

ENHANCING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH SUSTAINED SILENT READING

FATHUL BARI, YOHANES GATOT SUTAPA YULIANA, CLARRY SADA

*Master Study Program of English Language Education, Teacher Training and
Education Faculty, Tanjungpura University, Pontianak*

[Email: fathulbaril@gmail.com](mailto:fathulbaril@gmail.com)

*Master Study Program of English Language Education, Teacher Training and
Education Faculty, Tanjungpura University, Pontianak*

[Email: gatot_fkip@yahoo.co.id](mailto:gatot_fkip@yahoo.co.id)

*Master Study Program of English Language Education, Teacher Training and
Education Faculty, Tanjungpura University, Pontianak*

[Email: jawal508@yahoo.com](mailto:jawal508@yahoo.com)

First Received: 26-08-2021; Accepted: 21-09-2021

Abstract

The researcher discovered that students did not understand reading descriptive text. Students did not know the meaning of the word. Sustained silent reading was a way to overcome students' problem with reading. In this study, the researcher utilised classroom action research. The research was conducted in SMP Islam Walisongo Pontianak. The participants of the study were class 7 B with 36 students. For the first cycle based on the observation, implementing Sustained Silent Reading, the researcher watched students reading. The researcher discovered that some students did not earnestly read. Thereupon, the students did not understand reading descriptive text. Students did not know the meaning of the word. For the second cycle, there was something different at that time. The students started to understand what they were reading. The students began to pay attention to the teacher's elucidation about what they required to undertake on reading activity. They had started to enjoy reading descriptive text using sustained silent reading. The conclusion of this research was students could increase their understanding, reading in a descriptive text through sustained silent reading.

Keywords: Reading Comprehension, Descriptive Text, Sustained Silent Reading

INTRODUCTION

Based on the researcher's observation at SMP Islam Walisongo Pontianak, the students faced the problem with reading. Students did not understand reading descriptive text. Researcher observed that students were lazy in reading. Students were not enthusiastic about reading. The researcher found that students were less motivation for reading. Students did not pay attention when the teacher explained reading in front of the classroom. The teacher did not show students about a way to be able to understand the reading. The students did not know the meaning of the word.

Sustained silent reading was a way to give students options about reading. Students were quiet in reading. The students allowed them to choose what they wanted to read. Students did not understand reading descriptive text. The way used sustained silent reading with beginning silent reading in class before learning. Students could bring a book from home or looking for in the school library. The time was 10 minutes for using sustained silent reading.

Sustained silent reading increased not only students' reading ability but also an attitude toward reading itself, activity in sustained silent reading connection with enjoyment when reading. Sustained silent reading created motivation learners read with a feeling of wanting to learn more about something (Lin, Choo, & Pandian, 2012). Besides, the research implemented that from interviews, field-note, and observation using USSR (Uninterrupted Sustained Silent Reading) got the outcome meaningful impact on students reading attention. Foremost, students sensed the exhilaration of recitation by the programme of USSR. Students used to sense exhausting when perusing however now students do not. Furthermore, the disciples are getting use to comprehend the content or entry in English without any problem. They can fathom and get the which means of the content quicker than previously. This encourages the pupil to increase their execution in their intellectual abilities at class. Hereinafter, construction new propensity and routine are effectively occurred. The understudies right currently feel the energy of perusing with no stress from the educator's guidance. USSR (Uninterrupted Sustained Silent Reading) had escalated students' understanding mindfulness and inspiration (Al-Manar, 2018).

Besides, the research showed that scaffolded silent reading offered third-grade instructors a selection for rehearse recitation that mitigated mistake and upgraded pupils' reading rapidly and understanding (Reutzel, Jones, Fawson, & Smith, 2008). Furthermore, the study elucidated that Sustained Silent Reading was potent for learners who had a superior worth of reading (Siah & Kwok, 2010). After this, the discovering and outcome, whenever paid attention to by the advanced education establishments, may prompt the dynamic utilisation of SSR to increase English language capability, advance readers' demeanour and inspiration

towards the delight of reading and improved own lifelong readers using print media and its other option, universal media (Singh, David, & Choo, 2012).

Sustained Silent Reading

In school when the teacher enjoys reading, many students do not enjoy reading in school. The practice is a successful way to improve the feeling of wanting reading and enjoyment. One strategy is Sustained Silent Reading (SSR) and aid effectiveness to increase the usefulness reading and more likely to happen in classroom or school (Moser, 2006). Sustained silent reading is a time using for a class, or in some of all school, reading calmly. Students are permitted to make a choice of their reading and read independently during class time. Most programs make students likely to continue the quality outside of class and allow students to change books if they do not interest (Gardiner, 2005). Most important, SSR permits an adult making habit, choice, comments, and attitudes good readers improve. Notwithstanding, most programs do not need traditional book reports; some do to make something available chance for students to speak or write about their readings. Notwithstanding, SSR programs give characteristics, teachers have to change something in a minor way so that it works better the common concept to appropriate with specific requires of their students and school (Gardiner, 2005).

Guidelines for Sustained Silent Reading (SSR)

The accompanying recommendations are depended on the speculations introduced above just as on the proposals of teachers (Krashen, 2011).

For the first, perform a few every day, not much once a week (disparted, no gathered). For the second, less is more; make less than you feel they can touch. If you assume students can take a seat and recite for 15 minutes, carry out 10 minutes. For the third, ensure lots of books and other recitation material are available. For the fourth, comic books are OK. For the fifth, journals are OK. For the sixth, multilevel readers, books inscribed for parlance students, are OK. For the seventh, leave students choose their own lection material. For the eighth, apply minimal censor to what is recited. For the ninth, it is OK for readers to see “convenient” books (under their “tier”). For the tenth, it is OK for readers to recite “difficult” books (up their “extent”). For the eleventh, students don’t have to complete each book they begin to

read. For the twelfth, sustained silent reading is not for learners. learners require other types of understandable text. It also will not assist progressed readers who have already owned a reading rut. For the thirteenth, addition SSR with activities that provide to create reading over understandable and attractive (e.g., read-alouds, travels to the library, literary discussion). For the fourteenth, don't utilise awards for reading, don't test students on what it is recited, and don't involve book reports. Use zero or nethermost accountability. When the circumstances are appropriate (attractive reading material is available, and sufficient reading competence), lineal boost can succeed. For the fifteenth, How about various meal and drink? Let's trying eating and recitation in the school library (Krashen, 2011).

Characteristics of Successful Sustained Silent Reading (SSR) Program

Numerous reasons exist for the accomplishment of SSR programs. One analyst, Janice Pilgreen, president of reading at the College of La Verne in California, analysed an assortment of sustained silent reading projects, discovered that practical projects shared standard attributes. In her book *The SSR Handbook: How to Organise and Manage a Sustained Silent Reading Program* (2000), she recognised eight characteristics of successful SSR programs (Gardiner, 2005).

Pilgreen's Eight Factors to a Successful SSR Program. For the first, entrance: pupils must own entrance to books from a schoolroom book collection, institution book room, or other resources, but ingredients must be free at the grip. For the second, attract: reading substances should be attractive to create the disciples wish to recite them. Approving learner to select their books can look after this. For the third, helpful circumstance: scholars involve a calm, enjoyable spot to see. For the fourth, boost: apprentices necessitate impetus from preceptors, greybeards and/or fellows to dwell attracted attention in recitation till it makes a gift in itself. For the fifth personnel exercise: Pilgreen uncovered that 60 per cent of SSR programmes are regulated by instructors with no rehearsal in SSR. She trusted practice is a notable portion of constructing an effectual SSR programme. For the sixth, nonliability: Pilgren said so that obtain at the very pleasure feasible from their recitation, pupils should sense no duty linked with it. She discovered that 87 per cent of efficacious SSR programme adhered to a precept of

no liability. For the seventh, adhere zeals: zeals entering role-play, debate, the book speaks, and read-aloud should authorize disciples to continue agog about a book sans sensating of liability. For the eighth, disparted reading period: very programmes she learnt provided pupils 15 to 30 minutes of lection time per assembly. Over than partly of them recite diurnal, and 97 per cent see at smallest double a hebdomad. She studied that establishing reading as a usual action emerged becoming a feature that distinguished the doing well programmes from the failed ones (Gardiner, 2005).

Reading Comprehension

A reading comprehension strategy is an intellectual or conduct activity that is established under specific logical conditions, intending to improve some part of understanding. Consider a very simple-minded strategy for motivations behind the outline. Teachers frequently train students to look into a word in a dictionary when they meet an uncommon word with which they are new (McNamara, 2007).

Reading comprehension includes more than basically getting to the meanings of the individual words in the content (McNamara, 2007). Reading comprehension may best be seen as a continuing through life mission (McNamara, 2007).

Reading comprehension strategies that hold some guarantee in improving understanding at more profound levels (McNamara, 2007).

Reading comprehension is to know the content of reading, the ability to see text, understanding text, and connection with what the reader knows. Reading comprehension is to know the meaning of the word. Reading comprehension is to add new knowledge, new vocabulary, and can become smarter.

Descriptive text

The descriptive text is to depict something, someone, place (Mukarto, Sujatmiko, Murwani, & Kiswara, 2007). Descriptive text is construed about what thing, people, and place. Descriptive text is a text that portrays a person, an animal or an object in terms of shape, characteristics, numbers and so on. The purpose of descriptive text is to clarify, delineate, or reveal someone or an object.

The Generic Structure of Descriptive Text

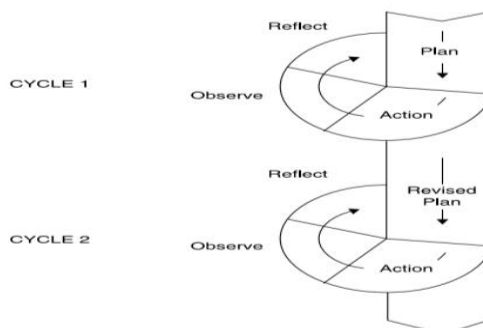
There are two parts for the generic structure of the descriptive text. For the first part, identification is part of knowing for indicating one specific thing to depict (Mukarto et al., 2007). For the second part, the description is part of the features of the quality (Mukarto et al., 2007).

METHOD

Classroom action research is investigated with systematic that is done by teacher-researchers to collect information about the way school operates, how they teach, and how well student study. The information is collected with the purpose to get knowledge, improving practice, influence positive alters in school and education practice in common and enhancing result from the student (Hopkins, 2008). Classroom action research plans are methodical methodology utilized by teachers (or others in an instructive setting) to accumulate quantitative and subjective information to address upgrades in their instructive setting, their educating, and the learning of their students (Creswell, 2012).

In this study, the researcher implemented classroom action research. Classroom Action research was to get a solution to a problem. Classroom action research was practice research that was meant to improve lesson in class. This research constituted one of teacher effort or practices with various activities that were done in enhancing the quality of the course in class. Classroom action research was to delve way to teach and learning process with the purpose to make improvement about ability in learning.

Figure 1 Cyclical AR model based on Kemmis and McTaggart (1988)



Taken from (Burns, 2010, p. 9)

Participants

Participant of this study was seventh-grade students of SMP Islam Walisongo Pontianak. The researcher would do research only one class. The participants of the study were class 7 B with 36 students.

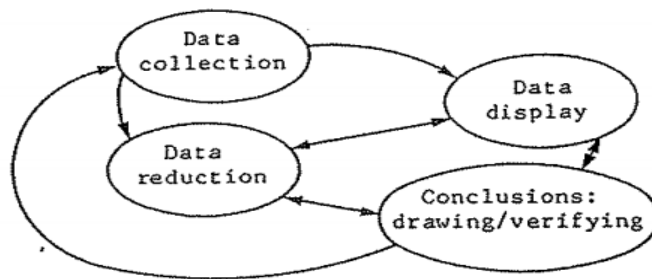
Technique and Tool for Collecting Data

In this research, the researcher collected both quantitative data and qualitative data. The quantitative data were a test, whereas the qualitative data got from observation and Field notes- further explanation of the test, observation, and field notes.

The technique of Data Analysis

In this study, the researcher would do data analysis. Qualitative data analysis the researcher used in this study, such as data collection, data reduction, data display, and conclusions: drawing/verifying.

Figure 1 Component of data analysis: Interactive Model



Taken from (Miles & Huberman, 1994, p. 12)

In the quantitative section, the researcher conducted a test to know whether or not the using sustained silent reading could improve the students' reading comprehension in descriptive text. Furthermore, the researcher analysed the resulting test. The researcher calculated the test scores of each student applying this formula as follows:

$$\frac{A}{N} \times 100$$

Where

A = the number of students who answered the item correctly;

N = the total number of students who attempted the item.

Taken from (Cohen, Manion, & Morrison, 2007, p. 423)

Research Finding

Cycle 1

The researcher undertook the first cycle on 25th August 2020, 26th August 2020, and 27th August 2020. The collaborator and English teacher planned a meeting as long as 40 minutes as one meeting. The teacher taught to students about the descriptive text. Thereupon. Students utilised sustained silent reading for reading descriptive text.

Bell rang. The teacher entered the classroom saying greetings such as Hello everyone, Good afternoon. Thereupon, teacher and students prayed together before beginning learning at the school. The teacher checked the students' presence with summoning their names one by one.

There were three procedures of utilising Sustained Silent Reading. The first, the teacher prepares several readings about a descriptive text. The second, the students were free to choose one reading descriptive text that has been designed by the teacher. The third, the students used sustained silent reading to read the descriptive text as long as 10 minutes.

After students had read the text, the students allowed to ask the teacher about what they did not understand. But, there were not a question from the students. The teacher motivated students. The teacher encouraged students to study seriously. The teacher concluded teaching and learning. Students greeted the teacher when the bell was ringing. The class leader prepared to pray to go back home. The teacher closed the lesson.

Based on the observation that the researcher had done, with implementing Sustained Silent Reading, the researcher watched students reading. The researcher discovered that some students did not earnestly read. Thereupon, the students did not understand reading descriptive text. The students did not know the meaning of the word. Circumstances during class students were noisy when the teacher illustrated lesson. Instead, some students disturbed their friends who were reading. The students daydreamed when the other students were reading. Even, some students played mobile phone. The students were sitting on a chair. Subsequently, the students chatted to their friends.

After this, the teacher was teaching and illustrating a lesson to the students in front of the classroom. Some students ignored the teacher. They assumed they did not care with this lesson. The students read without knowing the meaning of the text. If the teacher asked students to read employing sustained silent reading, it looked like a burden. The students spoke or interfered others during Sustained Silent Reading.

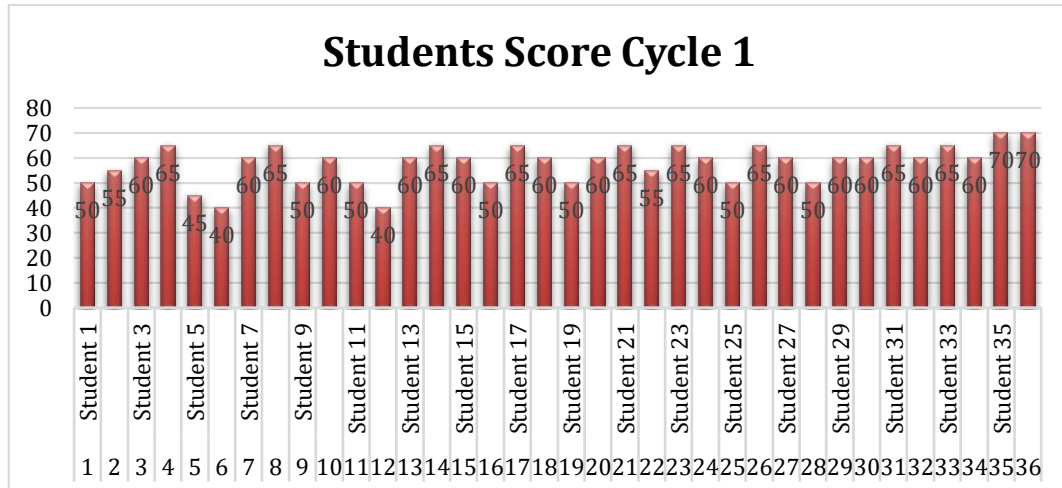


Figure 3 Cycle 1

Cycle 2

The researcher carried out on 31st August 2020, 1st September 2020, and 2nd August 2020. The collaborator and English teacher planned the meeting as long as 40 minutes as one meeting. The teacher taught to students about a descriptive text. Thereupon. Students implemented sustained silent reading for reading descriptive text.

Bell rang. The teacher entered the classroom saying greetings such as Hello everyone, Good afternoon. Thereupon, teacher and students prayed together before beginning learning in the school. The teacher checked the students' presence with summoning their names one by one.

There were three procedures of utilising Sustained Silent Reading. The first, the teacher prepares several readings about a descriptive text. The second, the students were free to choose one reading descriptive text that has been designed by the teacher. The third, the students used sustained silent reading to read the descriptive text as long as 10 minutes.

After students had read the text, the students allowed to ask the teacher about what they did not understand, but, there were not a question from the students. The teacher motivated students. The teacher encouraged students to study seriously. The teacher concluded teaching and learning. Students greeted the teacher when the bell was ringing. The class leader prepared to pray to go back home. The teacher closed the lesson.

Based on the observation that the researcher had done, with implementing Sustained Silent Reading, the researcher watched students reading. The researcher discovered that some students did not actually read. The students were sleepy. The students did the homework. The students wrote notes when the other friends were reading. The students were lazy to read the descriptive text.

But there was something different at that time. The students started to understand what they were reading. Instead, the students had begun to be able to pay attention to the teacher's elucidation about what they required to undertake on reading activity. Furthermore, the students already wanted to read even though they were limited to 10 minutes. However, they had started to enjoy reading descriptive text using sustained silent reading. Although, it took time to get to the stage of enjoying reading. Sometimes, after time run out, they complained that they had not finished reading. Then, the teacher told the students that they could continue after the lesson was over. Students conversed to the teacher, OK. The student looked happy because they could to carry on their reading. Sustained silent reading kept students motivated to read again. After reading the students desired to read another reading. When students loved to read, they felt good.

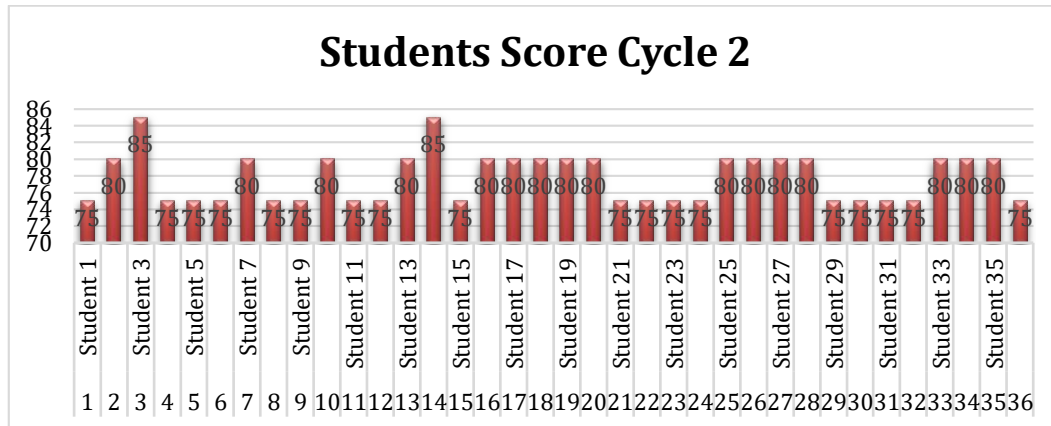


Figure 4 Cycle 2

DISCUSSION

Sustained silent reading increased not only students' reading ability but also an attitude toward reading itself, activity in sustained silent reading connection with enjoyment when reading. Sustained silent reading created motivation learners read with a feeling of wanting to learn more about something (Lin, Choo, & Pandian, 2012). Besides, the research implemented that from interviews, field-note, and observation using USSR (Uninterrupted Sustained Silent Reading) got the outcome meaningful impact on students reading attention. Foremost, students sensed the exhilaration of recitation by the programme of USSR. Students used to sense exhausting when perusing however now students do not. Furthermore, the disciples are getting use to comprehend the content or entry in English without any problem. They can fathom and get the which means of the content quicker than previously. This encourages the pupil to increase their execution in their intellectual abilities at class. Hereinafter, construction new propensity and routine are effectively occurred. The understudies right currently feel the energy of perusing with no stress from the educator's guidance. USSR (Uninterrupted Sustained Silent Reading) had escalated students' understanding mindfulness and inspiration (Al-Manar, 2018).

Besides, the research showed that scaffolded silent reading offered third-grade instructors a selection for rehearse recitation that mitigated mistake and upgraded pupils' reading rapidly and understanding (Reutzel, Jones, Fawson, & Smith, 2008). Furthermore, the study elucidated that Sustained Silent Reading was potent for learners who had a superior worth of

reading (Siah & Kwok, 2010). After this, the discovering and outcome, whenever paid attention to by the advanced education establishments, may prompt the dynamic utilisation of SSR to increase English language capability, advance readers' demeanour and inspiration towards the delight of reading and improved own lifelong readers using print media and its other option, universal media (Singh, David, & Choo, 2012).

The use of Sustained Silent Reading could enhance students' understanding of reading. Sustained silent reading was a quiet reading activity that students did and were given the freedom to choose their reading. There were three procedures of utilising Sustained Silent Reading. The first, the teacher prepared several readings about the descriptive text. The second, the students were free to choose one reading descriptive text that had been designed by the teacher. The third, the students applied sustained silent reading to read the descriptive text as long as 10 minutes.

In this study, the researcher implemented classroom action research. Classroom Action research was to get a solution to a problem. Classroom action research was practice research that was meant to improve lesson in class. This research constituted one of teacher effort or practices with various activities that were done in enhancing the quality of the course in class. Classroom action research was to delve way to teach and learning process with the purpose to improve ability in learning. Classroom Action Research, there were two processes of study, such as cycle one and cycle two. Cycle one consisted of plan, action, observe, and reflect. Whereas, cycle two was the same way with cycle one.

Based on the observation cycle one and cycle two that the researcher had done, with implementing Sustained Silent Reading, the researcher watched students reading, the researcher discovered that some students did not earnestly read. Thereupon, the students did not understand reading descriptive text. The students did not know the meaning of the word. Circumstances during class students were noisy when the teacher illustrated lesson. Instead, some students disturbed their friends who were reading. The students daydreamed when the other students were reading. Even, some students played mobile phone. The students were sitting on a chair. Subsequently, the students chatted to their friends.

After this, the teacher was teaching and illustrating a lesson to the students in front of the classroom. There were some students who ignored the teacher. They assumed they did not care with this lesson. The students read without knowing the meaning of the text. If the teacher asked students to read employing sustained silent reading it looked like a burden. The students spoke or interfered others during Sustained Silent Reading. Some students did not actually read. The students were sleepy. The students did homework. The students wrote notes when the other friends were reading. The students were lazy to read the descriptive text.

But there was something different at that time. The students had begun to be able to pay attention to the teacher's elucidation about what they required to undertake on reading activity. Furthermore, the students already wanted to read even though they were limited to 10 minutes. However, they had started to enjoy reading descriptive text using sustained silent reading. However, it took time to get to the stage of enjoying reading. Sometimes, after time run out, they complained that they had not finished reading. Then, the teacher told the students that they could continue after the lesson was over. Students conversed to the teacher okay. Students looked happy because they could to carry on their reading. Sustained silent reading kept students motivated to read again. After reading the students desired to read another reading. When students loved to read, they felt good.

CONCLUSION

The conclusion of this research was students could increase their understanding reading in a descriptive text through sustained silent reading. The students had started to enjoy reading descriptive text using sustained silent reading. Although, it took time to get to the stage of enjoying reading. When the students were reading, they met new vocabularies. The students could add new vocabularies with reading utilising Sustained Silent Reading. With addition, new vocabularies could help students to understand what they read in descriptive text. Making use of Sustained Silent reading could create eternal readers.

REFERENCES

- Al-Manar, M. A. (2018). The Implementation of USSR (Uninterrupted Sustained Silent Reading) on Students' Reading Motivation at Ananda Islamic School. *Globish (An English-Indonesian journal for English, Education and Culture*, 7(1), 36-43.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York, NY: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods In Education* (6th ed.). London and New York: Routledge.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston: Pearson Education, Inc.
- Gardiner, S. (2005). *Buiding Student Literacy Through Sustained Silent Reading*. Alexandria, Virginia USA: Association for Supervision and Curriculum Development.
- Hopkins, D. (2008). *A Teacher's Guide to Classroom Research* (4th ed.). New York, NY: Open University Press.
- Krashen, S. D. (2011). *Free Voluntary Reading*. Santa Barbara, California: Libraries Unlimited.
- Lin, D. T., Choo, L. B., & Pandian, A. (2012). Learners' Perceptions of Sustained Silent Reading Practices in Tertiary Classrooms. *Procedia Social and Behavioral Sciences*, 266-274.
- McNamara, D. S. (2007). *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook qualitative data analysis* (2nd ed.). Thousand Oaks, California: SAGE Publications, Inc.
- Moser, A. M. (2006). Sustained Silent Reading. *School Library Media Activities Montly*, 23(2), 43-45.
- Mukarto, Sujatmiko, Murwani, J. S., & Kiswara, W. (2007). *English on sky EOS 1: For junior high school students year VII*. Jakarta: Penerbit Erlangga.
- Reutzel, D. R., Jones, C. D., Fawson, P. C., & Smith, J. A. (2008). Scaffolded Silent Reading: A Complement to Guided Repeated Oral Reading That Works! *The Reading Teacher*, 62(3), 194-207.
- Siah, P.-C., & Kwok, W.-L. (2010). The Value of Reading and the Effectiveness of Sustained Silent Reading. *The Clearing House*, 83(5), 168-174.
- Singh, M. K., David, A. R., & Choo, J. C. (2012). Sustained Silent Reading (SSR) as an Independent Learning Tool at an Institution of Higher Learning. *Ubiquitous Learning: An International Journal*, 4(1), 77-89.