

# USING SUSTAINED SILENT READING STRATEGY TO IMPROVE THE NARRATIVE TEXT READING COMPREHENSION OF THE TENTH GRADERS OF SMA EL SHADAI MAGELANG IN THE SCHOOL YEAR 2018/2019

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## Abstract

Reading is one of the English language skills that should be mastered by students especially for Senior High School students. The tenth graders of SMA El Shadai Magelang in the school year 2018/2019 still found difficulties in understanding the narrative text.

There are two objectives of this research; the first is to know whether the use of Sustained Silent Reading Strategy can improve the learning motivation in the narrative text reading comprehension and the second is to know how great the improvement of the narrative text reading comprehension of the tenth graders of SMA El Shadai Magelang in the school year 2018/2019 is.

To collect the data, the writer used non test (observation, questionnaire, and documentation) and test technique. The data was analyzed using Fowler's formula and descriptive analysis.

As the results, The mean score of the observation sheet from Pre-Cycle, Cycle I, and Cycle II were 50.71% ,71.42%, and 81.47%, while the improvement of the observation sheet was 30.75% from Pre-Cycle to Cycle II. The mean of the students' score in Pre-Cycle were 67.5. In Cycle I the mean score was 71.42, while in Cycle II it was 85. The improvement of the students' score from Pre-Cycle to Cycle II was 17.5 points.

The writer concludes that the use of sustained silent reading strategy can improve the motivation in learning narrative text reading comprehension and there is a great improvement in narrative text reading comprehension of the tenth graders of SMA El Shadai Magelang in the school year 2018/2019.

**Keywords :** *Reading comprehension, Sustained Silent Reading strategy, Narrative Text.*

## Introduction

In reading, the students are required to understand information from the text. They are not only required to understand each individual part, but they should understand the message that the writer tries to convey.

Reading teaching in senior high school is focused on the achievement of the comprehension, which can be indicated by the students' ability to understand various kinds of text. That is why it is not merely reading a certain topic but also on the students' competence in comprehending the text, such as how to find the main idea of each paragraph and to summarize the text.

There are several definitions of motivation proposed by some experts. Harmer (2001:51) defines motivation as some kinds of internal drive which pushes someone to do things in order to achieve something. Dornyei (2001:56) defines that motivation explains why people decide to do



something, how long they are willing to sustain the activity and how hard they are going to persuade.

Reading comprehension is the ultimate goal of any reading activity. Alanis (2003:94) defines reading comprehension is influenced by a broad range of factors, such as vocabulary, knowledge, appreciation for text structure, thinking and reasoning skills, ability to apply reading comprehension strategies, and word reading ability. While, Guthrie, Wighfield, and Perencevich (2004:227-228) propose that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.

According Toolan's opinions (2001:17), a narrative text is a text composed in any medium that describe a sequence of real or unreal event. It derives from the Latin verb "narrare", which means knowing or skilled. The word story may be used as a synonym of narrative, and it can also be used to the sequence of events which are described in a narrative.

Steve Gardiner (2005:15) argues that Sustained Silent Reading is a time during which a class, or in some cases an entire school, reads quietly together. Students are allowed to choose their own reading materials and read independently during English class time. But it will be encouraged if the students want to continue their reading after class and permit them to change the books if they lose interest. Sustained Silent Reading offers a strategy to increase student reading comprehension. It is based on the theory that the more a student reads, then the better he or she will comprehend what he or she is reading. Birmingham (2001) illustrates that sustained silent reading is a strategy that sets aside time during the week to give students silent, uninterrupted reading time. First research done by Muhammad Romli with the title of the research is "Improving the Students' Reading Comprehension of Narrative Text through Story Mapping" in 2014. The subject of the research is the second grade of MTs TarbiyatulFalah. The objective of the research is to know that story mapping can improve the students' reading comprehension or not. Then the result of the research shows that story mapping can improve the students' reading comprehension. It can be proved from the progress of the students' percentage of reading comprehension is 91,43% with the average score of the test is 82.57. Reading is a receptive skill that is very important for learning English. It is a thinking activity which involves comprehension strategies of the reader to gain knowledge. When the students can read text effectively, he/she is a successful reader. Therefore, he/she can absorb and transfer the desired information into his/her brain and keep it inside. In other words, he/she can obtain any knowledge or information that he/she reads. The students can solve the problem in reading comprehension. In this research, the writer will use Sustained Silent Reading strategy in teaching reading comprehension. In line with that, Sustained Silent Reading strategy will be good in teaching for reading comprehension, because by using Sustained Silent Reading Strategy the students will be more interesting and helps the students to improve the narrative text reading comprehension. By using Sustained Silent Reading Strategy which is uses in class to engage the students' attention, make the teaching process more interesting and motivate the student to read narrative text. The researcher hopes that Sustained Silent Reading strategy can solve the students' problem dealing with reading comprehension.

## Methodology



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The type of this research is an Action Research. It means that action research is conducted to improve and make up the learning condition and situation in order to make something better than before that is repeated in cycle procedures.

The subject of this research was the tenth graders of SMA ElshadaiMagelang in the school year 2018/2019. The writer took the X IPS as the subject of the research and the total number of the students are 14 consisting of 8males and 6 females.

This research took place in SMA Elshadaimagelang. It is located on Jl. A. Yani No.28, Magelang, Central Java. This school has 21 teachers and 9 officer and total number of class is 8. Tenth classes are 2 class (social and science class), eleventh classes are 4 class (3 class of social and 1 class of science), and twelfth classes are 2 class (social and science class).

This research is conducted through a pre-cycle and two cycles, in each cycle there are four procedures of this research, they are planning, acting, observing, and reflecting.

The techniques of collecting data which was used in this research are test and non-test techniques. The aims of using these techniques were to know the students' response during the activity.

The techniques of analyzing the data that the writer used are Fowler's formula and descriptive analysis. To analyze the quantitative data the writer uses Fowler's Formula as where to analyze the qualitative data the writer used Descriptive Analysis. Fowler's formula to calculate the mean score of the class.

$$M = \frac{SS}{R}$$

Explanation:

M : Mean

SS : Students' score

R : Number of Respondent

The result of analyzing data will be compared with the score of Pre-cycle, Cycle I, and Cycle II. The result of this research give description about the average score of students' narrative text reading comprehension average score using (Sustained Silent Reading) strategy.

## Finding(s) and Discussion

### *The Results of The Research*

The average score of the Pre-cycle test is 67.5 while the standard score is 75. It shows that Pre-cycle test has not reached the standard score. It belongs to fair category. The average score of Cycle I is 71.42. It belongs to good category but it is not good enough. It has not reached the standard score. The average score of cycle II test is 85. This result shows that the teaching learning process in this Cycle is the most successful than cycle I. Students who belong to very good category are 8 students or 57.14%. It can be seen in the diagram below.



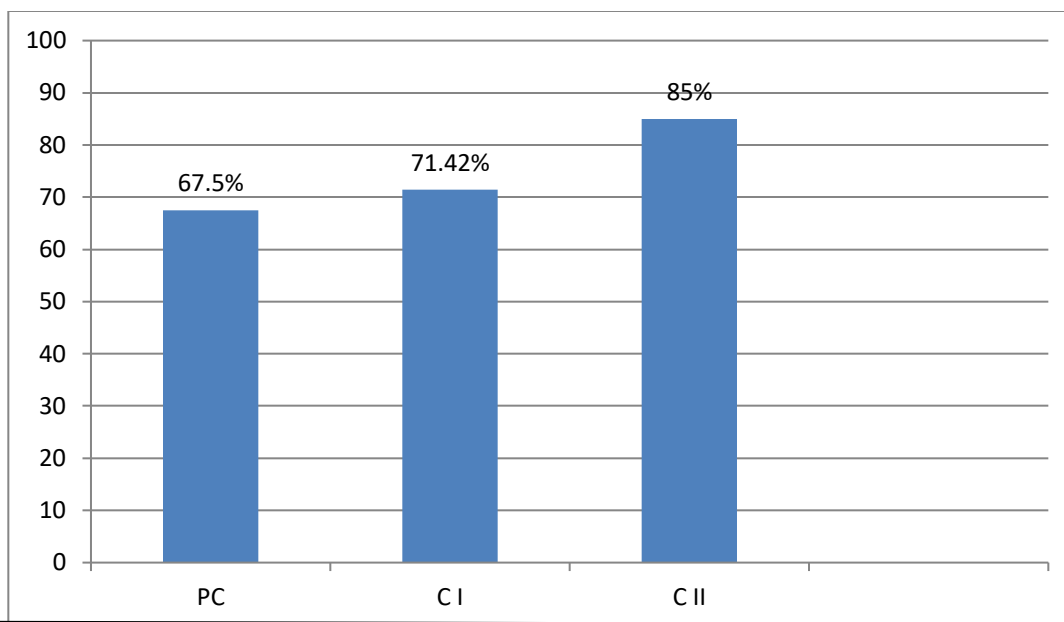


Diagram: The Improvement of All Reading Comprehension Test

### Discussion

In pre cycle, the mean of motivation in learning English just reached 50.71 %. Then, for the cycle I increased to 71.42% while for the cycle II have reached 81.46%. It can be seen on the table below.

**Table 1. The Result of Observation in All Cycles**

Assesment Aspect	Improvement Score			Improvement		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
<b>Observation</b>	<b>50.71</b>	<b>71.42</b>	<b>81.46</b>	<b>20.71</b>	<b>10.04</b>	<b>30.75</b>
<b>Category</b>	<b>Low</b>	<b>Fair</b>	<b>High</b>			

Questionnaire was given to the students from pre cycle until cycle II during the teaching learning activity. The result of the questionnaire can be seen on the table below.



**Table 2. The Result of Questionnaire in All Cycles**

No	Questions	Cycle I		Cycle II	
		Yes	No	Yes	No
1.	Do you like learning English?	9	5	13	1
2.	Do you like studying narrative text?	10	4	13	1
3.	Does your teacher explain the material clearly?	8	6	12	2
4.	Are you bored with the teacher's explanation?	8	6	12	2
5.	Are you able to understand the teacher's explanation well?	9	5	10	4
6.	Does your teacher use technique in teaching reading class?	11	3	12	2
7.	Do you have high motivation after the teacher uses this Sustained Silent Reading Strategy?	9	5	12	2
8.	Are you able to understand the material after the teacher uses Sustained Silent Strategy?	9	5	13	1
9.	Do you feel that Sustained Silent Reading Strategy can improve your reading comprehension?	8	6	13	1
10.	Do you have high motivation after the teacher uses Sustained Silent Reading Strategy?	9	5	13	1

## CONCLUSIONS AND SUGGESTIONS

Based on the analysis of the data in Pre-Cycle, Cycle I and Cycle II test, it could be concluded as follows:

1. Using Sustained Silent Reading Strategy can improve the learning motivation of the narrative text reading comprehension of the tenth graders of SMA El Shadai Magelang in the school year 2018/2019.
2. The improvement of the narrative text reading comprehension of the tenth graders of SMA El Shadai Magelang in the school year 2018/2019 who are taught by using Sustained Silent Reading Strategy is great.

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