

**THE IMPLEMENTATION OF SUSTAINED SILENT READING
METHOD AT MTs N 1 BOLAANG MONGONDOW SELATAN**

THESIS

Submitted as Partial Requirement for Degree of Education (S.Pd) in Teaching
English



By

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
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1444 H/2023 M


THESIS RATIFICATION


The thesis entitled "*The Implementation of Sustained Silent Reading Method at Mts N I Bolaang Mongondow Selatan*" compiled by Khairunnisa Indriati Pulumoduyo with student registration number 1826027, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on February 1 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.


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ABSTRACT

Khairunnisa Indriati Pulumoduyo (2023) *The Implementation of Sustained Silent Reading Method in Increasing Reading at MTs N 1 Bolaang Mongondow Selatan*. A thesis of English Education Study Program, Tarbiyah Faculty, and Teacher Training, Manado State Islamic Institute.

This study is about the implementation of the Sustained Silent Reading (henceforward abbreviated as SSR) method in increasing Reading at the *MTs N 1 Bolaang Mongondow Selatan*. This research aimed to find out the implementation of the SSR method and the reason the teacher used the SSR method. This research was qualitative using documentation, observation, and interview as the research instruments. The subjects of this research were the English teacher and the students in 8th grade at the *MTs N 1 Bolaang Mongondow Selatan*. The data analysis in this study followed Miles and Huberman's model to analyze the data. From the data analysis, the researcher concluded that the implementation of the SSR Method in increasing Reading in 8th grade the *MTs N 1 Bolaang Mongondow Selatan* was as follows: first, the implementation of the SSR method in that school was really well, this method could help the students increase their reading skill, also the teacher implemented SSR method by adopting important elements proposed by Tupac, namely: preparation, reading session and after reading session; Second, the reason the English teacher used SSR method was that this method was very good to improve the students' reading skill. In addition, when the teacher used this method in reading classes, the students were brave to read and because of this method, the teacher could help students' difficulties in reading.

Keywords: Implementation, Sustained Silent Reading



Abstrak

Khairunnisa Indriati Pulumoduyo (2023) *The Implementation of Sustained Silent Reading Method at MTs N 1 Bolaang Mongondow Selatan*. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini tentang penerapan metode membaca senyap dalam meningkatkan memahami bacaan di MTs N 1 Bolaang Mongondow Selatan. Penelitian ini bertujuan untuk mengetahui tentang penerapan metode membaca senyap dan alasan guru menggunakan metode membaca senyap. Penelitian ini menggunakan qualitative dengan instrument; dokumentasi, observasi, dan interview. Subject dari penelitian adalah guru bahasa Inggris dan para murid kelas 8 di MTs N 1 Bolaang Mongondow Selatan. Prosedur pengambilan data menggunakan prosedur dari Miles dan Huberman untuk menganalisa hasil dari data. Dari data analisis, peneliti menemukan kesimpulan pada penerapan metode membaca senyap dalam meningkatkan memahami bacaan di MTs N 1 Bolaang Mongondow Selatan seperti; pertama, penerapan metode membaca senyap di sekolah itu sangat bagus, metode ini mampu membantu para murid meningkatkan kemampuan membaca mereka. Guru menggunakan elemen penting dari Tupac dalam penerapan metode membaca senyap. Elemen penting itu adalah persiapan, sesi membaca, dan selesai sesi membaca. Kedua, alasan guru menggunakan metode membaca senyap adalah metode ini sangat bagus untuk meningkatkan kemampuan membaca para siswa, juga ketika guru menggunakan metode ini di dalam kelas membaca para murid berani untuk membaca dan dikarenakan metode ini guru mampu membantu kesulitan para murid dalam hal memahami bacaan.

Kata kunci: Penerapan, Membaca Senyap

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 24 Januari 2023



Khairunnisa Indriati Pulumoduyo

Acknowledgement



In the name of Allah, most gracious, most merciful. Thanks giving to Allah SWT for grace and guidance in completing this thesis. *Shalawat* and greetings are addressed to the final chosen religious messenger, the prophet Muhammad SAW who has changed the human life from the darkness to the lightness.

This thesis, titled “The Implementation of Sustained Silent Reading in Increasing Reading at MTs N 1 Bolaang Mongondow Selatan” is written to fulfill one requirement to obtain the strata 1 degree prerequisites. In completing this thesis, the researcher got into problem but the researcher received guidance and advice from people.

The researcher wants to say the greatest thanks to researcher beloved parents, Drs. Ramin Pulumoduyo and Dra. Nurfazulfihm Tadore, and dear brother Khairullah Najrin Nur Pulumoduyo, S.H. who give the best support, prayers, and sacrifices during her life.

Additionally, the researcher would like to say deeply thanks to the advisors, Dr. Srifani Simbuka, S.S., M.Educ.Stud., M.Hum and Dr. Ahmad Mustamir Waris, M.Pd. who has guided me patiently, gave suggestion, and gave valuable time to supervise the researcher from the first guidance until this thesis is completed.

Therefore, the researcher appreciates the assistance and supports of the following:

1. Delmus Puneri Salim, S.Ag., M.A., M.Res., Ph.D as the Rector of Manado State Institute of Islamic Studies.
2. Dr. Ahmad Rajafi, M.HI as the first Deputy Rector of Manado State Institute of Islamic Studies.
3. Dr. Radliyah Hasan Jan, S.E., M.Si, as the second Deputy Rector of Manado State Institute of Islamic Studies.

4. Dr. Musdalifah Dachrud, S.Ag.,S.Psi., M.Si., M.Psi as the third Deputy Rector of Manado State Institute of Islamic Studies.
5. Dr. Ardianto, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty Manado State Institute of Islamic Studies.
6. Nur Halimah, M.Hum., as the Head of English Education Study Program for the precious guidance and support.
7. Fadhlan Saini, M.Pd., as the Secretary of English Education Study Program for the motivation and lesson.
8. Dr. Andi Mukarramah Nagauleng, M.Pd as the Examiner I who encourages the researcher to complete this thesis.
9. Nikmala Nemin Kaharudin, M.Hum., as the Examiner II who encourages the researcher to complete this thesis.
10. All English Education Study Program lecturers for sharing the valuable knowledge.
11. Dra. Nurfazulfihm Tadore as The Headmaster and Nurnaningsih Pakaya, S.Pd as The English Teacher who gave the researcher permission to conduct the research at MTs N 1 Bolaang Mongondow Selatan. Also the students of VIII-A grade at MTs N 1 Bolaang Mongondow Selatan for the participation.
12. My beloved people who are always support me in any condition Arthur Dong, Avita Ningsih Pujiati Hartadi, Aprilia Cahyani Putri, Mutiara Nurul Jannah
13. Extended family of TBI 18 for giving support and memorable time.

Manado, 12 January 2022

The researcher



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CHAPTER 1

INTRODUCTION

A. Research Background

Reading is one of the most important activities in education. Reading is not just for pleasure but also for information that has been researched, organized, and documented. Reading brings us new knowledge and new information and it is also an activity with purpose.¹

According to Harmer reading is an active process that goes on between the reader and the text. It means while reading a text, the reader try to understand what a writer means. Reading text also provides opportunities to study language, vocabulary, grammar, function and the students' way to construct sentences, paragraph and the text. In other words, reading is the process to get information and vocabulary from the text.²

Whereas, according to Steve Gardiner, reading is a skill for life, and if students do not learn to enjoy reading, they are cheated of a vital part of their education.³

Based on the results of the Program for International Students Assessment 2018 (PISA) study released by the Organization for Economic Co-operation and development (OECD) as the organizer on Tuesday, December 3, 2019, it was shown that the ability of Indonesian students in reading achieved the average score of 371, with the average OECD score of 487.⁴ Thus, Indonesia is a ranked 6th from the bottom or 74th. Meanwhile, China is in first place with an average score of 555. Singapore

¹ Deni Kurniawan, *Teachers' Techniques in Teaching Reading Comprehension at SMAN 1 Kota Sungai Penuh in Academic Year 2017/2018*, April 2018, p. 3

² Putriayu permatasari, Zainudin amir, *Teaching reading by Sustained Silent Reading (SSR) Strategy for Senior High School Students*, JELT, vol 3, September 2014, p.1-2

³ Reza Asmariarti, Ratmanida, *Using Uninterrupted Sustained Silent Reading (USSR) Strategy in Teaching Reading Comprehension to Senior High School Students*, Journal of English Language Teaching, vol 7, December 2018, p.672

⁴ <https://www.kemdikbud.go.id> accessed on Thursday 17/02/2022

is in second place with an average score of 459, and macau is in third place with an average score of 525.⁵

Meanwhile, in Indonesia 30% of students attained at least level 2 proficiency in reading (OECD average: 77%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so.⁶

However, there is one of the strategies that can be used to reduce the low interest in reading in Indonesia, namely Sustained Silent Reading. According to Gardiner, Sustained Silent Reading is time to read together in the class calmly and continually, the students allowed to choose their kind of reading that they want.⁷

On the other hand, Sustained silent reading is a time using for a class, or in some of all school, students are quite and calmly in reading. Students are permitted to make a choice of their reading, such as what they want to read. They can read independently during class time. The students can bring a book from home or looking for in the school library. The time can be fifteen minutes or twenty minutes. According to Gardiner, Most programs make students likely to continue the quality outside of class and allow students to change books if they do not interest.⁸

The uninterrupted Sustained Silent Reading program was first proposed by Lyman Hunt at the university of Vermont in the 1960's., by the 1970' it was being implemented in the public school system. Four decades later one can find it referenced by many different names: High Intensity Practice (HIP), Motivation in Middle Schools (MIMS), Free Voluntary Reading (FVR), Positive Outcomes While Enjoying Reading

⁵ Nadira Hanindhita Febriana, *Reading Literacy of Students in Indonesia is Still Low*, (Surabaya: Institut Teknologi Sepuluh Nopember, 2021), p 1

⁶ <https://www.oecd.org> accessed on Friday 18/02/22

⁷ Riza Habibah, *The Effect of Sustained Silent Reading at Reading Interest*, (Surabaya: Universitas Negeri Surabaya, 2018), p 4

⁸ Fathul Bari, Yohanes Gatot Sutapa Yuliana, Clarry Sada, *Enhancing Students' Reading Comprehension in Descriptive Text Through Sustained Silent Reading*, *Journal of English Education and Literature*, vol 2, September 2021, p. 73.

(POWER), Drop Everything and Read (DEAR), but perhaps the most commonly used name is Sustained Silent Reading (SSR).⁹

This method evidently is required by the minister of education and culture as stated in the attachment of Permendikbud number 23 of 2015 about “Pertumbuhan Budi Pekerti” the minister requires every school to use 15 minutes before learning to read books other the subject books.¹⁰

The researcher has conducted preliminary observation in one school at Bolaang Mongondow Selatan namely MTs Negeri Bolaang Mongondow Selatan. The teacher said that there are many students that still have lack of reading, such as understanding material of reading text, still confused about the main idea, how to determining the detail information, the cuases of the difficulties of the lack of vocabulary. Thus, this method will be the one of the solution for the students to improve their reading habbit.

Based on the explanations above, the researcher is interested to conduct the tittle “The Implementation of Sustained Silent Reading Methods in Reading at 8th grade MTs N 1 Bolaang Mongondow Selatan”. This method applied to measure The Implementation of Sustained Silent Reading Methods in Reading at 8th grade of MTs N 1 Bolaang Mongondow Selatan in academic year 2022/2023

B. Limitation of The Study

To clarify the problems is necessary to make a limitation, as follow:

1. The object of the research is the students at 8th grade at MTs Negeri 1 Bolaang Mongondow Selatan
2. The subject of the research is the implementation of sustained silent reading methods in reading, includes the implementation and

⁹ Reza Asmaniarti, Ratmanida, *Using Uninterrupted Sustained Silent Reading (USSR) Strategy in Teaching Reading Comprehension to Senior High School Students*, Journal of English Language Teaching, vol 7, December 2018, p.672

¹⁰ <https://www.kemendikbud.go.id> accessed on Thursday 17/02/2022

evaluation of sustained silent reading of the research is the students at 8th grade at Mts Negeri 1 Bolaang Mongondow Selatan

3. The research will be conducted in the academic year of 2022/2023

C. Research Question

Based on the research background, the identification of the problem are:

1. How is the implementation of Sustained Silent Reading Methods in reading at 8th grade Mts Negeri 1 Bolaang Mongondow Selatan ?
2. Why does the teacher use Sustained Silent Reading Methods at 8th grade Mts Negeri 1 Bolaang Mongondow Selatan ?

D. Objectives of The Study

The objectives of the research is to know how do the teacher implement sustained silent reading method at 8th grade Mts Negeri 1 Bolaang Mongondow Selatan and how do the students respond to this method.

E. Significance of The Problem

There are two findings result of this research that is supposed to be useful which is theoretically and practically, as follows:

1. Theoretically, this research will provide theoretical information and will expected to add evidence to support the learning theory of reading and implementation sustained silent reading in reading.
2. Practically, there are some practical significance of this research are as follows:
 - a. Researcher

It is hoped that this research will be develop by the next researcher in different skill and participants.
 - b. Students

The researcher hopes this research will cerver as additional reference for other researcher who have similar research interest

c. Teacher

The researcher hopes this research will be useful as one of the solution in reading skill's problem and students' low interest in reading.

F. Definition of Key Term

There are three concept of key terms to be defined, those are:

1. Implementation

Implementation is an act or instance of implementing something, the process of making something active or effective.¹¹

2. Reading

Reading is the activity of getting information from written words.¹² It means reading is a process of getting idea and information from a written words. Many people believe that reading is the most effective way to get information from a text clearly. By reading, people or students can get information from a text clearly.

3. Sustained Silent Reading

Sustained Silent Reading is a silent reading activity in the classroom, during the classroom the students are permitted to read their own reading or the teachers give the reading material. The reading material should be English language.¹³

¹¹ <https://www.meriam-webster.com> accessed on Sunday 05/06/2022

¹² <https://dictionary.cambridge.org> accessed on Monday 06/06/2022

¹³ Aliva Rosdiana, *Membangun Literasi Dalam Program Sustained Silent Reading di Kelas Semantik*, Jurnal Edulingua, vol 4, No.2, December 2017, p 121

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Concept of Reading

a. Definition of reading

Most students that they already read a book but when the teacher asked about the main idea of book, they said that is nothing even they don't understand what they read. Reading one book without any comprehension on their reading can not be called reading.

According to Anderson, Hiebert, Scott, and Wilkinson, reading is a basic life skill. It is cornerstone for a child's success in school and, indeed, through life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Meanwhile, according to Snow, Burns, and Griffin, reading is one of the challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing.¹⁴

Reading is the activity that the students should do to increase insight. According to Harmer stated that, Reading is useful for language acquisition. Reading also can increase concentration, vocabulary knowledge, and facilitate the learning process.

In addition, Grellet stated that, Reading is an active strategy; 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,

¹⁴ Hulya Kucukoglu, *Improving Reading Skills Through Effective Reading Strategies* (Turkey: Hacettepe University, Ankara, 2012), p 710

clues, or the first and the 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.¹⁵

As snow 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 stated that reading is to recall, to understand, to interpret and to analyze the printed page. In line with silalahi 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.¹⁶

Concluding the explanation above, reading is a basic skill that all students should learn. The students can improve their vocabulary and knowledge in reading.

a. Purpose of Reading

According to Grabe William and L. Fredrika, the Category of purpose for reading includes are:

1. Reading to search for simple information

¹⁵ Agustina Maria Manurung, Hilman Pardede, Christian Neni Purba, *The Effect of Using Sustained Silent Reading (SSR) method to the students' ability in reading report text at the eleven grade of SMA N 2 Pematangsiantar*, Journal of English teaching as a foreign language, vol 6, june 2020, p.42

¹⁶ Riska, *The use of Sustained Silent Reading (SSR) Method to improve students reading comprehension at the second year students of SMP N 3 Sungguminasa Gowa* (Makassar: UIN Alaudin Makassar, 2017),p.9-10

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability

2. Reading to skim quickly

Reading to skim quickly is a common part of many reading task and a useful skills in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

4. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to write and reading to critique texts

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

6. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.¹⁷

b. Types of Reading

There are six types of reading:

1. Perceptive Reading

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

2. Selective Reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cues, tasks matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive Reading

¹⁷ Junaidin, *The Technique of Teaching Reading Used by The Teacher at The First Year Students of SMA Muhammadiyah 3 Batu* (Malang: Universitas of Muhammadiyah Malang, 2017), p 7

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is so identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.¹⁸

4. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.¹⁹

5. Reading Aloud

Reading aloud is an activity of reading aloud. Etymologically, reading refers to the behavior of people who read books. Loud means, loud enough to hear rather than whispering and loud enough to be heard from a distance. Reading aloud refers to the act of a person reading

¹⁸ H. Douglas Brown, *language Assesment Principles and Classroom Practice* (San Francisco, California: Longman, 2003), p. 189

¹⁹Joni Iskandar, *Teaching and learning reading comprehension through herringbone to the first semester of the eleventh grade students of MAN 1 Pesisir Barat* (Lampung: IAIN Raden Intan Lampung, 2017), p. 13

aloud can be combined with reading activity skills to practice pronunciation²⁰

6. Silent Reading

Silent Reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading is done to acquire a lot of information. Silent reading must be based on students' selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

Based on the types of reading above, the researcher suppose to the reader must know the fourth type of reading because in reading there are some essay, books, short stories and articles that can create the reader more understand about reading.

2. Concept of Sustained Silent Reading

a. Definition of Sustained Silent Reading

The Uninterrupted Sustained Silent Reading (USSR) was first proposed by Lyman Hunt at the University of Vermont in the 1960's, and by the 1970's it was being implemented in the public school system. Four decades later one can find it referenced by many different names: High Intensity Practice (HIP), Motivation in Middle Schools (MIMS), Free Voluntary Reading (FVR), Positive Outcomes While Enjoying Reading (POWER), Drop Everything

²⁰ Hikma Witria, *The Effect of Reading Aloud Strategy on Students' English Word Pronunciation* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2020), p. 18

and Read (DEAR), but perhaps the most commonly used name is Sustained Silent Reading (SSR).²¹

According to Tupac, Sustained Silent Reading (SSR) is silent reading activities in which the teacher sets aside a short period of time each day for silent reading. It means, in reading activity we need time to understand what we are going to read without spend much of time. Then, Peter also states the Sustained Silent Reading (SSR) is a specific period of classroom time set aside each day for students and teachers to read materials of their personal choice. It means, the sustained silent reading (SSR) startegy is one of the activities to increase students' concentration and then students only focused on the text or printed materials.²²

Krashen furthermore, defines sustained silent reading (SSR) as a free voluntary reading for five to fifteen minutes to red silently without book reposrts or test on the reading process. In the same way, Reiter also says SSR strategy as a voluntary reading. In this strategy students are given amount of time to read silently a text or book that they choose by themselves that make students doing reading with pleasure.

According to Tierney and Readence (2005) USSR strategy can be applied to kindergarten students until senior high school students.

Based from arguments above, Sustained Silent Readingr is so important to improve our vocabulary knowledge and increasing our concentration.

²¹ Terry L. Jensen, Valarie S. Jensen, *Sustained Silent Reading and Young Adult Short Stories for High School Classes*, The Alan Review, vol 30, 2002, p. 58

²² Putriayu permatasari, Zainudin amir, *Teaching reading by Sustained Silent Reading (SSR) Strategy for Senior High School Students*, JELT, vol 3, September 2014, p.4

b. Purpose of Sustained Silent Reading

Sustained Silent Reading (SSR) has some purpose that give advantages students. Hopkins mentions that there are some purposes. There are:

1. This strategy to provide the students to read their own choosing material, second, they also will get new vocabulary during reading activity
2. The students also will be confidence on their reading ability so that it increases their desire to read a lot in their free time.
3. The students can know the value of reading and make them to be the lifelong readers and learners.²³

c. Benefits of Sustained Silent Reading

1. Increases Comprehension

Comprehension is the overall reading skill benefit of Sustained Silent Reading. According to Pilgreen and Krashen, the students who participated in school free reading programs did as well or better on grammar, vocabulary, reading comprehension and spelling than those students who were engaged in traditional arts programs.

2. Builds Vocabulary

Vocabulary is yet another featured benefit of Sustained Silent Reading (SSR). As explained by educational researchers such as Robb, Susser and Elley, comprehension is the one of the most valuable reading skill improved by this reading strategy. In concurrence, vocabulary plays a vital role in reading.

Improving vocabulary in developing readers can be done in a variety of manners. SSR and other similar silent reading

²³ Reza Asmaniarti, Ratmanida, *Using Uninterrupted Sustained Silent Reading (USSR) Strategy in Teaching Reading Comprehension to Senior High School Students*, Journal of English Language Teaching, vol 7, December 2018, p.673

program are just one strategy that works to improve vocabulary and thus comprehension.

3. Improves Writing Skills

Improvement of writing skills is yet another literacy benefit supported by Sustained Silent Reading. As stated earlier, reading comprehension remains the all-encompassing reading skill improvement seen in SSR. However, individually the basic literacy skills such as writing and vocabulary work to improve reading comprehension.

Reading helps by introducing and giving exposure to writing conventions and genres. This connecting between reading and writing suggest that skills can be improved instantaneously through the simple practice of daily reading.²⁴

d. Implementation of Sustained Silent Reading

Sustained Silent Reading is implemented to familiarize the students on silent reading until the reading activity becomes a need. This program is also intended that students get the pleasure of reading. Janice L. Pilgreen is the first person that showed Sustained Silent Reading program.

Pilgreen mentioned that there are some components that effect in Sustained Silent Reading Program:

1. Access

Students must have access to book. This may mean collecting books and creating a classroom library. Teacher can also take their students to the school library.

2. Appeal

²⁴ Sara M. Stobbe, *The Perceived Benefits of Sustained Silent Reading in The Early Childhood Classroom* (United states of America: Bowling Green State University, 2011), p. 13

Appeal means that reading materials are sufficiently interesting and provocative enough for students to want to read them.

3. Conducive Environment

Sustained Silent Reading should be silent. Reading time should be quite and uninterrupted, this may mean having do not disturb signs on doors or a bell timer set so that students will not be distracted by keeping track of when sustained silent reading period will end.

4. Staff Training

Teacher is one of the important roles in sustained silent reading.

5. Non-accountability

The key to non-accountability is to omit any activity that gives students the message that they are responsible for completing a task, comprehending a particular portion of their reading, or showing they have made improvement in some way.

6. Follow-up-activities

Follow-up-activities extend the excitement of reading a good book. Adults often discuss and recommend books they have read.

7. Distributed time to read

This is a question of how long should the students be given to read and how often should sustained silent reading take place.²⁵

²⁵ Riza Habibah, *Dampak Program Sustained Silent Reading Pada Minat Baca Mahasiswa Universitas Negeri di Surabaya* (Surabaya: Universitas Airlangga), p 4

Sustained silent reading is one of strategies that can allow at school by providing a special time for reading. In sustained silent reading the teacher and students requires to not do anything except read.

The teacher can make a specific schedule of reading activities, activities is carried out every day, with less than 10-20 minutes or more. At the specific time, students and teachers can start sustained silent reading activities by choosing or searching the reading material. In this program the teacher do not assess the reading results. Sustained silent reading can be done before learning or after learning. In this activity there is no task to collect the reading results but growing interest on reading.²⁶

According to Trelease, 2001. There are various names given to this method such as: DER (Drop Everything and Read), DIRT time (Daily Individual Reading Time), SQUIRT time (Sustained Quiet Un-Interrupted Reading Time, and FVR (Free Voluntary Reading).

The definition of Sustained Silent Reading was firstly introduced in 1960. It was McCracken (1971) who firstly gave the idea and the limitation about the implementation of this method and since then this method has been implemented in many levels of study.

According to Tiemey, there are three important elements in using USSR strategy in the classroom. Those important elements are:

1. Preparation

²⁶ Barokah Widuroyekti, *Strategi Membumikan Budaya Membaca di Sekolah Melalui Sustained Silent Reading* (Surabaya: Universitas Terbuka UPBJJ), p 5

the reading period and follow-up activity. In preparation, the teachers must explain the rules and opportunities of USSR strategy and what they are going to do in using this strategy.

2. Reading period

The teachers set the time about twenty minutes for the students to read silently the text that they have selected before.

3. After the reading period

The teachers need to make a follow-up activity in order to know and evaluate the success of USSR session.

According to Rubin, the teacher should follow the following rules when they want to implement the sustained silent reading.

The rules are:

1. Every student should read
2. Teacher also should read when students read
3. Students do not need to make any report about what they have read
4. Students read for a certain period time
5. Students choose what they want to read²⁷

B. Previous Studies

The first research is about “Implementing Sustained Silent Reading in a Japanese School Library for Second Year Junior High School English” from Bunya Suzuki, 2020.²⁸ The objectives of this research is how to implement extensive reading. This research method uses qualitative research. The result of this research is students have a good understanding of Extensive reading.

²⁷ Amrin Suryani, *Implementation of Sustained Silent Reading Program at Class IV B SD Negeri Ngoto* (Yogyakarta: Universitas Negeri Yogyakarta, 2017), p. 26

²⁸ Bunya Suzuki, *Implementing Sustained Silent Reading in a Japanese School Library for Second-Year Junior High School English* (Japan: Toho Junior and Senior High School, 2020)

The second research is from Amrin Suryani, research about “The Implementation of Sustained Silent Reading in 6th grades at Elementary School Ngoto” from Armin Suryani.²⁹ To implementing sustained silent reading in 6th grades at Elementary school Ngoto is the objective of this research. Methodology of this research is a qualitatif deskriptif. The result of this research is the students at Elementary school Ngoto in 6th grades are the first students that using Sustained silent reading in that village. And with SSR the students can understand well and they vocabulary is improved.

The third research discussed about “The Use of Sustained Silent Reading method to Improve the Students Reading Comprehension at the second year students of SMPN 3 Sungguminasa Gowa” from Riska. The object of this research is the students at SMPN 3 Sungguminasa. This research used quasi-experimental method with two groups pre-test and post-test design. The result of this research is Sustained Silent Reading method was effective to Improve reading comprehension at the second grade students’ of SMPN 3 Sungguminasa Gowa.³⁰

The fourth research is “The Influence of Using Sustained Silent Reading Strategy Towards Students’ Reading Comprehension on Descriptive Text at The First Semester of The Eighth Grade of MTS Muhammadiyah Bandar Lampung in Academic year 2019/2020” from Devita Virdani. The objective of this research is to know whether there is significant influence of using Sustained Silent Reading Strategy towards students’ reading comprehension on descriptive text at the first semester of the eight grade of MTS Muhammadiyah Bandar lampung in academia year 2019/2020. Quasi experimental design is the methodoly of this research. The result of this research is there is a significant influence of using

²⁹ Amrin Suryani, *Implementation of Sustained Silent Reading Program at Class IV B SD Negeri Ngoto* (Yogyakarta: Universitas Negeri Yogyakarta, 2017)

³⁰ Riska, *The Use of Sustained Silent Reading Method to Improve Students Reading Comprehension at The Second Year Students of SMPN 3 Sungguminasa Gowa* (Makassar: UIN Alaudin Makassar, 2017)

Sustained Silent Reading Strategy towards students' reading comprehension on descriptive text at the first semester of the eight grade of MTS Muhammadiyah Bandar Lampung.³¹

The fifth research is "The Effect of Sustained Silent Reading (SSR) Towards Students' Reading Comprehension of MA Dar El Hikmah Pekanbaru" from Endang Susanti. The object of this research was of the second year students at MA Dar El Hikmah Pekanbaru. The result of this research is there is a significant effect of using SSR towards reading comprehension at the second year students of MA Dar El Hikmah Pekanbaru, and this his research was using experiment research.³²

The originality of this research is the researcher focuses on how the teacher implements the Sustained Silent Reading method and what the reasons the teacher use this method in reading class. This research use qualitative research using some instruments, such as documentations, observations and interview.

³¹ Devita Virdani, *The Influence of Using Sustained Silent Reading Strategy Towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Eighth Grade of MTS Muhammadiyah Bandar Lampung in Academic year 2019/2020* (Lampung: University Lampung, 2019)

³² Endang Susanti, *The Effect of Using Sustained Silent Reading (SSR) Towards Students' Reading Comprehension of MA Dar El Hikmah Pekanbaru* (Pekanbaru: UIN Suska Riau, 2013)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is a process of ways used to analyze and collect information to increase researcher understanding of topic.³³

Qualitative research is an effort to present the social world and its perspective in the world, in terms of concepts, behaviors, perceptions and problem about humans studied³⁴

The design of this research was qualitative research that used observation, interviews and documentations to obtain data. This research focused on the implementation of sustained silent reading methods in reading at MTs N 1 Bolaang Mongondow Selatan.

B. Research Participants

This research involved the English teacher and the students at 8th grade MTs Negeri 1 Bolaang Mongondow Selatan as research participant, totally 22 students. The researcher obtained 5 students that available as the participants.

C. Research Setting

This research carried out at MTs Negeri 1 Bolaang Mongondow Selatan. Located in Tolondadu village, South Bolaang Mongondow, North Sulawesi. This research conducted for 2 months in september till october in 2022.

D. Source of Data

The data source is divided into two categories, namely: primary data and secondary data.

³³ Creswell John, Research Design "*Pendekatan Kualitatif, Kuantitatif dan Mixed*", Yogyakarta, Pustaka Belajar, 2010 pp 3

³⁴ Moleong Lexy J, "*Metodologi Penelitian Kualitatif*", Bandung, PT. Remaja Rosdakarya, 2016 pp 5

1. Primary data

The primary data is data source obtain by researcher. This primary source be able observation and interview result that obtain by researcher.

2. Secondary data

The secondary data is data source that does not give information directly to the researcher. The secondary data be able documentation.

E. Research Instrument

The writer will use qualitative method to get the results. The techniques of collecting the data in the research are to use documentations, observation, and the interview as the instruments of this research.

1. Documentation

Documents consist of public and private records that qualitative researchers obtain a site or participants in a study, and they can include personal journals, letters, lesson plan, newspapers, and minutes of meetings.³⁵ The researcher used documentation as one of the instrument to get the information, such as lesson plan of the English teacher.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³⁶ This research used observation sheet that the researcher prepared after get the lesson plan from the teacher. The researcher observed the teaching process of implementation of sustained silent reading in the classroom. In

³⁵ John W. Creswell, *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Boston, Pearson, 2012. P 223

³⁶ John W. Creswell, *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Boston, Pearson, 2012. P 213

the observation sheet there are learning steps of sustained silent reading, the researcher saw the learning steps of sustained silent reading correspond to the lesson plan that made by the English teacher.

3. Interview

Interview is a purposeful interaction where a researcher tries to obtain information from the subject who agree to participate in research. Face to face interview with probing questions is essential process of data collection in qualitative research.³⁷ This research used interview sheet that the researcher prepared, there were 10 questions in this interview sheet. This interview is purposes to get more data relate to this research and to ensure about the observation. The purpose is to ascertain the implementation of sustained silent reading in the reading classroom.

F. Data Collection Techniques

There are some of collecting data applied in this study, there are:

1. Documentation

This research used lesson plan from the English teacher and photos about the the implementation of sustained silent reading in 8th grade at MTs N 1 Bolaang Mongondow Selatan. The documents will be analyzed to increase the validity of the result.

2. Observation

This research used an observation sheet to observe the implementation of sustained silent reading in 8th grade at Mts N 1 Bolaang Mongondow Selatan. The researcher not involved directly in the classroom activity. In this case the researcher only analyze and make inference about the implementation of sustained silent reading.

³⁷ Ranbir Singh Malik and Fuad Abdul Hamied, *Research Methods: A Guide For First Time Researchers*, Bandung, UPI PRESS, 2014, p. 212

3. Interview

After the researcher do documentation and observation, the researcher interviewed the English teacher and the students. The researcher used an interview guide sheet to get the data. The researcher asked the students and the English teacher with 15 questions about the implementation of sustained silent reading.

G. Data Analysis Technique

According to Miles and Hubberman, there are three qualitative data analysis technique, namely: data reduction, data display and conclusion³⁸

1. Data reduction

Data reduction which occurs continually along with data collection. A researcher edits, segments and summarizes the data and looks for themes, clusters and patterns. The objectives of data reduction is to reduce it without significant loss of information and without striping the data from their context.

In this step the researcher select data that using in this research, researcher must select useful data for the context of this research. The researcher should choose the important one, create categories and throw that unimportant. The data in reduction include all data on research issues. All data are documentation, observation and interview.

The data that the researcher get from documentation, observation and interview are recorded and consisting of two parts, descriptive and reflective. Descriptive record is natural record of what the researcher see, hear, witness, and experience. Meanwhile reflective note are notes that contain the

³⁸Miles, M.B and Huberman, A.M, *Qualitative Data Analysis*, Thousand Oaks, 1994, Ranbir Singh Malik and Fuad Abdul Hamied, *Research Methods: A Guide For First Time Researchers*, Bandung, UPI PRESS, 2014, p. 220

impression, comments, opinions and interpretation of researcher about the findings found, and the materials of data collection plans for the next stage.

2. Data display

Data display where the researcher organizes, compares and assembles information gathered from different sources.

The researcher will obtain the data from observation on implement of sustained silent reading, interview to the an English teacher as the supporting data of the result.

3. Drawing and verifying conclusions,

The last step is conclusion, albeit tentative until all data are gathered. Such conclusions will be in the form of propositions which must be verified. It should be noted that these components are interwoven and concurrent throughout the data analysis process.

The researcher conclude the data according to research question that the data described in the general.

H. Research Stages

The stages of this research are as follows:

1. Obtains research permission from the institution
2. Submitt the letters to the school
3. Collecting data:
 - a. Observing the school before doing the interview
 - b. Doing preliminary observation before the interview
 - c. The researcher prepared the interviews sheet
 - d. Conduct the interview process
4. The researcher will records the interview using an audio record and will save it an interview material

5. Write reports based on the interview result, data analysis, and interpretation of the research result, and the last is conclude the interpretation

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of The School

1. Description of MTs Negeri 1 Bolaang Mongondow Selatan

MTs Negeri 1 Bolaang Mongondow Selatan is one of junior high schools at Bolaang Mongondow Selatan that have already been accredited. The location of this school is in *Tolondadu II, Bolaang Uki, South Bolaang Mongondow* with postal code is 35361. This school was founded in 1987 with number of school 121171110001, NPSN 60725172, the school is a state-owned school. This school is under the ministry of religion affairs. The original pioneer of this school were Ramin Pulumoduyo and Basir A Lakoro.

2. History of Mts Negeri 1 Bolaang Mongondow Selatan

On November 17 1986, Ramin Pulumoduyo went to a house of Basir A. Lakoro to discuss about build a junior high school in Tolondadu village, after long discuss Basir A Lakoro agreed with that idea. Furthermore on November 29 1986, Ramin Pulumoduyo and Basir A Lakoro discuss that idea with R D Rauf as the headman and finally he agreed.

Then on March 11 1987, Basir A Lakoro, R D Rauf, Ramin Pulumoduyo, and Maryam Nupulo made a meeting in SDN Center Tolondadu, the conclusions of the meeting was they made pioneering agreements of the establishment of the build school. They were:

1. R D Rauf was a responsible of village hall building.
2. Ramin Pulumoduyo was the responsible for the documents of the junior high school that will be built.

3. Basir A Lakoro and Maryam Nupulo were responsible for the tables, chairs, blackboard and students' documents.
4. Maryam Nupulo was responsible for the book, paper and chalk. She is an employee in the ministry of religion affairs in Bolaang Mongondow Selatan and the headmaster of an Elementary school in Tolondadu village
5. Committee formation
The advisor protector of the school in Tolondadu village, they were:
 - a. Chief: Basir A Lakoro
 - b. Secretary: Ramin Pulumoduyo
 - c. Treasure: Maryam Nupulo
6. Students' enrollment started on June 16 to July 1987
7. All committee members were responsible for the study rooms

On June 16 to July 1987, there were 17 new students that did the students' administration. At the same year, secretary of committee brought the documents of MTs Al-azhar Tolondadu to the Ministry of religion affairs in North Sulawesi province, it received directly by Drs. Yusuf Otoluwa as the head of section.

Afterward, R D Rauf and Ramin Pulumoduyo brought the documents to the Ministry of religion in South Bolaang Mongondow, it accepted by Syahril Manopo as the head of section.

In 1997 MTs Al-azhar Tolondadu had their own building using vault fund Rp400.000, there were 3 study room and 1 office room. In 1999 MTs Al-azhar Tolondadu had 1 student at 7th grade, 7 students at 8th grade and 5 students at 9th grade. At the same year, many students from other school moved to MTs Al-azhar Tolondadu, so the students in that school there were 17 students.

In MTs Al-azhar Tolondadu there were 5 principles who had been served from 1998 to 2017.

3. Vision and mission of MTs N 1 Bolaang Mongondow Selatan
 - a. The vision of MTs N 1 Bolaang Mongondow Selatan is The creatis students of MTs N 1 Bolaang Mongondow Selatan that have noble devalue, creative, achievement, mastering the science and technology in the environment.
 - b. The mission of MTs N 1 Bolaang Mongondow Selatan
 - 1) Creating the leading generation that has faith, taqwa and regarded science and technology
 - 2) Developing the appreciation of religious teaching so that awakening of intelligent people, intellectual, virtuous and have certain character
 - 3) Creating active human resources, creative, innovative, and achievement that suits the development of the age
 - 4) Building the image of *madrasah* as a trsuted partner is society
 - 5) Implementing effective and efficiency of learning process
 - 6) Provide facilities and insfracture needed un students learning activities to support the development of the potential of the learners to grow optimally
 - 7) Provide excellent service guarantees in various things to support the harmonious learning process
 - 8) Making *madrasah* as a platform for the development of potential learners to develop optimally
 - 9) Developing awareness of learners in keeping up and glorifies the environment in the basis of *madrasah* and outside of the *madrasah*.

B. Findings

1. Result of Documentation

The result of the documentation in the form of the teacher's lesson plan was documented in the appendix.

2. Result of observation

The result of the observation conducted at the research site is indicated that in those meeting there were three important activities that conducted by the teacher; preparation, reading period and after reading period. The table below summarized of observation sheet.

Table. 4.1.1 Observation

Steps	Theory	Teacher activities	accomplished	Not accomplished
1. Preparation, The teacher explain the material or subject before the students divided into groups	Tierney: Preparation of Implement Sustained Silent Reading Method the teacher must explain what they are going to do using this method. ³⁹	1. the teacher started the learning activity by greeting all the students 2. the teacher checked attendance list of students. 3. teacher gave them examples of the material giving instruction.	Yes	

³⁹ Amrin Suryani, *Implementation of Sustained Silent Reading Program at Class IV B SD Negeri Ngoto* (Yogyakarta: Universitas Negeri Yogyakarta, 2017), p. 26

		4. the teacher explained to the students what subject that they will learn today using Sustained Silent Reading Method.		
<p>2. Reading period</p> <p>Teacher make groups, there are 4 groups, in every groups there are 3 or 4 students.</p> <p>The teacher gave the students 5-15 minutes to read and identify which sentences is the common sentences in the material.</p>	<p>Tupac: SSR is silent reading activities in which the teacher sets aside a short period of time each day for silent reading. While Krashen said, SSR as a free voluntary reading for five to fifteen minutes to read silently without book reports or test on the reading</p>	<p>1. the teacher told the students to go forward one-by-one to take the material that has been prepared.</p> <p>2. The teacher made groups. There were 4 groups, in every groups there were 3 or 4 students.</p> <p>3. The teacher gave them 5-15 minutes to read and identify which sentences is</p>	Yes	

	process. ⁴⁰	<p>the giving instruction in the material.</p> <p>4. the teacher stopped the students to read after 20 minutes</p> <p>5. the teacher asked the first group which sentences is the giving instruction and the students answered it.</p> <p>6. The teacher asked the students from second group, continue third group and fourth group was the last.</p>		
3. After reading period the teacher concluded the material about	Tierney: the teacher need to make follow-up activity in order to know	1. the teacher concluded the material about giving instruction	Yes	

⁴⁰ Putriayu permatasari, Zainudin amir, *Teaching reading by Sustained Silent Reading (SSR) Strategy for Senior High School Students*, JELT, vol 3, September 2014, p.4

<p>common sentences, and the last, the reading class was closed by the teacher.</p>	<p>and evaluate the success of SSR session.⁴¹</p>	<p>2. the teacher gave them advices about they should read more and practice at home.</p> <p>3. the reading class was closed by the teacher.</p>		
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The section below elaborates the steps of teacher implementation of the SSR as summarized in table 4.1.1

a. First meeting

The first meeting the teaching and learning process of reading class using Sustained Silent Reading conducted in this procedure below:

1) Preparation

The teacher was opened the class by greetings the students. Then, the teacher checked attendance list of students. After that the teacher gave them examples of the material giving instruction. After that, the teacher explained to the students what topic that they will learn today using Sustained Silent Reading method.

2) Reading session

The teacher told the students to go forward one-by-one to take the material that has been prepared. After that, she told them to

⁴¹ Amrin Suryani, *Implementation of Sustained Silent Reading Program at Class IV B SD Negeri Ngoto* (Yogyakarta: Universitas Negeri Yogyakarta, 2017), p. 26

make groups. There were 4 groups, in every groups there were 3 or 4 students. The teacher gave them 5-15 minutes to read and identify which sentences is the giving instruction in the material. After 20 minutes reading the material, the teacher stopped the students' reading, the teacher asked the first group which sentences is the giving instruction and the students answered it. After that, teacher asked the students from second group, continued to the third group and finally to the fourth group.

3) Post-reading session

After the reading session, the teacher concluded the material about giving instruction, and gave them advices that they should read more and practice at home. The reading class was closed by the teacher.

The second and third meeting were still in the same procedure as in the first week (see section 1 page 31). The only difference was the material, “giving instruction” is the first material, “giving invitation” is the second material, and “giving prohibiting” is the third material.

3 Result of the Interview

a. Interview with the teacher

The result of the interview is elaborated below. The data collection was carried out in October 2022.

Based on interview guide, the researcher asked “what grade do you teach ?” the teacher responded “*I teach at 8th grade*”.

The Second question was “How many classes in 8th grade ?” the teacher answered “*there are 2 classes for 8th grade*”.

The Third question was “How many students do you teach in each class ?” the teacher answered “*there are 22 students for each class*”.

The fourth question was “What language do you use in reading class ?” the teacher answered “*I use English language, but sometimes I translate to Indonesia Language*”.

The fifth question was “What method do you use in reading class ?” the teacher answered “*I usually used sustained silent reading method*”.

The Sixth question was “How often do you use sustained silent reading method in reading class ?” the teacher answered “*Every time I teach in the class room*”.

The Seventh question was “Who participates in your reading class ?” the teacher answered “*almost... almost of them participates in the class room*”.

The Eighth question was “What do the students do in sustained silent reading class ?” the teacher answered “*the students will read the material in the silent way, while they are reading they also practice their speaking such as I ask them to read the text or the material*”.

The Ninth question was “Why do you use sustained silent reading method in reading class ?” the teacher answered “*sustained silent reading method is very good to improve the students reading skill. Actually the students still have some difficulties to improve their reading skill, but when I use sustained silent reading method in the*

reading class, they will have brave to read, also the students have opportunities to speak in English language”.

The Tenth question was “How are the students’ behavior in reading class ?” the teacher answered “*the students are so polite and happy while they are reading using sustained silent reading method*”

To conclude the interview result, it was clear that the teacher implemented sustained silent reading method at 8th grade and the reason for using the SSR method at 8th grade. The Teacher said that SSR was a method that she used in reading class and almost all the students participates in reading class. The teacher also said SSR method was helping the students to improve their reading skill. Meanwhile, the students were very polite and had interest in reading class when the teacher use SSR method.

b. Interview with students

Table below is the summary of the result of the interview with five students.

Table 4.1.2 Interview

Questions	Answers
1. What do you think about the learning activity today ?	1. Fun 2. Fun 3. Fun 4. Enjoy 5. Fun
2. What do you think about reading text through sustained silent reading method ?	1. Reading text through this method can make my reading skill is better than before. 2. SSR method can make me more

	<p>understand the material.</p> <p>3. SSR method is helping me to increase my reading skill and I can understand the material.</p> <p>4. SSR method is really good.</p> <p>5. This method is helping me to increase my reading skill.</p>
<p>3. How do you think about the learning process using SSR method ?</p>	<p>1. This method is better and I can easily understand the material.</p> <p>2. I enjoy the learning process using this method.</p> <p>3. I enjoy the learning process and I can easily understand the material.</p> <p>4. The learning process of this method is better.</p> <p>5. The learning process using this method is make me enjoy.</p>
<p>4. How often do you read ?</p>	<p>1. I often read</p> <p>2. I almost read every day</p> <p>3. I read sometimes</p> <p>4. I seldom read</p> <p>5. I read at class when we have English class</p>
<p>5. How do you read at home ?</p>	<p>1. I never read at home</p> <p>2. At home I read novel</p> <p>3. I never read at home</p> <p>4. I never read at home</p> <p>5. I never read at home</p>

The answer for the question about five students' opinion on SSR method in research question 1 is obtained from the interview with students. The researcher asked the same questions to five students who were interviewed.

The first question that the researcher asked to the students was "What do you think about the learning activity today using the SSR method?" all the students answered the learning activity was fun and enjoy also there was no problem with the learning activity.

The second question was "What do you think about reading text through sustained silent reading method?" 1 student answered reading text through SSR method made their reading skill better, 2 students answered reading text helped them to increase their reading skill through the SSR method, 1 student answered reading texted through this method can make they understand the material more, and 1 student answered reading text through SSR method is really good.

The third question was "What do you think about the learning process using SSR method?" 3 students answered they enjoyed the learning process using the SSR method and 2 students answered the learning process was better using SSR method.

The fourth question was "How often do you read?" 1 student often read, 1 student read almost every day, 1 student read sometimes, 1 student seldom read, and 1 student read at school when they have English subject or English class.

The last question was "How often do you read at home?" 4 students never read at home and 1 students read novel at home and read the material from school.

C. Discussion

In this part the researcher discuss the findings of the implementation of the sustained silent reading method as the first research question, and the reason for the teacher using the sustained silent reading method as the second research question.

The researcher observed the Implementation of Sustained Silent Reading Method in Reading at 8th grade Mts Negeri 1 Bolaang Mongondow Selatan in three meetings. Based on the observation sheet that taken by the researcher, In those meeting there were three important activities that conducted by the teacher; preparation, reading session and after reading session.

These activities followed the activities suggested by Tupac, Krashen and Tierney. Tupac said, SSR is silent reading activities in which the teacher sets aside a short period of time each day for silent reading.⁴² While Krashen said, SSR as a free voluntary reading for five to fifteen minutes to read silently without book reports or test on the reading process. Furthermore Tierney said in reading period the teacher set the time about twenty minutes for the students to read silently the text that they have selected before.⁴³

a. Preparation

the teacher started the learning activity by greeting all the students, then she checked attendance list of students. After that the teacher gave them examples of the material giving instruction. After that the teacher explained to the students what subject that they will learn today using Sustained Silent Reading Method. These activities was supported by Tierney. Tierney said in Preparation of Implement Sustained Silent

⁴² Putriayu permatasari, Zainudin amir, *Teaching reading by Sustained Silent Reading (SSR) Strategy for Senior High School Students*, JELT, vol 3, September 2014, p.4

⁴³ Amrin Suryani, *Implementation of Sustained Silent Reading Program at Class IV B SD Negeri Ngoto* (Yogyakarta: Universitas Negeri Yogyakarta, 2017), p. 26

Reading Method the teacher must explain what they are going to do using this method.

b. Reading session

After the teacher do the preparation, the teacher asked each students to come forward to get the prepared material. Then she asked the students to form groups. There were 4 groups, each groups had 3 or 4 students. The teacher accord them 5-15 minutes to read and identify which sentences were the giving instruction. After reading the material for 20 minutes, the teacher stopped the students to read and asked the first group which sentences the giving instruction were and the students responded it. After that teacher asked the second group of students, the third group followed and fourth group was the last.

c. After reading session

The teacher concluded the material about giving instruction, and suggested the students to read more and practice at home. And finally, the reading class was closed by the teacher.

The second and third meeting were still in the same procedure as in the first week (see section 1 page 31). The only difference was the material, “giving instruction” is the first material, “giving invitation” is the second material and “giving prohibiting” is the last material.

From the data gained through observation, the researcher consider that the Implementation of Susatined Silent Reading Method in reading at 8th grade Mts N 1 Bolaang Mongondow Selatan was really well, this method can help the students increase their reading skill. Also the teacher Implemented SSR method used important elements by Tupac, those are preparation, reading period and after reading period. In addition, the students looked interest in the learning process using SSR method. Therefore the teacher should keep using this method in the reading class.

After the observation, The researcher interviewed with the English teacher to find the reason why the teacher use SSR method at class. According to the teacher, the reason was Sustained Silent reading method is very good to improve the students reading skill, also when the teacher used this method in reading class the students had courage to read and because of this method the teacher could help students' difficulties in reading.

The findings of this study are also similar to the findings of previous studies, for example from Bunya Suzuki.⁴⁴ The similar findings are in terms of the interview with the present study, in that both studies reveal the students' similar opinion on the use of the SSR. In both studies the interviewed students thought that SSR method made them understand the material that given by the teacher.

Furthermore, another study that showed similar result came from Amrin suryani.⁴⁵ This is line with the result of the interview with the English teacher, the teacher said SSR method is very good to improve the students' reading skill.

Then the third research that supported this research came from Riska.⁴⁶ The result of her research showed that SSR method was effective to improve reading comprehension at the second grade students of SMPN 3 Sungguminasa Gowa, and almost all of the respondents' answered that using SSR method improved their reading skill.

⁴⁴ Bunya Suzuki, *Implementing Sustained Silent Reading in a Japanese School Library for Second-Year Junior High School English* (Japan: Toho Junior and Senior High School, 2020)

⁴⁵ Amrin Suryani, *Implementation of Sustained Silent Reading Program at Class IV B SD Negeri Ngoto* (Yogyakarta: Universitas Negeri Yogyakarta, 2017)

⁴⁶ Riska, *The Use of Sustained Silent Reading Method to Improve Students Reading Comprehension at The Second Year Students of SMPN 3 Sungguminasa Gowa* (Makassar: UIN Alaudin Makassar, 2017)

Furthermore, the fourth research that supported this research came from Devita virdani.⁴⁷ The students believed that SSR method can effect them to read better than before.

Finally, the fifth research that supported this research came from Endang susanti.⁴⁸ The students believe that SSR method can effect their reading skill better.

Based on explanation in the discussion above it is concluded that this present study confirmed the theory of SSR and some studies that had been done before.

⁴⁷ Devita Virdani, *The Influence of Using Sustained Silent Reading Strategy Towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Eighth Grade of MTS Muhammadiyah Bandar Lampung in Academic year 2019/2020* (Lampung: University Lampung, 2019)

⁴⁸ Endang Susanti, *The Effect of Using Sustained Silent Reading (SSR) Towards Students' Reading Comprehension of MA Dar El Hikmah Pekanbaru* (Pekanbaru: UIN Suska Riau, 2013)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Implementation of Sustained Silent Reading Method at 8th grade MTs N 1 Bolaang Mongondow Selatan by the English teacher was really well, this method can help the students increase their reading skill. Also the teacher Implemented SSR method used important elements by Tupac, those are preparation, reading period and after reading period.
2. The reason of the teacher use SSR method is Sustained Silent reading method is very good to improve the students reading skill, also when the teacher use this method in reading class the students have brave to read and cause of this method teacher can help students' difficulties in reading.

B. Suggestion

The researcher would like to give some suggestion considering the result of the research as follow

1. For teacher

The researcher suggest to the English teacher should keep the learning process of Implementation SSR method at 8th grade, also the English teacher should keep the students enjoyable the learning process. The teacher should give some motivation to the students before the learning activity start

2. For the students

The researcher suggest to the students to read more English book at home because it can increase their ability in reading skill, also the students should be more brave to read English book in reading subject

3. For next researcher

In order to be able to find and compare the other title use sustained silent reading.

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APPENDICES

Appendix 1 lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: Madrasah Tsanawiyah Negeri 1 Bolaang Mongondow Selatan
Mata Pelajaran	: Bhs Inggris
Kelas/ Semester	: VIII/ Ganjil
Materi Pokok	: Would you like to come?
Sub Materi	: Memberi instruksi
Alokasi Waktu	: 2 JP (2 x 40 Menit)

A. TUJUAN PEMBELAJARAN

Melalui metode *Substained Silent Reading* dan pendekatan saintifik peserta didik diharapkan dapat:

- Dapat mengidentifikasi ungkapan yang digunakan untuk ungkapan memberi instruksi dan responnya dalam bahasa Inggris

B. KEGIATAN PEMBELAJARAN

1. Memberi salam dan mengkondisikan suasana kelas belajar yang menyenangkan.
2. Guru member apersepsi dengan cara mengulas materi tentang ungkapan memberi instruksi dan responnya yang telah dipelajari di tingkatan sebelumnya
3. Guru menyampaikan kompetensi yang harus dicapai dan manfaatnya dalam kehidupan sehari-hari berkaitan dengan ungkapan memberi instruksi dan responnya
4. Peserta didik memperhatikan contoh percakapan pendek yang diberikan guru mengenai memberi instruksi dan responnya
5. Guru membagi peserta didik menjadi beberapa kelompok.
6. Masing-masing kelompok diberikan kesempatan untuk membaca dalam hati terkait ungkapan memberi instruksi dan responnya seperti yang ada dalam percakapan
7. Peserta didik menerima lembar kerja yang dibagikan guru untuk berdiskusi kelompok mengenai konsep memberi instruksi dan responnya
8. Peserta didik berdiskusi dalam kelompoknya masing-masing untuk menjawab rumusan masalah yang disajikan dalam lembar kerja.
9. Mencari bahan referensi dari buku, modul, maupun internet untuk menjawab permasalahan yang berkaitan dengan ungkapan memberi instruksi dan responnya.
10. Peserta didik membuat kesimpulan sementara dari hasil diskusi kelompok
11. Peserta didik mempresentasikan hasil diskusi kelompok di depan kelas, dan kelompok lain memberi tanggapan dengan mengajukan pertanyaan maupun memberi masukan.
12. Membuat kesimpulan bersama tentang definisi dari ungkapan memberi instruksi dan responnya. Guru memberi evaluasi berkaitan dengan konsep ungkapan memberi instruksi.
13. Guru bersama Peserta didik melakukan refleksi dan evaluasi diri tentang ketercapaian hasil belajar pemahaman konsep ungkapan memberi instruksi dan responnya.
14. Guru memberikan tugas dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas pada pertemuan berikutnya.
15. Menutup pembelajaran dengan mengucapkan salam

C. ASESMEN (PENILAIAN)

1. Penilaian Sikap dilakukan selama proses pembelajaran dengan pengamatan dan observasi
2. Penilaian pengetahuan dilakukan dengan cara tes tulis pada akhir pembelajaran
3. Penilaian keterampilan dilakukan dengan menentukan permasalahan sehari-hari yang dapat diselesaikan dengan ungkapan memberi instruksi dan responnya.

Tolondadu, 18 Juli 2022

Mengetahui,
Kepala MTs Negeri 1 Bolmong Selatan


Dra. Nurfaulfiyah Tadore
NIP. 19640201 199203 2 001

Guru Mata Pelajaran


Nurnaningsi Pakaya, S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	Madrasah Tsanawiyah Negeri 1 Bolaang Mongondow Selatan
Mata Pelajaran	Bhs Inggris
Kelas/ Semester	VIII/ Ganjil
Materi Pokok	Would you like to come?
Sub Materi	Memberi ajakan
Alokasi Waktu	2 JP (2 x 40 Menit)

A. TUJUAN PEMBELAJARAN

Melalui metode *Substanced Silent Reading* dan pendekatan saintifik peserta didik diharapkan dapat:

- Dapat mengidentifikasi ungkapan yang digunakan untuk ungkapan memberi ajakan dan responnya dalam bahasa Inggris

B. KEGIATAN PEMBELAJARAN

1. Memberi salam dan mengkondisikan suasana kelas belajar yang menyenangkan.
2. Guru member apersepsi dengan cara mengulas materi tentang ungkapan memberi ajakan dan responnya yang telah dipelajari di tingkatan sebelumnya
3. Guru menyampaikan kompetensi yang harus dicapai dan manfaatnya dalam kehidupan sehari-hari berkaitan dengan ungkapan memberi ajakan dan responnya
4. Peserta didik memperhatikan contoh percakapan pendek yang diberikan guru mengenai memberi ajakan dan responnya
5. Guru membagi peserta didik menjadi beberapa kelompok.
6. Masing-masing kelompok diberikan kesempatan untuk membaca dalam hati terkait ungkapan memberi ajakan dan responnya seperti yang ada dalam percakapan
7. Peserta didik menerima lembar kerja yang dibagikan guru untuk berdiskusi kelompok mengenai konsep memberi ajakan dan responnya
8. Peserta didik berdiskusi dalam kelompoknya masing-masing untuk menjawab rumusan masalah yang disajikan dalam lembar kerja.
9. Mencari bahan referensi dari buku, modul, maupun internet untuk menjawab permasalahan yang berkaitan dengan ungkapan memberi ajakan dan responnya.
10. Peserta didik membuat kesimpulan sementara dari hasil diskusi kelompok
11. Peserta didik mempresentasikan hasil diskusi kelompok di depan kelas, dan kelompok lain memberi tanggapan dengan mengajukan pertanyaan maupun memberi masukan.
12. Membuat kesimpulan bersama tentang definisi dari ungkapan memberi ajakan dan responnya Guru memberi evaluasi berkaitan dengan konsep ungkapan memberi instruksi.
13. Guru bersama Peserta didik melakukan refleksi dan evaluasi diri tentang ketercapaian hasil belajar pemahaman konsep ungkapan memberi ajakan dan responnya.
14. Guru memberikan tugas dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas pada pertemuan berikutnya.
15. Menutup pembelajaran dengan mengucapkan salam

C. ASESMEN (PENILAIAN)

1. Penilaian Sikap dilakukan selama proses pembelajaran dengan pengamatan dan observasi
2. Penilaian pengetahuan dilakukan dengan cara tes tulis pada akhir pembelajaran
3. Penilaian keterampilan dilakukan dengan menentukan permasalahan sehari-hari yang dapat diselesaikan dengan ungkapan memberi ajakan dan responnya.

Mengetahui,
Kepala MTs Negeri 1 Bolmong Selatan


Dr. Nurfaulfiyah Tadore
NIP. 19640201 199203 2 001

Tolondadu, 18 Juli 2022

Guru Mata Pelajaran


Nurnaningsi Pakaya, S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : Madrasah Tsanawiyah Negeri 1 Bolaang Mongondow Selatan
 Mata Pelajaran : Bhs Inggris
 Kelas/ Semester : VIII/ Ganjil
 Materi Pokok : Would you like to come?
 Sub Materi : Memberi larangan
 Alokasi Waktu : 2 JP (2 x 40 Menit)

A. TUJUAN PEMBELAJARAN

Melalui metode *Substained Silent Reading* dan pendekatan saintifik peserta didik diharapkan dapat:

- Dapat mengidentifikasi ungkapan yang digunakan untuk ungkapan memberi larangan dan responnya dalam bahasa Inggris

B. KEGIATAN PEMBELAJARAN

1. Memberi salam dan mengkondisikan suasana kelas belajar yang menyenangkan.
2. Guru member apersepsi dengan cara mengulas materi tentang ungkapan memberi larangan dan responnya yang telah dipelajari di tingkatan sebelumnya
3. Guru menyampaikan kompetensi yang harus dicapai dan manfaatnya dalam kehidupan sehari-hari berkaitan dengan ungkapan memberi larangan dan responnya
4. Peserta didik memperhatikan contoh percakapan pendek yang diberikan guru mengenai memberi larangan dan responnya
5. Guru membagi peserta didik menjadi beberapa kelompok.
6. Masing-masing kelompok diberikan kesempatan untuk membaca dalam hati terkait ungkapan memberi larangan dan responnya seperti memberi ada dalam percakapan
7. Peserta didik menerima lembar kerja yang dibagikan guru untuk berdiskusi kelompok mengenai konsep memberi larangan dan responnya
8. Peserta didik berdiskusi dalam kelompoknya masing-masing untuk menjawab rumusan masalah yang disajikan dalam lembar kerja.
9. Mencari bahan referensi dari buku, modul, maupun internet untuk menjawab permasalahan yang berkaitan dengan ungkapan memberi larangan dan responnya.
10. Peserta didik membuat kesimpulan sementara dari hasil diskusi kelompok
11. Peserta didik mempresentasikan hasil diskusi kelompok di depan kelas, dan kelompok lain memberi tanggapan dengan mengajukan pertanyaan maupun memberi masukan.
12. Membuat kesimpulan bersama tentang definisi dari ungkapan memberi larangan dan responnya Guru memberi evaluasi berkaitan dengan konsep ungkapan memberi nstruksi.
13. Guru bersama Peserta didik melakukan refleksi dan evaluasi diri tentang ketercapaian hasil belajar pemahaman konsep ungkapan memberi larangan dan responnya.
14. Guru memberikan tugas dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas pada pertemuan berikutnya.
15. Menutup pembelajaran dengan mengucapkan salam

C. ASESMEN (PENILAIAN)

1. Penilaian Sikap dilakukan selama proses pembelajaran dengan pengamatan dan observasi
2. Penilaian pengetahuan dilakukan dengan cara tes tulis pada akhir pembelajaran
3. Penilaian keterampilan dilakukan dengan menentukan permasalahan sehari-hari yang dapat diselesaikan dengan ungkapan memberi larangan dan responnya.

Tolondadu, 10 Juli 2022

Mengetahui,
Kepala M.Ts Negeri 1 Bolmong Selatan



Dra. Nurtazulfiyah Tadore
NIP. 19640201 199203 2 001

Guru Mata Pelajaran



Nurnaningsi Pakava, S.Pd

Appendix 2 Observation sheet

Name : Khairunnisa Indriati Pulumoduyo
 Number of Student : 1826027
 Title of research : The Implementation of Sustained Silent Reading Method in Increasing reading at Mts N 1 Bolaang Mongondow Selatan
 Research setting : Mts N 1 Bolaang Mongondow Selatan
 Time : September 2022

Steps	Theory	Teacher activities	accomplished	Not accomplished
1. Preparation, the teacher explain the material or subject before the students divided into groups	These activities was supported by Tierney. Tierney said in Preparation of Implement Sustained Silent Reading Method the teacher must explain what they are going to do using this method.	the teacher started the learning activity by greeting all the students, then she checked attendance list of students. After that the teacher gave them examples of the material common sentences. After that the teacher explained to the students what subject that they will learn today using Sustained Silent Reading Method.	Yes	
2. Reading session Teacher make groups, there are	Tupac said, SSR is silent reading activities in which the	After the teacher do the preparation, the teacher told the students to go forward one-on-front to	Yes	

<p>4 groups, in every groups there are 3 or 4 students.</p> <p>The teacher gave the students 5-15 minutes to read and identify which sentences is the common sentences in the material.</p>	<p>teacher sets aside a short period of time each day for silent reading. While Krashen said, SSR as a free voluntary reading for five to fifteen minutes to read silently without book reports or test on the reading process.</p>	<p>take the material that has been prepared. After that she told them to make groups. There are 4 groups, in every groups there are 3 or 4 students. The teacher gave them 5-15 minutes to read and identify which sentences is the common sentences in the material, after 20 minutes reading the material, the teacher stopped the students to read, the teacher asked the first group which sentences is the common sentences and the students answered it. After that teacher asked the students from second group, continue third group and fourth group was the last.</p>		
<p>3. After reading session the teacher concluded the material about common</p>	<p>Tierney said the teacher need to make follow-up activity in order to know and evaluate the success of SSR</p>	<p>the teacher concluded the material about common sentences, and give them advices about they should read more and practice at home. And the last, the reading class</p>	<p>Yes</p>	

sentences, and the last, the reading class was closed by the teacher.	session.	was closed by the teacher.		
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Appendix 3 Teacher's Interview

Interviewer : The researcher

Respondent : Mrs. Nurnaningsi Pakaya S.Pd as the English teacher

Place : MTs N 1 Bolaang Mongondow Selatan

1. Interviewer : What grade do you teach ?
Respondent : "I teach at 8th grade"
2. Interviewer : How many class at 8th grade ?
Respondent : "there are 2 classes for 8th grade"
3. Interviewer : How many students do you teach in each class ?
Respondent : "there are 22 students for each class"
4. Interviewer : What language do you use in reading class ?
Respondent : "I use English language, but sometimes I translate to Indonesia Language"
5. Interviewer : What method do you use in reading class ?
Respondent : "I usually used sustained silent reading method"
6. Interviewer : How often do you use sustained silent reading method in reading class ?
Respondent : "Every time I teach in the class room"
7. Interviewer : Who participates in your reading class ?
Respondent : "almost of the students participates in reading class"
8. Interviewer : What do the students do in sustained silent reading class ?
Respondent : "the students will read the material in the silent way, while they are reading they also practice their speaking such as I ask them to read the text or the material"
9. Interviewer : Why do you use sustained silent reading method in reading class ?
Respondent : "sustained silent reading method is very good to improve the students reading skill. Actually the students still have some difficulties to improve their reading skill, but when I use sustained silent reading method in the reading class, they will have brave to read, also the students have opportunities to speak in English language"

10. Interviewer : How are the students' behavior in reading class ?
Respondent : "the students are so polite and happy while they are reading using sustained silent reading method"

Appendix 4 students' interview

1. What do you think about the learning activity today ?
2. What do you think about reading text through sustained silent reading method ?
3. How do you think about the learning process using sustained silent reading method ?
4. How often do you read ?
5. How do you read at home ?

Questions	Student A	Student B	Student C	Student D	Student E
1. What do you think about the learning activity today ?	Menyenangkan dan saya senang. Translated by the researcher: the learning activity today is fun and I enjoy it	Bagus dan Menyenangkan. Translated by the researcher: The learning activity today is good and fun	Menyenangkan dan saya senang. Translated by the researcher: the learning activity today is fun and I enjoy it	Membuat saya senang dan tidak ada masalah. Translated by the researcher: The learning activity today make me enjoy and there is no problem	Bagus dan sangat menyenangkan. Translated by the researcher: the learning activity today is good and it's really fun.
2. What do you think about reading text through sustain	Membaca melalui metode ini membuat kemampuan bahasa inggris saya lebih baik.	Membuat saya lebih mengerti materi yang diberikan guru. Translated	Membantu saya meningkatkan kemampuan membaca dengan saya mudah	Membaca melalui metode ini sangat bagus, dan juga guru bahasa Inggris saya memberikan	Metode ini membantu saya meningkatkan kemampuan membaca saya.

ed silent reading method ?	Translated by the researcher: reading text through this method can make my reading skill better than before.	by the researcher: make me more understand the material.	mengerti materinya. Translated by the researcher: help me to increase my reading skill and I can understand the material.	materi yang mudah dimengerti. Translated by the researcher: Reading through this method is really good, my English teacher give us easy material that we can understand.	Translated by the researcher: this method is helping me to increase my reading skill
3. How do you think about the learning process using sustained silent reading method	Metode ini lebih bagus dan saya dapat mengerti dengan mudah materinya. Translated by the researcher: this method is better and I can easily understand the material	Saya menikmati pembelajaran dengan menggunakan metode dengan guru. Translated by the researcher: I enjoy the	Saya menikmati proses pembelajaran dan saya mudah mengerti materinya. Translated by the researcher: I enjoy the learning	Menurut saya pembelajaran dengan metode ini lebih baik dan saya bisa mengerti materinya dengan mudah Translated by the researcher:	Pembelajaran dengan metode ini membuat saya enjoy. Translated by the researcher: the learning process using this method make me

?		learning process using this method with my English teacher.	process and I can easily understand the material.	I think the learning process of this method better and it can make me easy to understand the material	enjoy.
4. How often do you read ?	<p>Saya sering membaca.</p> <p>Translated by the researcher: I often read</p>	<p>Saya membaca hampir setiap hari di rumah dan sekolah.</p> <p>Translated by the researcher: I read almost every day at home and at school.</p>	<p>Saya membaca kadang-kadang hanya di pelajaran bahasa Inggris.</p> <p>Translated by the researcher: I read sometimes just in English subject.</p>	<p>Saya jarang membaca. Kalau membaca hanya 1 minggu 1 kali di sekolah atau di tempat kursus.</p> <p>Translated by the researcher: I seldom read. I read once in a week at school and at English course.</p>	<p>Saya membaca dikelas kalau ada kelas bahasa Inggris</p> <p>Translated by the researcher: I read at Class when we have English class</p>

5. How do you read at home ?	Tidak pernah membaca dirumah, hanya membaca di dalam kelas. Translated by the researcher: I never read at home, I read when I am in the classroom.	Dirumah saya membaca novel Translated by the researcher: At home I read novel.	Saya tidak pernah membaca di rumah Translated by the researcher: I never read at home	Saya tidak pernah membaca di rumah, hanya di tempat kursus. Translated by the researcher: I never read at home, but I read at English course	Tidak pernah membaca di rumah Translated by the researcher: I never read at home

Appendix 5 Documentation of Photograph



Students at VIII-A grade Mts N 1 Bolaang Mongondow Selatan is in the classroom doing learning process



The teacher make groups of student





Students at 8th grade Mts N 1 Bolaang Mongondow Selatan is in the classroom doing learning process





Students at 8th grade Mts N 1 Bolaang Mongondow Selatan is in the classroom doing learning process





The researcher is doing interview with English teacher





The researcher is doing interview with 5 students



Take photos together with the teacher at Mts N 1 Bolaang Mongondow Selatan



Take photos together with students at 8th grade





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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B-2207/In. 25/F. II/TL. 00 1/09/2022
 Sifat : Penting
 Lamp :
 Hal : Permohonan Izin Penelitian

Manado, 05 September 2022

Kepada Yth :
 Kepala MTs 1 Bolaang Mongondow Selatan

Di
 Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Khairunnisa Indriati Pulumoduyo
 NIM : 1826027
 Semester : IX (Sembilan)
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : *"The Implementation Of Sustained Silent Reading Methods In Increasing Reading At MTs N 1 Bplaang Mongondow Selatan"*. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Dr. Srifani Simbuka, S.S., M.Ed., M.Hum.
2. Dr. Ahmad Mustamir Waris, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan September s.d Oktober 2022

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
 Wakil Dekan Bid. Akademik dan
 Pengembangan Lembaga,


 Mutmainah

- Tembusan
1. Rektor IAIN Manado sebagai Laporan
 2. Dekan FTIK IAIN Manado
 3. Kaprodi TBI IAIN Manado
 4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. BOLMONG SELATAN
MADRASAH TSANAWIYAH NEGERI 1
Jl. Trans Sulawesi Lintas Selatan Tolondadu II, Bolaang Uki
Email: mtantolondadu10@gmail.com - Kode Pos - 95774

SURAT KETERANGAN
NOMOR : B.241/MTs.23.08/PP.02/10/2022

Yang bertanda tangan di bawah ini :

Nama : Dra. Nurfazulfihm Tadore
 NIP : 196402011992032001
 Pangkat/Gol : Pembina, IV/a
 Jabatan : Kepala Madrasah Tsanawiyah Negeri 1 Bolmong Selatan

Dengan ini menerangkan bahwa :

Nama : Khairunnisa Indriati Pulumoduyo
 NIM : 1826027
 Semester : IX (Sembilan)
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Judul Skripsi : *" The Implementation Of Sustained Silent Reading Methods In Increasing Reading At MTs N 1 Bolaang Mongondow Selatan "*

Bahwa yang bersangkutan telah melakukan penelitian di MTs Negeri 1 Bolmong Selatan pada Bulan September s.d Oktober 2022 guna untuk menyelesaikan tugas akhir (Skripsi).

Demikian Surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Bolmong, 06 Oktober 2022
 Kepala Madrasah

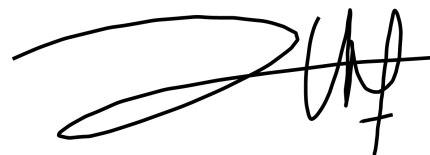
 Dra. Nurfazulfihm Tadore
 NIP. 19640201 199203 2 001

Curriculum Vitae

Name : Khairunnisa Indriati Pulumoduyo
Place and Date of Birth : Manado, 4 februari 2000
Address : Desa Tolondadu, Kecamatan Bolaang Uki,
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Phone Number : +6282193234409
E-mail :
Parents' Name
Father : Drs. Ramin Pulumoduyo
Mother : Dra. Nurfazilfihm Tadore
Educational Background
Elementary School : SD Negeri 1 Tolondadu
Junior High School : MTs Al-Falah Gorontalo
Senior High School : MAN 1 Kotamobagu
Organizational Experience :

Manado, January 2022

The researcher



Khairunnisa Indriati Pulumoduyo