently altered the landscape of learning foreign languages in English's favor (Kramsch, 2014)

There are four skills like: listening, writing, reading and speaking. Those must be acquired by students in order to learn English. While reading and listening are receptive skills, speaking and writing are productive skills. Considering that reading is a crucial ability, it receives more attention than the other three. Reading is one methods to get information and it may improve human knowledge. By reading, people are able to understand many things occur round them even people should not see it immediately and through reading people can speak and write.

Reading comprehension is an essential for learning from texts and is crucial for lifelong learning. Reading a text is generally used to test reading comprehension. Currently, teachers should be given students to read effectively, especially for UN (National Exam). However, a lot of students had reading difficulties. Utilizing reading strategies is a successful way to fully comprehend texts (McNamara, 2009)

Furthermore, reading is a skill that Senior in High School should develop, because Senior High School require that students to study English as one of students' compulsory subjects. Additionally to being the first foreign language, English plays a significant role in determining whether or not students advance to the next level. In learning English, there are certain text types that must be taught in senior high school, including descriptive, narrative, and recount texts. These types of texts are based on the standard competency and the basic competencies recommended by the government. The tenth of senior high school students should learn how to read narrative texts, which are based on many different sorts of those writings. A narrative text attempts to discover solutions to difficulties by telling a story with complicated or problematic circumstances. Narrative texts are used to recount historical events.

Based on the preliminary teaching English in SMA Negeri 1 Air Joman, this research found that students' capability in English, especially about students' reading comprehension was still weak. It is well known that there were a number of issues with reading comprehension that the students had when reading narrative texts, such as the first student's failure to comprehend the text when reading a book. Students can only mention symbols without understanding anything from the text. The second, students also have a limited vocabulary, which makes it challenging to understand the context of the text. The final reason is that many students have difficulties to make a summary after had read the text.

As a results, the students can not answer the whole question correctly, so the assessment of reading comprehension for class X students have not been maximized. The KKM in the school-determined reading comprehension category, which is 75, has not yet been achieved by the average student score. This is not optimal, not as expected and reality. Based on the problems related to reading comprehension in class X students of SMA Negeri 1 Air Joman. Sustained silent reading method will be used to improve ability of students in reading comprehension.

Based on the explanation above, this research was conducted with the title "The Effect of Using Sustained Silent Reading (SSR) Method on Students' Reading Comprehension of Narrative Text at The X Grade of SMA Negeri 1 Air Joman in the 2022/2023 Academic Year".

METHOD

Quantitative methodology was used in this research. It was used to see the effect of using Sustained Silent Reading method on students Reading Comprehension of narrative text. This research was categorized as an experimental

study because this research used an experiment or treatment to compare the outcomes of the post-test between the experimental and control groups.

Group	Pretest	Treatment	Post test
E	X1	X	X2
C	Y1	Y	Y2

Where:
E   : Experimental Group
C   : Control Group
X1   : The Experimental Group Pre-Test
Y1   : The Control Group Pre-Test
X2   : The Experimental Group Post-Test
Y2   : The Control Group Post-Test
X   : Using SSR Method
Y   : Using Conventional Method

Population
According (Sugiyono, 2015) in (Anggaraeni, P.D., Negara,, Putra, 2018) population refers to objects or subjects that are inside the generalization area and have particular and features that are chosen to be investigated before conclusions are reached. The population of the research was the X grade Students of SMA Negeri 1 Air Joman in 2022/2023 academic year which consist of six classes. The poplation can be seen in the table follow:

No	Classes	Students
1.	X IPA-1	36
2.	X IPA-2	30
3.	X IPA-3	30
4.	X IPA-4	36
5.	X IPS-1	36
6.	X IPS-2	36
Total	**6**	**204**

Sample
Random Sampling method was utilized in this research. The way to take the sample was two rolls the name of the class IPA and IPS, this research took one roll as a sample. As a result this research got IPA class. There were IPA-1, IPA-2, IPA-3 and IPA-4, this research took one roll again as sample. This research used students from class X IPA-3, which was the experimental class applying the sustained silent reading method and have 30 students, and class X IPA-2, which was the control class and also have 30 students. 60 students represent the total amount of samples.

Class	Amount of Students	Kinds of Group
X-IPA 3	30 Students	Experimental Group
X-IPA2	30 Students	Control Group
Total	60 Students	

Variable of the Research

To analyze the impact of the independent variable on the relationship with the dependent variable, the variable was selected in this research. There were two variables:

1. Independent variable.

The sustained silent reading method served as the independent variable (X).

2. Dependent variable.

Reading comprehension of narrative texts as the research dependent variable (Y).

Data Collecting Technique

For collecting data, this research was used test to collect the data. The test divided in two tests they were:

1. Pre- test

Before starting any treatments, students took a pre-test to determine students' quality reading Comprehension in learning narrative texts.

2. Treatment

Both the experimental class and the control class got treatment. While the control class was conducted in the conventional method, like teacher often teach, the experimental class used the Sustained Silent Reading (SSR) method.

3. Post- test

After receiving treatment with the sustained silent reading (SSR) method in the experimental class and conventional method in the control class, students took a post-test to determine their reading comprehension of narrative texts.

Instrument of Collecting Data

This research was used multiple choices. (Plakans & Gebril, 2015) in (Tamah & Lie, 2019) assert that multiple-choice tests can occasionally cover topics more thoroughly than current tests do. There were four texts, and each text had five questions. This research used a test to examine how well the students comprehend the subject. When the Students have finished their test, this research took the score from their result of the students' Reading Comprehension.

Table. The students' score classified by the classification proposed by Arikunto (2013):

Score	Categories
80-100	Excellent
66-79	Good
56-65	Enough
40-55	Less

30-39	Fail

$$\text{Score} = \frac{\text{The number right answer}}{\text{The number of Items}} \text{ X } 100$$

Validity

Validity is an essential component of a good test. In other words, the test can be said to be valid if the instrument items test assess what should be measured for the intended purpose. This research investigates the test from the aspects of content validity and construct validity to see whether it has good validity or not.

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\left\{n\sum x^2 - (\sum x)^2\right\}\left\{n\sum y^2 - (\sum y)^2\right\}}}$$

Where:
R   = The correlation between two variables.
N   = Total of the Data
X   = The mark in the pre-test
Y   = The mark in the post-test
XY   = Sum of multiplication X and Y
X^2 = Square of X
Y^2 = Square of Y

Reliability of the Test

This research used reliability to assess the dependability of the test. This research utilized rank order correlation as shown below to determine the test's reliability. The calculation went like this:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:
r_{11} = reliability
r_{xy} = correlation between the two halves

The Technique of Data Analysis

According to Sudijono (2011) in (Sugianto, 2017), assessing the distractors aims to determine which items cannot be used appropriately as well as why a specific test taker failed and to correctly respond to certain items. This fungtion was to comprehend the differences between students who were taught utilizing the sustained silent reading method and those who were not, the t-test as follow (Sugiyono, 2011) in (Dialog & Issn, 2019).

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum Dx^2 + \sum Dy^2}{N_x + N_Y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note :
M_x = Means score of experimental group
M_y = Means score of the control group
DX^2 = The deviation score of experimental group
DY^2 = The deviations' score of control group
N_X = The total sample of experimental group
N_y = The total sample of control group

DATA AND RESEARCH FINDING

From the results of this research, grade X students at SMA Negeri 1 Air Joman read narrative texts significantly better when students employ the sustained silent reading (SSR) method. By using this method, the students' scores improved. That is evident from the pre-test scores of the experimental and control groups of students. In the experimental group, the pre-test score of the students averaged 66, while it was 56,66 in the control group. The experimental group's post-test results showed a mean score of 87,83, while the control group's was 69. It can be seen in more detail as follows:

The Score of Pre-test and Post-test of Experimental Group

No	Students' Initial	Scores of Pre-test (X)	Scores of Post-test (Y)	X2	Y2	XY
1	AA	70	95	4900	9025	6650
2	ASP	65	85	4225	7225	5525
3	DAAS	70	95	4900	9025	6650
4	DA	65	85	4225	7225	5525
5	DAZ	70	95	4900	9025	6650
6	DDM	60	85	3600	7225	5100
7	ES	65	80	4225	6400	5200
8	KA	70	90	4900	8100	6300
9	FR	65	85	4225	7225	5525
10	FAP	70	90	4900	8100	6300
11	IJS	60	85	3600	7225	5100
12	IL	60	90	3600	8100	5400
13	IS	65	85	4225	7225	5525
14	MDFR	70	90	4900	8100	6300
15	MR	65	80	4225	6400	5200
16	MU	75	95	5625	9025	7125
17	MZ	65	80	4225	6400	5200
18	MSP	70	85	4900	7225	5950
19	MSPB	65	80	4225	6400	5200
20	MP	55	85	3025	7225	4675
21	NAA	70	90	4900	8100	6300
22	NV	75	95	5625	9025	7125

23	NZ	60	85	3600	7225	5100
24	PSAN	70	90	4900	8100	6300
25	RF	60	80	3600	6400	4800
26	RH	70	95	4900	9025	6650
27	RIS	55	85	3025	7225	4675
28	RS	65	90	4225	8100	5850
29	SN	70	95	4900	9025	6650
30	SM	65	90	4225	8100	5850
	Total	$\sum$**X= 1980**	$\sum$**Y= 2635**	$\sum$**X^2= 131450**	$\sum$**Y^2= 232225**	$\sum$**XY= 174400**

Based on the table above, it showed that:

$$M = \frac{\sum X}{N} \qquad\qquad M = \frac{\sum Y}{N}$$

$$M = \frac{1980}{30} \qquad\qquad M = \frac{2635}{30}$$

$$M = 66 \qquad\qquad M = 87,83$$

According to the above facts, pre-test scores for students were lower than post-test scores. The average pre-test score for students was 66. With the implementation of the Sustained Silent Reading Method, it improved 21,83% and the post-test score mean was 87,83.

The Score of Pre-test and Post-test of Control Group

No	Students' Initial	Scores of Pre-test (X)	Scores of Post-test (Y)	X2	Y2	XY
1	ATW	60	75	3600	5625	4500
2	AR	60	70	3600	4900	4200
3	AN	50	60	2500	3600	3000
4	A	60	70	3600	4900	4200
5	AS	55	65	4225	4225	3575
6	ADA	50	65	2500	4225	3250
7	B	60	75	3600	5625	4500
8	CT	55	70	3025	4900	3850
9	CA	50	65	2500	4225	3250
10	CA	50	70	2500	4900	3500
11	DSW	60	75	3600	5625	4500
12	DNA	60	70	3600	4900	4200
13	FDA	45	60	2025	3600	2700
14	H	60	70	3600	4900	4200
15	IM	65	75	4225	5625	4875
16	J	60	70	3600	4900	4200

17	MJ	60	70	3600	4900	4200
18	N	55	65	3025	4225	3575
19	NIM	65	75	4225	5625	4875
20	N	60	75	3600	5625	5250
21	NZ	40	55	1600	4225	2200
22	NA	60	70	3600	4900	4200
23	NEP	50	65	2500	4225	3250
24	RM	65	75	4225	5625	4875
25	RDS	60	75	3600	5625	4500
26	RR	55	65	3025	4225	3575
27	RU	50	65	2500	4225	3250
28	RYS	65	75	4225	5625	4875
29	STK	60	70	3600	4900	4200
30	SR	55	65	3025	4225	3575
	Total	$\sum X = 1700$	$\sum Y = 2070$	$\sum X^2 = 98650$	$\sum Y^2 = 144850$	$\sum XY = 118150$

Based on the table above, it showed that:

$$M = \frac{\sum X}{N} \qquad\qquad M = \frac{\sum Y}{N}$$

$$M = \frac{1700}{30} \qquad\qquad M = \frac{2070}{30}$$

$$M = 56{,}66 \qquad\qquad M = 69$$

According to the above facts, pre-test scores for students were lower than post-test scores. The pre-test score of students was 56,66 on average. The post-test score mean was 69 after treatment was applied using the conventional method.

The Improvement Score of Pre-test and Post-test on Experimental Group

No	Students' Initial	Scores of Pre-test (X)	Scores of Post-test (Y)	The improvement of Students scores
1	AA	70	95	+ 25
2	ASP	65	85	+ 20
3	DAAS	70	95	+ 25
4	DA	65	85	+ 20
5	DAZ	70	95	+ 25
6	DDM	60	85	+ 25
7	ES	65	80	+ 15

8	KA	70	90	+ 20
9	FR	65	85	+ 20
10	FAP	70	90	+ 20
11	IJS	60	85	+ 25
12	IL	60	90	+ 30
13	IS	65	85	+ 20
14	MDFR	70	90	+ 20
15	MR	65	80	+ 15
16	MU	75	95	+ 20
17	MZ	65	80	+ 15
18	MSP	70	85	+ 15
19	MSPB	65	80	+ 20
20	MP	55	85	+ 30
21	NAA	70	90	+ 20
22	NV	75	95	+ 20
23	NZ	60	85	+ 25
24	PSAN	70	90	+ 20
25	RF	60	80	+ 20
26	RH	70	95	+ 25
27	RIS	55	85	+ 30
28	RS	65	90	+ 25
29	SN	70	95	+ 25
30	SM	65	90	+ 25

Analyzing the Data by Using T-Test Formula

The test calculation was used to determine whether the Sustained Silent Reading Method (SSR) had a significant impact on students' ability to read narrative text in grade X at SMA Negeri 1 Air Joman based on the test results as presented above. The t-test method worked as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\dfrac{X_2 + Y_2}{N_1 + N_2 - 2}\right] + \left[\dfrac{1}{N_1} + \dfrac{1}{N_2}\right]}}$$

Before calculating the data using t-test formula, the research had to find the Mean and Standart Deviation of each group.

Mean and Standart Deviation of Experimental Group

This research had to determine the mean and standart deviation of experimental group:

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

$$M = \frac{1980}{30} = 66$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{131450}{30}} = 66{,}19$$

Mean and Standart Deviation of Control Group

this research had to determine the mean and standart deviation of control group:

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

$$M = \frac{1700}{30}$$

$$M = 56{,}66$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{98650}{30}} = 57{,}34$$

After getting mean and standart deviation of each group, then analyzing the data by using t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{X_2 + Y_2}{N_1 + N_2 - 2}\right] + \left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

$$t = \frac{66 - 56{,}66}{\sqrt{\left[\frac{66{,}19 + 57{,}34}{30 + 30 - 2}\right] + \left[\frac{1}{30} + \frac{1}{30}\right]}}$$

$$t = \frac{9,34}{\sqrt{\dfrac{123,53}{58} + \dfrac{2}{30}}}$$

$$t = \frac{9,34}{\sqrt{2,129 + 0,06}}$$

$$t = \frac{9,34}{\sqrt{2,189}} = \frac{9,34}{1,47} = 6,35$$

The result of the t-test after data analysis was 6,35. In the event that this is consulted, the moment degree of freedom (df) will be N1 + N2 - 2 or 30 + 30 - 2 = 58. As a result, the t-critical table's score with a significant 0,05 was 2,009. Thus, it can be said that t-score > t-table. As a result, the writer's premise that the Sustained Silent Reading (SSR) Method was helpful for improving reading comprehension of narrative text was confirmed, and the SSR Method received a higher score than it would have without.

CONCLUSION

According to the findings, students at SMA NEGERI 1 Air Joman's tenth grade scored better in reading comprehension on narrative texts when utilizing the sustained silent reading method than when using the conventional method. The impact of using the sustained silent reading method on students' reading comprehension achievement is higher. The degree of freedom is 58 and the level of significance is 0.05. It indicates that the Ho is rejected but the Ha is approved. The achievement of the students in narrative text is significantly impacted by the use of the sustained silent reading method.

The writer came to the following conclusions after analyzing the data: 1. Students can use sustained silent reading to increase their reading comprehension of narrative texts.

1. Using the sustained silent reading method, students can increase their reading comprehension of narrative texts.

2. The students comprehend the subject matter or fundamental content of narrative texts.

3. The students were more engaged and motivated in class.

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