

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of skills in English language. Reading also becomes one of the skills that must be mastered in English. According to Ilzamuddin Ma'mur "Reading is an essential skill for formal education and for an individual's success in society."¹ From that statements proved that reading is a part of education and important skills for students.

The purpose of reading is to comprehend the main idea on the text or article or paragraph and understand what the text tells about. Besides that, reading also can give the information. People who have ability in reading will be better understands about the meaning of the text.

Some students are lack of motivation in reading while reading is the important skill that must be developed. Beside that, the students can understand and mastery a text as well, especially in English text.

English text is certainly not easy to be understood, there are strategies in reading. One of the strategies is using silent reading. Silent reading is one of the most interesting reading strategies for students. Thus, silent reading strategy might be easy more for the students. Hence, the writer were use silent reading strategy to develop students' skill especially in reading.

¹ Ilzamudin Ma'mur, *Pijar- Pijar Pemikiran Bahasa dan Budaya* (Jakarta: Diadit Media, 2006), 4.

Silent reading is one of reading class performance, it is the way to read without produce any voice. So, the readers read the text by their heart. It makes people beside the reader doesn't hear the reader's voice.² Thus, by using silent reading, the students are not disturbed with any voice and also it could become effective strategy.

Silent Reading has a number of variations. Some allow time for students to sit back and enjoy reading without any requirements, while others provide teachers with more control and flexibility in assessing students (Kelley & Clausen-Grace, 2006; Reutzell, Fawson, & Smith, 2008; Trudel, 2007).³ This strategy makes students read a text they likes.

Moreover, one of the benefits of silent reading is to increase the students' proficiency. When read the text by heart, they will comprehend more about the text. It is happened because they can read the text slowly. For several people silent reading is used to increase their confidence when they read in front of many people.⁴ It also can increase student's understanding the contents of reading.

As the researcher, the writer also likes silent reading strategy while reading. Because, based on the writer experiences, silent reading strategy can help her understand text as well.

Thus, the writer do the observations to SMP Daarul Muttaqien II in order to know the teaching process in the classroom. The writer

² Nurul Annisa, "A Comparison Between Reading Aloud and Silent Reading in Understanding Recount Text," (A Final Project, Universitas Negeri Semarang, 2010), 12.

³ Alison S. Rosseau, "Effects of Silent Reading on Intermediate Students' Reading Growth," (Northern Michigan University, 2012), 8.

⁴ Nurul Annisa, "A Comparison Between Reading Aloud and Silent Reading in Understanding Recount Text," (A Final Project, Universitas Negeri Semarang, 2010), 13-14.

observations at 8th grade (junior high school). During observation the writer seeing that the most students are using silent reading strategy while their reading.

The writer choose SMP Daarul Muttaqien II as the research because, in that school is lack motivation on reading, they reading are still weakness especially in reading English text. And also at SMP Daarul Muttaqien II, the students are needed some strategies to increase their reading comprehension. Thus, the writer is interested to use silent reading strategy to be applied in this school to help the students more motivated on their reading. Through silent reading strategy the students surely understand about the text tells and make sure if students is know the content of the text.

Finally, based on the background above, the writer interested in doing a research entitled “The Effectiveness of Silent Reading Strategy in Reading Comprehension.”

B. Statements of the Problems

Based on the background above, the researcher wants to clarify the statements of the problems as follows:

1. Is silent reading strategy effective in improving students reading comprehension?
2. How far is the effectiveness of silent reading strategy in reading comprehension?

C. Objective of the Research

The objectives of the research are:

1. To know whether silent reading strategy is effective in improving students reading comprehension.
2. To know how far the effectiveness of silent reading strategy in reading comprehension.

D. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.⁵ The hypothesis of this study can be mastered alternative and null hypothesis. The hypothesis are as follow:

Ha : There is significant effect of silent reading strategy in improving students reading comprehension in teaching reading.

Ho : There is no significant effect of using silent reading strategy in improving students reading comprehension in teaching reading.

E. Previous Study

In this research, the writer finding some previous researches, there are:

The first research by Alison S. Rosseau, *Effects of Silent Reading on Intermediate Student's Reading Growth* (Northern Michigan University).⁶

⁵ David Nunan, *Research Method in Language Learning* (Cambridge: University Press, 1992), 230.

⁶ Alison S. Rosseau, *Effects of Silent Reading on Intermediate Student's Reading Growth*. Taken from: <https://www.nmu.edu>

The results of the research

In conducting this research, the researcher uses an Experimental Research. With the random students of two classes. It consists an experimental class which experimental class is get any treatments and a control class which do not get any treatments. And for this research, the researcher use test to know the differences after use silent reading. The test are pre-test (pre-study) and post-test (post-study). The results of pre-test in experimental class is 3.43 score and the results of post-test is 3.86 score. A gain of 2.34 points resulted. And the results of pre-test in control class is 3.32 score and the results of post-test is 2.89 score. A decrease in scores resulted. From the results of both classes are shows that there are effects of silent reading on intermediate students' reading growth.

The second research by Stephanie A. Pawlaczyk, the title is “A Case Study of First Grade Student Use of Silent Reading Time” (Graduate College of Bowling Green State University).⁷

The results of the research

The researcher using case study for this research, there are 18 participants of students. In conducting the data she uses an interview which the interview took about five minutes and was audio taped for accuracy. The researcher had been doing this research at Suburban. She stated that silent reading could focus on why and how students move from one strategy to the next as they read. And also for this research there were some positive outcomes and certain areas where improvement is needed.

⁷ Stephanie A. Pawlaczyk, *A Case Study of First Grade Student Use of Silent Reading Time*. Taken from <https://etd.ohiolink.edu>

F. Organization of Writing

This paper consists of five chapters are as follows:

Chapter I introduction, it consist of background of the research, statements of the problem, objective of the research, hypothesis, previous study, and organization of writing.

Chapter II theoretical foundation, it consist of the description of reading theories that includes definition of reading, purposes of reading, definition of comprehension, reading comprehension, level of comprehension. And then, the description of silent reading that includes definition of silent reading, benefits of silent reading, processes of silent reading, procedures of silent reading, techniques of silent reading, and factors affecting engaged silent reading and reading achievement.

Chapter III method of the research, it consists of research method, place and time of the research, population and sample, the research instrument, the technique of data collecting, and the technique of data analysis.

Chapter IV result and data discussion it consists description of the data, the analysis of the data, and interpretation of the data.

Chapter V conclusion and suggestion consists of conclusion and suggestion.

CHAPTER II THEORETICAL FOUNDATION

A. The Description of Reading

1. Definition of Reading

Reading is one skills that must be mastered. And reading also an activities of perception, analysis, and interpretation by reader for get messages from the reading material that will be delivered.

According to Francoise Grellet's book, definition of reading

Reading is an active skills. It constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken consideration when devising reading comprehension exercises. It is possible, for instance, to develop the student's powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of story from the preceding paragraphs.⁸

Nurul Annisa's paper stated,

Another opinion from David Nunan (2003: 68) that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is more than just knowing a lot of words. When you read different kinds of text, you need to know what strategies and skills to use.⁹

⁸ Francoise Grellet, *Developing Reading Skills : A Practical Guide to Reading Comprehension Exercises* (England: Cambridge University Press, 1981), 8.

⁹ Nurul Annisa, "A Comparison Between Reading Aloud and Silent Reading in Understanding Recount Text," (A Final Project, Semarang State University, 2010), 1-2.

And also reading is an essential skill for formal education and for an individual's success in society.¹⁰ Reading is the activities that begin interested by students. The importance of reading that was taught by teacher to make students' motivated to increase their reading comprehension. Because start from the motivation, students more realize the importance of reading in line to basic skill in English.

Various definition of reading has been describes above, the writer concludes that reading is one activity that do in everywhere and every time pleasure by read text that liked.

2. The Process of Reading

According to Naf'an Tarihoran there are six kinds of processes reading, such as: recognition, assimilation, intra – integration, extra – integration, retention, and communication.¹¹

1. Recognition

Recognition is one step to know about the text tells about. It is usually doing by students to know the text that will be learned.

2. Assimilation

Assimilation is physical process of reception about the text that was recognized in the first process.

3. Intra-integration

Intra – integration is understanding of content reading and get the point from reading material by itself.

¹⁰ Ilzamudin Ma'mur, *Pijar- Pijar Pemikiran Bahasa dan Budaya* (Jakarta: Diadit Media, 2006), 4.

¹¹ Naf'an Tarihoran and Miftahul Rachmat, *Reading 1 : Basic Reading Skills* (Loquen Press: Serang, 2012), 4.

4. Extra-integration

Extra – integration is process of analysis, criticism, appreciation, selection, and rejection of reading material.

5. Retention Communication

Retention communication deals with information that got in reading material and then delivered to other person.

Based on explanation above, before reading the text, the students must attention the processes of reading. The processes of reading above served for the reader to be good. It makes the students easier in reading.

3. The Ways of Reading

Francoise Grellet Stated,

The main ways of reading are as follows:

- Skimming: quickly running one's eyes over a text to get the gist of it.
- Scanning: quickly going through a text to find a particular piece of information.
- Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.¹²

Based on explanations above, the writer hopes that the students know the main ways of reading before they act reading, because

¹² Francoise Grellet, *Developing Reading Skills : A Practical Guide to Reading Comprehension Exercises* (England: Cambridge University Press, 1981), 4.

basically all of the main ways are have own benefit for students. Therefore, the students have to know the main ways of reading.

4. The Purposes of Reading

The purpose of reading is to search, get information, and understand the meaning of text.

According to Naf'an Tarihoran,

Here we focus on the importance of purpose in private reading and the range in different purposes for which individuals read. There is evidence that there is a close relationship between reading purposes and text; reading for pleasure typically, thought not always, determines the choices of a text that is narrative and or literary in style. In addition, there is also a relationship between reading purpose and the types of reading, for example: skimming, scanning, skipping, and getting the gist. In order to facilitate each students purposes, a preliminary summary of different reading purposes is presented below.¹³

And also Harmer (2001) stated there are five reading purposes, as follows:¹⁴

1. To identify the topic
Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them to process the text more efficiently.
2. To predict and guess
Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from the initial glance.

¹³ Ibid., 6.

¹⁴ Hapid Ali, "The Use of Silent Reading in Improving Student's Reading Comprehension and Their Achievement in TOEFL Score at a Private English Course," *Forum: Insan Akademika Publications*, Vol. I, No.01, (July, 2012), 48.

3. **Reading for detail information**
Some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedure.
4. **Reading for specific information**
Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other information of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.
5. **Reading for general understanding**
Good readers are able to take in a stream of discourse and understand the gist of text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can called this activity is skimming process.

From explanations above, can be conclude the purposes of reading. The reader can more understanding the naturally purposes of reading, what the actually need from the text during the reading activity and also couldn't make students confuse and asking "Is reading important? What for? The answer is the reading is absolutely important, because reading might be help the students to improving their reading skill.

Thus, the reader wouldn't ask again about the purposes of reading itself. Because, the reader have known the important points before begin to read.

Finally, it is become important to the students to knowing the nature of reading because it can be motivation for the students. Hence, reading is an important skill that must to be developed for all students.

5. Definition of Comprehension

Comprehension is process of understanding something from material that was read. When someone read some texts and she/he can find the ideas or informations from the material that have read.

According to Frank Smith “Comprehension is a kind of up-market *synonym* for understanding in discussions that are (or are intended to appear) technical and scientific”.¹⁵

According to Lindsay and Lee,

Comprehension relies on accurately identifying the words within a given text. Students struggling at the word level expend significant cognitive resources decoding the text, which leaves limited capacity available to make meaning of the reading (LaBerge & Samuels, 1974). The fact that there are 44 sounds in the English language with only 26 letters available to represent the sounds increases the challenges faced by students struggling to make sense of reading individual words. Errors in word identification or inordinate amounts of time spent distinguishing letter–sound correspondences increase the likelihood that a struggling reader will experience comprehension deficits and low levels of achievement in core academic content areas.¹⁶

From definitions above, the writer concludes that comprehension is something that to be understood and understand as well. Comprehension includes the ability to find the meaning from reading material that learnt and also understand about the material tells about.

¹⁵ Frank Smith, *Understanding Reading Sixth Edition* (London: Lawrence Erlbaum Associates, Publishers, 2004), 12.

¹⁶ Lindsay J. Flynn and H. Lee Swanson, *Understanding Reading Comprehension : Challenges for Older Students with Reading Disabilities* (London, Brookes Publishing, 2013), 5.

6. Reading Comprehension

Reading comprehension is one of activity that built understanding the meaning of the text and then can understood within and also can describe with our own language.

According to Françoise Grellet,¹⁷

Reading comprehension should not be separated from the other skills. There are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. It is therefore important, to link the different skills through the reading activities chosen:

1. Reading and writing, e.g. summarizing, mentioning what you have read in a letter, not – making, etc.
2. Reading and listening, e.g. comparing an article and news – bulletin, using recorded information to solve a written problem, matching opinions and texts, etc.
3. Reading and speaking, e.g. discussions, debates, appreciation, etc.

Based on explanations above, the writer concludes that reading comprehension is the ability of read text, then process it, and understanding the meaning of text. Moreover, reading comprehension is one of pillars of the act reading. When a person reads a text he/she engages in a complex array of cognitive processes and her understand about the text.

¹⁷ Françoise Grellet, *Developing Reading Skills : A Practical Guide to Reading Comprehension Exercises* (England: Cambridge University Press, 1981), 8.

7. Levels of Comprehension

Here the writer finds three of comprehensions according to the expert, and then the writer will choose one of them to be applied to the students to make this case more specific.

According to Cuesta College there are three levels of comprehension:¹⁸

- Level one: Literal (what is actually stated)
- Level two: Interpretive (what is implied or meant, rather than what is actually stated)
- Level three: Applied (taking what was said and then what was meant and then extend the concept or the ideas beyond the situation)

From some levels that described above, the writer choose level two as level of comprehension reach on this study, it is interactive level. In order the students can know what they read, knowing meaning of the text and also might be criticism the text and get some information from the text.

B. The Definition of Silent Reading

Silent reading is a reading by heart. It means reading without pronunciation.

Silent reading is the skill that the students needed in order to be able seize the gist of the passage in the books they have to study, in order to be able to find out what some experts have said on some subject and in order to be able to read quickly through

¹⁸ Cuesta College, "Levels of Comprehension", 23 February 2016, <http://academic.cuesta.edu/acassup/AS/303.HTML>

books which will not repay careful study, yet which will enlarge one's ideas or in some other way are worth attention.¹⁹

According to Ilzamudin Ma'mur "Silent reading is a reading process with done to get more comprehension in reading."²⁰

Various definition of silent reading was described above, the writer took conclusion that silent reading is one activity of reading which do reading without pronunciation aloud the text and also without any voice.

There are some reasons why to use silent reading, namely:²¹

1. Studies show that struggling readers read less than ten pages of text per day.
2. Silent reading improves not only reading achievement but also attitude toward reading.
3. Students with positive reading skills will improve their writing skills.
4. Silent reading broadens background knowledge, which helps students make connections and understand new material.
5. Most school reading material is assigned reading. Silent reading offers students an opportunity to read material of their own choice.
6. The amount of time that students spend reading independently outside of school increases as a result of silent reading.

From the explanations above, the writer concludes that students must know the reasons why use silent reading while reading and it

¹⁹ Endang Larasati, *The Effect of Using Jigsaw Technique on Students' Reading Comprehension Achievement* (Syarif Hidayatullah State Islamic University Jakarta, 2009), 11.

²⁰ Ilzamudin Ma'mur, *Pijar- Pijar Pemikiran Bahasa dan Budaya* (Jakarta: Diadit Media, 2006), 10.

²¹ D. Hartness, "Sustained Silent Reading Program", 5 September 2016, www.cusd80.com

helps students for not asking again about reasons of using silent reading. Beside that, the reasons proved that silent reading can help students' motivation on reading and also can help the students to develop their reading skills.

The major elements of fluent reading, whether oral or silent, include: (1) accurate, effortless, and automatic word identification; (2) age- or grade-level-appropriate reading speed or rate; (3) appropriate use of volume, pitch, juncture, and stress to reflect expression; and (4) correct text phrasing sometimes called "chunking." Most reading experts would also agree that fluent readers simultaneously comprehend what they read (Samuels, 2007; 2012).²²

Finally, elements of fluent reading whether oral or silent is important to know for students, from it students can learn how to be a good reader and also comprehend what they read. All of both are back to own self to choose the strategy wants to be used.

Students who read silently to learn are often required to understand difficult or complicated texts, integratic information from multiple sources, write explanations, and share this knowledge with others. This process is *engaged* reading because it requires both strategic processing and intrinsic motivation. Engaged silent reading is more purposeful and more determined than simply reading for enjoyment, and it leads to greater comprehension (van den Broek & Kendeou, 2008). When student's purpose is to learn and to share their knowledge with other, their motivation increase, their time spent reading

²² D.Ray Reutzel and Stephanie Juth, "Supporting the Development of Silent Reading Fluency: An Evidence-Based Framework for the Intermediate Grades (3-6), " *Forum: International Electronic Journal of Elementary Education*, Vol. VII, No.1, (October, 2014), 28.

increases, ultimately, improved academic achievement follows.²³

From explanations above proved if silent reading is can help the students to develop their reading comprehension. Moreover, the students can read by their pleasure and read material they likes.

According to Nurul Annisa's paper,²⁴

There are several factors that make silent reading succeed: 1) access to books, it means that the students can get the book easily, 2) Book Appeal, the books for the students not only easy to find but also they have to able to interest the students to read, 3) Conductive environment, environment plays an important role for students in reading aloud, because students who read by heart will need calm and quite situation, 4) Encouragement to read, encouragement from people especially family is needed as their motivation, 5) Distributed time to read, reading is not kind of activity that should do every hour in order to avoid the students feel bored to read they have to able to distribute their time to read.

Those are the explanations for several factors that can help the students or reader to understand more deeply about silent reading. These several factors above show how to read by using silent reading strategy become success and might be effective. Hence, the silent reader strategy must know the factors that will be influencing the process of silent reading strategy became succeed.

²³ Elfrieda H. Hiebert and D. Ray Rautzel, *Revisiting Silent Reading : New Directions for Teachers and Researchers* (California, TextProject, Inc, 2014), 96-97.

²⁴ Nurul Annisa, "A Comparison Between Reading Aloud and Silent Reading in Understanding Recount Text," (A Final Project, Semarang State University, 2010), 12.

1. The Benefits of Silent Reading

The benefit of silent reading is help the students to acquire an information.

According to Elfrieda H. Hiebert and D. Ray Reutzel,²⁵

That extended periods of silent reading benefit students may seem like common sense (Garan & Devoogd, 2008). The more one reads, the more one learns and wants to read and learn. If practice makes perfect, then more time reading should lead to improved reading achievement. Cunningham and Stanovich (1998b) hold that reading much and reading often is beneficial, regardless of the ability of the student.

Based on explanations above, the writer concludes that no doubt to use silent reading as strategy of reading and it can be applied in the classroom. And students are average using silent reading while reading.

2. Processes of Silent Reading

Elfrieda H. And D. Ray states, that there are two processes of silent reading.²⁶

The first instructional step is to inform students of the vocal or subvocal manifestation(s) in which they engage during read-to-yourself classroom sessions. The students need to be aware of the speech strategy they use when reading silently. The second step is to set a goal to practice at the next speech level of vocalization or subvocalization. That is, if students exhibit the behavior of reading blatantly aloud, then practice moving the lips without pronouncing sound. If the students move lips

²⁵ Elfrieda H. Hiebert and D. Ray Rautzel, *Revisting Silent Reading : New Directions for Teachers and Researchers* (California, TextProject, Inc, 2014), 276.

²⁶ Elfrieda H. Hiebert and D. Ray Rautzel, *Revisting Silent Reading : New Directions for Teachers and Researchers* (California, TextProject, Inc, 2014), 63.

without sound, then practice no lip movement, relying totally on inner speech.

Based on explanations above, the writer took conclusion that the process of reading is one ways that must to attention and to learn by students in order make students comprehend more their reading when they read by using silent reading. Therefore, the students must to know the process of silent reading and also practice it when reading.

3. Procedures of Silent Reading

According to Lauren A. Pegg and Frederick J. Bartelheim,²⁷

The silent reading procedures from the Daily Five (2006) reading program were utilized in this study. According to Boushey and Moser (2006) the entire class participates in silent reading by following a set of instructions including, reading the whole time, not moving from one spot, not using the restroom or getting a drink, and no talking to others.

According to D. Ray Reutzel and Stephanie Juth there are three procedures of silent readings,²⁸

1. 5-8 minute lessons that include explanations and modelling of elements of fluent reading or use of comprehension strategies.
2. Students are dismissed to engage in 20 minutes of independent.

²⁷ Pegg A. Lauren and Frederick J. Bartelheim, "Effects of Daily Read-Alouds on Students' Sustained Silent Reading," *Forum: Current Issues in Education*, Vol. XIV, No.2, (June, 2011), 2-3.

²⁸ D. Ray Reutzel and Stephanie Juth, "Supporting the Development of Silent Reading Fluency: An Evidence-Based Framework for the Intermediate Grades (3-6)," *Forum: International Electronic Journal of Elementary Education*, Vol. VII, No.1, (October, 2014), 36.

3. Silent reading practice time each day during which time the teacher circulates about the room conducting conferences with individual students to teach, guide, monitor progress, set goals, and assess appropriateness of the student's book choice.

From explanations above, the writer hopes the students can use silent reading based on procedures that was explained above when they do reading activity. Because by procedures the students can know the points that must to know and learn before reading by use silent reading. And also the students can learn the text when they use silent reading based on procedures above.

4. Techniques of Silent Reading

According to E. N. Rhodes there are nine techniques of teaching silent reading are as follows:²⁹

1. Reading to find favorite verse.
2. Selecting the most beautiful descriptive scenes, the best character sketches, well-chosen and apt words and phrases, humorous passages, etc.
3. Reading to weigh the relative importance of a selection.
4. Reading the most interesting part of the story and then giving a brief synopsis of the events preceding and following the chosen incident.
5. Reading material rapidly; skimming to get a general impression of its contents in order to determine whether or not it will serve one's purpose.

²⁹ E. N. Rhodes, "Technique of Teaching Silent Reading," *Forum: The Elementary School Journal*, Vol. XXIII, No.4, (December, 1922), 298.

6. Noting sections of material that should be read more carefully.
7. Judging the worth of material for a specific object by consulting the index and table of contents of a book.
8. When differences of opinion arise, reading to justify one's opinion; contributing to class discussion; reading aloud passages to prove points.
9. Reading the selection as a whole; determining relative value of different parts; determining relation of parts to each other and to the whole. Illustration for story reproduction: What parts must be remembered to be able to tell the story? Re-reading and observing what parts may be forgotten without destroying the story. Analyzing the selection into scenes or situations.

From explanations above, the writer hopes the students are pay attention the techniques of silent reading before they do reading. The techniques of silent reading help the students develop their reading skills when reading by using silent reading. Hence, knowing the techniques before do reading by use silent reading is important for students

5. What Students Think About During Silent Reading

Stephanie A. Pawlaczyk stated on her thesis,

Students were asked what they think about during silent reading time. There were nine students who said that they were thinking about what was happening in the story. Linda said, "I think about how the story is going to go and how it's going to end." Isaac explained, "I'm thinking about what's going to be on the next page. And thinking of all the pages I've seen and seeing if

I can remember the book. Like, if I have read it a long time ago.”³⁰

From that stories on Stephanie’s thesis means that during silent reading time the students more enjoy and focus because, during reading the students only want to know that was happening in the story. Thus, during certainly feels the story within until the end.

6. Factors Affecting Engaged Silent Reading and Reading Achievement

Like in general read also requires a motivation which it one of important point for students, because with it the students realize more about reading. Elfrieda and Ray Reutzel stated on their book,

The study of reading motivation includes many aspects and conceptualizations of what motivates students to read silently. Much of the literature on reading motivation focuses on aspects of motivation, which also increase students' reading achievement, such as intrinsic motivation and students' sense of self-efficacy as readers. Intrinsically motivated students are interested in reading for reading's sake and choose reading among many alternative activities. They like to read. In comparison, self-efficacious readers have positive beliefs about their ability to read competently. Research has shown that students who believe they are competent readers are more likely to persevere in the face of difficulties or challenges when they read silently. Therefore, much motivation research has focused

³⁰ Stephanie A. Pawlaczyk, “A Case Study of First Grade Student Use of Silent Reading Time,” (A Thesis, Graduate College of Bowling Green State University, 2006), 30.

on ways to foster intrinsic motivation and self-efficacy when reading silently.³¹

Based on explanations above, the writer took conclusion that motivation became important for silent reading. Beside that, with motivation students can motivate to develop their reading skill. Hence, the students must know the important point of motivation while silent reading time.

³¹ Elfrieda H. Hiebert and D. Ray Rautzel, *Revisiting Silent Reading : New Directions for Teachers and Researchers* (California, TextProject, Inc, 2014), 97.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

The research is choosing an experimental research to get the result of data to know the effectiveness of silent reading strategy. An experimental is a method that using for comparison between two variables or more.

A Method is procedure or way that is used in achieving a certain purpose. We have to remember that the method used should be in accordance with the purpose of the research. In this research, the writer will used the quantitative design to achieve the purpose. Research can define as effort to get result within scientific method objectively.³²

One popular image of research is that it is concerned with formal experiment of various types. From that the writer will used the experiment research to know the real data that get from the student. Experimental research is the research method that test by hypothesis which has the form of cause and effect relation by manipulating dependent.

³² David Nunan, *Research Method in Language Learning* (Cambridge: University Press, 1992), 1.

David Nunan stated on his book that there are three types of experimental research such as:

- 1) Pre-experiment: May have pre-and post-treatment tests, but lack a control group
- 2) Quai-experiment: Has both pre-and posttest and experimental and control group, but no random assignment of subject
- 3) True-experiment: Has both pre-and posttest, experimental and control groups, and random assignment of subject

The writer will conducted four times meeting, first time meeting for introduction, pre-test, second and third meeting are gives the lesson using usual technique, and the last meeting is continued post-test to know is there any increasing at student reading comprehension before and after using silent reading strategy.

B. Place and Time of Research

To collect the data for this paper, the writer will take place at

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reading) in teaching reading. The writer will be starting the experiment at October until finish.

C. Population and Sample

1. Population

Population is the entire subject of the research. "A population is a set of all elements processing one or more attributes of interest."³³

Population of this research is the students of SMP Daarul Muttaqien II kec. Rajeg kab. Tangerang-Banten especially the second grade of junior high school consists of 85 students.

2. Sample

Sample is a part of representative of population being research.³⁴ On taking sample, the writer takes 84 students as samples from population purposely. Sample that consists of class VIII A is 43 students and VIII B is 41 students from second grade of SMP Daarul Muttaqien II.

The writer collects the data from students spread two classes. There are class VIII A and VIII B, while class VIII A as the experimental class and class VIII B as the control class are taken as the samples. Since the writer uses an experimental method.

The writer decided class VIII A as experiment class because the writer get the result of pretest in the class A lower than class B as control class.

³³ Siti Solihah, "The Effectiveness of Using Write Pair Square Toward Students' Writing Skill on Narrative Text," (A Paper, IAIN SMH Banten, 2014), 22

³⁴ Ibid.

D. The Research Instrument

In this research, the writer gives the students two tests. These are pretest and posttest. Pretest was given before using treatment in the class, and posttest was given after the writer finished taking the treatment in the class. So the writer knowing whether there are differences before and after treatment in the class.

E. The Scoring System

Score	Level of Score	Indicator	Level of Quality
Main Idea	8 – 16	Can identify sentence but does not tell the main idea, but does have some detail from the passage.	Lack
	7 – 24	Can identify sentence tells the main idea, but uses no detail from the passage.	Good Enough

	25 – 32	The sentence tells main idea and uses more than one supporting detail from the passage.	Perfect Very Good
Vocabularies Use	5 – 10	Unable to identify the meaning of words and its used based on the context.	Lack
	11 -15	Can identify the meaning of words and its use according to the context with fairly precise and accurate.	Good Enough
	16 – 20	Can identify the meaning of words and its use according to their context with a very precise and accurate.	Perfect Very Good

Author's Intention/Purpose	2- 4	Can't identify the style and the author's intent in presenting ideas in written discourse.	Lack
	5 – 6	Can identify the style and the author's intent in presenting ideas in written discourse with precise and accurate enough.	Good Enough
	7 – 8	Can identify the style and the author's intent in presenting ideas in written discourse with very precise and accurate.	Perfect Very Good
Explicit Question	5 – 10	Can't identify the specific information that	Lack

	11 – 15	is stated in the passage. Can identify the specific information that is stated in the passage with fairly precise and accurate.	Good Enough
	16 – 20	Can identify the specific information that is stated in the passage with very precise and accurate.	Perfect Very Good
Implicit Question	5 – 10	Can't identify the implicit information in the passage.	Lack
	11 – 15	Can identify the implicit information in the passage with fairly precise and accurate.	Good Enough

	16 - 20	Can identify the implicit information in the passage with very precise and accurate.	Perfect Very Good
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F. The Technique of Data Collecting

To collect the data for this research, the writer takes the data by using test as an instrument. It consists some of question that related to the material, to get the data related the writer using:

1. Pretest

The pretest was administered at the beginning of the first meeting before using silent reading strategy. In this case, the pretest will be follow by 20 questions, the type of questions are multiple choices. The test will be given to the two classes: both are experiment class and control class.

2. Posttest

The posttest was carried in order to check the differences between reading comprehension before and after treatment by using silent reading strategy. At the posttest the writer will gave the questions by follow 20 questions of multiple choices. The differences test is just

of the time given which pretest is given before treatment and posttest is given after treatment. On the posttest the test will give into two classes there are; experiment class and control class.

G. The Technique of Data Analysis

The writer got two data, the first data is the result of pretest and the second one is the result of posttest, the technique of analyzing data, the writer used some steps as follow:

1. The result of posttest in experiment class is named variable (X)
2. The result of posttest in control class is named variable (Y)
3. Qualification of data

The steps for statistical analyze are:

- a. Determining mean of score experimental class (MX), through formula:

$$MX = \frac{\sum X}{N}$$

- b. Determining mean score of control class (MY), through formula:

$$MY = \frac{\sum Y}{N}$$

- c. Determining the total square of error of experiment class (X), through formula :

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

- d. Determining the total square of error of control class (Y), through formula:

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

- e. Analyzing the result by using calculation of the test as follow:³⁵

$$t = \frac{MX - MY}{\sqrt{\frac{(\sum x^2 + \sum Y^2)}{NX + NY - 2}}} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)$$

- f. Determining the degree of freedom, by formula:

$$Df = Nx + Ny - 2$$

Notes:

MX : Mean of experiment class

MY : Mean of control class

$\sum X^2$: The total square of error of experiment class (X)

$\sum Y^2$: The total square of error of control class (Y)

N : The number of subject

³⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 354.

CHAPTER IV

RESEARCH FINDING

A. Description of the Data

In this chapter, the researcher would present the description of the data obtained. The data had been taken at SMP Daarul Muttaqien II Rajeg Tangerang. This research only directed to the students of second year. The samples are eight grade of class A and B. The writer divided both of classes into two groups, while class VIII A as experiment class it consists of 40 students and class VIII B as control class it consists 40 students. To get data, the writer carries out pretest and posttest of both classes. Pretest was conducted before treatment. And then, after treatment, the writer gave posttest. On each of the test, the students should answer 20 questions in multiple choices. The type of the text is a descriptive text. The score per question is 5 point, and the highest score is 100 point.

To find out the effectiveness of silent reading strategy in reading comprehension, the writer identified some results, they are: the score of students before treatment, the score of students after treatment, the differences between pre-test and post-test score of

students and from the differences of students' condition between students who are taught by using silent reading strategy and the students who are not taught by using silent reading strategy in teaching and learning process.

Having finished field research, the writer described the result of pre-test at the experimental class by the table bellows:

Table 4.1
The students' score of pre-test at the experimental class

NO	NAME	SCORE
1	IP	45
2	KR	65
3	FA	65
4	ZSZ	70
5	FT	70
6	LM	75
7	MP	65
8	PKN	70
9	EAS	55
10	RF	45
11	A	75
12	ESR	55
13	AZ	70
14	VP	50
15	SJ	70
16	FR	60
17	DAA	75
18	KN	65
19	R	60
20	IA	60
21	TN	70
22	SSA	70
23	IV	65
24	SZ	55

25	ABA	60
26	WM	70
27	FFA	50
28	VRM	60
29	VW	60
30	LTL	70
31	SMP	70
32	RKP	65
33	NL	60
34	EK	60
35	SK	55
36	RR	50
37	DP	50
38	AH	60
39	NF	65
40	AAS	55
N=40	Total Score	Σ 2485
	Average	62,125

The table 4.1 above showed that the results of the students' pre-test score at the experimental class. The data showed the maximum score was 75, and the minimum score was 45. Three of 40 students gain the maximum score and two students gain minimum score. The average score of pre-test was 62,125.

Here, the result of post-test at the experimental class got better score. It can be described as follow:

Table 4.2

The students' score of post-test at the experimental class

NO	NAME	SCORE
1	IP	65
2	KR	75
3	FA	85
4	ZSZ	85
5	FT	90
6	LM	95
7	MP	80
8	PKN	80
9	EAS	70
10	RF	60
11	A	85
12	ESR	70
13	AZ	95
14	VP	65
15	SJ	80
16	FR	70
17	DAA	80
18	KN	75
19	R	75
20	IA	75
21	TN	75
22	SSA	80
23	IV	95
24	SZ	65
25	ABA	70
26	WM	85
27	FFA	65
28	VRM	75
29	VW	80
30	LTL	90
31	SMP	90
32	RKP	80
33	NL	75
34	EK	75

35	SK	70
36	RR	75
37	DP	60
38	AH	75
39	NF	75
40	AAS	65
N=40	Total Score	Σ 3070
	Average	76,75

From the table 4.2 above showed that score of post-test was better than the score of pre-test. There are increasing score after the treatment. The results above showed the maximum score was 95 and the minimum score was 60. All students are increase on their score.

Based on the explanation above, it showed the results of post-test at the experimental class got the significant improvement after giving the treatment. It seen from the average of post-test was better than the average of pre-test.

The writer describes the result of pre-test at the control class by the table bellows:

Table 4.3

The students' score of pre-test at the control class

NO	NAME	SCORE
1	SNP	60
2	AY	60
3	TDA	60

4	ARP	70
5	AP	65
6	DPP	55
7	SA	45
8	FN	55
9	LF	70
10	MSA	65
11	ATL	60
12	RT	65
13	LF	65
14	AD	65
15	SM	65
16	RA	70
17	ANK	65
18	ASS	55
19	AFM	60
20	IF	65
21	PW	65
22	SNF	45
23	SPN	55
24	SDJA	50
25	NAB	60
26	AHA	50
27	NBN	45
28	CL	70
29	SS	55
30	DKN	70
31	FRN	55
32	EN	55
33	RW	65
34	MA	55
35	GS	50
36	LN	75
37	SBD	60
38	SDA	60
39	WSA	70
40	NA	70
N=40	Total Score	Σ 2430
	Average	60,75

The table 4.3 above is the results score of pre-test at the control class. The maximum score was 75 and the minimum score was 45. There is one student who got the maximum score and there are three students who got the minimum score.

While the result of post-test at the control class got better score, it can be described as follow:

Table 4.4

The students' score of post-test at the control class

NO	NAME	SCORE
1	SNP	80
2	AY	75
3	TDA	80
4	ARP	75
5	AP	80
6	DPP	65
7	SA	65
8	FN	70
9	LF	85
10	MSA	75
11	ATL	80
12	RT	80
13	LF	70
14	AD	75
15	SM	80
16	RA	80
17	ANK	80
18	ASS	65
19	AFM	75
20	IF	75
21	PW	80
22	SNF	60

23	SPN	75
24	SDJA	60
25	NAB	80
26	AHA	60
27	NBN	60
28	CL	85
29	SS	70
30	DKN	80
31	FRN	70
32	EN	65
33	RW	80
34	MA	65
35	GS	65
36	LN	85
37	SBD	75
38	SDA	70
39	WSA	85
40	NA	80
N=40	Total Score	Σ 2955
	Average	73,875

On the table 4.4 above, the writer got the results of students' post-test. The result is the students' score was improving. From it seen the maximum score was 85 and the minimum score was 55. And the average score was 73,875.

B. The Analysis of the Data

Table 4.5

The difference score between pre-test and post-test of
experiment class

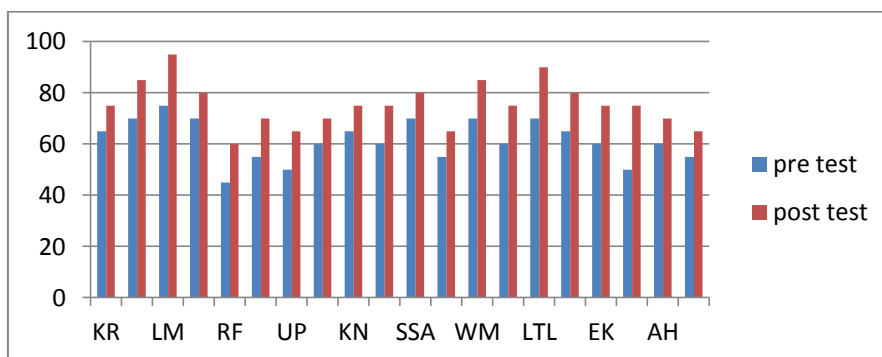
No	Name	Pre test (X_1)	Post test (X_2)	Deviation ($X=X_2-X_1$)	Squared Deviation (X^2)
1	IP	45	65	20	400
2	KR	65	75	10	100
3	FA	65	85	20	400
4	ZSZ	70	85	15	225
5	FT	70	90	20	400
6	LM	75	95	20	400
7	MP	65	80	15	225
8	PKN	70	80	10	100
9	EAS	55	70	15	225
10	RF	45	60	15	225
11	A	75	85	10	100
12	ESR	55	70	15	225
13	AZ	70	95	25	625
14	VP	50	65	15	225
15	SJ	70	80	10	100
16	FR	60	70	10	100
17	DAA	75	80	5	25
18	KN	65	75	10	100
19	R	60	75	15	225
20	IA	60	75	15	225
21	TN	70	75	5	25
22	SSA	70	80	10	100
23	IV	65	95	30	900
24	SZ	55	65	10	100
25	ABA	60	70	10	100
26	WM	70	85	15	225
27	FFA	50	65	15	225
28	VRM	60	75	15	225

29	VW	60	80	20	400
30	LTL	70	90	20	400
31	SMP	70	90	20	400
32	RKP	65	80	15	225
33	NL	60	75	15	225
34	EK	60	75	15	225
35	SK	55	70	15	225
36	RR	50	75	25	625
37	DP	50	60	10	100
38	AH	60	75	15	225
39	NF	65	75	10	100
40	AAS	55	65	10	100
		2485	3070	590	9800

Table 4.5 above showed the difference score between pre-test and post-test at the experimental class. The difference score from students' results of pre-test and post-test was increase. There was significant difference students' score between pre-test and post-test at the experimental class. The biggest difference score was 30 and the lowest difference score was 5.

Graphic 4.1

The difference score between pre-test and post-test of experiment class



The graphic 4.1 above showed the results of students' pre-test and post-test score at the experimental class. The data showed if the students' score of pre-test was low and the score of post-test was increase.

Table 4.6

The difference score between pre-test and post-test of control class

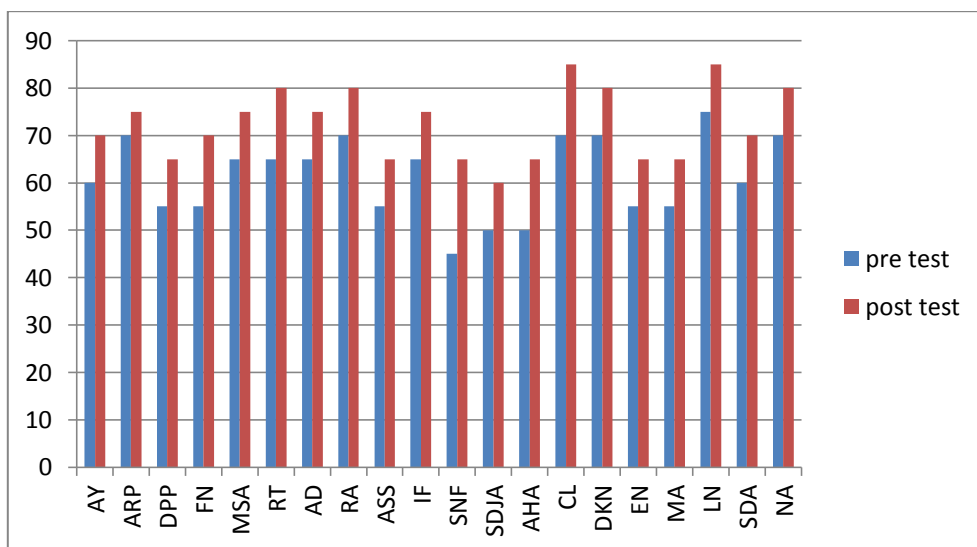
No	Name	Pre test (X_1)	Post test (X_2)	Deviation ($X=X_2-X_1$)	Squared Deviation (X^2)
1	SNP	60	80	20	400
2	AY	60	75	15	225
3	TDA	60	80	20	400
4	ARP	70	75	5	25
5	AP	65	80	15	225
6	DPP	55	65	10	100
7	SA	45	65	20	400
8	FN	55	70	15	225
9	LF	70	85	15	225
10	MSA	65	75	10	100
11	ATL	60	80	20	400
12	RT	65	80	15	225
13	LF	65	70	5	25
14	AD	65	75	10	100
15	SM	65	80	15	225
16	RA	70	80	10	100
17	ANK	65	80	15	225
18	ASS	55	65	10	100
19	AFM	60	75	15	225
20	IF	65	75	10	100
21	PW	65	80	15	225
22	SNF	45	60	15	225

23	SPN	55	75	20	400
24	SDJA	50	60	10	100
25	NAB	60	80	20	400
26	AHA	50	60	10	100
27	NBN	45	60	15	225
28	CL	70	85	15	225
29	SS	55	70	15	225
30	DKN	70	80	10	100
31	FRN	55	70	15	225
32	EN	55	65	10	100
33	RW	65	80	15	225
34	MA	55	65	10	100
35	GS	50	65	15	225
36	LN	75	85	10	100
37	SBD	60	75	15	225
38	SDA	60	70	10	100
39	WSA	70	85	15	225
40	NA	70	80	10	100
		2430	2955	540	7600

From table 4.6 above showed the difference results of students' score from pre-test and post-test. The results of students' post-test score improving. There was significant difference score between pre-test and post-test at the control class which the biggest difference was 20 and the lowest difference was 5.

Graphic 4.2

The difference score between pre-test and post-test of control class



From graphic 4.2 above, there are differences results from students' score of pre-test and post-test. Thus, the score of post-test was increase than the score of pre-test. That showed there is significant improvement from it.

From the data above, the writer calculated t-test using the steps as follow:

1. Determine mean of score experiment class (MX),

with formula:

$$\begin{aligned}
 MX &= \frac{\Sigma X}{N} \\
 &= \frac{590}{40} \\
 &= 14,75
 \end{aligned}$$

The result above showed about the average score (mean) at the experimental class. The writer got the data from ΣX_1 , ΣX_2 , and ΣX . Then the writer calculated the data based on the formula above. 590 are the total score from deviation of experiment class and 40 are sample of students. The result is 14,75. It was good result.

2. Determine mean of score control class (MY), with formula:

$$\begin{aligned}
 MY &= \frac{\Sigma Y}{N} \\
 &= \frac{540}{40} \\
 &= 13,5
 \end{aligned}$$

The result above is the average score (mean) at the control class. The writer used this formula

(ΣY_1 , ΣY_2 , and ΣY) to get the data. While total deviation of control class divide with sample of students and the result is 13,5.

3. Determine the total square of error of experiment class (X), with formula:

$$\begin{aligned}\sum x^2 &= \sum x^2 - \left(\frac{\sum x}{N}\right)^2 \\ &= 9800 - \frac{(590)^2}{40} \\ &= 9800 - \frac{348100}{40} \\ &= 9800 - 8702,5 \\ &= 1097,5\end{aligned}$$

The result above showed about the score quadrates at the experimental class. The writer got the data from the overall number of squared deviation (experimental class), total of deviation (experimental class) and sample from students of experimental class while the result is 1097,5.

4. Determine the total square of error of control class (Y), with formula:

$$\begin{aligned}
\sum y^2 &= \sum y^2 - \left(\frac{\sum y}{N}\right) \\
&= 7600 - \frac{(540)^2}{40} \\
&= 7600 - \frac{291600}{40} \\
&= 7600 - 7290 \\
&= 310
\end{aligned}$$

Above is the result about the score quadrates at the control class by using this formula ΣY_1 , ΣY_2 , ΣY and ΣY^2 . To get the result from that formula, the writer calculated the data from overall number of squared deviation of control class, overall number of deviation from control class and total sample from control class. Based on calculated above, the result is 31

5. Calculates T-test

$$t = \frac{MX - MY}{\sqrt{\left\{ \frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

$$t = \frac{14,75 - 13,5}{\sqrt{\left\{ \frac{1097,5 + 310}{40 + 40 - 2} \right\} \left\{ \frac{1}{80} + \frac{1}{80} \right\}}}$$

$$t = \frac{1,25}{\sqrt{\left\{ \frac{1407,5}{78} \right\} \left\{ \frac{2}{80} \right\}}}$$

$$t = \frac{1,25}{\sqrt{\{4,24\}}}$$

$$t = \frac{1,25}{4,24}$$

$$t = 3,39$$

The result above shows about the calculating t-test after the writer got the data from total average mean of experimental and control class, the overall number of square error of experimental and control class, and all sample of experimental and control class. After calculated all of the data, the writer get result of t-test is 3,39.

6. Determine the Degree of Freedom by formula:

$$Df = N_x + N_y - 2$$

$$Df = 80 + 80 - 2$$

$$Df = 78$$

The result above showed about the score of sample from experiment and control class. The writer used 80 students as

sample for research. 40 students' from VIII A as experimental class and 40 students' VIII B as control class.

Comparing "t" has been tested in calculating ($t_o=3,39$) and $df=78$, there is no df (degree of freedom) for 78, the writer used the closer "df" from 80. So, $df=80$ which has been tested on t-table ($t_t 5\%=1,99$ and $t_t 1\%=2,64$). It can be known that $t_o > t_t 5\%$ and $t_o < t_t 1\%$, it means $1,99 < 3,39 > 2,64$.

C. Hypothesis Testing

To know the effectiveness of silent reading strategy in reading comprehension, the writer using hypothesis testing to prove the result of t-test, is the result accepted or not accepted. Because, from hypothesis testing can know the percentage of t-test is high or small than the percentage of t-table.

Testing hypothesis was to know the significant of two variables, and tested as follows:

$$H_a = t_o > t_t$$

$$H_o = t_o < t_t$$

Notes:

H_a = Alternative Hypothesis

H_o = Null Hypothesis

t_o = The Value of t-observation

t_t = The Value of t-table

To prove the data hypothesis, the data obtained from an experimental class and a control class are calculated by using t-test formula with assumption as follows:

If $t_o > t_t$: The alternative hypothesis is accepted. It means there is significant effect by using silent reading strategy in teaching reading at VIII A as an experimental class and VIII B as a control class.

If $t_o < t_t$: The alternative hypothesis is rejected. It means there is no significant effect by using silent reading strategy in teaching reading at VIII A as an experimental class and VIII B as a control class.

From the result of calculation above, the value of $t_o = 3,39$, the degree of freedom (df) = 80. The writer used the degree of significant 5% = 1,99 and 1% = 2,64. It means that H_a (Alternative Hypothesis) of research is accepted and H_o (Null Hypothesis) is rejected.

After got the data, the writer compared it t_t both degree of significant 5% and 1%. $t_o < t_t$ 5% and $t_o > t_t$ 1%, $1,99 < 3,39 > 2,64$. It means (Alternative Hypothesis) of the research is accepted.

D. Interpretation of the Data

The data showed that the mean of pre-test scores from students of VIII A as experimental class was 62,125 and pre-test scores from students of VIII B as control class was 60,75. The highest score in the two classes was different which class VIII A as an experimental class got 75 and VII B as a control class got 75. The lowest score of pre-test at experimental class was 45 and at control class was 45.

Beside that, the mean of post-test scores obtained by students of VIII A as experimental class was 76,75 the score was greater than the score of students VIII B as the control class that was 73,875. The highest scores' post-test of VIII A as experimental class got 95, and VIII B as a control class got 85. The lowest scores' post-test of experimental class 60 and the lowest scores' post-test of control class 55.

By $df=80$ and analyzed by using t-test, the writer tested that there is an effect in using silent reading strategy on students' reading comprehension, because t-count is higher than t-table in significant 5% and 1%. The t-table with significant level 5% is 1,99 and significant level 1% is 2,64.

From the interpretation above, $t\text{-count} > t\text{-table}$ means there was significant effect of using silent reading strategy on students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the writer taken the research entitled “the effectiveness of silent reading strategy in reading comprehension at 8th grade of SMP Daarul Muttaqien II”, she can conclude that:

1. Based on the data of pre-test and post-test at experimental class, the student’s score improved. Both of scores was proved after the treatment given. It means that silent reading strategy is effective in improving students’ reading comprehension. From the result of the data that was described at the previous chapter it shows that silent reading can improve students’ reading comprehension.
2. Based on the result that was described on previous chapter, proved that silent reading strategy was effective to improve students’ reading comprehension. The evidence was when student reading by using silent reading strategy, they focused on the reading the material. It show that silent reading strategy can help the students to improve their reading comprehension.

B. Suggestions

According to the conclusion above, the writer would give several suggestion as follows:

1. In teaching reading material, the teacher needed some strategies to make students more interested. One of strategy is silent reading, through it the students will be more enjoyable and also

the students will focus during reading the material. The teacher can apply this strategy in the classroom.

2. No doubt if silent reading strategy can help the students to improve their reading comprehension. Because this strategy has advantage for teacher and students while by this strategy the teacher more helpful to increase students reading comprehension and it make the students receive the content of text more quickly.

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