

## The Effect of Using Sustained Silent Reading (SSR) Method to the Students' Ability in Reading Report Text at the Eleven Grade of SMA Negeri 2 Pematangsiantar

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**Abstract:** *This research discussed about the effect of Sustained Silent Reading method to the students' ability in reading report text at the eleven grade of SMANegeri 2 Pematangsiantar. This research aimed to find out the effectiveness of students ability in reading report text that taught by using Sustained Silent Reading method. This research used quantitative research approach with two groups through pre-test and post-test design. The researchers took samples were two groups, namely XIPMIA3 and XIPIS 1, with the total was 68 students selected by applying random sampling. The sample was divided into Experimental group (XI PMIA 3) was taught by applying Sustained Silent Reading method while the control group (XI PIS 1) was taught by applying Conventional method. There were two data used in this research. They were pre-test and post-test. The findings indicated that there was a significance difference between students' post-test in experimental group and control group. The mean score of post-test in experimental group (83.38) was classified as very good. While the mean score of post-test control group (72.20) was classified as good. Based on t-test, the researchers found that the value of the t-test (6.246) was higher than t-table (1.997) at the level of significance 5% with degree of freedom (df)= 66. The use of Sustained Silent Reading method was significantly affect the students' ability in reading Report text at the eleven grade of SMA Negeri 2 Pematangsiantar.*

**Keywords:** *Method, reading, report, sustained silent reading*

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### I. INTRODUCTION

Language is one of the tools that help people to communicate, especially to convey ideas and feelings. Without language, people cannot interact with other people. According to Sapir (1921:7), "Language is purely human and non-distinctive method and communicating idea, emotions, and desired by means of a system of voluntary produced symbols." On the other hand, Goldstein and Mueller-Wielend (2008) define language as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas and experiences. From the definition, it can be said that language is used by people to express their thoughts, feelings, ideas and the fact that every day we used it to communicate in daily activities.

Nowadays, there is one language that becomes international language and is used by people around the worlds, that is English. According Crystal (1997:1) English is a global language that is used as a communication device between nations of different language. English language becomes the most essential language in the world because almost all the people from many different countries around the world use it to communicate and to interact with the other people. English plays an important role in process of communication among them and also

English can accelerate science and technological development of a nation. The era of English has always become a special interest especially to face the globalization era that motivate people learning English to communicate with another people from overseas.

In teaching English, there are four skills that have to be mastered by the students; listening, writing, reading and speaking. Speaking and writing are productive skills, while listening and reading are receptive skills. Reading gets greater attention than three others, because reading is one of the important skills.

Clark and Silberstein (1987:21) also defined reading as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning and through reading we can get much knowledge, study new words, comprehend ideas, study the word are used, how to implement the grammatical rules, and gain the information. Reading is one ways to get information and it can improve people knowledge. By reading, people are able to know many things happen around them even they do not have to see it directly and through reading people can speak and write.

In addition Herman, Pardede, and Sibarani (2020:84) stated that reading is a critical academic skill, one which is necessary for success in all academic domains. Testing reading usually need ability to read a text. Nowadays, especially in National Examination (UN) the students are sued be able to read the text well. But, many students were failed in reading ability.

Sometimes students assume reading as uninteresting activity. It is just a matter wasting time. As a result, they get nothing in this process. Therefore, a teacher should be able to vary the method of teaching reading.

The general problems that the students faced were firstly when reading book. Sometimes students were facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. Secondly is they have limited vocabulary, therefore they are difficult to understand the context of the text. For many students, reading is hard job to do because reading can be done by spelling word by word. The last is many students feel that reading is boring; reading a book without any comprehension tends to feel sleepy.

Based on this research, researcher found that the students have any problem to reading Report text. They have difficult to distinguish report texts with descriptive texts. According Mustafa and Sundayana (2006:125), explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. From this understanding, it is make discussion material in a report text include: natural phenomena (such as: the process of rain, flooding, air pollution, etc.), social phenomenon (such as marriage customs, culture of friendship during Christmas, Halloween, certain ethnicities or ethnic groups), and about objects of human creation (such as: power plants, computers, and buildings). Report text almost same with Descriptive text based on the generic structure. This problem makes the student confuse to reading text because if it is examined in terms of Generic Structure, report text and also descriptive text are the same as having only two parts: "identification" and "description" for Descriptive text, and "general classification "and" description"for Report text.

Based on the observation conducted at SMA Negeri 2 Pematangsiantar at eleven grade especially on the class eleven science 3 consisting of 34 students, but researcher only choose 20 students in this table. This observation was conducted in Thursday, 12<sup>th</sup> December 2019. The researcher found that the students' difficult to comprehend reading texts written in English. The difficulties are they felt bored and they have a lack of vocabulary an lazy to research it in

dictionary, so when researcher give reading test they didn't know what they must do. By checking the mean score of the students' reading ability was 52. Based on The Curriculum 2013 "*Kemendikbud*" (*Kementrian Pendidikan dan Budaya*), the standard of minimum criteria (KKM) is 75 in English subject. The mean score still below. This score was categories as poor level based on the Dirjen Dasar dan Menengah classification (2005: 25). It was found when the students study reading in the class.

From previous paragraph, it is proven that reading skill of the student was low. Most of them are not competent to comprehend English text well. 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. They find hard to comprehend reading materials. The researcher also found that the students still confused to answer the test because they didn't know what language features of report text are. Therefore the students who did not understand what they read. As a result, they could not answer the whole questions correctly. If this condition keeps happening, the researcher worried about the students' readiness to face National Final Examination.

In National Final Examination for English test, there is a lot of question about reading comprehension. Based on *Kemendikbud* (Kementrian Pendidikan dan Budaya) the number of questions is 50 items. There are 15 item calculations about reading comprehension, 15 items about listening, and the other hand about structure etc. It is not rule out the possibility of reading comprehension is report text.

Besides, the students need to be equipped with some important materials that help them in comprehended in reading passages. The students should be able to answer the question in text in English questions with good skill in reading and the students therefore need to be well-prepared with some skills or strategies about how to achieve the reading ability to solve questions of Report text, especially on the language features. In this case, the students have to read critically, and the teacher must select the suitable technique or strategy to teach it.

There have been a lot of technique and method discussed by many experts dealing with reading ability. One of the techniques to be offered here is Sustained Silent Reading (SSR). In which the students are learning how to interact with the text they read. Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners especially in reading Report text. Sustained Silent reading is done to acquire a lot of information. The researcher has to make them read silently as and when they are able to read without any difficulties.

By using Sustained Silent Reading method, Hunt (1970) stated that the students read silently for a given period of time. But, it does not mean they read without sound. A reader may sound in respond words. Sustained Silent Reading does not need to say out each word. A reader who is silent reading only says the word in mind, those any references to pronunciation stress or intonation. In addition, they will read text given by researcher, and they are shown how to create time for reading then they will read more.

Good readers use what they know about language and the word to interact with what they are reading. This Method helps them to create meaning from the words on the page. The important comprehending text, the researcher offers the use of Sustained Silent Reading in teaching reading, because it can motivate students to read more and it can bring the students to interact with text. Based on the explanation above, the researcher was interested in carrying a

research entitled “The Effect of Sustained Silent Reading (SSR) Method to the Students’ Ability in Reading Report Text at the Eleven Grade of SMA Negeri 2 Pematangsiantar.”

## II. THEORETICAL REVIEW

### A. Reading

#### 1. Definition of Reading

Many students said that they have read a book but then what they were asked about the main idea of book, they said that is nothing. It is not reading of all, except partly. Read one book without any comprehension on their reading cannot be called reading. Reading is a complex activity process of decoding symbols in order to construct or derive meaning. According to Smith (1980:6) stated reading was a transition of information process where the author was regarded as the informant and the reader. On the other hand, receive during reading process the reader interacted with the author.

In addition, Harmer (2007:99) stated that, Reading is useful for language acquisition. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing. In another word, reading is beneficial activity because students not only get the information from the text but also can increase their English ability indirectly.

Grellet (2010:8) stated that, Reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions. It can be said that reading is an active activity because before the readers read the text, they have to suppose what the writer will talk about by seeing the title, picture, clues, or the first and last paragraph, skimming the text to check their hypotheses and to get the information what they are looking for, revision then reread the text for more detail. As Snow (2007:113) stated, the best way to understand reading is therefore to see it as a process of active guessing in which readers use a variety of different kinds of clues to understand a text and to take what they need or want from it, generally as quickly as possible.

Nuttal (1982:5) stated that Reading is to recall, to understand, to interpret, and to analyze the printed page. In line with Silalahi (2017:295) statement, reading is very important and useful for adding knowledge of something and getting information about something. Moreover, recently science and technology grow well. A lot of information stored in books and other printed sources that require the ability to understand. Students at all levels of education are required to master their ability in reading, because in many subjects, especially in English, students have to read and understand from various sources.

Based from arguments above, reading is an interaction between reader and the writer where the reader tackles what the writer means. The writer expresses it by giving attention, encoding, and emotion.

#### 2. Types of Reading

According to Nash (1984:76), classified Reading into 3 (three) reading. They are oral reading, silent reading, and the efficient reading.

##### 1) Oral Reading

Oral Reading is a reader vocalizes the printed words one by one. Thus a reader who does oral reading must have a good pronunciation oral reading is used when a reading learning to combine words with meaning.

2) Silent Reading

Silent Reading does not mean that a reader reads without sound. But the reader may sound in respond to words, but there is no nee say each word. A well-educated in silent reading only says the word in his mind, the fore, the man silent reading understand without any references to pronounce stress on interaction.

3) Efficient reading

Efficient reading includes both intensive and extensive reading. Intensive reading refers to the work done by the students in class. A student may extensive reading when he is studying for examination.

### 3. Kinds of Reading

On the other hand, Nash (1984:77-78) uttered that there are some other kinds of reading, they are namely; the first is skimming, this is the easiest and fastest kind of reading. If a reader skims reading material, he just reads the sign posts or clues in the selection such as the heading and the topic sentence. it is a rapid reading and you are only focusing on the title, headings, topic sentence, sign posts to get the main idea. Example surveying a chapter or article, reviewing something you've read, choosing a magazine/book to buy in the bookstore.

Secondly is scanning, when the reader's purpose is to locate particular information in the text, he resorts to this kind of reading- scanning. He does this by browsing over the pages and giving a quick look over them. It's also a rapid reading in which you're only getting the keywords. Usually it answered by what, who, where, when, how.

The third is exploratory reading; this is done when the reader wants to know how the whole selection is presented. It aims to get the accurate picture of the whole presentation of ideas. How the whole selection is presented. It is referring to structure, method of paragraph development, Examples: long articles in magazines, short stories and descriptive text.

The fourth is analytic reading; a careful examination of each work to identify word relationship is the main purpose of analytic reading. It is a careful attention to each word and its importance in relation to other words in the sentence or the paragraph. Reading mathematical problems, scientific formulas, and certain definitive statements of key ideas require a questioning/inquisitive mind.

The fifth is critical reading, this makes the reader weigh facts, information, or ideas presented in the selection, so that he, too, can perform judgments, or conclusions about them. In this, you are questioning, analyzing, and evaluating the text using your critical thinking skills. Example reading done in periodicals, books and ads which are loaded with propaganda devices designed to sway opinions.

The sixth is narcotic reading; this is done by a person who wants to get rid of his everyday troubles, depressions, frustrations, problems, through reading magazines, stories, novels, essays, and others. This is done by those people who are frustrated and depress and they use reading as their hobby to get rid of their problems.

The seventh is extensive reading, if the reader spends his leisure time by reading any kind of material that is interesting to him, he will consider his act of reading extensive reading. It is reading for pleasure and the main purpose of this is to relax and enjoy. Example: comics, humorous stories, tales, novels, short articles in the newspapers and magazines, jokes, and other forms of light reading materials.



The eighth is intensive reading, doing serious reading books, periodicals, and other library materials for research work or a report is the main concern of this kind of reading, it is a careful or in-depth reading, example the kind of reading you do when you study, prepare a term paper, or an oral report.

The next is developmental reading, in case the reading activities of a person are under a comprehensive reading program that consists of several stages starting from the reader's preschool period to his collegiate level developmental reading is the kind of reading that this reader submits to himself. It is done when a reader is under a comprehensive reading program that lets him go through stages & monitors him.

The last is idea reading. This is to get the main idea of material. This involves the three psychological processes of reading-sensation, perception and comprehension. We're only getting the main idea on the paragraph.

#### **4. Process of Reading**

According to Woridijoyo (1989:10-11) puts forward some state or reading process as follow:

1) Perception

The perception here indicates the ability to read word a significant unit.

It means the *readers* try to find the message from what they *have read*. Moreover *reading* is an active *process*. It means that *reading* is a result of the interaction between the *perception* of graphic symbols that represents language and *reader's* language skills and the knowledge of the world.

2) Comprehension

The comprehension refers ability to make the author or writer word conductive to useful through as read in contexts as the students getting meaning from written text. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

3) Reaction

The reaction is the action that requires consideration in connection with what has been by the author to create reader-response, the reader is essential to the meaning of a text for they bring the text to life. The purpose of a reading response is examining, explaining, and defending your personal reaction to a text.

4) Integration

The integration levels to the ability comprehend or understand through concept toward the experience of the writer that can be useful as a part of the reader's experience. *Integration processes* and *integration* in memory More generally, when *reading* a new text on a topic about which he or she has already *read* in the past, the *reader* may recruit information from an earlier text to help understand the current text.

#### **5. The Purpose of Reading**

Reading process of a books, novel, newspaper are likely to be different when people read a sentence on the billboard on the street, these different skills frequently depend on what we are reading for. Furthermore, Harmer (2001) stated there are six reading purposes, as follows:

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 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 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.

In addition Purba & Sihombing (2017), the overall purpose of reading is not only to remember most of specific detail, but to have a good understanding of the main ideas and supporting ideas and to relate those ideas to reader background knowledge as appropriate.

## 6. The Criteria of Reading

According to Alexander (1988:289), there are five major skill areas to achieve competence, self-monitoring/self-directing using prior experiences and language, understanding text structure, and using affect.

Organizing information of the text, students can be achieved through the following skills:

1. Determining main idea  
The ability to organize information around a main idea is an important comprehension skill. The student who can short through all the ideas in a reading passage and determine which are relevant has achieved skill in finding the essence of the writer message.
2. Sequencing  
Sequencing is another important organizational skill that helps the reader pursues a line of reasoning in a story. The sequence of events often has a great impact on the outcome of the story, sequencing helps the reader anticipate what my happen.
3. Summarizing  
Students are often asking to summarize a passage they have read. Some individuals can do this in a clear, coherent manner; other seems to recall events haphazardly. Whether summarization is in verbal or in written form, ideas must be organized so as to capture the main ideas, details, and sequence of the reading passage.
4. Stating conclusion  
This skill involves drawing appropriate conclusion from the details that have been provided in reading selection the reader must often work with both literal and inferential information in a passage.
5. Vocabulary or word meaning

Well-developed schemata require a large store of words to lend preciseness and elaboration to each schema.

That is make good sense that to comprehend a story or text, readers will need a threshold of knowledge about the topic named domain-specific knowledge or topical knowledge. From the basic criteria, research shows that providing readers with key information about a text can achieve student's skill major in reading.

## **B. Reading Ability**

### **1. Definition**

Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent. Reading is a process of understanding written language (Ruhelhart, 1985). Reading is a process; it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process.

Reading ability is skill of communication between the reader and the writer to get knowledge and information. According to Brown (2001:298) reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled reading the goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading – writing connection.

### **2. Level of Reading Ability**

According to Gillet and Temple (1990:134 – 137) level of reading ability:

#### **A. The Independent Level**

This level of difficulty the student can read text easily, without help. Comprehension of what is read is generally excellent, and silentreading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

#### **B. The Instructional Level**

This level the material isn't really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and don't cause a loss of meaning.

#### **C. The Frustration Level**

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.



#### D. The Listening Level

The listening level provides an estimate of the student's present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instructional reading level. The listening level gives us an indication of how much their reading may be expected to advance at this point in time.

#### C. Assessment

Linse & Nunan (2005:138) said that assessment is the gathering of information for a specific purpose. They also said that when assessing students, it is important to remember that assessment should be a measure of what students are able to do and what they know. Brown (2004:4) said that:

“Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment essay is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher implicitly judges, however peripheral that judgment may be. A good teacher never ceases to assess student, whether those assessments are incidental or intended.”

Based on the definition above, it resumes that assessment is a way of gathering information about they learn a field of their study. For assessing students, the teachers have to give the assessment appropriate to the students' knowledge or what they know.

#### D. Assessing Reading

The primary purpose of assessment is to improve teaching and learning process especially for the students. According to Brown (2004:187), there are some macro skills and micro skills representing the spectrum of possibilities for objective in the assessment of reading comprehension.

##### 1. MacroSkills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative function of written texts, according to form and purpose.
- c) Infer the context that is not explicit by using background knowledge.
- d) From describe events, ideas, etc., infer links and connection between events, deduce, causes and effect, detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect cultural specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

## 2. MicroSkills

- a) Discriminate among the distinctive graphemes and orthography of English.
- b) Retain chunks of language of different lengths in short term memories.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tenses, agreement), pattern, rules, and elliptical forms.
- f) Recognize that plural meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between clauses.

## E. Testing Reading

According to Isnawati (2012:40 – 42) that to determine test reading skill or ability to understand the content, the researcher use several types, they are:

### 1. Multiple Choice

The test takers provide evidence of successful reading by marking a mark against one out of a number of alternatives. Its strengths and weaknesses have been presented earlier.

### 2. True/ False

The test- takers should respond to a statement by choosing one of the two choices, true or false.

### 3. Completion

The students are required to complete a sentence with a single word for example: .....was the man responsible for the first steam railway.

### 4. Short Answer

It is in the form of questions and requires the students to answer briefly, for example: According to the author, what does the increase reading ability rates show about people's studying reading?

### 5. Guided Short Answer

This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentence presented in them, example: Complete the following based on the fourth paragraph! Many school in England used to insist that their students speak and write only.....Now many of them accept.....as an alternative, but not a..... of the two.

### 6. Summary Cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the test – takers. This is really the extension of the guided short answer.

### 7. Information Transfer

One way to minimize demands on writing by test takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a route on a map, labeling a picture, and so on.

### 8. Identifying Order of Events, Topics or Arguments

The test takers can be required to number the events etc.

### 9. Identifying Referents

One of the micro skills listed previously was the ability to identify referents. An example of an item to test this is: What does the word 'it' (line 25) refer to? .....

10. Guessing the Meaning of Unfamiliar Words from Context.

This is another micro skill mentioned earlier. Items may take the form:

Find a single word in the passage (between lines 1 and 25) which has the same meaning as making of laws. Errors of grammar, spelling or punctuation should not be penalized, as long as it is clear that the test taker has successfully performed the reading task which the item set. The function of a reading test is to test reading ability. To test productive skills at the same time simply makes the measurement of reading ability less accurate.

## **F. Sustained Silent Reading (SSR) Method**

### **1. Definition**

Sustained Silent Reading (SSR) is a period of uninterrupted silent reading. Hunt (1970: 1) SSR method is a time when everyone including the teacher, read silently for a given period of time. The aims to improve the reading comprehension are the pace of students reading, vocabulary skills, and spelling. Students, and ideally their teacher, silently read a book of their choice for a set amount of time. Sustained Silent Reading appears in variety of forms depending upon the level of school and needs of the students.

Sustained Silent Reading is a complex intellectual process that encompasses two major abilities, namely mastery, meaning, and the ability to think about verbal concepts. Sustained Silent Reading occurs simultaneously a two-way concentration in the mind of the reader. The reader actively reveals the expression of sounds, symbols of writing, and the language used by the author in order to understand the meaning contained in the text. Therefore, the reader is required to express the meaning contained in the text. The meaning received readers processed in his brain to generate a critical and creative mind.

The purpose for Silent Reading was first outlined by Hunt (1970:5) it is often said that Silent Reading is based on one simple principle: reading is a skill. As with most skill, the more you practice it, the better you became it. The less you use it, the more difficult it is.

Central (2001) stated that most skill like swimming you will never forget once you learn them. But in other to get better at either reading or swimming, you must jump into the book or the water and do it over and over. Research has shown that reading ability is positively correlation of education published by National Centre for Education Statistics. That report also indicated that students who read for fun at least once a week had higher average reading proficiency abilities than those who reported never or hardly ever reading for enjoyment.

Silent Reading is often such as a controlled class activity that the students are enabling to read effectively and efficiently on their own. It is a skill to criticize what is written. To discuss something written means to draw inference and conclusion as well as to express a new idea on the basic of what is being read.

Sustained Silent Reading is one of those common sense ideas that is so obvious and uncomplicated it is often over looked in today's complex educational scheme. In silent reading, the students read and write the more their prior knowledge grows which in turn strengthens their ability to construct meaning. Moreover, the students considered at risk need more time to read-really read in real texts. In contrasts drills in particular skills. The teacher and the students read text at their independent reading level for an uninterrupted period of time. Some researcher conducted research on the use of SSR method which shows the positive attitude of the students toward the sustained silent reading method. The result of the researchers is cited below:

McCracken (1971:3) used the sustained silent reading method in reading classes at all grade levels. He found that SSR method on students reading include improvement in reading skills and vocabulary acquisition as measured by reading test scores, developing a positive attitude towards reading and cultivating a better reading habit.

Wiesendanger and Bader (1989:7) in their survey indicates that sustained silent reading method can affect the reading habits of the students even after they have completed the program it has also been found that SSR has the greatest positive effect on students of average reading ability and improved comprehension.

## **2. Why Silent Reading?**

Over the last few years standardized test have shown us that our student are improving reading, spelling, and vocabulary skill, but are still lagging behind state and national averages. However, the best way to improve student vocabulary, reading ability, reading pace, and spelling remains through reading itself. Silent reading offers out students the time opportunity to independently explorer and practice their reading skill in regular, pleasurable, and stress free manner. By devoting is minute a day to reading, our students could get up to 45 hours additional reading time per year.

## **3. The Goals of Sustained Silent Reading (SSR) Method**

- a) To help students develop a good habit of reading.
- b) Students interact directly with the content of reading, can understand the contents of the discourse that is read appropriately.
- c) Increase concentration in reading in the heart.
- d) The student can read the text of the text and be able to deduce the content according to your own words.
- e) The ability of students to understand English in the form of text is increasing.
- f) Improve their English proficiency in the long run.

## **4. The Advantages of Sustained Silent Reading (SSR) Method**

Hunt (1970: 32) said that there are some advantages of sustained silent reading method are as follows:

- a) When students interact with the text and nonstop reading, their reading ability improve.
- b) They become more aware of how texts are constructed.
- c) They make them more critical of text. They can take the information that has been included and excluded from the text.
- d) This also makes them more critical about the words and sentences construction on that the writer chooses.
- e) As the students' understanding of how text is constructed improves, so she does their own writing.
- f) SSR method can make the students' text book more interesting.
- g) SSR offers students an opportunity to read materials to figure out new words their own choice.
- h) We can spend reading independently outside of school with help of parents, as children ask for books to read at home.
- i) SSR can make the students enjoy that reading.

### **5. Disadvantages of Sustained Silent Reading**

Based on the observation that researcher have conducted, with applying Sustained Silent Reading, the researcher watched students reading, so the researcher found that some of students did not really read. Students were just sitting there, talking with their friend, sleepy, doing other homework, and writing notes/texting. There was also a concern about how much of a benefit it actually was for students who were struggling with reading to be required to read by themselves for 15 minutes without any assistance. It was difficult to achieve reading ability and fluency if students were not using the sustained silent reading time wisely and without observation or accountability there was nothing in place to encourage students to use this time wisely.

### **6. The Teaching Procedure of Sustained Silent Reading (SSR) Method**

According to Hunt (1970: 34), teaching procedure of SSR as follows:

- a) SSR will run during 15 minutes.
- b) Teachers are bought a book and choice the topic to sustained silent reading. The students read silently for the full 15 minutes.
- c) Reading material may sources from children's book, comic books short story books, newspaper, journals, magazines, literature books etc.
- d) SSR most effective when adults model reading by reading alongside their students, teacher demonstrate that reading is a valued activity and important to every discipline and content area.
- e) Teachers are encouraged to read with their students.
- f) SSR is not intended to create additional work for teachers. Grade and evaluations of students will be a part of SSR. Teachers can, however emphasize the enjoyment of reading and purpose of SSR by asking some questions to the students.

## **III. RESEARCH METHODOLOGY**

### **A. Research Design**

This research used quantitative research design. According to Creswell (2011:4) a quantitative research is a mean for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments so that numbered data can be analyzed using statistical procedures. A quantitative research strived for test table and confirmable theories assumption. It seeked scientific explanation included the discovery of laws governing not only the behavior. The final written report had a set structure consisting of introduction, literature and theory, method, result and discussion.

Furthermore, the data were taken by using the experimental design. According to Cohen & Elizabeth (2007:270) experiment research is to test the impact of a treatment or intervention on an outcome, controlling for all other factors that might influence that outcome. In conducting the experimental research, the samples were to be divided into two groups, namely experimental group and control group. It is figured as following:

**Table 3.1 Table of Research Design**



Group	Pretest	Treatment	Post test
Experimental	$x_1$	X	$x_2$
Control	$y_1$	Y	$y_2$

Notes:

X : The application of cooperative script

Y : The application of explaining method

$x_1, y_1$  : Pre-test in experimental and control group

$x_2, y_2$  : Post-test in experimental and control group

## B. Population

Before the sample was collected, the researcher had to determine the population. According to Ary, Jacobs, and Sorensen (2010:167), Population is defined as all members of any well-defined class of people, events or objects.

The populations of this research were grade eleventh students of SMA N 2 Pematangsiantar. There were eleven parallel classes, seven of them are Science program, and the others were Social program. Each class consisted of 30 up to 40 students, total were 392 students. Below was the table of the population of the grade eleven students of SMAN 2 Pematangsiantar.

**Table 3.2 The Population of Grade Eleven Students**

Classes	Total population
XI SCIENCE 1	37
XI SCIENCE 2	38
XI SCIENCE 3	34
XI SCIENCE 4	36
XI SCIENCE 5	33
XI SCIENCE 6	35
XI SCIENCE 7	37
XI SOCIAL 1	34
XI SOCIAL 2	35
XI SOCIAL 3	36
XI SOCIAL 4	37
TOTAL	392 students

The researcher chose the second grade students because they learnt some kinds of text in this year and one of them was report text.

## C. Sample

Creswell (2011:142) defined sample was a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population. The sample of this research was two classes which are XI- PIS 1a control class because they were active with better achievement than other class and XI- PMIA 3 as an experimental class because they had lower achievement. It could be proved based on the previous explanation in

background that average of score that the students got when the researchers gave the test is 55. Even though the minimum completeness criteria (KKM) determined by the school in English subject is 75. This class was suitable to applied Sustained Silent Reading to improve their achievement.

**Table 3.3 Total of the sample students**

<b>Group</b>	<b>Class</b>	<b>Students</b>
Control	XI-PIS-1	34
Experimental	XI-PMIA-3	34
Total		68 Students

#### **D. The Instrument of the Study**

Weir in Fidalia (2014:89) said “ To test reading ability there are many methods of test that the reader can use, namely multiple choice question, short answer question, cloze test, selective deletion gap filling, C-test, cloze elide, information transfer and conclusion”. In collecting the data, the researcher will give the multiple choice test which consists of 20 items to measure students reading ability. The content of the question is about language feature of Report text. According to Cheung and Bucat (2002) in Fidalia (2014: 96) Multiple Choice item is one of the most popular item formats used in educational assessment, or rather it is stated:

“The multiple choice test is a very flexible assessment format that can be used to measure knowledge, skills, abilities, values, thinking skills, etc.” Items can also be statements to which students must find the best completion. Multiple-choice items, therefore, are fundamentally recognition tasks, where students must identify the correct response”.

They are used in pre-test and post-test instrument. Each items of the test consist of five options namely A, B, C, D, and E. Students were asked to choose the correct answer by crossing the correct answer. After the students did the test, the writer then look total score from the result of prior knowledge test. The classification of the students’ score is as follow:

**Table 3.4 Score Identification**

<b>No</b>	<b>Score</b>	<b>Category</b>
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Fair
4.	0-59	Fail

#### **E. Technique of Data Collection**

There were some steps in collecting the data for this research. For data collection technique researcher used test. Test is used to measure the competence of a person and also to achieve the objective. The data was collected by giving reading test. The test was conducted twice.

### 1. Pre-Test

Pre-test was given to both experiment and control group. This text was conducted to find out whether the two groups are relatively equal in reading ability.

### 2. Treatment

After giving pre-test, the students will treat for one meeting in class XI-IA-4 implementing the Sustained Silent Reading Method. There are activities of the treatment that will the researcher teach by Sustained Silent Reading Method in the experimental class. In order to make it understandable easily, the activities using Sustained Silent Reading (SSR) Method are display in Experimental class as follow:

**Table 3.5 Procedure of Teaching Learning Process Using SSR**

No	Activity	Students' Activity	Researcher's Activity	Time
1.	Opening	<ul style="list-style-type: none"> <li>• Students greet the teacher</li> <li>• Students rise their hand to respond</li> <li>• Students share and give opinion about famous reporters</li> <li>• Students recall some information and give responses</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher responds to students' greeting</li> <li>• Researcher check the students' attendance (asking who is absent)</li> <li>• Researcher asks the class about the famous reporter</li> <li>• Researcher provides an opportunity for students to share their opinion</li> <li>• Researcher introduces the topic and objective of the material.</li> </ul>	10'
2.	Explanation about the language features of report text	<ul style="list-style-type: none"> <li>• Students take a note during the explanation and enrich their knowledge</li> <li>• Students mention the language features that consist of the report text</li> <li>• Students employ a critical thinking and ask some</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher explains about the language features of report text.</li> <li>• Researcher examines students to identify language features that consist of the text.</li> </ul>	15'

No	Activity	Students' Activity	Researcher's Activity	Time
		questions.		
3.	Introducing & applying Sustained Silent Reading Method	<ul style="list-style-type: none"> <li>• Students read the text about "Aurora" using the Sustained Silent Reading method.</li> <li>• Every student got one paper of text.</li> <li>• Students should not talk or disturb others during SSR.</li> <li>• Students will remain seated and are not allowed to leave the room before, during, or after SSR.</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher share text in the form of Report Text about "Aurora" to each student.</li> <li>• Researcher introducing Sustained Silent Reading as a method to students' ability in reading Report text.</li> <li>• Researcher gives students time during 15 minutes to read the text that is shared.</li> <li>• Researcher asks the students to read individually, they are not allowed to talk with their friend. It makes them focus and concentration.</li> </ul>	30'
4.	Analyzing Language Feature of Report Text	<ul style="list-style-type: none"> <li>• Students try to analyzing the language features of Report text about "Aurora".</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher asks the students to analyze the language features of Report text about "Aurora".</li> <li>• Researcher asks the students to work individually.</li> </ul>	15'
5.	Sharing Session	<ul style="list-style-type: none"> <li>• The students ask researcher about what they don't understand.</li> </ul>	<ul style="list-style-type: none"> <li>• After students read the text that was distributed, the researcher answered several questions.</li> <li>• The researcher concluded the teaching learning</li> <li>• The researcher motivates students to be more active in</li> </ul>	10'

No	Activity	Students' Activity	Researcher's Activity	Time
			subsequent learning.	
6.	Closing	<ul style="list-style-type: none"> <li>• Students greet the researcher when the bell is ringing</li> <li>• The class president lead pray to go back home.</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher asks the class president to lead his friends to pray before the lesson ends.</li> <li>• Researcher closes the learning by saying greetings.</li> </ul>	10'

### 3. Post-Test

After the treatment, the same test was given to each group. This post-test was conducted to see the result whether the method is effective or not.

### F. Test Specification

Test specification refers to which is seen from the content of the test as representation of language skills. In this case, the test specification was adapted from the language features of Report text based on Knapp (1989) that indicates seven language features, they are general participants, simple present tense, adjective phrase, "being" and "having" processes, action verb, theme, and technical terms. The test specification would be described below:

**Table 3.6 Test Specification**

No	Language Feature	Test Number	Total Test per Items	Kinds of Test	Score
1.	Focus on Generic participants (Groups or things)	1, 5, 11, 15	4	Multiple Choice	20
2.	Use of simple present tense (unless extinct)	2, 9, 12	3	Multiple Choice	15
3.	Use of adjective phrases	3, 19	2	Multiple Choice	10
4.	Use of 'being' and 'having' processes (types of verb)	10, 14, 16	3	Multiple Choice	15
5.	Use material processes (action verb) are used when describing typical behaviors.	7, 13, 17	3	Multiple Choice	15
6.	Theme- the point of departure for the message of a clause.	6, 12	2	Multiple Choice	10



No	Language Feature	Test Number	Total Test per Items	Kinds of Test	Score
7.	Use of technical terms.	4, 8, 18	3	Multiple Choice	15
<b>TOTAL</b>		<b>20</b>			<b>100</b>

### G. Media

During the progress, there were some media used by researchers in this study as follow:

1. Handphone, this gadget was used to record the researcher when he was conducting the pre-test and post-test to avoid uncertainty of the test done transparently, and also to save it as the documentary evidence.
2. Other documents like the instrument of the research (test) printed in a paper. They were lesson plans (both for Control and Experimental class), the pre-test and post-test paper.
3. The instrument of the research is the paper test that collects during the research.

### H. Scoring of the Test

The researchers conducted the test consists of 20 questions, with the score as follows:

$$\text{Students' scores} = \frac{\text{Accepted Score}}{\text{Maximal Score}} \times 100$$

### I. Technique of Data Analysis

After the researchers collected the data and then the researcher analyzes the data by following steps:

1. Finding mean score of each group

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

$\bar{X}$	= the average score
$\sum fx$	= sum of the raw score
N	= number of students

(Hatch and Farhady, 1982:112)

2. Finding standard deviation of each group

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

S	= standard deviation
$\sum d^2$	= sum of mean deviation
N	= number of students
1	= constant number

(Hatch and Farhady, 1982:112)

3. Finding standarderror of difference of mean:

$$SE = (xe - xc) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$SE = (xe - xc)$  = standard error  
 $se$  = standard deviation of experimental  
 $sc$  = standard deviation of control  
 $N1$  = number students of experimental  
 $N2$  = number students of control

(Hatch and Farhady, 1982:59)

#### 4. Testing Hypothesis

$$t_{test} = \frac{\bar{X}_e - \bar{X}_c}{SE(xe - xc)}$$

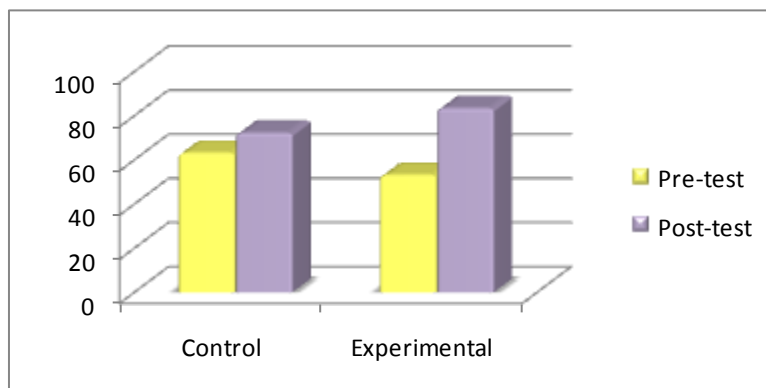
$\bar{X}_e$  = Mean of post test in experimental  
 $\bar{X}_c$  = Mean of post test in control  
 $SE(xe - xc)$  = standard error

(Hatch and Farhady, 1982:59)

### IV. FINDINGS AND DISCUSSION

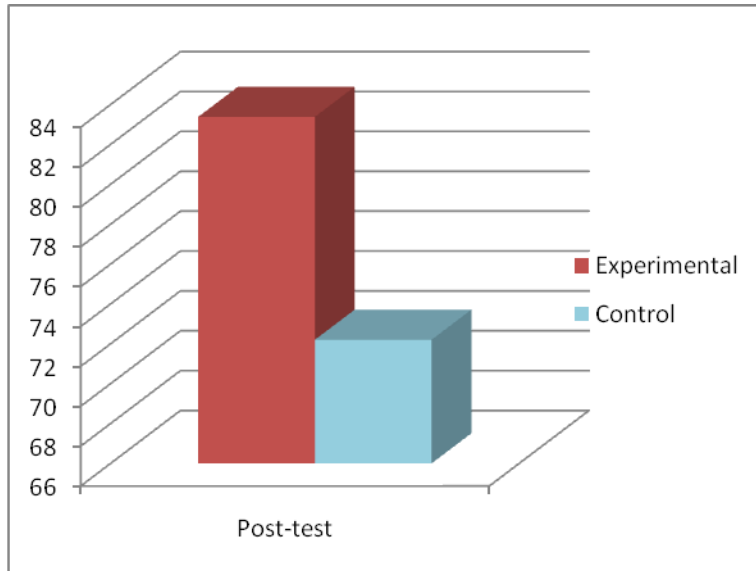
#### 4.1 Findings

After analyzing the data, the researchs found that there was a significant effect of using SSR Strategy on the eleven students' reading ability at SMA Negeri 2 Pematangsiantar. The difference or the improvement as the whole students got in post-test from control to experimental group is 390 or 11.47point in average. The sum total squares of the respondents at the time of administering the post-test in experimental group are 2186.03 points where its standard deviation is 8.13. Meanwhile, the sum total squares of the respondents at the time of administering the post-test in control group are 1409.56 points and the standard deviation is 6.53. Testing hypothesis showed that t-test (6.246) is higher than t-table (1.997) at level of significance 5% for two tailed test and the degree of freedom is (66).



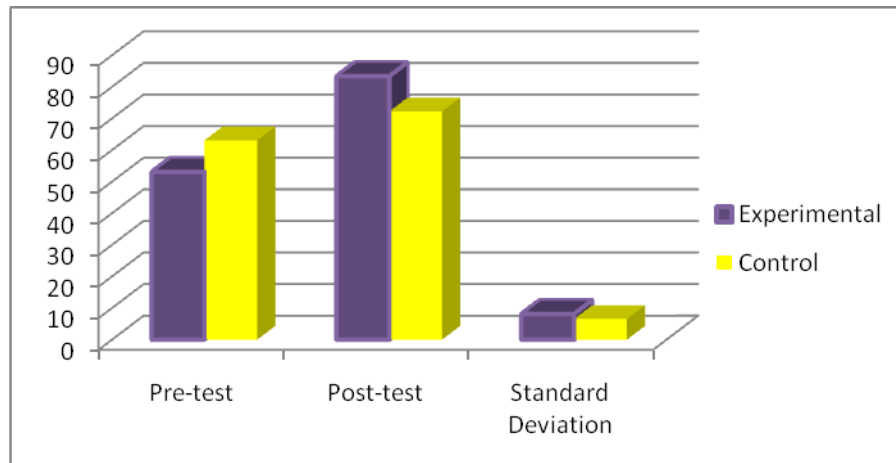
**Chart 4.1 The Progress of Students' Ability after Treatment**

The chart above shows that the progress of students' ability after treatment between two groups. It starts from pre-test score of the yellow. The pre-test score of Experimental group is 53.08 meanwhile the pre-test of control group is 63.08. Seeing by post-test score which purple in experimental group is 83.38. It was rise than control group which post-test score is 72.20.



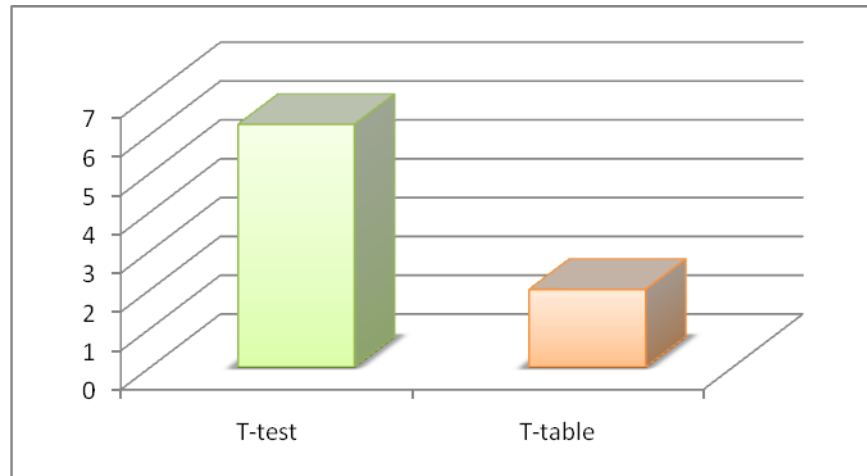
**Chart 4.2 Differences between Post-test Experimental Group and Post-test Control Group**

The chart above shows the differences between post-test experimental group is the red one and post-test control group the blue one. It can be seen that the red one is higher than the blue one. Because post-test score of experimental group is 80.83 meanwhile pre-test score of control group is 72.20.



**Chart 4.3 The Post-test, Pre-test, and Standard Deviation in Experimental and Control Group**

The chart above explained the differences and achievement of two groups. Based on the color can explain the number with detail. First, pre-test score of experimental was lower than control. Second, after treatment it proved that post-test score of experimental was higher than control. In standard deviation showed that experimental was higher than control which was 8.13 of experimental group, meanwhile 6.53 of control group.



**Chart 4.4 The Difference T-test and T-table**

This chart can be called the ending of this research, because it can be concluding that the research having success if the t-test was higher than t-table. This is the fact, it was evident because number of t-test was 6.24 and if just that t-table was 1.99. It was clear to be concluding and there was a significant difference.

#### **4.2 Discussion**

Sustained Silent Reading method is a suitable method applied in the classroom in teaching reading at eleven grade of SMA Negeri 2 Pematangsiantar. The result of this research showed that this method have influence on achievement students' ability in reading. Sustained Silent Reading method is a method that designed for giving student skill to overcome the problems. So that, they become addicted to learn more and increased students' reading.

Achievements gained by the students through learning process in reading, the better reading skill they have upon the texts. Having reading better the students ability, the students will have the capability to associate with texts and its components. Wie Sendanger and Bader (1989:7) in their survey indicates that sustained silent reading method can affect the reading habits of the students even after they have completed the program it has also been found that SSR has the greatest positive effect on students of average reading ability and improved comprehension.

After conducting a research in SMA Negeri 2 Pematangsiantar, it is found that there is a significant difference to the students' ability in reading report text between the students who were taught using SSR method (Experimental Group) and the students who were taught without using SSR method (Control Group). The finding of the research indicates that the students taught using SSR method have been result on their reading ability especially on report text. To know

the effect of SSR method in teaching learning, the researcher gave them a test, and in their test throughout silent reading, the students found more prior knowledge grows which in turn strengthens their ability to construct meaning as they read that have been studied by them previously especially of the language features on report text.

The researcher found that applied Sustained Silent Reading method was effective to the students' reading ability (see the table 4.5 and table 4.6). It was measured by the content of validity. The content was adapted from the language features of Report text based on Knapp (1989) that indicates seven language features, they are general participants, simple present tense, adjective phrase, "being" and "having", action verb, theme, and technical terms. The test specification had proved which was seen from the content of the test as representation of language skills. Simply, it was defined as the extent to which an instrument measured what it claimed to measure. The researcher measured the data variable correctly. Below, there are some explanations about the aspects that indicate seven language features from the test specification:

### **1. General Participant**

General participant often used when making generalizations or talking about universal truths. According to Knapp (1989) Generic Participants is noun of any kind (count or non-count, singular or plural) may be "specific" or "general. General participant is the easier aspect to identify than the others. It is not a big problem for students. This part, the researcher calculated that some student's competence to identify general participant between the two groups. In Experimental group get sum 625 and mean is 18.38, while in Control group, they get sum 645 and mean is 18.97. It can conclude that the higher score to identify general participant is Control class even though a little difference. Basically there are 4 questions which concern about general participant. It consist 5 score each question so the total score for it is 20.

### **2. Simple Present Tense**

Not all of the students knowing structure or tenses. This is the part that makes students a bit confused. In general, Azar (1989:2) states that the Simple Present Tense expresses events or situations that exist regularly and habitually; they exist now, existed in the past, and probably will exist in the future. Before doing treatment a few of student choose the wrong answer. It can be changed when researcher checked the details of personal test specification.

After calculate the capacity of students of using simple present tense, the researcher get that Experimental class is higher than Control class. It prove from the table 4.5 and table 4.6 above which declare sum of experimental group is 420 with shows the mean is 12.3, meanwhile in Control group only get 270 with mean description is 7.94. Students can called be capable in using simple present tense if they would be get 15 score on it because it has 3 questions.

### **3. Adjective Phrase**

Many students have difficulty to answer this aspect even though it only has 2 questions. As researcher said before that most of them do not understand of grammar or structure, Discuss about this aspect they only know about adjective but if combine with phrase they were not what does it mean. As Frank (1972: 371) said that an adjective phrase is any phrase which modifies a noun or pronoun. Their capacity about identifying this aspect can be prove of sum score from experimental group they get 260 and the mean score is 7.65 while in Control group they get 203 and the mean is 5.97. It can measure that experimental group more higher capable for this aspect.



#### **4. Using “Being and Having”**

In checking out students’ paper, they get better for knowing “being and having”. According to Halliday (1994) In Report text using being “is and are”, there is “was, were” for detailed information. Reciprocally using “having” is not only use (have and has) but also use “had” for detailed information. It proves for using “Being and having”, Experimental group get higher score again. They get sum 390 score with mean score 11.47 meanwhile the lower group is Control group get 295 with mean score is 8.67. This aspect has 3 questions. It means total score is 15.

#### **5. Action Verb**

Using action verb in the aspect of language feature also part which actually makes student confuse to choose the good answer. Simply some of them cannot compare between adjective and verb. Action verb is the action expressed a verb may be physical action or mental action. Physical action: jump, shout, search, carry, run. Mental action: worry, think, believe, imagine (Warriner, 1982: 49).

Because of that the researcher who head for the achievement to understand aspects of language feature of Report text with applying SSR method. After analyzed it students got achievement in post-test especially in Experimental group got 400 with mean score is 11.76 it can compare with Control group that only get 320 with mean score is 9.41.

#### **6. Theme**

By using theme is the easiest from the whole of language feature aspect in Report text. Because it just identify the point of the sentence. Based on the theory Theme is the “point of departure; it is that with which the clause is concerned” (Halliday, 1994:37). In this aspect only have 2 questions, and total score for this one is 10. Researcher had found that Experimental group was the higher score again. It can proves from the sum is 300 with mean score 8.82, beside of this there is Control group shows their sum of score is 270 with mean score 7.94.

#### **7. Technical Term**

Use technical term is also being easy aspect to answer according to students, because it just to identify a term that occasionally for read. As Callaway (2000) suggest studying the *actual usage* of “technical term.” A “term” is a word with some particular and distinguished meaning, which distinguishes the particular term from common or less regulated usage.

Researcher had checked the details test specification one by one. In Experimental group they have got lower sum score than Control group, it is 440 with mean score 12.94 while in Control group they got 450 with mean score 13.23. It is a little bit difference for this capacity from both of group. In this aspect researcher made 3 questions which total score is 15.

Even though Control group got 2 high aspect score but it cannot prove the mean score of post-test. Researcher found that the mean score of Experimental is higher than Control, which Experimental got 83.38 meanwhile in Control group, they got 72.20. It shows that the treatment was successful by apply Sustained Silent Reading method to the students’ reading ability.

Finally, after analyzing the data, the researcher finds the answer of the problem what is to know what methods more effective in teaching reading ability. And as the result in experimental group is more effective than control group on the students’ ability in reading report text at eleven

grade of SMA Negeri 2 Pematangsiantar since to score obtained from the result of calculating alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected.

The researcher concluded that the using of Sustained Silent Reading method in teaching reading is effective. It was proved by the result of the data analysis after being with t-table (1.997) with the t-test (6.246). Moreover, the researcher also are supported from Riska (2017) Conducted a research entitled "The Use of Sustained Silent Reading (SSR) Method to Improve Students' Reading Comprehension", the researcher concluded the use Sustained Silent Reading was effective to be used as a good technique in teaching reading comprehension. The difference from the first researcher used the method to the students' reading ability meanwhile the second researcher used the method in teaching reading comprehension. The similarity is both of the researcher used report text but the first researcher focused on the language features of the text. Teaching reading ability through Sustained Silent Reading also able improve and maintain the students' motivation, desire, and enjoyment in learning English.

To sum up, based on the result of this study, which showed the students' scores were higher after the treatment in experimental class using Sustained silent reading method. The use Sustained Silent Reading method for teaching reading was surely beneficial to increase students' ability. In summary, the researcher asserted use Sustained Silent Reading method was important to apply on teaching reading.

## V. CONCLUSION

From pre-test and post-test between experimental and control class, the researcher has already known that students give a treatment with taught by sustained silent reading (SSR) method get better scores and more significant achievement their reading ability on report text than the student that did not give a treatment.

Based on the result of analysis about using Sustained Silent Reading (SSR) method in teaching reading skill on report text, showed that the distribution score in experiment class was greater than control class. It shows that in experimental class is the highest score in pretest is 75 and the highest score in post-test is 100. While in control class shows that the highest score in pre-test is 85 and the highest score in post-test is 90. The result of t-test shows that to:  $t\text{-table} = 6.246 > 1.997$  in degree of significance 5%, So  $H_a$  (alternative hypothesis) of the result is accepted and  $H_o$  (null hypothesis) is rejected. It means that sustained silent reading (SSR) method has significant influence in teaching reading skill on report text.

Using of Sustained Silent Reading (SSR) is a good method in teaching reading skill on report text. It proves from the result of the test and learning process. Sustained Silent Reading (SSR) method make students enjoy in reading material and more understand content in the text. So SSR method gives significant influence to students' reading ability.

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