

ABSTRACT

ARYANI, NURVIDA. 2016. The effectiveness of Sustained Silent Reading (SSR) method in Teaching Reading Comprehension at the Tenth Grade Students of SMAN 1 Slahung Ponorogo in Academic Year 2015/2016. **Thesis**, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Drs. H. Dolar Yuwono, M.Pd.

Key Word: Sustained Silent Reading and Reading Comprehension

Reading is the process of readers combining information from the text and their own background knowledge to build meaning. Reading is very important as the essential skill for students. Reading is used to get meaning, understanding, and entertainment. Sustained silent reading is a time during which a class, or in some cases an entire school, reads quietly together. SSR helps the students alter the visual, perceptual skills, and information processing of the text or literature.

The problem statement of this research was as follows: Is there any significant different to the students reading comprehension before and after being taught using sustained silent reading in teaching reading comprehension at the Tenth Grade Students of SMAN 1 Slahung in academic year 2015/2016? The purpose of this research was to know whether using sustained silent reading in teaching reading comprehension is more effective than not using it.

This research applied quantitative approach and used the pre experimental design. This research used one pre and post test group design. The population was taken from the tenth grade students of SMAN 1 Slahung in academic year 2015/2016. The numbers of the sample were 25 students. The technique of data collection was test and documentation. To analyze the data, it used t-test formula.

The result showed that the value of t_0 between students reading comprehension before and after being taught using sustained silent reading method was 4,91881. The result of computation based on t-test formula of significant level 5% was 2,06 and at significant level 1% was 2,80. The t_0 was higher than t_t . So, H_a was accepted and H_0 was rejected.

From the calculation above it can be concluded that there is a significant difference between students' reading comprehension before and after being taught using sustained silent reading at the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/1016. It becomes important for the teacher to use an appropriate method in teaching English especially in teaching reading.

CHAPTER I

INTRODUCTION

A. Background of the Study

English language skills consists of speaking, listening, writing, and reading. Reading is one of important skills in English language learning. The mastery on reading skill is priority for many second language learners. David Nunan state that reading is the fluent process of readers combining information from the text and their own background knowledge to build meaning.¹ Again, Andrew P. Johnson states that reading is the practice of using text to create meaning.² It means that reading is important because it needs clear understanding for built the meaning of the texts or literatures.

Reading is defined as an essential skill for English language learners. The students must practice more in reading. The more the students read the better their reading comprehension will be.

Reading is a constantly developing skill.³ Like any other skills, the learners will be better in reading by practicing. For instance, if the students' do not practice in reading, they will be found difficulties in the process of

¹ David Nunan, Practical English Language Teaching (New York: Mc Graw-Hill companies Inc, 2003), 68.

² Andrew P. Johnson, Teaching Reading and Writing: a guide book for tutoring and remediating students. (United States of America, 2008), 3.

³ Ibid., 4.

built the meaning and understanding the texts. Again, the reading activities should be doing continuously, not only in the classroom or school but also in the students' spent time. Reading is the most important skills for English learners especially in academic context, because students need to comprehend and deal with all reading aspects and difficulties.

Based on the writer observation in class and interview with some of the English teachers, it knows that students are still tend to be less focus on English lesson specially in reading skill. When the teacher gives some of hand out materials, the students are still not focus to read. Many students can read the word in passage perfectly but are unable to answer the questions. They can say the words, but unable to gain the meaning from words. More of these, the students are make noise in class. They didn't focus to read the material that served by the teacher. That cause the reading comprehension of the students is still troubling. Some of the students are did not want to doing the reading activity, because they begin to focus their interest in particular areas; other believe they do not read well, so they are simply did not read.⁴

A general assumption about teaching reading is that students improve their reading comprehension by reading more. In fact, the students are still finding the difficulties in reading process. In this problem, the teacher must gives the activity that can be use to increase the students reading

⁴ Based on Interview and Observation's Documentation of the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016.

comprehension. As Chow, Ping-Ha states that Research on native speakers of English and students of English as a second language has shown that the amount of time spent reading is related to students' reading comprehension and vocabulary growth.⁵

One of the methods that can be used to build the students comprehension in reading is sustained silent reading. Silent reading is done to get the lot of information. It is also very important because in this type the background knowledge of the reader will be flight.

Steve Gardiner states that giving them (students) time to read is clearly the most important thing to do for the students. It builds vocabulary; connects to writing; develops an understanding of the qualities of great readers; meets needs the teacher might not know about what an empowering statement; and gives students a chance to connect with reading in an unstructured situation."⁶

By all of the phenomena, the writer is curious on effectiveness of using silent reading in reading comprehension. So, the writer tries to investigate about “The Effectiveness of Sustained Silent Reading (SSR) Method in Teaching Reading Comprehension at The Tenth Grade Students of SMAN 1 Slahung Ponorogo in Academic Year 2015/2016”.

⁵Chow, Ping-Ha, The Internet TESL Journal, Vol. VI, No. 11, November 2000, <http://iteslj.org/>

⁶ Steve Gardiner, Building Student Literacy Though Sustained Silent Reading (United States of America: ASCD publications, 2005).

B. Limitations of the Study

Based on the explanation above, the limitation of the study is focused on the Effectiveness of Sustained Silent Reading (SSR) Method in Reading Comprehension at The Tenth Grade Students of SMAN 1 Slahung Ponorogo in Academic Year 2015/2016.

C. Statement of the Problem

Based on the background of study above, the problem statement is formulated:

Is there any significant different to the students reading comprehension before and after being taught using sustained silent reading in teaching reading comprehension at the Tenth Grade Students of SMAN 1 Slahung in academic year 2015/2016?

D. Objective of the Study

The objective of this study is formulated as follow:

To know whether using Sustained Silent Reading in teaching reading is more effective than not using it at the tenth grade students of SMAN 1 Slahung Ponorogo in academic Year 2015/2016.

E. Significances of the Study

This study is concern about the Effectiveness of Sustained Silent Reading (SSR) Method in Reading Comprehension at The Tenth Grade Students of SMAN 1 Slahung Ponorogo in Academic Year 2015/2016. The result of this research is expected to give benefit for:

1. The researcher

The researcher hopes that this research will give the new experience and knowledge, especially in teaching reading of English lesson.

2. The teachers

The teacher can use the sustained silent reading method as the way to increase the students' reading comprehension.

3. The Students

The Sustained silent reading method is purposed to make the students focus and increase their reading comprehension, also make the meaningful learning for them.

F. Organizations of the Thesis

The researcher organizes this thesis into some parts. The organization in this thesis is described below:

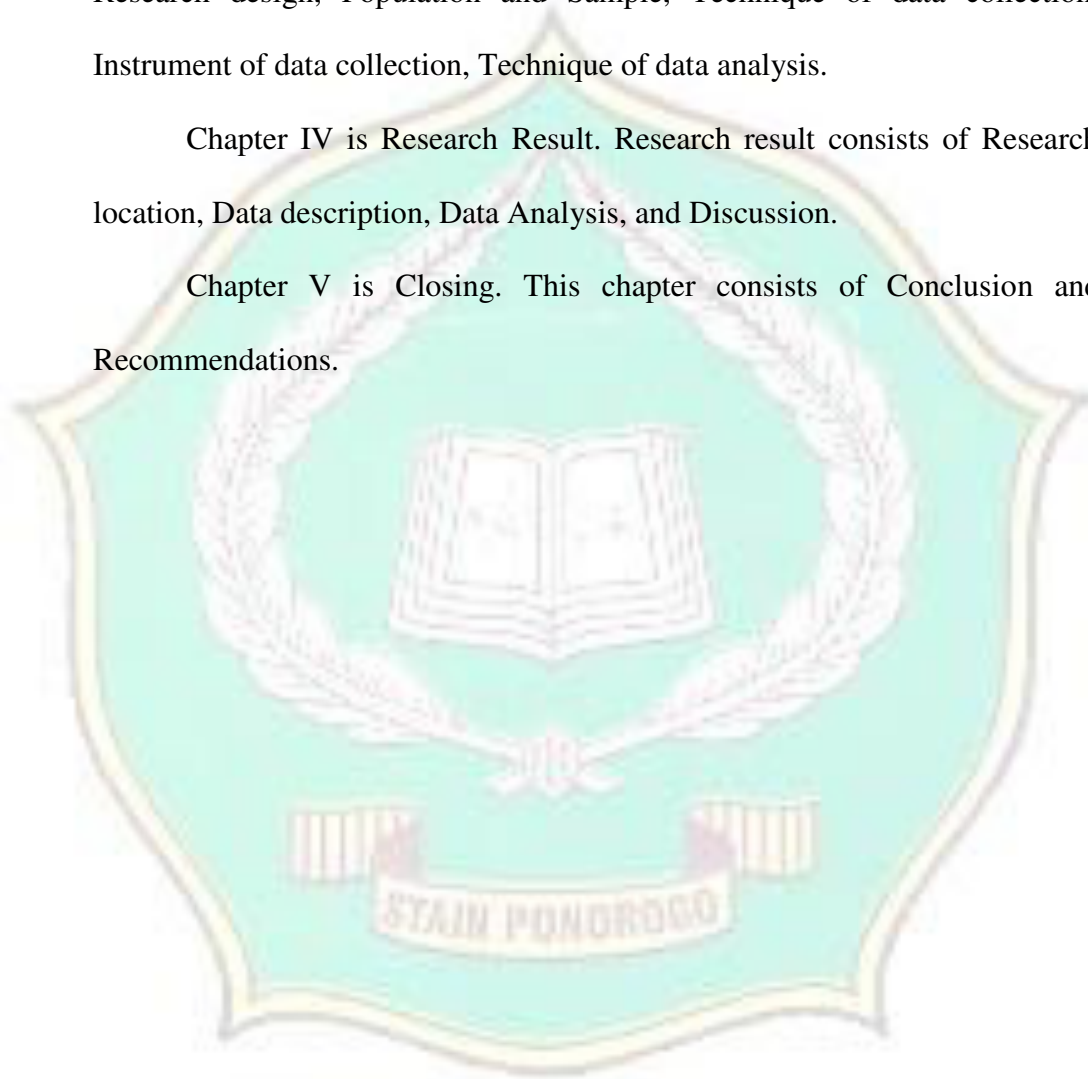
Chapter I in this thesis is Introduction. It contains of Background of the study, Limitation of the problems, Statement of the problems, Objectives of the study, and also Organization of the thesis.

Chapter II is review of related literature. This chapter is explained about Theoretical Analysis, Theoretical framework, and Hypotesis.

Chapter III is Research Methodology. This chapter is explained about Research design, Population and Sample, Technique of data collection, Instrument of data collection, Technique of data analysis.

Chapter IV is Research Result. Research result consists of Research location, Data description, Data Analysis, and Discussion.

Chapter V is Closing. This chapter consists of Conclusion and Recommendations.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

In this research, the writer is using the theories that are relevant with the theme of the discussion. The theories are:

1. Teaching Reading

a. Definition of Teaching

Teaching is defined as management of learning which is done by a teacher in a class and managed of learning recognized in general that a number of methodological options exist, but the learners are guided in any particular moment by a compass consisting of asset of values, some knowledge and experience, and a commitment to particular learning outcomes.⁷ It means that teaching is a process of managing the class to reach the objective of the study effective and efficiently.

Teaching is the process of transferring the information or new knowledge to the learners. As Brown states: Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to

⁷ Larsen-Freeman, Diane, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 2000), 184.

know or understand.⁸ So, teaching can be defined as a set of component for improve the learner's knowledge and their positive behavior to reach the goals of teaching learning process. So, Teaching is being how the teacher can understand of their learners and the subject matter to be learned with appropriate method or strategies.

b. The Definition of Reading

As Neil.J Anderson said that, reading can be defined simply from print. The four key elements combine in the process of making meaning from print. There are: the readers, the text, reading strategies, and fluency. Again Neil.J Anderson states reading as the process of readers combining information from the text and their own background knowledge to build meaning.⁹ In the same line Caroline T. Linse states that reading is a set of skills that involves making sense and delivering meaning from printed words.¹⁰

Reading is a thinking process. The act of recognizing words requires interpretation of graphic symbols. In order to comprehend a reading selection thoroughly, a person must be able to use information to make inferences and read critically and creatively to understand the

⁸Douglas Brown, Principles Language Learning and Teaching Fourth Edition (San Francisco: San Francisco State University, 2000), 7.

⁹Neil J. Anderson, Practical English Language Teaching Reading (New York: Mc Graw-Hill, 2008), page 2-3.

¹⁰Caroline T. Linse. Practical English Language Teaching: Young Learners, (New York: Mc.Graw-Hill ESL/ELT Companies, Inc., 2005), 69.

figure language, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations.¹¹ So, reading is having a goal to create the students understanding of the meaning from any literatures.

c. Genres of Reading

There are some types (genres) of reading, such as:

1) Academic reading

Academic reading is containing with: general interest articles (in magazines, newspapers, etc), technical reports, professional journal articles, reference material (dictionaries), textbooks, theses, essays, papers, test directions, editorials and opinion writing.

2) Job-related reading

Job-related reading is containing with: message, letters/emails, memos, reports (job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires.

3) Personal reading

Personal reading is containing with: newspapers, magazines, letters, emails, greeting cards, invitations, messages, note,list schedules (train, bus, plane, etc), recipes, menus, maps, calendars, advertisements, novels, short stories, jokes, drama, poetry, financial

¹¹ Paul C. Burns, *Teaching reading in today's elementary school*, (United States of America: Houghton Mifflin company, 1984), 10-11.

documents, forms, questionnaires, medical reports, immigration documents, comics strips, cartoons.¹²

Each genres of written text has its own set of governing rules. A reader must be able to anticipate those rules in order to process the meaning of the genres efficiently and clearly.

d. The Types of Reading

There are some types of reading such as follow:

1) Perceptive

Perceptive reading tasks involved attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbol. Bottom up processing is implied.

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain a typical tasks are used: picture-cued tasks, matching, true false, multiple choice, etc. A combination of bottom-up and top-down processing may be used.

3) Interactive

¹²H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Longman, Pearson Education, 2001), 186-187.

Include among interactive reading types are stretches of language of several paragraphs to one page or more, interact with the text. That is reading as a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is product of that interaction. The texts are anecdotes, short narrative and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like.

4) Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed from most extensive tasks.¹³ So, extensive reading means reading many books but not much focus on classroom exercises that may test comprehension skills.

e. The Purpose of Reading

There are some purposes of reading. Harmer states that reading is essential either for students' careers, for study purpose or simply for pleasure. Reading is also useful as part of the process of language acquisition. It provides the students with opportunities to study

¹³ Ibid, H. Douglas Brown, Language Assessment Principles and Classroom Practice, 189.

language, vocabulary, grammar, punctuation, and the way they construct sentence, paragraph and text.¹⁴

According to Harmer, reading purposes are divided into six elements, there are:

1) To identify the topic

Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them to process the text more efficiently.

2) To predict and guess

Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from the initial glance.

3) Reading for detail information

It means that some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedure.

4) Reading for specific information

Sometimes readers want specific details to get much information.

They only concentrate when the particular item that they are

¹⁴ Jeremi Harmer, How to teach English, (England: Pearson Education Limited,1998), 68.

interested came up they will ignore the other information of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.

5) Reading for general understanding

Good readers are able to take in a stream of discourse and understand the gist of text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can called this activity is skimming process.¹⁵

f. The Process of Reading

Reading is general activities of the learners at school. For getting the information or meaning of the text, automatically the students must do the process of reading. There are some processes of reading, such as:

- 1) Seeing refers to the physiological stage of the reading process in which the light reflected from the page that contains the print is transformed by retinal activity into neural transmissions that are dispatched to the brain.
- 2) Perceiving refers to the psychological process of becoming aware of the orthography or letter configuration of words. During this stage the reader first identifies and then recognizes printed words through

¹⁵ Harmer, The Practice of English Language Teaching English. (Longman, New York.: 2000).

the avenues of visual analysis, auditory analysis, and/or association with meaning.

- 3) Understanding and/or reacting refers to a continuation of the psychological process in which word sequences are accepted in light of the reader's experience and background and are translated into meaning through one or more processes of thought: indexing, making comparisons, noting sequence, forming sensory impressions, and responding emotionally.
- 4) Elaborative and/or divergent thinking occurs after the reader has established meaning and starts to evaluate, interpret, appreciate, and apply what has been read.¹⁶

All of the reading process is very important for the readers for getting the information from the text that have been read. So, the most of students read will be very useful to train their comprehension. The sustained silent reading is hoped can help the students to increase their reading comprehension.

2. Sustained Silent Reading

a. The definition of Sustained Silent Reading

Sustained silent reading is a time during which a class, or in some cases an entire school, reads quietly together.¹⁷ Students are

¹⁶ Stanford E.Taylor, Exploring Silent Reading Fluency: Its nature and development, (United States of America: Charles C Thomas • Publisher, Ltd, 2011), 4-5.

allowed to choose their own reading materials and read independently during class time. Most programs encourage students to continue reading outside of class and permit students to change books if they lose interest. Most important, SSR allows an adult to model the habits, choices, comments, and attitudes good readers develop.

Reading silently means reading without labial movements or the vibration of vocal cords. This method implies that graphic forms are visually perceived and then transformed into meanings and ideas without passing through the vocal stage. Silent reading is usually seen as natural reading behavior and for decades has been associated with the idea of reading for comprehension.¹⁸

During this form of silent reading training, three subliminal areas of a student's Fundamental Reading Process are altered.

- a. Visual/ functional skills (binocular coordination, ocular motility, and accuracy of tracking) improve.

¹⁷ Ibid., 2.

¹⁸ Yousif Alshumaimeri, The effects of reading method on the comprehension performance of Saudi EFL students, *International Electronic Journal of Elementary Education*, Saudi Arabia: King Saud University, 2011, 4(1), 186.

- b. Perceptual skills (awareness of letter order, word recognition automaticity, and improved visual memory) become more rapid and accurate.
- c. Information processing (rate and sequence of word input into short-term memory) becomes more efficient.¹⁹

Again Allington said that voluntary reading is the reading children do at home or on their own when they are not required to do so. This is related to helping children fall in love with reading and to providing lots of reading practice (opportunities for sustained silent reading [SSR]). The amount (volume) of reading children do is related to fluency, comprehension, and achievement.²⁰

According to Tarigan, the key of improving comprehension skill is silent reading. It consists of two steps; extensive reading and intensive reading.

b. Comprehension in Silent Reading

Comprehension means understanding something and getting its meaning. Fluency in silent reading implies good comprehension. Rate, with less than adequate comprehension, is meaningless. As a

¹⁹ Ibid., 2-3.

²⁰ Andrew P. Johnson, *Teaching Reading and Writing: a guide book for tutoring and remediating students.* (United States of America, 2008), page 31-33.

consequence, any silent reading fluency development program must contain a wide variety of comprehension building activities that will ensure thorough comprehension.²¹ Other critical areas of consideration are: Reading appropriate level content, pre-reading preparation activities, extensive Reading, Skill-based comprehension questions, Directed skill reinforcement lessons, Writing activities, Semantic mapping lessons.²²

Again, Mark Sadoski states Oral reading and interpretation were included, with many lessons calling for orally interpreting lines with expression. However, silent reading always preceded oral reading, with the teacher guiding the children through the story page by page, asking questions, eliciting predictions, and encouraging children to project themselves into the story.²³

c. The Benefits of Sustained Silent Reading

1) Increases Comprehension

Readers don't have to pay as much attention to the pronunciation of every single word when they read silently, so they can concentrate on reading for understanding. As

²¹Ibid., Stanford E.Taylor, Exploring Silent Reading Fluency: Its nature and development, 161.

²² Ibid.,161.

²³ Mark Sadoski, Conceptual Foundation of Teaching Reading, (New York London: The Guilford Press, 2004), 53.

vocabulary, fluency and motivation increase, so does comprehension. Children read books at their own level and their own pace. They can visualize and interpret the words in their own way.

Some teachers provide time after SSR for students to share their thoughts on the books they're reading. This helps them recall, and it reinforces comprehension. Students are required to read silently for standardized tests, and sustained silent reading provides effective practice.

2) Builds Vocabulary

Silent reading provides the opportunity to learn the meanings of many new words in context. Readers are able to discover word definitions in an interesting way without any direct instruction. They tend to be more open to this method of learning new words than they would be if they were involved in intensive, forced vocabulary instruction. Children will apply the word attack skills they've learned to figure out new words on their own.

3) Improves Writing Skills

There is a well-established link between reading and writing. When children are engrossed in silent reading, they observe a variety of writing styles and sentence structures that

influence their own writing styles. Since they are able to concentrate on the words they're reading, grammar and spelling typically improve. Consistent, independent reading inspires a creative thought process that transfers to the written word. Some teachers combine sustained silent writing with SSR.²⁴

d. Procedures of Sustained Silent Reading

The procedures are:

- Teacher indicates the amount to be read silently.
- Teacher tells students to read quietly 15 to 30 minutes.
- Independent silent reading allows students to read material they choose on their own.
- At the end of sustained silent/independent reading, have students take to discuss their reading in pairs or as a small group. Walk around, listen in, observe behavior and responses, and make anecdotal notes.²⁵

Some of the additional pluses to school students time for silent reading include:

²⁴ Karen LoBello, The Internet TESL Journal: Evaluating Sustained Silent Reading in Reading Classes, assessed at November 17 2015 at 13.06. <http://iteslj.org/articles/chow.SSR-.html>.

²⁵ *ibid*,

- Opportunity for student choice

Most reading done in school is assigned. Independent silent reading allows students to read material they choose on their own.

- Builds reading confidence

As silent reading time is meant to be uninterrupted, they must work through trouble spots on their own, which helps them to become confident readers.

- Students actually want to read more

Reading, sharing, and talking about books in a positive way encourages students to want to try new genres, experience different authors, plow through the next book in a series, and ultimately read more.²⁶

3. Reading Comprehension

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.²⁷

Again Caroline said that Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order

²⁶ Silent reading in the middle school classroom,
<http://creativeclassroomcore.blogspot.co.id/2016/07/silent-reading-in-middle-school.html>

²⁷Elaine K. Mc Ewan, *Raising Reading Achievement In Middle And High Schools*, (California: Corwin Press, 2001), 35.

thinking skills and is much more complex than merely decoding specific words.²⁸ Here are two main reasons that people read:

1) Reading for Pleasure

Reading for a pleasure is like thinking about how much fun it is to read or listen to a good story.

2) Reading for Information

The reason of the reader is for getting the information and answering their curiosity about something. Although, reading for information can also give a pleasure.

The aim of reading is comprehension.²⁹ Some individuals equate decoding with reading. Just because a learner knows how to pronounce written words correctly, doesn't mean that he can read. It causes that reading is the process of building the meaning or information from the text, not just pronounced the words or sentence from the text.

a. Some Principles Strategies for Reading Comprehension

There are some principles for reading comprehension:

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom-up decoding.

²⁸ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, 2005), 71.

²⁹ *Ibid*, 72-73.

- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guess at meaning when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.³⁰

All of the principal strategies in reading comprehension are important for help the teacher and students in the process of teaching reading class. One of the important strategies in reading comprehension is silent reading.

b. Five important components in Reading instruction for English language learners

Reading instruction for English language learners should include at least five important components:

³⁰ Ibid., H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Longman, Pearson Education, 2001), 188-189.

- A large quantity of reading
- Time in class for reading
- Appropriate materials that encourage students to read
- Direct teaching strategies
- Teacher skilled in matching materials and reading strategies to the students' level of interest and language proficiency.³¹

4. The Assessment of Reading

Assessment is broader in scope and involves gathering information over a period of time. (might include formal tests, classroom observations, student self-assessments, or from other data sources).³² Assessment is being the importance aspect in teaching learning process. The quality of assessment will be effected the result of that assessment. So, there are any characteristics for make a good and appropriate assessment with the goals of teaching.

a. Characteristics of Good Assessment

There are five characteristics of good assessment in general:

- 1) Practicality

³¹ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (USA: Addison-Wesley Publishing Company, 1996), 96.

³² Mansyur Bennu and Agus Purnomo, *Language Assessment*, (Jakarta: MGMP Bermutu, Directorate General of Quality Improvement of Teachers and Education Personnel, 2009),4.

Test should be as economical as possible in time and in costs (including hidden time of time spent).

2) Reliability

A reliable test is consistent and dependable. It means that the test measures consistently. In other words, a reliable test will produce the same result if replicated.

3) Validity

A test that provides consistent measures of precisely the abilities that we are interested in is said to be valid.

4) Authenticity, In an authentic test,

- The language is as natural as possible,
- Items are as contextualized as possible,
- Topics and situations are interesting, enjoyable, and/or humorous,
- Some thematic organization, such as through a story line or episode is provided,
- Tasks represent real-world tasks.

5) Wash back

It includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment. Washback is being harmful or beneficial.

Washback implies that students have ready access to the teacher to discuss the feedback and evaluation he has given. Teachers can raise the washback potential by asking students to use test results as a guide to setting goals for their future effort.³³

b. Assess Reading

There are some components for assessing reading, such as:

1) Selecting texts

Successful choice of text very much depends on experience of constructing tests, including text selection.

2) Possible techniques

The possible techniques are:

- Multiple choice Multiple choice take many forms, but their basic structure is that there is a stem and a number of options, one of which is correct, the other being distracters.
- True/false items

True or false items offer a very reliable way of testing a student's reading comprehension, provided that there are

³³ Ibid., Mansyur Bennu and Agus Purnomo, *Language Assessment*, (Jakarta: MGMP Bermutu, Directorate General of Quality Improvement of Teachers and Education Personnel, 2009), 6-8.

enough such items in a reading test. You will find it much easier and quicker; moreover, to write true/false items than multiple choice items, a large number of true/false items can be written on a fairly short reading text.

- Short answer questions

These are questions which require the students to write down specific answers in spaces provided on the question paper. The technique is useful for testing both reading and listening comprehension.

- Cloze

In the cloze procedure words are deleted from a text after allowing a few sentences introduction. The deletion rate is mechanically set, usually between every fifth and eleventh word. It is important to let the students see the first sentence or two without blanks. This will give them an opportunity to get used to the topic and style of the passage.

- Information transfer

In this technique, the information transmitted verbally is transferred to a non-verbal form, e.g. by labeling a diagram, completing a chart, or numbering a sequence of

events. This technique can` also be used in testing listening comprehension.³⁴

In this research, the writer used multiple choices as the possible technique to collect the data. In the Brown books, it calls impromptu reading plus comprehension.

c. Note on Scoring Reading Assessment

In a reading assessment (or a listening assessment), errors of grammar, spelling or pronunciation should not be penalized, provided that it is clear that the student has successfully performed the reading task which the item tests.³⁵

B. Previous Research Finding

This research needs some previous research as a consideration theory. The details information is explained as below:

The previous research finding that can be used as a considerations theory is taken from “Hapid Ali” with the title “The Use of Silent Reading in Improving Students’ Reading Comprehension and Their Achievement in TOEFL Score at a Private English Course”. The results of his research are: The achievement of

³⁴ Mansyur Bennu and Agus Purnomo, *Language Assessment*, (Jakarta: MGMP Bermutu, Directorate General of Quality Improvement of Teachers and Education Personnel, 2009), 25-29.

³⁵ *Ibid.*, 30.

students in reading comprehension is identified as fair qualification. It based on the result of test that the mean score of the students' reading comprehension achievement as variable X is 48.41. Refer to the content grade of scale; it exists in between 46-65 of range which indicates fair qualification. The achievement of students' TOEFL score at Elfast English course at Pare, Kediri is identified fair qualification. The result of the test known that mean of variable Y (students' TOEFL score achievement) is 54.35. It refers to the constant scale grade; the score exists in 46-65 of range. Meanwhile, the correlation between students' ability in silent reading comprehension and TOEFL score achievement are shown by the score of coefficient correlation 0.70. It is laid on the interval between 0.60-0.80. It means that the students' ability in silent reading comprehension and TOEFL score achievement are high correlation. The writer concludes that there is a coefficient correlation between silent reading comprehension as variable X and students' achievement in TOEFL score as variable Y at Elfast English course at Pare, Kediri. Meanwhile, the influence of silent reading comprehension toward students' achievement in TOEFL score is as much as 29%. It means that there are other 71% indicators that can influence students' achievement in TOEFL score.³⁶

The second previous study is come from "Atsuko Takase" the research title is The effectiveness of Sustained Silent Reading in becoming Autonomous

³⁶ Hapid Ali, *The Use of Silent Reading in Improving Students' Reading Comprehension and Their Achievement in TOEFL Score at a Private English Course*, International Journal of Basic and Applied Science, Vol 01, No. 01, July 2012, pp. 47-52.

Learners. The problem statements are: What are the differences between students in the SSR group and non-group in their ER performance? ; What difference does SSR make on the post-test scores between the groups?. The research of this study show that the reading amount of SSR group was greater than that of their counterpart who had no time to read in class, and this difference of reading style affected the post scores.

The other previous study is from: Diana Helianti” NIM 249062027 from STAIN Ponorogo with the thesis title is “The effectiveness of SQ3R Method to teach reading comprehension (an experimental study in the second grade students of SMPN 1 Jenangan Ponorogo in academic year 2009/2010. Problem statement are: (1) How are the students reading comprehension mastery before using SQ3R in teaching reading for the second year of SMPN 1 Jenangan in academic year 2009/2010?; (2) How are the students reading comprehension mastery after using SQ3R in teaching reading for the second year of SMPN 1 Jenangan in academic year 2009/2010? (3) Is SQ3R method effective in teaching reading viewed to students’ comprehension for the second year of SMPN 1 Jenangan. The research result are: (1) the students’ reading comprehension mastery before using SQ3R method in teaching reading for the second year of SMPN 1 Jenangan Ponorogo are, for the VIIIA class, the average from the pre test is 74,02 and for the VIIIB class, the average from the pre test is 74,30 and, (2) the students’ reading comprehension mastery after using SQ3R method in teaching reading for the second grade of SMPN 1 Jenangan Ponorogo, for the experiment class, the

average from the pos test is 79,388.³⁷ The next previous study is come from: Iqbal Nurul Azhar and Erika Citra Sari Hartanto, with the title is “The Implementation Of Sustained Silent Reading Method To Improve *Students’ Reading Skills*” from State University of Malang, March 21, 2009. The result is that Sustained Silent Reading (SSR) method helps students improve their reading skills. They can be more independent in reading. Through SSR they can study Reading Comprehension subject in a more interesting way. This is very important since it can ease their unconfident in facing many textbooks written in English language. This research had shown positive correlation between SSR and students’ reading skills.³⁸

C. Theoretical Framework

Theoretical framework is a concept in the thesis about how the theories can be related with the factors which are identified as the important problems.

The thesis is experimental research, the theories descriptions is:

X = Sustained Silent Reading (SSR)

Y = Students Reading Comprehension

³⁷ Diana Herlianti, The effectiveness of SQ3R Method to teach reading comprehension (an experimental study in the second grade students of SMPN 1 Jenangan Ponorogo in academic year 2009/2010. Ponorogo:STAIN PO Thesis, 2010).

³⁸ Iqbal Nurul Azhar and Erika Citra Sari Hartanto, with the title is “The Implementation Of *Sustained Silent Reading Method To Improve Students’ Reading Skills*” from State University of Malang, March 21, 2009.

Based on theoretical analysis above, (Allington): Voluntary reading is the reading children do at home or on their own when they are not required to do so. This is related to helping children fall in love with reading and to providing lots of reading practice (opportunities for sustained silent reading [SSR]). The amount (volume) of reading children do is related to fluency, comprehension, and achievement. Krashen believes silent reading programs are the most effective way to teach not only reading proficiency, but also all the skills related to reading.³⁹ So, sustained silent reading method is hoped to increase the students reading comprehension.

D. Hypothesis

The hypothesis in this research is:

Ha = There is significant difference to the students' reading comprehension before and after being taught using Sustained Silent Reading (SSR) at the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016.

Ho = There is no significant difference to the students' reading comprehension before and after being taught using Sustained Silent Reading (SSR) at the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016.

³⁹ Ibid, Steve Gardiner, Building Student Literacy Through Sustained Silent Reading, (United States of America: ASCD publications, 2005).17.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research designs are plans and procedures for research that span the decisions from broad assumptions to the detailed methods of data collection and analysis.⁴⁰ This research was used quantitative approach. Quantitative approach emphasizes precisely measuring variables and testing hypothesis that are linked to general causal explanation.⁴¹

The researcher used experimental research design, this research employed pre-experimental design. This research was called One- Group Pre Test Post Test Design. It was included a pre-test measure followed by a treatments and a post test for a single group.⁴²

According to John W. Creswell, the design of the research as below:

Group A O1----- X ----- O2
O1 = Pre test
X = Treatment

⁴⁰ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* third edition (United State of America: SAGE, 2009), 3.

⁴¹ W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (USA: Allyn and Bacon, 1991), 122.

⁴² *Ibid*, John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* third edition ,160.

O2 = Post test.⁴³

B. Population and Sample

1. Population

The population is the group of people we want to generalize to.⁴⁴

Population is all the members of real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the result of the search.⁴⁵ Beside that according to Suharsimi population was formulated as the whole groups of people or object that have been formulated clearly.⁴⁶

Thus, population was all of the participants that are observed by researcher. The population of this research was the entire of tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016.

2. Sample

Sample is a small group of people selected to present the much larger entire population from which it is drawn.⁴⁷ The sample is taken by applying

⁴³ Ibid., John W. Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approach*, 160.

⁴⁴ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (Great Britain by Athenaem Press Ltd, Gateshead, Tyne & Wear, 2004), 15.

⁴⁵ Mohammad Adnan Latief, *Research Method on Language Learning An Introduction*, (Malang: UM Press, 2014), 181.

⁴⁶ Ibid, p. 130

⁴⁷ Ibid., 181.

simple random sampling. So, the sample of this research was the students of SMAN 1 Slahung in class X 1 with total of students was 25 students.

C. Instrument of Data Collection

1. The Instrument of Data Collection.

The instrument of data collection in this research was test. According to Arikunto the device that the researcher was used to collect data was called instrument.⁴⁸ It was used to know does sustained silent reading effective used to the increase the students reading comprehension at the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016. The data in this research was gotten from the result of the test before and after being thought using sustained silent reading method.

In collecting the data, the writer used a test. There were 15 items of the test. The test was multiple choice tests. It was as the instrument to get the scores in reading comprehension. This test was given in pre and post test. In scoring the students' work, the writer had the following criteria:

- a. The 0 score was assigned if the answer was incorrect.
- b. The 1 score was assigned if the answer was correct.
- c. The total raw scores were 15, because the numbers of the items were 15.

⁴⁸ Ibid, p. 126

Table 3.1
The Indicator of Instrument

Title of Research	Variable	Indicator	Item
The effectiveness of Sustained Silent Reading (SSR) method in Reading Comprehension at the tenth grade students of SMAN 1 Slahung in Academic Year 2015/2016.	Reading Comprehension	<ol style="list-style-type: none"> 1) Students are able to understanding and get the information of the text. 2) Students are able to get the statement that suitable with the text. 3) Students are able to understanding the communicative purpose of the text. 4) Students are able to use vocabulary and structure. 5) Students are able to interpret the text meaningfully. 6) Students are able to take message and respond to the content of the text. 	1,2,3,4, 5,6,7,8, 9,10,11 ,12,13, 14,15,1 6,17,18 ,19, 20.

The sum of test items was based on the calculation from validity and reliability of test items taken from students of SMAN 1 Slahung Ponorogo in academic year 2015/2016. The total of respondent was 25 students.

2. Validity and Reliability of Instruments.

a. Validity

Validity means the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁴⁹ The test has validity if the result is in accordance with the criterion, in term of parallels between the results of tests with the criterion. Techniques used are usually the product moment correlation technique proposed by Pearson. The formula is:

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

Where:

R_{xy} = digit of index Product Moment Correlation

$\sum x$ = the total score x

$\sum y$ = the total score y

$\sum xy$ = the total of result multiplication between score x and y

n = total of respondent.⁵⁰

The criteria of validity based on the comparison between r_{xy} and r-tabel. Where the getting of r_{xy} is from product moment formula and

⁴⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2000), 22

⁵⁰ Andhita Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS* (Ponorogo: STAIN PO PRESS, 2012), 84.

gaining the r_{tabel} is from correlation coefficient. If the $r_{xy} > r_{\text{tabel}}$, the item is valid.⁵¹ The researcher takes correlation coefficient “r” product moment from Pearson in db/ df 25 and on 5% of significant stage.⁵²

In determine the using of db/ df, the writer derived from the sum of respondent in validity test. The result of accounting can be seen below:

Table 3.2
The List of Accounting Result in Validity Test

Items	r_{xy}	Mark	$r_{\text{tabel}} (5\%)$	Criteria
1	0.530	>	0.396	Valid
2	0.530	>	0.396	Valid
3	0.502	>	0.396	Valid
4	0.615	>	0.396	Valid
5	0.524	>	0.396	Valid
6	0.671	>	0.396	Valid
7	0.413	>	0.396	Valid
8	0.588	>	0.396	Valid
9	0.453	>	0.396	Valid
10	0.379	<	0.396	Invalid
11	0.568	>	0.396	Valid
12	0.465	>	0.396	Valid
13	0.476	>	0.396	Valid
14	0.407	>	0.396	Valid

⁵¹Ibid, 84.

⁵² George A. Ferguson, *Statistical Analysis in Psychology and Education* sixth edition, (USA: McGraw-Hill Book Company, 1989), 554.

15	0.441	>	0.396	Valid
16	0.640	>	0.396	Valid
17	0.050	<	0.396	Invalid
18	0.472	>	0.396	Valid
19	0.090	<	0.396	Invalid
20	0.441	>	0.396	Valid

From the result above, the researcher used 15 valid items as the instrument to get a data from the students. The calculation of validity test can be seen in appendix.

b. Reliability

Test reliability is defined as the extent to which the results can be considered consistent or stable.⁵³ An instrument is said reliable if the result of measurement on same tastes gives consistence or stable result.

For calculating the reliability, the researcher uses Cronbach Alpha.

The formula of Cornbach Alpha as follow:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Where:

r_{11} = Instrument of reliability coefficient

k = Number of item

$\sum \sigma_i^2$ = The sum of variance

⁵³ James Dean Brown, *Testing in Language Programs: A Comparative Guide to English Language Assessment*, (New York: The McGraw Companies, 2005), 175.

σt^2 = Total of variance.⁵⁴

Same with validity, the result of coefficient of (r_{11}) is compared with r_{tabel} of correlation coefficient “r” product moment. If the $r_{11} > r_{\text{tabel}}$ the item is reliable. The result of calculation is $r_{11}=0.421$ and $r_{\text{tabel}}=0.396$. Based on the result above the instrument of comprehension test is reliable because $r_{11} > r_{\text{tabel}}$, $0,421$ is $> 0,396$. The complete calculation can be seen in appendix.

D. Technique of Data Collection

The techniques of data collection in this research are:

1. Documentation

Documentation defined as documents used as evidence or proof.⁵⁵ Thus, documents were official paper that gives information or evidence. In this research, the documentation technique was used to gotten the data related with the research, there were about students' names, condition of teachers and staffs, vision, mission, goals, facilities, infrastructure and history of SMAN 1 Slahung Ponorogo.

⁵⁴ Andhita Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS*, (Ponorogo: STAIN PO PRESS, 2012), 89.

⁵⁵ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1987), 132.

2. Test

The other instrument of collecting data in this research was test. Test is a method of measuring a person's ability, knowledge, or performance in a given domain.⁵⁶ The test was helped the teachers to learn more about their learners' needs and progress during the teaching learning activities.

In this research, the researcher was given pre-test for knew the students' reading comprehension, before they were given the treatment. The treatment that used in this reasearch was sustained silent reading (SSR) method. After that, the researcher was given post-test for knew the result of the treatment.

E. Technique of Data Analysis

After collecting the data, the researcher used t-test to analyze the data. But, before calculate t-test it was important to calculate normality test of the data.

The formula to analyze the data was:

1. Normality test

a. Normality test (Kolmogorov-Smirnov) formula

⁵⁶ Douglas Brown, Principles Language Learning and Teaching, (San Francisco: San Francisco State University, 2000), 3.

- 1) Calculate the mean value.

$$M_x = \frac{\sum fx}{n}$$

- 2) Calculate Standard Deviation

$$SD_x = \sqrt{\frac{\sum fX^2}{n} - \left(\frac{\sum fX}{n}\right)^2}$$

2. T-test

T-test used for small samples ($N < 30$)

The formula is: $t_0 = \frac{M1-M2}{SE_{M1-M2}}$

The formula to analyzed the data were :

a. $SD_D = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$

$$D = X - Y$$

$\sum D_D$ = Standard deviation from the variable X and variable Y

$\sum D$ = Sum of the differences of variable X and variable Y

b. $SE_{M_D} = \frac{SD_D}{\sqrt{n-1}}$

SE_{M_D} = Standard Error from Mean of Difference.

c. $t_0 = \frac{M_D}{SE_{MD}}$ with $M_D = \frac{\sum D}{n}$

M_D = Mean of Difference between variable X and Y.

Interpretation of $db = n - 1$ and then being consulted with N table “t”.⁵⁷



⁵⁷Retno Widyaningrum, Statistika, (Yogyakarta: Pustaka Felicha, 2013), 153-154.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. General Location

SMAN 1 Slahung is located on:

Street : JL.Raya Bungkal, RT/RW: 01/02

Number : 24

Village : Maron, Galak

Subdistrict : Slahung

Regency : Ponorogo

Province : East Java

2. Vision, Mission and Objectives

a. Vision

To form the academic prestation which has skills based on IMTAQ and environmentally sound.

b. Mission

- 1) To build school society that has IMTAQ and certain characters.
- 2) To create the religious school environment, democratic and kinship.
- 3) To create the effective teaching learning process and intensive guidance.
- 4) To increase the quality of the teachers and official employees.

- 5) To increase the extracurricular achievement.
- 6) To develop the student' skills and train the businessman living for the students.
- 7) To infuse the kind hearted and glorious' attitudes.
- 8) To build schools democrat ion and education event distribution.
- 9) To increase the function and role of the library for support the education process.

c. The Objectives

- 1) In the education year 2015/2016, the teachers can arrange the teaching learning comprehensiveness based on KTSP.
- 2) School can give the opportunities to the teachers and official employees for getting the high education.
- 3) School can give the intensive learning and tryout for the National Examination of XII grade students.
- 4) School can give support to the students' activeness in English language learning.
- 5) School can create the graduations that have good skills.
- 6) School can give the good service to the students and society.
- 7) Establish the clean, precious, harmoniously and healthy school environment.

3. The Research Schedule

There were five meetings in this research: pre-test, first, second, and third treatments with sustained silent reading method; and the last was post test. Pre-test was held on March, 19th 2016. The first treatment was held on March, 24th 2016, then the second and third treatments were held on March, 26th 2016, and April, 9th 2016. Finally, the post test was held on April, 14th 2016. The schedule of this research could be seen as follow:

Table 4.1 Research Scedule

Date	Activities
March, 19 th 2016	Pre test
March, 24 th 2016	First treatment using sustained silent reading.
March, 26 th 2014	Second treatments using sustained silent reading.
April, 9 th 2016	Third treatments using sustained silent reading.
April, 14 th 2016	Post test

B. Data Description

In this research, the researcher was took the tenth grade students of SMAN 1 Slahung as the population. The researcher took one class as a sample. It was X 1 class that consist of 25 students. The general procedures of SSR are: (a) Teacher indicates the amount to be read silently. (b) Teacher tells students to read quietly 15 to 30 minutes. (c) Independent silent reading allows students to read material they choose on their own. (d) At the end of sustained silent/independent reading, have students take to discuss their reading in pairs or

as a small group. Walk around, listen in, observe behavior and responses, and make notes.

Having tested students into pre-test and post-test activity, the researcher had gotten the students scores in reading comprehension. The data could be seen as follow:

1. The Data of students' reading comprehension before taught using Sustained silent reading method.

The researcher was conducted a pre-test to know the students' capability in reading comprehension before doing the treatment. In the pre-test, there were twenty five students who joined the test. There were 15 items. The students were asked to read silently the text related to news item material and then choosed the correct answer of the questions.

The data of pre-test score could be seen as follow:

Table 4.2 Pre-test data in X1 class

Number		Name	Score
Urt	Induk		Pre-test
1.	6262	Ahmad Widodo	67
2.	6263	Ajeng Ummi Fadhila	67
3.	6265	Albriansyah Cahyo Wahono	40
4.	6267	Alfindo Galung Ardiansyah	67
5.	6269	Ambarsari Hasnaa Nur. A	87
6.	6279	Anindia Widya Pratama	80

7.	6283	Aris Widiyanti	60
8.	6285	Aryani Nur Dwiyana	60
9.	6287	Ayu Cristyawati	67
10.	6288	Bahtiar Muslim	87
11.	6304	Devi Citasari	47
12.	6310	Dian Riani	47
13.	6351	Handa Tri Nurcahyo	53
14.	6357	Ika Nor Fitriana	67
15.	6370	Lenni Setyorini Wulandari	80
16.	6422	Rieka Shinta Nur Aini	73
17.	6423	Rifka Dwi Astuti	80
18.	6424	Rifqi Hidayatullah	53
19.	6427	Rima Alisandra Yulia	67
20.	6432	Risma Fitria Febriantika	73
21.	6441	Ruly Ermawati	73
22.	6451	Siti Rohma Dona	67
23.	6459	Wahyu Retno Sari	80
24.	6464	Yoga Tri Handoyo	53
25.	6465	Vidya Anis Anggraini	67

2. The Data of students' reading comprehension after taught using Sustained silent reading method.

After giving the pre-test, the writer gave treatments to the students. The first treatment was held on March, 24th 2016, then the second and third treatments were held on March, 26th 2016, and April, 9th 2016.

The Procedures of treatment activities were:

Firstly, the students were got the first treatment at March, 24th 2016. The material was news item text. Students were listened to the teacher's explanation about reading. The text was (news item text). Teacher asked students to closed the text. Students choose text with the title was town contaminated. Teacher gave time for students to read the text silently. Students were read silently together. Teacher asked students make a note and review about the text, and then discussed the text together after read silently.

Secondly, the next treatment was held on March, 26th 2016. The material was news item too, because the researcher just focused on news item text as the materials. But it have different theme in the second meetings. The students were given the text about "Four Ships Seized with Treasure" contain with some of questions to treat the students' reading comprehension. They were asked to read the text silently around 15-20 minutes.

Thirdly, the last treatment was held on April, 9th 2016. It was same with the previous treatments; the students were given some of the literatures

to be read. The students were read the text silently then doing the exercises individually. The activities were: Students discussed the text together; found the generic structures, the topic sentences, the content of the text, find the difference between news item with the other text, analyzed the moral value, find the difficult words, and answer exercise based on the text.

In the last treatment, teacher asked students to went to library for doing the treatment. Students read the interesting books to be read. then made a notes about the contents of the book. After that, teacher asked student to share with the other students in class, explain it and discussed together.

Teacher also gave the exercise or worksheet related to the text that have been read by the students to treats the comprehension. The exercise was like answer the worksheet in form of True False, multiple choice, and essay questions. The detail materials in the treatments activities could be seen in appendix.

After gave the treatments, the researcher was gave post-test. The table below was showed the score of students' reading comprehension test after they were taught using sustained silent reading method. The data of post test could be seen as follow:

Table 4.3 Post-test data in X1 class

Number		Name	Score
Urt	Induk		Post-test
1.	6262	Ahmad Widodo	73
2.	6263	Ajeng Ummy Fadhila	80
3.	6265	Albriansyah Cahyo Wahono	73
4.	6267	Alfindo Galung Ardiansyah	87
5.	6269	Ambarsari Hasnaa Nur. A	93
6.	6279	Anindia Widya Pratama	100
7.	6283	Aris Widiyanti	67
8.	6285	Aryani Nur Dwiyana	73
9.	6287	Ayu Cristyawati	80
10.	6288	Bahtiar Muslim	100
11.	6304	Devi Citasari	73
12.	6310	Dian Riani	67
13.	6351	Handa Tri Nurcahyo	87
14.	6357	Ika Nor Fitriana	73
15.	6370	Lenni Setyorini Wulandari	93
16.	6422	Rieka Shinta Nur Aini	87
17.	6423	Rifka Dwi Astuti	87
18.	6424	Rifqi Hidayatullah	73
19.	6427	Rima Alisandra Yulia	80

20.	6432	Risma Fitria Febriantika	73
21.	6441	Ruly Ermawati	87
22.	6451	Siti Rohma Dona	73
23.	6459	Wahyu Retno Sari	87
24.	6464	Yoga Tri Handoyo	60
25.	6465	Vidya Anis Anggraini	80

C. Data Analysis

After got the data, the researcher could be analyzed the data. The analysis of data could be seen as follow:

Table 4.4 Pre-test data in X1 class

Number		Name	L/P	Score
Urt	Induk			Pre-test
1.	6262	Ahmad Widodo	L	67
2.	6263	Ajeng Ummy Fadhila	P	67
3.	6265	Albriansyah Cahyo Wahono	L	40
4.	6267	Alfindo Galung Ardiansyah	L	67
5.	6269	Ambarsari Hasnaa Nur. A	P	87
6.	6279	Anindia Widya Pratama	P	80
7.	6283	Aris Widiyanti	P	60
8.	6285	Aryani Nur Dwiwana	P	60
9.	6287	Ayu Cristyawati	P	67

10.	6288	Bahtiar Muslim	L	87
11.	6304	Devi Citasari	P	47
12.	6310	Dian Riani	P	47
13.	6351	Handa Tri Nurcahyo	L	53
14.	6357	Ika Nor Fitriana	P	67
15.	6370	Lenni Setyorini Wulandari	P	80
16.	6422	Rieka Shinta Nur Aini	P	73
17.	6423	Rifka Dwi Astuti	P	80
18.	6424	Rifqi Hidayatullah	L	53
19.	6427	Rima Alisandra Yulia	P	67
20.	6432	Risma Fitria Febriantika	P	73
21.	6441	Ruly Ermawati	P	73
22.	6451	Siti Rohma Dona	P	67
23.	6459	Wahyu Retno Sari	P	80
24.	6464	Yoga Tri Handoyo	L	53
25.	6465	Vidya Anis Anggraini	P	67

The table above was used for look the value of mean, the range and deviation standard of students' scores with this formula as below:

Table 4.5

The Count of Mean, Range and Deviation Standard of The Students' Scores

X	F	FX	x= X-Mx	Fx	x ²	f.x ²
87	2	174	20,52	41,04	421,0704	842,1408
80	4	320	13,52	54,08	182,7904	731,1616
73	3	219	6,52	19,56	42,5104	127,5312
67	8	536	0,52	4,16	0,2704	2,1632
60	2	120	-6,48	-12,96	41,9904	83,9808
53	3	159	-13,48	-40,44	181,7104	545,1312
47	2	94	-19,48	-38,96	379,4704	758,9408
40	1	40	-26,48	-26,48	701,1904	701,1904
Σ	25	1662	-24,84	-	1951,003	3792,24

$$1. Mx (\text{mean}) = \frac{\sum fx}{N} = \frac{1662}{25} = 66,48$$

$$2. \text{Range} = H - L$$

$$R = 87 - 40$$

$$R = 47$$

$$3. \text{SD (Deviation Standart)} = \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{3792,24}{25}} = \sqrt{151,6896}$$

$$= 12,31623319$$

$$= 12,3$$

After determine M_x and SD_x , then determine top up and bottom. It means to know limitation of standart category of students' pre-test.

Top up of students' pre-test score :

$$\begin{aligned} M_x + 1. SD_x &= 66,48 + 1. 12,3 \\ &= 78,78 \end{aligned}$$

Bottom of students' pre-test score :

$$\begin{aligned} M_x - 1. SD_x &= 66,48 - 1. 12,3 \\ &= 54,18 \end{aligned}$$

After conducted the treatments in teaching reading comprehension, the writer holds post-test to knew the effect of the treatment by use sustained silent reading method.

The result of students post-test could be seen as follow:

Table 4.6 Post-test data in X1 class

Number		Name	L/P	Score
Urt	Induk			Post-test
1.	6262	Ahmad Widodo	L	73
2.	6263	Ajeng Ummy Fadhila	P	80
3.	6265	Albriansyah Cahyo Wahono	L	73
4.	6267	Alfindo Galung Ardiansyah	L	87
5.	6269	Ambarsari Hasnaa Nur. A	P	93

6.	6279	Anindia Widya Pratama	P	100
7.	6283	Aris Widiyanti	P	67
8.	6285	Aryani Nur Dwiyana	P	73
9.	6287	Ayu Cristyawati	P	80
10.	6288	Bahtiar Muslim	L	100
11.	6304	Devi Citasari	P	73
12.	6310	Dian Riani	P	67
13.	6351	Handa Tri Nurcahyo	L	87
14.	6357	Ika Nor Fitriana	P	73
15.	6370	Lenni Setyorini Wulandari	P	93
16.	6422	Rieka Shinta Nur Aini	P	87
17.	6423	Rifka Dwi Astuti	P	87
18.	6424	Rifqi Hidayatullah	L	73
19.	6427	Rima Alisandra Yulia	P	80
20.	6432	Risma Fitria Febriantika	P	73
21.	6441	Ruly Ermawati	P	87
22.	6451	Siti Rohma Dona	P	73
23.	6459	Wahyu Retno Sari	P	87
24.	6464	Yoga Tri Handoyo	L	60
25.	6465	Vidya Anis Anggraini	P	80

From the table above, It could be seen to looked for the mean, the range and deviation standart of students' score with this formula in bellow :

Table 4.7

The count of mean, range and deviation standart of students' score

X	F	FX	x= X-Mx	Fx	x ²	f.x ²
100	2	200	19,48	38,96	379,4704	758,9408
93	2	186	12,48	24,96	155,7504	311,5008
87	6	522	6,48	38,88	41,9904	251,9424
80	5	400	-0,52	-2,6	0,2704	1,352
73	7	511	-7,52	-52,64	56,5504	395,8528
67	2	134	-13,52	-27,04	182,7904	365,5808
60	1	60	-20,52	-20,52	421,0704	421,0704
Σ	25	2013	-3,64	-	1237,893	2506,24

$$1. Mx (\text{mean}) = \frac{\sum fx}{N} = \frac{2013}{25} = 80,52$$

$$2. \text{Range} = H - L$$

$$R = 100 - 60$$

$$R = 40$$

$$3. \text{SD (Deviation Standart)} = \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{2506,24}{25}}$$

$$= \sqrt{100,25} = 10,012492 = 10,01$$

After determine M_x and SD_x , then determine top up and bottom. It means to know the limitation of standart category of students' post-test.

Top up of students' post-test score :

$$\begin{aligned} M_x + 1. SD_x &= 80,52 + 1. 10,01 \\ &= 90,53 \end{aligned}$$

Bottom of students' pre-test score :

$$\begin{aligned} M_x - 1. SD_x &= 80,52 - 1. 10,01 \\ &= 70,51 \end{aligned}$$

➤ **The Result of Assumption Test for Parametric Statistic**

Calculate Normality Test

Normality test is used in order to measure whether the data is normal or not. It is one of the most common assumptions made in the development and use of statistical procedures.⁵⁸

The steps of Kolmogornov-Smirnov formula was:

1. Determine the Hipotesis :

H_0 : The data was normal distribution

H_a : The data was not normal distribution

⁵⁸ Henry C. Thode, Testing for Normality, (New York: Marcel Dekker, Inc, 2002), 1.

Ho is accepted if $a_1 \text{ maximum} < D_{\text{table}}$ and Ha is accepted if $a_1 \text{ maximum} > D_{\text{table}}$.

2. Counting the mean and deviation standart with the table as bellow :

Table 4.8

No.	X	F	FX	X ²	F.X ²
1.	100	2	200	10000	20000
2.	93	2	186	8649	17298
3.	87	6	522	7569	45414
4.	80	5	400	6400	32000
5.	73	7	511	5329	37303
6.	67	2	134	4489	8978
7.	60	1	60	3600	3600
Σ		25	2013	46036	164593

$$1. M_x = \frac{\Sigma fx}{N} = \frac{2013}{25} = 80,52$$

$$2. SD_x = \sqrt{\frac{\Sigma fx^2}{n} - \left(\frac{\Sigma fx}{n}\right)^2}$$

$$= \sqrt{\frac{164593}{25} - \left(\frac{2013}{25}\right)^2}$$

$$\begin{aligned}
 &= \sqrt{6583,72 - (80,52)^2} \\
 &= \sqrt{6583,72 - 6483,4704} \\
 &= \sqrt{100,2496} \\
 &= 10,012472
 \end{aligned}$$

3. Determine of fkb
4. Counting frekuensi devide the data (f/n)
5. Counting fkb devide the data (fkb/n)
6. Determine value of Z with the formula :

$$Z = \frac{X - \mu}{\sigma}$$

$$Z = \frac{X - 80,52}{10,012427}$$

7. Counting P < Z (See in table normal of distribution)
8. Determine of a₂ (difference between fkb/n and P < Z)
9. Determine of a₁ (difference between f/n and a₂)

The calculation above could be seen in this table bellow:

Table 4.9

Normality of data and calculation of the students post-test after using the direct method with the Colmogorov-Smirnov formula :

No.	X	F	Fkb	f/n	fkb/n	Z	P < Z	a ₂	a ₁
1.	100	2	25	0,08	1	1,94557	0,9738	0,026	0,054
2.	93	2	23	0,08	0,92	1,24644	0,8925	0,028	0,052

3.	87	6	17	0,24	0,68	0,64719	0,7389	0,059	0,181
4.	80	5	12	0,2	0,48	-0,05193	0,4801	0,0001	0,199
5.	73	7	5	0,28	0,2	-0,751	0,2266	0,207	0,073
6.	67	2	3	0,08	0,12	-1,3503	0,0885	0,032	0,048
7.	60	1	2	0,04	0,08	-2,04944	0,0207	0,059	-0,019

a_1 maksimum is 0,199

The hypothesis was : H_a was accepted if $a_1 \max \leq D$ table

H_a was rejected if $a_1 \max \geq D$ table

Because the maximum value of a_1 was 0,199 where the figure was smaller than the D table, so the decision was to accept H_a , which mean that the data about the students post-test after using the Sustained silent reading method was normality distributed.

D. Discussion and Interpretation

1. The analysis of the students' reading comprehension was better after taught by using sustained silent reading (SSR) method than those before taught by use it of the tenth grade students' of SMAN 1 Slahung Ponorogo in academic year 2015/2016.
2. Determining Hypothesis

Ho (Null Hypothesis):

There is no difference between the students' reading comprehension before and after being taught using Sustained Silent Reading (SSR) at the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016.

Ha (Alternative Hypothesis):

There is difference between students' reading comprehension before and after being taught using Sustained Silent Reading (SSR) at the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016.

Calculate the T-test

Determining differences of the students' reading comprehension before taught using Sustained silent reading (X) and students' reading comprehension after taught using sustained silent reading (Y). These table was to calculate and determine "t" test.

Table 4.10

Table to get value of "t" test

No.	Name	X	Y	D= X-Y	D ²

1.	Ahmad Widodo	67	73	-6	36
2.	Ajeng Umyy Fadhila	67	80	-13	169
3.	Albriansyah Cahyo Wahono	40	73	-33	1089
4.	Alfindo Galung Ardiansyah	67	87	-20	400
5.	Ambarsari Hasnaa Nur. A	87	93	-6	36
6.	Anindia Widya Pratama	87	100	-13	169
7.	Aris Widiyanti	60	67	-7	49
8.	Aryani Nur Dwiyana	60	73	-13	169
9.	Ayu Cristyawati	67	80	-13	169
10.	Bahtiar Muslim	87	100	-13	169
11.	Devi Citasari	47	73	-26	676
12.	Dian Riani	47	67	-20	400
13.	Handa Tri Nurcahyo	53	80	-27	729
14.	Ika Nor Fitriana	67	73	-6	36
15.	Lenni Setyorini Wulandari	80	93	-13	169
16.	Rieka Shinta Nur Aini	73	87	-14	196
17.	Rifka Dwi Astuti	80	87	-7	49

18	Rifqi Hidayatullah	53	73	-20	400
19	Rima Alisandra Yulia	67	80	-13	169
20.	Risma Fitria Febriantika	73	80	-7	49
21.	Ruly Ermawati	73	87	-14	196
22.	Siti Rohma Dona	67	73	-6	36
23.	Wahyu Retno Sari	80	87	-7	49
24.	Yoga Tri Handoyo	53	60	-7	49
25.	Vidya Anis Anggraini	67	80	-13	169
Σ		-	-	-337	5827

The steps of formula were:

1. Determine difference of variable X and Y

$$(\Sigma D = X - Y = -337)$$

$$S_0, M_D = \frac{\Sigma D}{n} = \frac{-337}{25} = -13,48$$

$$\Sigma D^2 = 5827$$

$$SD_D = \sqrt{\frac{\Sigma D^2}{n} - \left(\frac{\Sigma D}{n}\right)^2}$$

$$= \sqrt{\frac{5827}{25} - \left(\frac{-13,48}{25}\right)^2}$$

$$\begin{aligned}
 &= \sqrt{233,08 - \left(\frac{181,7104}{25}\right)^2} \\
 &= \sqrt{233,08 - (7,268416)^2} \\
 &= \sqrt{233,08 - 52,82987} \\
 &= \sqrt{180,25} = 13,4257215
 \end{aligned}$$

2. Standart Error

$$\begin{aligned}
 SE M_D &= \frac{SD_D}{\sqrt{n-1}} \\
 &= \frac{13,4257215}{\sqrt{25-1}} \\
 &= \frac{13,4257215}{\sqrt{24}} \\
 &= \frac{13,4257215}{4,89897} = 2,7405
 \end{aligned}$$

3. Account "t" with formula :

$$\begin{aligned}
 t_0 &= \frac{M_D}{SE_{MD}} \\
 &= \frac{-13,48}{2,7405} = -4,91881
 \end{aligned}$$

➤ Interpretation

Interpretation is consultation between t.table and t observation. If t_0 higher than t_t ($t_0 > t_t$), the result is H_0 is rejected and H_a is accepted.

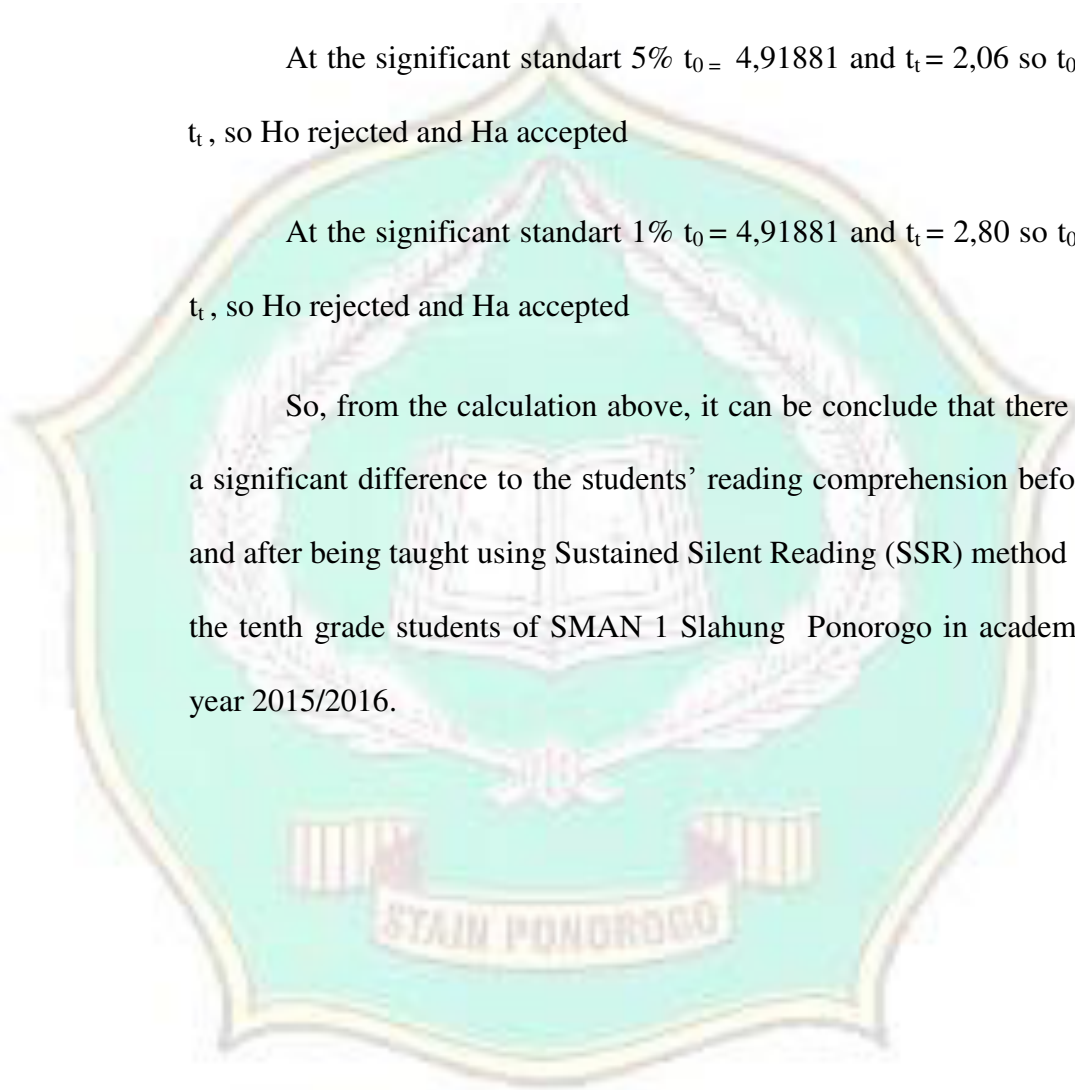
If t_0 smaller than t_t ($t_0 < t_t$), the result is H_0 is accepted and H_a is rejected.

$Db = n-1 = 25-1 = 24$ and consulted with the table “t”

At the significant standart 5% $t_0 = 4,91881$ and $t_t = 2,06$ so $t_0 > t_t$, so H_0 rejected and H_a accepted

At the significant standart 1% $t_0 = 4,91881$ and $t_t = 2,80$ so $t_0 > t_t$, so H_0 rejected and H_a accepted

So, from the calculation above, it can be conclude that there is a significant difference to the students' reading comprehension before and after being taught using Sustained Silent Reading (SSR) method in the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016.



CHAPTER V

CLOSING

A. Conclusion

Based on the research problem and data analysis, the writer draws the conclusion of this research as follows:

There is significant difference to the students' reading comprehension before and after being taught using Sustained Silent Reading (SSR) at the tenth grade students of SMAN 1 Slahung Ponorogo in academic year 2015/2016. It is based on the data analysis data where the result of t-value is 4,91881 and t-table in 5% significance stage is 2,06. It means that t-value is higher than t-table. So, H_a is accepted and H_0 is rejected.

Besides that, the use of sustained silent reading as the method for treat the X 1 Class is improves the students reading comprehension. It is shown by the means of pre-test and post-test. The mean score of pre test before using sustained silent reading method is 66,48 and the mean of post-test after using sustained silent reading (SSR) is 80,52.

B. Recommendation

After getting the results of the study in this research, the writer would like to give some suggestions, as follow:

1. For the teacher

- a. It will be better using sustained silent reading as a method in teaching reading because it can make the students more focus in their reading comprehension.
- b. In learning process, the teacher should use an appropriate method or media because it makes the students learn English more excited and effective.
- c. In teaching-learning process, the teacher should give motivation to the students in order to make the students are eager to learn and understand the material easily.

2. For the students

- a. The writer hopes that the students will have a great motivation to improve their reading interest so their comprehension will be better. They can start by read the interesting book, like narrative text.
- b. The students must be attention during the teaching learning process, especially in reading lesson. Reading skills or comprehension is important for them as their basic skills in build the meaning of the text.

3. The Readers

The researcher hopes that this result of the study can be useful for the readers latter.

BIBLIOGRAPHY

- Ali, Hapid. *The Use of Silent Reading in Improving Students' Reading Comprehension and Their Achievement in TOEFL Score at a Private English Course*. International Journal of Basic and Applied Science, Vol 01, No. 01, July 2012.
- Alshumaimeri, Yousif. The effects of reading method on the comprehension performance of Saudi EFL students, International Electronic Journal of Elementary Education, Saudi Arabia: King Saud University, 2011
- Anderson, Neil J. Practical English Language Teaching Reading. New York: McGraw-Hill, 2008.
- Benu, Mansyur and Agus Purnomo, Language Assessment. Jakarta: MGMP Bermutu, Directorate General of Quality Improvement of Teachers and Education Personnel, 2009.
- Best, John W. Research in Education, Chicago: University of Illinois. 2013.
- Burns, C. Paul. *Teaching Reading in Today's Elementary School*. United States of America: Houghton Mifflin Company, 1984.
- Brown, Douglas. Principles Language Learning and Teaching. San Francisco: San Francisco State University, 2000.
- . Language Assessment Principles and Classroom Practice, Longman, Pearson Education, 2001.
- . James Dean. Testing in Language Programs: A Comparative Guide to English Language Assessment. New York: The McGraw Companies, 2005.
- Creswell, John W. Research Design: Quantitative, Qualitative, and Mixed Methods Approach. California: Sage, 2009.
- Diane, Larsen-Freeman. Technique and Principles in Language Teaching. New York: Oxford University Press, 2000.

- Elaine K. Mc Ewan, *Raising Reading Achievement In Middle And High Schools*, California: Corwin Press, 2001.
- Gardiner, Steve. *Building Student Literacy Through Sustained Silent Reading*. United States of America: ASCD publications, 2005.
- Harmer. *The Practice of English Language Teaching English*. Longman, New York.: 2001.
- Herlianti, Diana. *The effectiveness of SQ3R Method to teach reading comprehension (an experimental study in the second grade students of SMPN 1 Jenangan Ponorogo in academic year 2009/2010)*. Ponorogo: STAIN PO Thesis, 2010.
- Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press, 1987.
- J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*. USA: Addison-Wesley Publishing Company, 1996.
- Latief, Mohammad Adnan. *Research Method on Language Learning An Introduction*. Malang: UM Press, 2014.
- Linse, T. Caroline. *Practical English Language Teaching: Young Learners*. New York: Mc.Graw-Hill ESL/ELT Companies, Inc., 2005.
- Mark Sadoski, *Conceptual Foundation of Teaching Reading*, New York London: The Guilford Press, 2004.
- Muijs, Daniel. *Doing Quantitative Research in Education with SPSS*. Great Britain by Athenaem Press Ltd, Gateshead, Tyne & Wear, 2004.
- Neuman, W. Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches*. USA: Allyn and Bacon, 1991.
- Nunan, David. *Practical English Language Teaching*. New York: Mc Graw-Hill Companies, Inc, 2003.
- Nurul, Iqbal Azhar and Erika Citra Sari Hartanto, with the title is "The Implementation Of Sustained Silent Reading Method To *Improve Students' Reading Skills*" from State University of Malang, March 21, 2009.

Ping-Ha, Chow. The Internet TESL Journal, Vol. VI, No. 11, November 2000,
<http://iteslj.org/>

P.Johnson, Andrew. Teaching Reading and Writing: a guide book for tutoring and
remediating students. United States of America, 2008.

Sugiyono. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta,
2005.

Taylor, Stanford E. Exploring Silent Reading Fluency: Its nature and development.
United States of America: Charles C Thomas • Publisher, Ltd, 2011.

Widyaningrum, Retno. Statistika. Yogyakarta: Pustaka Felicha, 2013.

Wulansari, Andhita Dessy. Penelitian Pendidikan: Suatu Pendekatan Praktik dengan
Menggunakan SPSS. Ponorogo: STAIN PO PRESS, 2012.

LoBello, Karen. The Internet TESL Journal: Evaluating Sustained Silent Reading in
Reading Classes, assessed at November 17 2015 at 13.06.
<http://iteslj.articles/chow.SSR- html>.

<http://creativeclassroomcore.blogspot.co.id/2016/07/silent-reading-in-middle-school.html>

