

**THE IMPLEMENTATION OF SUSTAINED SILENT READING (SSR) IN
TEACHING READING**

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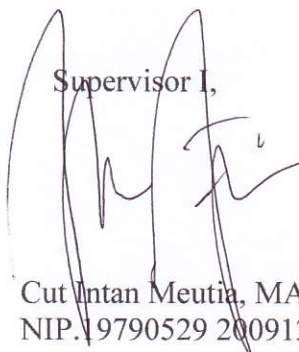
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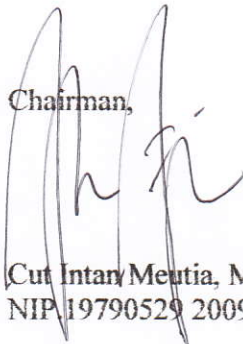
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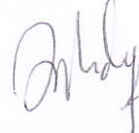
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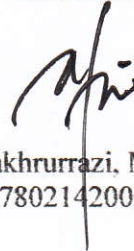
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*The Implementation of Sustained Silent Reading (SSR) in Teaching Reading*" untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 8 Desember 2021

Yang membuat pernyataan



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The Reseacher

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
ABSTRACT	viii
CHAPTER I: INTRODUCTION	1
A. Background of Study	1
B. Research Question	4
C. Purpose of Study	5
D. The Significance of Study.....	5'
E. The Scope of Study.....	6
F. Terminology	6
CHAPTER II: LITERATURE REVIEW	8
A. Previous Study	8
B. Theoretical Framework	10
1. Reading	10
a. Types of Reading	12
b. Kinds of Reading	12
c. Process of Reading	15
d. Purpose of Reading.....	15
2. Teaching Reading	16
3. Sustained Silent Reading (SSR)	17
a. Teaching Procedure of Sustained Silent Reading Method.....	18
b. The Goal of Sustained Silent Reading Method	18

CHAPTER III: RESEARCH METHOD	19
A. Research Method	
1. Research Design	19
2. Research Variable.....	21
B. Population and Sample.....	22
C. Research Setting.....	23
D. Data Collection Procedure	24
1. Observation.....	24
2. Questionnaire.....	24
3. Documentation	24
E. Technique of Data Analysis.....	25
CHAPTER IV: FINDING AND DISCUSSION	27
A. Finding	27
B. Discussion.....	48
CHAPTER V: CONCLUSION AND SUGGESTIONS	51
A. Conclusion	51
B. Suggestion	52
BIBLIOGRAPHY	54

ABSTRACT

Ainun Mardiah, 2021. The Implementation of Sustained Silent Reading (SSR) in Teaching Reading. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Cut Intan Meutia, MA **(2)**.Zahratul Idami, M.Pd

The aim of the research was to find out how Sustained Silent Reading (SSR) Method effective or not to improve students reading ability at the thirdgrade of MTs Raudhatun Najah Langsa.. sustained silent reading is the program based on the belief that self-selection motivates students to read with interest, and the resulting extended period of practice. The method of this study was Classroom Action Research. The subject of study was 24 students of third grade IX^C. The data were collected by using observation, questionnaire, and documentation. Based on the result of research, the researcher found that Sustained Silent Reading in teaching reading were improve for reading ability. It can be seen in the cycle I students think reading English texts is difficult and many of them are less interested in reading English text, it can be seen from mean score in cycle I was 67,7 when asked to read directly students often look confused and scared. However, after the application of the sustained silent reading method, students began to have a reading habit from before. Then, in the cycle II, there were differences in the reading ability with mean score was 82,1 so that, students who were getting excited and accustomed to English texts, apart from the application of sustained silent reading, they also read in pairs with their friends while discussing. Based on the result it can be concluded sustained silent reading were improved students reading ability.

Keywords: *Sustained Silent Reading, and Reading Ability*

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is an activity to get information about something. It constantly concerns about 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 expect what the writer will talk about by considering the title, picture, clues, or the first and last paragraph, skimming the text to check their hypotheses and to get the information what they are looking for, correction then reread the text for more detail.¹ In other words, reading is an interactive process that goes on between the reader and writer by the text, resulting in incomprehension. The text presents letters, words, sentences, and paragraphs that have meaning. Reading is also a key to knowledge and the important thing to reach improvement and succeed. By reading, people can know much and learn much.

Reading is an interactive and complex process.² Learning to read is a process on how to connect the sight of written words with the sound and meaning of words stored in the mind. Learning to read in one's language requires not only systemic instruction in sound-symbol connection but also the acquisition of the love of reading while learning to read in a foreign language is a great challenge

¹ Francoise Grellet, *Developing Reading Skills A Practical Guide to Reading Comprehension Exercise* (New York: Cambridge University Press, 2010), 8.

² Woll Robert, "The Effective Teaching Reading". *Journal of Education* 1, no. 1 (2010): 334.

that acquires the sounds and meanings with initial reading instruction.³ Here the reader uses skills, knowledge, and strategies to determine what that means is. Reading comprehension is the ability to process texts, understanding a word based on context, discuss the organization of parts and to overcome the antecedents and references here, draw conclusions from several parts about their contents, answer questions in parts, and integrates with what the reader already understands.

The purpose of reading is one of the important aspects of reading which is often ignored in reading effectively. Especially for English readers, who need to generalize strategy they are for all types read. Not uncommon real learners only need to get the main reading "trapped" in a struggle with difficult words that come up in their reading. Not a few of them did not understand the reading text. The impact he explained, the purpose of reading failed, and inefficient reading. Meanwhile, Nash (1984) had been reviewed and compared three kinds of reading methods, There are oral reading, silent reading, and efficient reading.⁴ There have been a lot of techniques or strategies discussed by many experts related to teaching reading. One of the techniques is silent reading. In this study, the researcher uses sustained silent reading as the method of teaching reading. In applying a sustained silent reading the students read silently for a given period time.⁵ Every reading text can be of any interest to students, be it magazines, novels, comics, or lesson books. By letting students read the reading they love, students will be more motivated in reading. This can be a tool to make it easier to

³ T. Lynne Diaz-Rico, *Strategies for Teaching English Learners* (Pearson Education, Inc. 2008).

⁴ Nash, *How to Teach Reading* (California: Addison Wesley Publishing, 1984), 76.

⁵ Musselman Hunt, *High school Sustained Silent Reading program*, <http://calpro.interactive.blogspot.com/2005/01/online-resources-related-to-sustained.html>. 1970.

read because the students who apply the sustained silent reading method have been already learned about the reading texts they will read. This is an act to improve students reading ability.

Teaching English for Junoir High School especially in reading class is conveys the competence of identifying ideational meaning in the text, identifying interpersonal rhetoric in the context, and reading aloud the text. But it is not easy to implement reading competence to students. In teaching English, the teacher faces some problems, especially in teaching reading. For instance, the teaching reading method often makes students noisy so that the teacher cannot control the classroom. The student is not motivated to learn since they have limited opportunity to express their idea. The approach of a teacher to the students is not compatible and sustainable because the teacher has limited knowledge of it.

Not all students can read English text correctly. Many of them have difficulty in read English text. This case often occurs when the teacher tells students to read the reading text, but suddenly students stop read the reading text before it is finished. When the teacher asks students why stopped reading? Students said they are afraid of reading wrong. Some students said they confused because the pronunciation and writing of English different from the pronunciation of Indonesian. In addition to the different writing and pronunciation, some of them said there was no need to read English texts and sometimes did not pay attention to the teacher when the teacher reading English texts correctly and fluently. The phenomenon shows that many students still have difficulties in teaching reading that caused by lack of vocabulary knowledge, lack of practice in reading English

text the students have low motivation to read various text materials. Not only that, the atmosphere of the classroom which is noisy and not conducive is also a factor that causes students to have difficulty reading correctly and fluently, causing students to lose their focused. Another problem for students is fluency. Many students are not fluent in read English texts. The excellent readers will use what they know about language and the word to interact with what they are reading. Based on these problems, the researcher intends to suggest the use of Sustained Silent Reading (SSR) as a method used by teachers in the learning process. This method can help students to increase reading skill with practice by using the sustained silent reading method in period time.

The researcher wanted to see whether the implementation of the sustained silent reading (SSR) method was effective to improve reading ability in teaching reading. Based on explanation above, the researcher was interested in carrying a research entitled “*The Implementation of Sustained Silent Reading (SSR) in Teaching Reading*”.

B. Research Question

As the researcher described on the background of study, problems that will be discussed: “How is the implementation of Sustained Silent Reading (SSR) Method to improve student’s reading ability in teaching reading at the third-grade of MTs Raudhatun Najah Langsa”?

C. Purpose of Study

This research aims to find out how Sustained Silent Reading (SSR) Method effective or not to improve students reading ability at the third-grade of MTs Raudhatun Najah Langsa.

D. The Significances of Study

1. Theoretical Significance

This research significance of this research is expected to include the empirical evidence to support the theory of reading and Sustained Silent Reading (SSR) to improve students reading ability in teaching reading.

2. Practical Significance

Provides useful information and contributions teacher in the learning process to create conducive classes to improve students reading ability. Thoughtful, so they are interested in learning English especially in teaching reading.

There were some practical significance of this study is as follows:

a. Students

The researcher hopes this research can help students to improve their reading ability and get a lot of information in the process of teaching reading, therefore learning English is fun.

b. Teacher

The researcher hopes that the teachers can make students interested in reading the text English also besides, this learning model can be used effective learning models in the learning process of teaching reading.

c. Researcher

The researcher hopes this research can be developed by the future researcher with the different skill and idea.

E. The scope of Study

The scope of this study focussed on the use of sustained silent reading in teaching reading on the narrative text. The researcher chose narrative text because it is related to the syllabus on the learning stage that is being taken. The researcher will conduct this research in the third-grade students of MTs Raudhatun Najah Langsa.

F. Terminology

1. Reading

According to Smith, reading is a transition from the process of information where the writer is considered as an informant and reader.⁶ Reading is the process of interaction between writer and reader indirectly with feelings and thoughts to increase knowledge and get information that showed by authors.

⁶ Smith, *Teaching Reading: A Handbook* (USA: St. Martin Press, 1980), 6.

2. Sustained Silent Reading

Definition of sustained silent reading is the program based on the belief that self-selection motivates students to read with interest, and the resulting extended period of practice improves their reading achievement.⁷

⁷ N. Karweit, and R. Slavin, "Measurement and modeling choices in studies of time and learning," *American Educational Research Journal*, 18, (1981): 157-171.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

There is some researcher who has done the way to provide reading materials to increase in learning of teaching reading.

1. Santi Susanti (2017) conducted research entitled "*The Influence of Sustained Silent Reading (SSR) Method Toward Students' Reading Skill on Descriptive Text*". This research has investigated the use of Sustained Silent Reading (SSR) methods in reading lessons. This research aimed to find out students' reading skill at the second grade of MTs AL-Hidayah Ciomas who use Sustained Silent Reading (SSR) method, finding out students' reading skill at the second grade of MTs AL-Hidayah who do not use Sustained Silent Reading (SSR) method and knowing whether the students though trough Sustained Silent Reading (SSR) method have better performance in reading skill than who are taught through non Sustained Silent Reading (SSR) method. The result of this research shows that the students' reading skills who use Sustained Silent Reading (SSR) method achieve better performance than those who do not use Sustained Silent Reading (SSR) method.⁸
2. Titik Purwati (2014) conducted research entitled "*Model Pembentukan Perilaku Gemar Baca dengan Pendekatan Sustained Silent Reading pada*

⁸ Santi Susanti, (2017). *The Influence of Sustained Silent Reading (SSR) Method Toward Students' Reading Skill on Descriptive Text*. A Thesis of Faculty of Education and Teacher Training the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten.

Pebelajar SD Negeri Di Kota Malang Menuju Generasi Berkarakter". The result of the research shows that the use the application of the Sustained Silent Reading (SSR) approach has improved significantly to the behavior fond of reading to a learner of Public Primary Schools in the Malang City. These results show the approach of SSR is suitable to be applied to the established character of behavior fond of reading to learners in Elementary School.⁹

3. Endang Susanti (2013) conducted research entitled "*The Effect Of Using Sustained Silent Reading (SSR) towards Students' Reading Comprehension Of MA Dar El Hikmah Pekanbaru*". This research was experimental. The result of a research shows the effect of using Sustained Silent Reading toward reading comprehension of the second-year students at MA Dar el Hikmah Pekanbaru. Based on the writer's findings, the result of this research shows that the significant effect of using Sustained Silent Reading (SSR) toward reading comprehension at the second-year students of MA Dar El Hikmah Pekanbaru.¹⁰

Taking some of the research findings above there are many techniques that improve students' reading skills and make the process of learning more conducive. Based on the responses above, the researcher agreed that to improve students' reading skills which must be applied by several teachers various learning models.

⁹ Titik Purwati, (2014). *Model Pembentukan Perilaku Gemar Baca dengan Pendekatan Sustained Silent Reading pada Pebelajar SD Negeri Di Kota Malang Menuju Generasi Berkarakter*. IKIP Budi Utomo Malang.

¹⁰ Endang Susanti, (2013). *The Effect of Using Sustained Silent Reading (SSR) Towards Students' Reading Comprehension of MA Dar El Hikmah Pekanbaru*. A Thesis of Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.

This is important, a method that can be interesting and motivate students in the learning process. From these considerations, researchers decided to apply the same method in teaching reading to improve students' abilities in teaching reading.

To make this research stand out from existing research, at previous studies have discussed methods of using Sustained Silent Reading (SSR) in meetings reading comprehension, to improve students' fondness of reading and reading skills in understanding descriptive texts, while in this study the researchers made a research on the implementation of Sustained Silent Reading (SSR) in teaching reading.

B. Theoretical Frameworks

1) Reading

Reading is one of the four language skills is important to be learned and mastered by each individual. By reading, you can interact with your feelings and thoughts, get information, and increase knowledge. Reading is the right tool to promote long-life learning. By teaching children how to read means giving children a future. This provides techniques to explore how the "world" wherever he chooses and provides the opportunity to get a purpose in life.

According to Smith stated, reading is a transition from the process of information where the writer is considered as an informant and the reader.¹¹ In other words, reading is receiving information during the reading process reading

¹¹ Smith, *Teaching Reading: A Handbook* (USA: St. Martin Press, 1980), 6.

communicating with the writer through the read text. Tarigan stated that Reading is some information is given by the teacher through a text, students will find general information and experience which later they can increase their language skills such as listening, speaking, and writing.¹² The intention is through reading students can find various information that has not been recognized before through reading also students can improve other English skills.

Harmer stated that Reading is helpful for language acquisition. besides that, reading also has a good effect on students' vocabulary, spelling, and writing knowledge.¹³ In other words, reading is a helpful activity and can increase English skills indirectly. Harmer as well as added reading texts also appropriate good models of English writing. If the students are familiar with text form, the teacher will be easier to teach them how to write the text. According to Grellet stated that Reading is an active skill, it involves guessing, predicting, checking, and asking questions to physically.¹⁴ It can be said that reading is an active skill because before the reader agrees to the contents of the reading the reader must read the text of the text first. Based on the argument above, reading is an interaction between the reader and the writer, the reader understands what the writer means. The author expresses it by giving attention, coding, and emotion.

¹² H. G. Tarigan, *Membaca sebagai suatu keterampilan berbahasa* (Bandung: Angkasa, 2008), 75.

¹³ Jeremy Harmer, *How to Teach English* (Kuala Lumpur: Pearson Education Limited, 2007), 99.

¹⁴ Françoise Grellet, *Developing Reading Skill: Practical Guide for Reading Comprehension* (Cambridge: Cambridge University Press, 1981), 8.

a. Types of Reading

Nash has been classified types of reading into oral reading, silent reading, and efficient reading.¹⁵

1. Oral reading

Oral Reading is a reader of vocalizes words released one by one. Therefore the reader the oral reading must have a good pronunciation oral reading which is used as a compilation learn to borrow words with meanings.

2. Silent reading

Silent Reading does not mean that a reader reads without sound. However the reader may sound in response to words, but there is no shall to say each word. The people who read silent reading understand without any references to pronounce stress on interaction.

3. Efficient reading

Efficient reading is about reading in a way that allows you to understand the writer's message without spending too much time in the process. This includes both intensive and extensive reading. Intensive reading refers to the work done by the students in the class. A student may extensive reading when he is studying for an examination.

b. Kinds of Reading

According to Nash, there are several kinds of reading as follows:

¹⁵ Nash, *How to Teach Reading* (California: Addison Wesley Publishing, 1984), 76-78.

1. Skimming, its only reads the writing signs or instructions in the selection such as the title and topic sentence. This is quick reading and you only focus on the title, topic, a chapter or article, reviewing something you have read, choosing a magazine or book to buy at a bookstore.
2. Scanning, when the reader aims to find specific information in the text, the reader resorts to this kind of reading-scanning. The reader does this by browsing over the pages and giving a quick look over them. It is also a rapid reading in which you are only to get the keywords. Usually, it answered by what, who, where, when, how.
3. Exploratory reading, this is done when the reader wants to know how all choices are presented. It aims to get an accurate overall picture of the readings. Example: long articles in magazines, short stories, and descriptive texts.
4. Analytic reading, careful examination of each work to identify word relations is the main purpose of reading analytical examples: Reading mathematical problems, scientific formulas.
5. Critical reading, this makes the reader consider facts, information, or ideas presented in the selection, so he can also make judgments or conclusions about them. Examples of reading are done in magazines, books, advertisements.
6. Narcotics reading is done by someone who wants to get rid of everyday problems, frustration, depression problems, through reading magazines,

novels, stories, essays, and so on. This is done by frustrated and pressing people and they use reading as their hobby to get rid of their problems.

7. Intensive reading, doing serious reading books, magazines, and other literature for research work or reports is the main concern of this type of reading, this is careful or in-depth reading, for example, the type of reading that you do when you study, prepare papers, or oral reports.
8. Extensive reading, if the reader spends his free time reading any material that interests him. He will consider the act of reading extensive literature. Examples, comics, funny stories, fairy tales, novels, short articles in newspapers and magazines, jokes, and other forms of light reading material.
9. Developmental reading, in case the reading activities of a person are under a comprehensive reading program that consists of several stages starting from the reader's preschool period to his collegiate level developmental reading is the kind of reading that this reader submits to himself. It is done when a reader is under a comprehensive reading program that lets him go through stages & monitoring.
10. Ideas reading, this is to get the main idea of the material. This involves three psychological processes of reading sensation, perception, and understanding.

c. Process of Reading

The process of reading based on Woridijoyo. First, perception shows the ability to read the unit word significantly. Second, understandings refer to the ability of the author to make conductive words for useful read in context. Third, reactions are actions that require consideration concerning the author. Fourth, integration is the level of integration to the ability to understand through the concept of the author's experience that can be useful as part of the experience of the reader.¹⁶

d. Purpose of Reading

Harmer stated that, there are a lot of the purposes of reading. Readers must set their aim before reading. A person may want to get information, essence, to study, or to analyze an author's writing idea or style. Someone also reads to expand knowledge about the language being read. Reading the point is done to get the main points of the text it is done by reading at a glance. Reading getting information is done to find specific information that is done by scanning. Reading for learning is needed in any situation where the reader may have to learn texts in English this is done with intensive reading skills.¹⁷

As a result, the purpose of reading is essentially an idea that can be overcome, the ability to understand the meaning incomplete reading, whether, in

¹⁶ Woriyodijoyo, *Membaca: Strategy Pengantar dan Tehniknya* (Jakarta: Depdikbud, 1989), 10-11.

¹⁷ Jeremy Harmer, *How to Teach English* (Kuala Lumpur: Pearson Education Limited, 2007).

the form of free text, narration, prose, or poetry put together in writing or not written.

2) Teaching Reading

In teaching reading, the teacher faces some problems, especially in reading comprehension. For instance, the teaching method often makes students noisy consequently the teacher has difficulty controlling the class, the student is not motivated to learn since they have limited opportunity to express their idea. The approach of a teacher to the students is not compatible and sustainable because the teacher has limited knowledge of it, the facility is not proper.

There have a lot of techniques or strategies discussed by many experts dealing with reading comprehension. Based on Nash, strategies of reading classified into 3 (three) ways. First is Oral Reading is the reader voicing the words printed one by one. Second, Efficient reading includes intensive and extensive reading. Third, Silent reading does not mean that the reader reads silently. But the reader may be heard in response to words, but no one says every word. Silent reading only expresses the words in his mind. In this study, the researcher focused on Sustained Silent Reading in teaching reading.

Based on the statement above, there are challenges for foreign languages the teacher to provide language exposure and provide learning opportunities through class activities. In class, the teacher has important rules for bringing pleasure classes for students. Thus, the teacher must try to make students read and develop skills that aim to improve reading skills. The teacher must persuade

students to have a reading goal because this is part of effective motivation. The purpose of the reader determines how he treats apart and his understanding of skills.

3) Sustained Silent Reading (SSR)

According to Hunt, Sustained Silent Reading (SSR) is a period of uninterrupted silent reading. The SSR method is the time when everyone including the teacher, reads silently for a given time.¹⁸ Jim Trelease stated that Sustained Silent Reading is a complex intellectual process that compresses two major abilities, namely, mastery, meaning, and the ability to think about verbal concepts in Sustained Silent Reading occurs concurrently a two-way attention in the mind of the reader. He adds that Sustained Silent Reading is one of those common-sense ideas that are so obvious and it is often overlooked in today's complex educational scheme.¹⁹

In applying a Sustained Silent Reading, students are allowed to read silently to be able to better understand the reading texts they read. Every reading can be of any interest to students, be it magazines, novels, or comics. By letting students read the reading they like, students will be more motivated in reading. This can be a tool to make it easier to read because the students who apply the Sustained Silent Reading method have already learned about the reading texts they will read. This is an act to improve reading skills in students.

¹⁸ Hunt, *Musselman High School Sustained Silent Reading Program*, 1970, <https://calprointeractive.blogspot.com/2019/12/1/online-resources-related-to-sustained.html> (accessed December 27, 2019)

¹⁹Trelease Jim, *Sustained Silent Reading program*, 1973.

a. Teaching Procedure of Sustained Silent Reading (SSR) Method

The Sustained Silent Reading method is applied to students a little but routinely every day, not in the long period time but only 2 times a week. Reading this method less, both the time taken in reading using the Sustained Silent Reading method only uses 15-30 minutes. This allows the reading to become a habit and not just academic practice. Students also don't like completing the books they read. They don't like certain reading themes. The Sustained Silent Reading method is not the right method for new readers, so this method is more appropriately applied to students who can read well but not for those who have good sanitation skills (advanced readers). Prizes are in the form of good grades specifically in English reading skills that can motivate students to improve their reading skills.

b. The Goals of Sustained Silent Reading (SSR) Method

1. Can develop good reading habits for students.
2. Students are faced directly with the contents of the reading so that the contents of the discourse can be read correctly.
3. Increase concentration in reading hearts students can read a text and can read content according to your own words.
4. The ability of students to improve English in the form of text is increasing.
5. The last and very important is to improve their English language skills especially their reading skills in the long term.

CHAPTER III

RESEARCH METHOD

A. Research Method

1. Research design

In this research, the researcher applied Classroom Action Research. According to Suharsimi Arikunto, classroom action research is an examination of activities learning in the form of actions that deliberately arise and occur within a class together.²⁰ The implementation is done collaboratively between the researcher and the teacher. Researchers act as observers and teachers act as a teacher. In this case the researcher collaborates with teachers with the aim of making it easier and more thorough in observation activities.

In addition, researchers also conducted pre-tests and post-tests before and after the researchers implemented the *Sustained Silent Reading Method*. The classroom action research design in this study refers to the design Kemmis & Taggart's model, where each cycle in this study consists of of four stages, namely, (1) planning, (2) action, (3) observation, and (4) reflection. The four stages are one cycle, it means that after the fourth stage it returns to the first stage and so on. The research model is presented in Figure 4.1 as follows.

²⁰ Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), 3

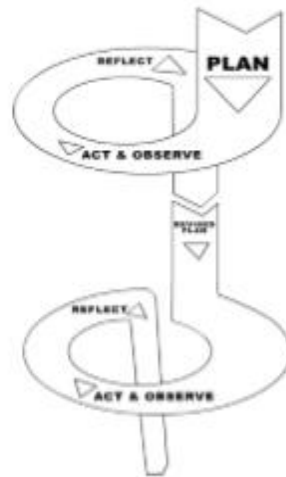


Figure 4.1 Action Research Design Kemmis and Taggart's Model²¹

The steps in classroom action research according to Kemmis & Taggart's model are as follows.

1. Planning

Planning is the preparation done by researchers for implementation of classroom action research (CAR).

2. Action

Actions taken in classroom action research are the implementation of actions or learning which is guided by the existing lesson plan compiled by applying the sustained silent reading (SSR) as learning method. At this stage of implementation learning is carried out by researchers and collaborating with the teach

3. Observation

²¹ Kemmis, S. & Mc. Taggart, R., *The Action Research Planner*, (Victoria: Deakin University Press, 1992), 11

Observation, namely the activities carried out by researchers for observing the impact of the actions taken in this case the researcher observes the impact of implementing the sustained silent reading (SSR) method on students. This activity is carried out by observing the activities of students and teachers during the teaching and learning process.

4. Reflection

Reflection is an evaluation activity about the changes that have occurred or the results obtained from the collected data as a result of the actions that have been designed. This stage is done for know the advantages and disadvantages that occur when the classroom action research is taking place. The results of subsequent reflective thinking used as the basis for determining what the next cycle is action needs modification.

2. Research variable

Research variables as stated by Sugiyono, is attribute or trait or value of people, objects, or activities that have certain variations determined by the researcher and then make conclusions about it. This kind of variable consists of the dependent variable and independent variable, dependent variable is the variable that is influenced by the independent variable and the independent

variable is the variable that affects other variables.²² There are two research variables in this research:

- a. Dependent variable in this research was Teaching Reading.
- b. The independent variable in this research was Sustained Silent Reading Method.

B. Population and Sample

1. Population

The population of this research was the students at the third grade students at MTs Raudhatun Najah. There were 83 students at the third grade that divide into four classes from IX-A, IX-B, IX-C, and IX-D. Each class consists of 20 students.

2. Sample

According to Arikunto, sample was a part or representative of the research population which was researched²³ because there are many third grade students at MTs Raudhatun Najah it is not possible if the researcher take all the students as the samples. Sample would be selected by using purposive sampling technique. Sugiyono stated that purposive sampling technique was a technique to determine sample with a certain consideration.

The researcher was chose the class IX-C based on recommended by their teacher and their average score of English at the last final examination. Students at IX-C that consist of 24 students and all of them are female students.

²² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), 2

²³ Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2007), 8.

C. Research Setting

1. Location and time

This research took place at MTs Raudhatun Najah Langsa in academic year 2020/2021. This research was done at the third grade (IX-C). In lesson activities, English has schedule at Tuesday and Thursday or twice in a week. During a research I taken four meetings, which is on the August 9th 2020, I conducted observation in MTs Raudhatun Najah by interviewing both of teacher and students to know their problem in English teaching process. After presenting my teaching method with my advisors and the teacher, I came back to the school to do making a researcher this research lasted for three weeks, started on January 7th 2021 until January 19th 2021.

2. School profile

The researcher took at MTs Raudhatun Najah, which located on Sukarejo, Langsa timur, Kota langsa, Aceh. This school was built since the school year 2007/2008. MTs Raudhatun Najah has 12 classes, which each grade consists four classes. The total numbers of students were 287 students. Tgk. H. Ridhwan Gapi, S.Ag as headmaster of MTs Raudhatun Najah and Salfia Nova, S.Pd as English teacher.

D. Data Collection Procedure

To collect data, there are several procedures used by researchers. Data collection techniques used in this research are as follows:

1. Observation

Saharsimi Arikunto stated that observation includes the activity of paying attention to an object by using all the sensory tools.²⁴ Observations were made by researchers by making observations and taking notes during the teaching and learning process.

2. Questionnaire

Questionnaire is a data collection technique carried out by give a set of questions or a written statement to the respondent to answered. Questionnaires can be in the form of closed questions / statements or open, can be given to respondents directly or sent via email post or internet.²⁵ In this research, the researcher used open questionnaire. This questionnaire gives full opportunity to give answers according to what the respondent feels is necessary. Researchers only give a number of questions regarding the research problem and ask respondents to describe opinion or stance at length if desired.

3. Documentation

The documentation used in this research is the value of students learning result after using the sustained silent reading method.

²⁴ Saharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), 199

²⁵ Saharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan ...*, 89.

E. Technique of Data Analysis

The researcher was collecting data used a qualitative analysis by describing the data in sentences to obtain clear and detailed results. Miles and Huberman in Sugiyono argued that activities in conducting qualitative data analysis were carried out intensively and continuously until it was complete, so that the resulting data was saturated. The following is the analysis model data according to Miles and Huberman in Sugiyono:²⁶

a. Data reduction

Data reduction is defined as the summarizing process. Data reduction were makes easier for researchers and to provide a clear description in carrying out further data collection.

b. Data display

Data display was used to systematically compile information starting from planning, implementation and reflection on each cycle. Data display in qualitative research can be done in the brief descriptions, tables, charts, and flowcharts. But the most used in the qualitative data display by using narrative text. Data display was used in order to make it easier to understand what is happening, and to planning the next steps based on what has been understood.

²⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta: 2008), 247-252

c. Drawing conclusions

Drawing conclusions was the way in interpreting the collected data presented in the short sentences that has broad meaning. The analyzed data then draw conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was aimed to know the implementation of Sustained Silent Reading to improve students reading ability for the third grade of class IX^C at MTs Raudhatun Najjah in Academic Year 2020/2021. The total of subject in this research was 24 students. The research used two cycle. Before conducting cycle I, the researcher want to know students reading ability before implementation of Sustained Silent Reading.

The first meeting and before implementation of Sustained Silent Reading Method on Saturday, 16th January 2021. In the beginning of this activity the researcher entered the class and said that some time in the future the researcher would conduct research and teach them specifically for English lessons. Then, after introduction for students and conveying the aims and objectives of the researcher which was then continued with a discussion of the material. The material being discussed is narrative text. For the beginning of the lesson, the researcher asked them to explained about Narrative text “folk tale”, its characteristics, generic structure, and also the language feature of narrative text.

Furthermore, many of them understand about the material. Although, there are some students who still do not understand in certain parts. For the next step, the researcher asked some students to read text directly and understanding

meaning with clearly, the motivation and enthusiasm of students in reading activities is quite good. However, some of the students seemed less interested in being asked to read directly on the grounds that they did not understand the meaning of reading. Some of them are also confused about how to read vocabulary which they think is difficult so that there were many pauses during the reading process. The researcher also saw students who were still not serious in reading activities and they often said they did not understand the meaning of the texts they read. This is due to the lack of students' habit of reading English texts so that they are easy to say difficult and do not understand.

Then, it is very clear that some students are hesitant to read because they are afraid of being wrong so they choose to be silent. In addition, the researcher want to apply reading habits to students by applying Sustained Silent Reading to motivate students to read English texts by applying steps such as planning, action, observation and reflection.

1. Cycle I

Cycle I was carried out from Monday, January 18th to Saturday, January 23th, 2021. It was conducted in two main meetings. For the first meeting was done on January, 18th, 2021 and the second meeting was January 23th, 2021. In this meeting the researcher conducted test for cycle I.

a. Planning

On Monday, January 18th, 2021, the researcher discussed with collaborator teacher (English Teacher) about using sustained silent reading conducted the

classroom action research. The researcher prepared many instrument such as, test, observation, field note, and interview transcript. Before conducting classroom action research . the researcher planning in meeting and the cycle

For the first activity, the researcher made lesson plan as the guidelines for the researcher conducted the teaching activity. The lesson plan was arranged based on syllabus in the second semester. The lesson plan consists of; identity, competency standard, basic competency, indicators, the purpose of the study, material, method, teaching and learning activity, media and reference, and assessment.

The material was prepared by researcher. The researcher prepared the sustained silent reading for discussion in the teaching and learning process and give work sheet for the students which consists of questions that should be answered by the students. The researcher also used media to deliver the material. The media were white board, copy of material and the sustained silent reading. The researcher prepared the observation sheet to write students activity in the class. This instrument used to collect the data while the researcher conducted teaching and learning process in the class and researcher also make student's test to measure their achievement on reading ability.

The first meeting the researcher only gave one text theme for all students because it was the first time applying the Sustained Silent Reading method and to see students' initial reading activities with this method the researcher only focused on the theme, "Snow White". Meanwhile, at the next meeting, the researcher will given 12 different topics to each student.

b. Action

The researcher implementing the classroom action by using sustained silent reading. The implementing consist of two meetings on Monday 18th , January 2021 and Saturday, 23th January 2021.

1. First Meeting (Monday, 18th, 2021)

The researcher as the teacher came to class. Then teacher greeted the students when she entered the classroom and introduced herself in English and the students were responses it. Then, she checked the students' attendance list. When the researcher began to teach in class. For the preliminary research, The students already know the purpose of the researcher for the next several meetings.

Furthermore, the researcher implementing sustained silent reading for students reading ability into some step, there are;

- 1) The researcher gave explanation in advance about the material they are studying. Then, Next, the researcher asked students how to read English texts that made students comfortable by reading directly or reading silently?. Some of the students answered "directly" and many of the students answered "silently".
- 2) Then, the researcher explained about the topic they were discussing, namely "Snow White".
- 3) The researcher asked the students to read the text using sustained silent reading and also gave the students a time limit of 20 minutes to finish their reading.

- 4) While the students were reading the researcher paid attention to the students' focus in understanding the text.
- 5) after the students finished reading the researcher asked the students to close their readings and then asked the meaning of the texts they read based on students' understanding,
- 6) The students tried to look up their dictionaries to guess what the story was. When the students got the answer,
- 7) the teacher repeats the word and asked to the students to repeat it.

In the first action stage, the researcher only formed the Sustained Silent Reading method with an individual system. Then the researcher gave the text to the students for them to read using this method. Previously, the researcher did not ask students directly to read the text and asked students to listen to an explanation of the narrative text being studied. The researcher explained the forms of narrative folktale stories for 10 minutes.

Next, after explaining for students and their responded well enough, the researcher began to develop the steps for the sustained silent reading method and continued learning for students to read the text for 15 minutes. During the students' reading activities, they were asked to only focus on their respective reading texts by reading silently while understanding.

During the activity, the researcher observed the students' reading process while occasionally walking to see the students' reading activities in their respective seats by paying close attention to the student's movements. After 15 minutes had passed, the researcher directed the students to finish their reading.

Then, the researcher began to have discussions with students to see their understanding when reading activities using the sustained silent reading method. The researcher asked the students how they understood the text they read. There are some students who give a good explanation of the contents of the text as follows:

“This snowy princess story is a story that tells of a very beautiful princess who lives with a very evil stepmother, then the princess really likes animals. However, her stepmother was so jealous of her beauty that she asked someone to kill her, but she didn't want to do that so she asked Snow White to run and leave, and Snow White ran into the forest.”

Then, the researcher asked the student “AA” to stop and asked the other students to continue. However, no one dared to show themselves to continue so the researcher asked “CU” students to continue. She explained:

“I didn't quite understand at the end, miss, but I knew at a glance like snow white she was lost in the forest with her beloved animals and met the dwarves. Then, she ate an apple which resulted in him having to sleep for a long time”.

After finishing, the researcher explained that the stories discussed by their friends were almost complete. Although, there are still parts that are missed and incomplete in the discussion. Finally, for the last 10 minutes the researcher gave directions for the next meeting and asked students to bring their respective texts and continue to study again at home and will be discussed at the next meeting because it is still not complete and clear and because the study time is over the researcher closes the lesson while motivating students.

Finally, some of students still pasive and did not interested in learning English when they were taught by sustained silent reading. Some of them seemed still hesitant to explain the sentences they understood and also less students gave attention on teaching process.

2. Second Meeting (January, Saturday 23th, 2021)

In the second meeting, teacher greeted the students when she entered the classroom. Then, she checked the students' attendance list. When the researcher began to teach in class, the students kept silent and gave attention, although the class rather crowded. After greeting and asking the students' preparation for the test, the researcher wanted to know whether there were students who were absent in the meeting and all students were present.

Then the researcher started to open the topic by saying, *good morning everyone! Are you ready to get excited about reading?* which was greeted by students, with a reply *"good morning, ready to miss"*. For the first preparation the researcher repeated the previous meeting by saying *"do we have a reading debt at the previous meeting?"* several students simultaneously answered *"yes miss"*. Then the researcher directs back to the students.

"Ok, I do not want to appoint who has to explain about the reading you have understood studying at home. However, I want you to appoint yourself to continue our previous material."

Besides that, it looks like some students are starting to dare to show themselves and continue the previous "Snow White" story material and they look

enthusiastic to continue it. Although some of them still seem hesitant and afraid to get their next turn. At this meeting, it was apparent that there was a difference in the enthusiasm for learning from the students who were getting used to reading and they were enthusiastic about continuing their learning.

Thus, after discussing for 10 minutes about the previous material, the researcher then explained to the students about the next meeting. Where, this meeting is different from the previous meeting which was conducted using the Sustained Silent method individually and with the same text and all the themes. At this next meeting, the researcher explained that students would be paired up by forming groups where each student consisted of two people in one group and also with different themes. The twelve themes applied in the second and subsequent meetings were about stories, Sangkuriang, Garlic And Shallots, Malin Kundang, Cucumber Gold, Lake Toba, Nyi Roro Kidul, Wolf And Lamb, Prambanan Temple, Lake Lau Kawar, Mountain Tangkuban Boat , Swamp Dizziness, Color Lake.

Moreover, at the second meeting for cycle I, the researcher asked students to focus on reading their respective texts and not paying attention to other people's texts. Where the activities include the following:

1. Students are asked to work together in reading the text with their respective groups.
2. students are asked to finish their reading in 20 minutes
3. After finishing reading, students are asked to determine the main idea in the text

4. students discuss their respective texts and understand the contents of the text.
5. students and teachers ask each other about their reading

In addition, the title of the theme given by the researcher is a folk tale originating from within the country. It was different from the previous meeting which was from abroad. Some students are very enthusiastic about their respective titles because they are very familiar with them and they have often heard of them. However, there were some groups who seemed confused by their title because some of them did not know anything about the story.

Then, the researcher asked the students to read seriously by using the Sustained Silent Reading method with a predetermined time. This is because the second meeting uses a group system, and there is very limited time for students to discuss their respective readings. So, the researcher decided, to discuss only 6 stories from 6 groups .

Meanwhile, for the next group, it will be discussed at the third meeting for cycle II, and an assessment of students' reading ability will also be carried out through practice choice questions given by the researcher. Finally, before closing the lesson, the researcher said:

“All right, since we have very limited time to discuss all topics, so at this meeting we will discuss the theme, Sangkuriang, Garlic And Shallots, Malin Kundang, Cucumber Gold, Lake Toba, Nyi Roro Kidul, while for the other 6 themes we will discuss at the next meeting. However, I still give this reading assignment to be continued and studied at home. So that you understand the contents of the reading text well and clearly with more time. and for what is not clear at this meeting, we will discuss it at

the next meeting. For that I end with "Wassalamualikum" enjoy and spirit to reading.

It can be said that the researcher applies the Sustained Silent Reading method on an ongoing basis, and it is not only done at school during class hours, but the researcher also asks students to re-read their reading at dormitory as their assignment which will then be discussed at the next meeting. The aim of the researcher to do this is to familiarize students with reading with the Sustained Silent Reading method so that it attracts their attention to be happy and enjoy reading.

3. Observation

Actually the students enjoyed during teaching learning process, but some of them did not pay attention what the researcher said. Furthermore, there were two or more students were just silent. They also could not absorb the material well. Some said they were afraid of the teacher and the lesson. Some of them thought that English was difficult.

The Researcher got information about reading learning activity through observation. She got the result of analysis by giving the explanation and translating the data. The explanation of the subject made the students felt understand what they heard. The suggestion from the teacher and the researcher also became their motivation in learning.

When the observation activity, the researcher not only worked alone in observing student activities but the researcher and collaborator, namely their own

class teacher participated in observing the actions and implementation at each meeting. The opinions of this research partner are as follows:

"I think the application of the Sustained Silent Reading method is very effective in helping students' reading skills, and I also see that they are getting very used to and liking reading activities when they apply this method. However, I prefer that the Sustained Silent Reading method is applied as a group and with different themes, because that way, students' reading creativity is better trained and they don't give the same answers as their friends because of one theme, so I think in the future it's better to just work in groups.

Based on observation list, the researcher decided to continue in cycle II by studying in groups and using the Sustained Silent Reading method on an ongoing basis so that it would familiarize students with student reading activities well. The following table is the result of observations during the application of sustained silent reading in cycle I

Observation item	Yes	No	Description
1. The Researcher provides direction on Sustained Silent Reading Method	✓		
2. The students listen to the teacher explanation about implementation of sustained silent reading method	✓		
3. The students are enthusiastic in reading		✓	

activity used sustained silent reading			
4. The students read and comprehend English text		✓	
5. The students enjoyed in reading text used sustained silent reading	✓		

Based on the observations of the English teacher, it can be seen that students listen well to the instructions for implementing sustained silent reading. they also understand the instructions given by the researcher when applying the sustained silent reading method. However, in the first cycle the students were still not very interested and understood well reading the text using the sustained silent reading method. some of them also still don't look serious when reading and there are still some who complain that reading English text is difficult. However, many of the students are more comfortable when reading using sustained silent reading than reading directly.

Moreover, in cycle I the application of the sustained silent reading method did not use many themes, because for the beginning of the research on the application of sustained silent reading, the researcher wanted to see the extent to which students' reading abilities were as well as students' problems or obstacles in reading English texts. Therefore, based on the results of observations, there are still many students who do not dare, and are afraid of being wrong in understanding their reading text. In addition, some students also did not look too serious in reading. However, according to the English teacher, the application of

sustained silent reading in cycle I was able to make students more comfortable in understanding and reading English texts. Then in the second cycle the collaborator asked the researchers to use steps for applying sustained silent reading that were different from the first cycle to see the development of students' abilities. The following are the results of the student's in cycle I:

Table 4.1
The Result of Cycle I

Students	Score	Passing Grade (KKM)
S1	70	No
S2	74	No
S3	73	No
S4	75	Yes
S5	77	Yes
S6	71	No
S7	65	No
S8	67	No
S9	60	No
S10	56	No
S11	61	No
S12	63	No
S13	70	No
S14	70	No
S15	58	No
S16	64	No
S17	73	No
S18	74	No
S19	66	No
S20	65	No
TOTAL	1217	

$$M = \frac{\sum x}{N} = \frac{1352}{20} = 67,6$$

d. Reflection

Based on observing and implementing of the cycle I the researcher need improvement as in explaining and socialyizing sustained silent reading to the

students. In addition, the students will give more attention and did not crowded when teaching learning activity. To see whether or not the action was successful, the researcher as a teacher who observed the process of the teaching and learning process in the classroom made reflection. The reflection focused on the analysis of the teaching and learning process and learning results. From the data got, only two students who passed criteria standard minimum with total mean 67,6. Based on the result, the researcher asked the teacher English to discuss together about the problem that the students most faced in the class and tried to find out the way out by changing the reading learning model used to improve the students' reading ability in order to the teaching learning process success in next cycle.

2. Cycle II

a. Planning

The planning at second cycle was almost the same as the first cycle. The description are below:

Cycle 2 was conducted on January, 25th and 30th, 2021. This cycle was revised from cycle I because in the last cycle the researcher had found weaknesses which made some of students they still do not really enjoy in reading activities which makes them still lacking in understanding of the meaning about text they read. So, it was needed to do the second cycle. The researcher hoped in cycle II, all students could be active and absorb the material well, and could increase the students' score in reading Here is the result of students' reading test in cycle I.

Like usual, the researcher asked the chief of this class to lead praying and then check the students' presented. Before the procedure was applied, the researcher recalled the material given last meeting and also gave them know the result of reading test. The researcher tried to give more understanding about the topic discussed. Not forget, he designed lesson plan. The researcher discuss togeteher with the english teacher to reach the problem solving of the students. The result of discussion is the researcher want to changing the learning model by grouping the students into group consists of two students and they must be answer the teacher's questions, so students give more attention and get the motivation for learning reading text. For the cycle II, the reseacher next to be continue about theme of Sangkuriang, Garlic And Shallots, Malin Kundang, Cucumber Gold, Lake Toba, Nyi Roro Kidul, Wolf And Lamb, Prambanan Temple, Lake Lau Kawar, Mountain Tangkuban Boat , Swamp Dizziness, Color Lake. In the last meeting of the cycle I, the researcher discussed 6 topic about Sangkuriang, Garlic And Shallots, Malin Kundang, Cucumber Gold, Lake Toba, Nyi Roro Kidul. There were some explanation steps of cycle II:

b. Action

The researcher did her classroom action research on January 25th and January 30th , 2021. Thus, she had two meeting in the second cycle. In this research, the researcher was the main character because she was not only as a researcher but also taught English during the research happened.

1. First Meeting (Monday, 25th,2021)

The researcher as the teacher came to class. The teacher greeted the students when she entered the classroom. Then, she checked the students' attendance list. When the researcher began to teach in class, the students kept silent and gave attention, although the class rather crowded.

For second cycle meeting, the researcher asked the students to return to the reading activity, only in the second cycle the researcher asked the students to discuss with the group. For the third meeting in cycle II the researcher asked the students to continue their reading on the topic that the researcher had given in the previous meeting:

“have you finished your respective readings at home? and today we will discuss about the next topic that we have not discussed at the previous meeting, namely about Wolf And Lamb, Prambanan Temple, Lake Lau Kawar, Mountain Tangkuban Boat , Swamp Dizziness, Color Lake. Before it , because you have read the text at home, then I will give you only 10 minutes to repeat each of your readings

Furthermore, for the third meeting in cycle II, the researcher only gave 10 minutes for students to repeat their reading which was then discussed with their friends. for the next step the researcher gave direction for each student to read the text in front of the class for each group. Where, one of them took turns reading about the text and then translating it. There are several groups who are very active and understand the content of the story well.

After all of group discussed their reading activity. Then, this is done in turns until everyone has a turn. From the meeting the researchers began to see an

increase in students' reading with very good intonation, even some of them had good fluency, although some of them still made mistakes when mentioning difficult words. however, as far as this research is going, the Sustained Silent Reading Method clearly helps students in developing their reading habits. Even when at the end of the discussion the researchers asked whether *it was difficult to read the English text?*, they simultaneously answered “ *no, but it was very pleasant*”.

Finally, after everything was finished the researcher took back all the reading texts in each group, then exchanged the texts for each different group. In other words, at the next meeting, the researcher will discuss 12 same themes, but already raised for each groups.

2. Second Meeting (Saturday, 30th 2021)

Moreover, in the last meeting the researcher still asking students to work together with their groups, but at this last meeting the researchers invited their respective group friends back, then they started reading short texts with the theme Sangkuriang, Garlic And Shallots, Malin Kundang, Cucumber Gold, Lake Toba, Nyi Roro Kidul, Wolf And Lamb, Prambanan Temple, Lake Lau Kawar, Mountain Tangkuban Boat , Swamp Dizziness, Color Lake. where each of them has memorized the steps of reading through Sustained Silent Reading method. It was seen that almost all students enjoyed their reading process and also they began to be very trained in understanding sentences and words in the texts they read because they often trained themselves through short reading texts distributed by researchers.

For the last meeting the researcher saw that the students' reading ability was increasing, moreover they were starting to fluently read English texts with fluency that was quite good for their level. Meanwhile, researchers also see a very rapid development. This can be seen from each group being able to retell the text they read using their understanding, as follows:

“The story of Lake Lau Kawar takes place in Tanah Karo, precisely in North Sumatra, where in ancient times the villagers worked as farmers. At that time, their harvests were twice as high as before because their barns were full of crops, Long story short, the community intends to make a celebration as a sign of their gratitude by cooking delicious dishes. That day arrived, all came and gathered at the place to celebrate the party, so there was one old man who could not gather, and he was left at home hungry, then the daughter-in-law and her son sent food for the grandmother which was delivered by her grandson, but her grandson ate the food and only the rest was given to the grandmother, then the grandmother was very sad and prayed to God with water, the eye then a terrible earthquake occurred so that the village turned into a large crater and flooded with water, which is called Lake Lau Kawar.

Based on the explanation above, it is very visible that students are starting to hone their reading skills by getting used to training themselves to read English texts. Then, all groups did the same when asked to read and present their readings. In the second cycle, the last meeting, it was clear that the rapid development of students in reading skills through the application of the Sustained Silent Reading method

c. Observation

In cycle II, the researcher saw that the students enjoyed with teaching and learning process which taught by the teacher. They had fun with the sustained silent reading and the material. So, they could absorb the material easily and they were not shy anymore to express their idea or opinion to their friends although they had some mistakes. They had a great motivation to learn the material well. But, there were some of the students still making noise when the learning process. The following are the results of observations in cycle II

Observation item	Yes	No	Description
1. The Researcher provides direction on Sustained Silent Reading Method	✓		
2. The students listen to the teacher explanation about implementation of sustained silent reading method	✓		
3. The students are enthusiastic in reading activity used sustained silent reading	✓		
4. The students read and comprehend English text	✓		
5. The students enjoyed in reading text used sustained	✓		

silent reading			
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Based on the observation, the researcher looked at the observation points designed by the researcher according to the results of the learning process in the classroom in Cycle II. The students were prepared and clear manner in reading by using sustained silent reading because their work with their friends.

In addition, during the observation process the researcher saw that the students were very enthusiastic in participating in the learning process because the teacher's teaching was very relaxed and fun to make students feel enthusiastic in reading activity by implementation sustained silent reading. Then, the teacher seemed to really understand the character of the students, making the classroom atmosphere very familiar. When finished explaining the material, the teacher provides the opportunity for students to read the text they are studying and understand the contents of the text then ask students to retell the text they understand based on their understanding, besides that during the reading process students seem to used sustained silent reading method. Therefore, after the learning process is complete, the researcher gives feedback to students about their learning and motivates students before the learning process ends so that students look very happy in the learning process.

Then in cycle II, the researcher see the development was much more increased than in cycle I, where the students were more enthusiastic and they also started to be confident in developing their reading skills through the application of collaboration with their friends using the sustained silent reading method. The

application of cycle II, it has begun to be seen that there are no students who are afraid of making mistakes in reading the text and explaining their understanding of the text they read. Therefore, the application of sustained silent reading in pairs and with varying themes for each group and also by getting students to read English texts is much more helpful for students in developing their reading ability.

The following are the results of the student's of cycle II:

Table 4.2
The Result of Cycle II

Students	Score	Passing Grade (KKM)
S1	76	Yes
S2	77	Yes
S3	81	Yes
S4	90	Yes
S5	84	Yes
S6	88	Yes
S7	89	Yes
S8	86	Yes
S9	77	Yes
S10	76	Yes
S11	78	Yes
S12	80	Yes
S13	81	Yes
S14	88	Yes
S15	78	Yes
S16	80	Yes
S17	76	Yes
S18	91	Yes
S19	80	Yes
S20	86	Yes
TOTAL		

$$M = \frac{\sum x}{N} = \frac{1642}{20} = 82,1$$

d. Reflection

This reflecting was focused on the students' reading ability that has improved by using sustained silent reading. The improvement could be identified from the achievement of the criteria of success. The students were actively involved during the teaching and learning process. This could be seen from the students' participation in every part of this technique. Based on the result of oral test and the observation, there were all of students graduated passed criteria standard minimum with mean score was 82,1 the students could interest the reading using sustained silent reading. It also shows the students are more active and interesting in learning, so they can memorize easily what the subject matter, only need to give motivations. According to the student's opinions, where the teacher used sustained silent reading with the picture technique in teaching or test, the students would pay attention and focus to teaching English. The teaching learning process could run well because the researcher as the English teacher had been able to solve some obstacles both from the students and the researcher as the English teacher.

B. Discussion

Based on the two cycles' result above, the data showed that by applying sustained silent reading. Then, students' reading skill could improve and influence students' motivation. Based on the theory of Smith he said that reading is one of the four language skills is important to be learned and mastered by each individual. By reading, you can interact with your feelings and thoughts, get

information, and increase knowledge. Furthermore, Jim Trelease stated that Sustained Silent Reading is a complex intellectual process that compresses two major abilities, namely, mastery, meaning, and the ability to think about verbal concepts in Sustained Silent Reading occurs concurrently a two-way attention in the mind of the reader.

Based on the data of research in cycle I and cycle II it can be seen that students more improving in reading ability through sustained silent reading and their more trained in honing students' vocabulary understanding and also makes students more creative in reading texts by developing their imagination when understanding the meaning of the texts they read.

By observation in the preliminary study, the researcher found that the main problems of reading were lack of variety of techniques used by the teacher during the teaching and learning process and students' motivation. By learning from those problems, the researcher implemented sustained silent reading in cycle 1 and she prepared all materials needed well. As result, the students were interested in joining every step of this technique and could be active but there were two or more students just keep silent and joked with their friend

Finally, using sustained silent reading could improve not only the student's reading mastery but also their participation in the class. It can be seen from observation form, pre test and test result. So, in cycle 2, the researcher satisfied with the result, because student's reading mastery were increase after taught by using sustained silent reading and student's interest was more in reading English. The effective procedure in teaching reading of the third year student of

MTs Raudhatun Najjah using sustained silent reading was succeed. The conclusion implementation of sustained silent reading improve reading ability for the third grade of MTs Raudatun Najjah was succesfull.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the conclusion can be drawn as follow; the implementation of Sustained Silent Reading in teaching reading can improve students' reading ability. Because from the result of preliminary research, cycle I and cycle II students were improve for reading ability. It can be seen in the cycle I students think reading English texts is difficult and many of them are less interested in reading English texts. When asked to read directly students often look confused and scared. In addition, in cycle the researcher found that students has not improve in learning reading using sustained silent reading with mean score 67,6 and only two students who passed criteria standard minimum . However, after the application of the sustained silent reading in cycle II, students began to have a reading habit from before. Then, in the second cycle, there were differences in the reading ability of students who were getting excited and accustomed to English texts, apart from the application of sustained silent reading, they also read in pairs with their friends while discussing, in cycle II the researcher see the development of students' reading ability was very improved with mean score 82,1. It can be said that implementation of sustained silent reading can improve students' reading ability.

B. Suggestion

Based on the result of this research, the researcher proposed suggestion as:

1. For the Teacher
 - a. To improve students' reading comprehension, the teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading narrative text.
 - b. Considering the method, the researcher suggests the English teacher can apply Sustained Silent Reading as one of the ways in teaching reading because it can help students in comprehending the text easier. Thus, the students are free to select the materials or topic of the text by their own interest. It can make the reading activity enjoyable for students.
2. For Students
 - a. The students should study hard to prove that they are able read better.
 - b. The students should learn and be more seriously in learning English in order to develop and increase their reading ability.
 - c. The students also should have motivation to learn English in order to move their English ability.
3. For Further Research

The researcher applied Sustained Silent Reading Method to increase students' reading ability on descriptive text. Further, other

researchers should conduct this method on the different aspect or components of English.

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**RESEARCH DOCUMENTATION IN IMPLEMENTATION OF
SUSTAINED SILENT READING IN CYCLE I**



The researcher distributed the reading text and asked the students to read by applying sustained silent reading



Students read and understand the text seriously through the application of sustained silent reading

**RESEARCH DOCUMENTATION IN IMPLEMENTATION OF
SUSTAINED SILENT READING IN CYCLE II**



Students with collaborate reading using sustained silent reading



Students cooperate with each other in understanding the text

Students post-test result

Students	Score	Passing Grade (KKM)
S1	60	No
S2	63	No
S3	70	No
S4	75	Yes
S5	78	Yes
S6	79	Yes
S7	64	No
S8	71	No
S9	72	No
S10	73	No
S11	75	Yes
S12	79	Yes
S13	68	No
S14	70	No
S15	74	No
TOTAL	1.071	

$$\bar{M} = \frac{\sum x}{N} = \frac{10.71}{15} = 71,4$$

Table 4.4

The Criteria of Students' Writing in Post-test

No	Total Score	Grade	Number of Student
1	91 – 100	Excellent	-
2	81 – 90	Very Good	-
3	71 – 80	Good	9
4	61 – 70	Fair	5
5	51 – 60	Poor	1
6	41 – 50	Very Poor	-
Total			15

ANGKET SISWA

Tentang Penerapan Sustained Silent Reading

- Petunjuk** :
1. Isilah identitas anada sebelum menjawab pertanyaan-pertanyaan angket yang telah disediakan
 2. jawablah pertanyaan dibawah ini dengan keadaan yang sebenarnya terjadi.
 3. Tuliskan jawaban anda di kolom jawaban yang telah di sediakan.
 4. Jawaban anda tidak berpengaruh terhadap nilai mata pelajaran bahasa inggris
 5. Jawaban anda dijamin kerahasiannya.

Nama : Anisa Fadillah

Kelas : IX-C

No.	Pertanyaan	jawaban
1.	Apakah anda suka pembelajaran bahasa inggris? Mengapa?	saya suka pembelajaran bahasa inggris, tapi kadang jadi tidak suka karena ada beberapa materi yang sulit untuk saya pahami
2.	Adakah anda mempunyai	Tentu ada, karena bahasa inggris

	kesulitan dalam memahami dan membaca teks bahasa inggris?	akan mudah dipelajari kalau kita paham kosa- katanya dengan baik dan benar, tetapi untuk memahami kosa kata tersebut butuh waktu yang lama.
3.	Bagaimana dengan membaca teks bahasa inggris menggunakan sustained silent reading?	Saya sangat suka ketika membaca dengan model yang ibu bawa, karena kita gk perlu membaca langsung dang k malu kalau ketika membaca ada kosa kata yang salah atau salah pengucapan, selain itu juga kita diberi waktu untuk memahami bacaan yang kita baca. Jadi lebih percaya diri aja waktu membaca
4.	Adakah perubahan pemahaman membaca teks bahasa inggris dengan penerapan sustained silent reading?	Ada, tadinya saya kurang suka membaca teks bahasa inggris karena menurut saya membaca teks bahasa inggris itu sulit dan butuh waktu yang lama untuk memahaminya, tetapi sekarang saya jadi lebih tertarik ketika membaca teks di sekolah ataupun di asrama jadi lebih terbiasakalu melihat dan membaca teks bahasa inggris.
5.	bagaimana pendapat anda tentang membaca dengan metode sustained silent reading?	Menurut saya bagus, karena membaca kan sebenarnya gk harus secara langsung dan bersuara, sepertinya membaca dalam hati jadi lebih cepat untuk memahami dan

		lebih fokus
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ANGKET GURU

Tentang Penerapan Sustained Silent Reading

Petunjuk

1. Isilah identitas anada sebelum menjawab pertanyaan-pertanyaan angket yang telah disediakan
1. jawablah pertanyaan dibawah ini dengan keadaan yang sebenarnya terjadi.
2. Tuliskan jawaban anda di kolom jawaban yang telah di sediakan.
3. Jawaban anda dijamin kerahasiannya.

Nama :

Kelas :

No.	Pertanyaan	jawaban
1.	Apakah ibu sebelumnya pernah menerapkan metode sustained silent reading?	Sebelumnya saya tidak pernah memberika metode sustained silent reading kepada siswa secara spesifik dengan langkah- langkah yang anda terapkan. Tetapi, kalu untuk meminta siswa membaca dalam hati untuk memahami teks

		itu pernah saya lakukan.
2.	Bagaimana dengan kemampuan membaca teks bahasa inggris siswa?	Selama saya mengajar bahasa inggris, kemampuan membaca siswa beda- beda. Tetapi, memang banyak diantara siswa saya yang sering sekali mengeluh dan banyak alasan ketika diminta untuk membaca. Tetapi, diantara mereka juga terdapat beberapa siswa yang mempunyai pronounciation yang baik ketika membaca dalam bahasa inggris
3.	Menurut ibu setelah penerapan metode sustained silent reading, adakah perkembangan kemampuan membaca siswa ?	Tentu saja ada, saya rasa saya melihat siswa jauh lebih fokus, dan mereka lebih percaya diri ketika memberikan gagasan ide mereka tentang tema yang mereka baca dan yang saya lihat siswa menjadi lebih terbiasa untuk membaca bacaan teks bahasa inggris.
4.	Apakah metode sustained silent reading ini dapat dikatakan berhasil meningkatkan kemampuan membaca siswa?	Menurut saya dapat. Dikarenakan, terlihat perkembangan yang sangat pesat dari siswa nya ketika membaca, dan mereka lebih rajin untuk melatih kosa-kata mereka. Dan saya juga akan meneruskan penerapan sustained silent reading untuk terus melatih kebiasaan membaca siswa

5.	Adakah kekurangan dari penerapan metode sustained silent reading?	Menurut saya kekurangan dari metode ini kalau kita tidak memperhatikan dan menerapkan langkah-langkah nya dengan baik siswa bisa saja tidak membaca dan hanya diam memperhatikan teks tersebut.
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Sangkuriang

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog.

Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her.

When they were discussing their wedding plans. The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son. She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with

flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Garlic and Shallots

Bawang Putih (garlic) lived with her stepmother and her stepsister, Bawang Merah (shallot). Bawang Putih's mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, Bawang Putih's life so sad. Her stepmother and her step sister treated Bawang Putih badly and always asked her to do all the house hold chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the riverside to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift.

The old woman had two pumpkins, one pumpkin was small and the other one was bigger. Bawang Putih had to choose one. Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her stepmother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor.

Suddenly they all were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the stepmother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the

old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin.

The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. “Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn’t like that. We have to apologize to Bawang Putih,” said Bawang Merah. Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

Malin Kundang

Once upon a time, in a seaside village in Padang, West Sumatra lived a widow called Mande Rubayah with her only son, Malin Kundang. Mande Rubayah loved her son so much, which turned Malin Kundang a spoiled child “Mother, this is a once in a lifetime opportunity for me. Not every year a ship this large docks here. I want to take this opportunity to change our fate, please let me go,” Malin pleaded his mother. With a sad heart, Mande finally accepted his plea. “Please be back soon, my child. I will be waiting for you here,” Mande cried. Days by days passed slowly while waiting for Malin. She prayed every single day for Malin to go home safely. To every ship’s crews and captains, she asked for Malin’s whereabouts and did not get a single answer nor message for her.

Many years full of waiting passed and Mande Rubayah grew older and weaker, while she heard the news from a ship captain nearby that Malin married to a noble and rich woman from a big city. “Mande, do you know that your son is now married to a beautiful woman, a daughter of a very rich noble,” said the captain. “Malin, my son. Please go home soon, I am already old and weak. Please be home soon,” his mother prayed every single day to meet her long-awaited son.

Months later, another large ship docked near the village. It was the most luxurious and beautiful ship Mande had ever seen. A pair of rich couples walked off the ship with lustrous and gold-embroidered attires. Mande immediately recognized the couple, rushed through the crowds, and hugged the rich man in the lustrous attire. Malin, my son. You’re back!” Mande broke her tears happily and relieved. “Why didn’t you send me a message? I miss you, my child”. Unexpectedly, Malin jolted and pushed Mande away from him. His wife also looked down on Mande without any respect. Malin’s wife spat and shouted at Malin and Mande, “Is this rumpold old woman your mother? Why would you lie to me, Malin? You said that your mother is also a noblewoman like me?” Hearing

that, Malin became furious and pushed his mother to fall to the sand, “You mad woman! I am not your son!” he snapped at his mother.

Mande Rubayah sunk in disbelief and hugged Malin’s feet. “Malin, oh Malin! I’ve been waiting for you this long. Why would you do this to me, your mother?” Full of anger, Malin kicked his mother away, “You are not my mother. You are ugly, poor, and dirty,” yelled Malin.

Mande cried brokenheartedly. She felt weak, sad, and desperate while Malin and his wife turned their backs and walked away to their ship. The ship sailed away and the crowds left Mande alone by the shore. Mande cried and prayed, “Oh, God. If he was not my son, I will forgive his actions to me. But if he is Malin Kundang, I ask you for your righteousness!” Immediately, the sky turned dark and the wind blew violently. The rain fell upon the earth with a destructive storm. The storm shook Malin’s ship, furious thunders hit the ship unforgivingly and blazed it into pieces. The next morning, shipwrecks shored near the village with a kneeling man-shaped stone between the debris. This stone was believed as the cursed form of Malin Kundang, kneeling for forgiveness from his mother until today.

Golden cucumber

Long time ago, lived an old woman named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed to God to give her a child. "Oh My God, I'm sure You will give me a child. I always try to be patient waiting it. If You do not give me a child, who will take care of me on someday? So, please answer my prayer. Amin."

One night, when she was praying, a giant named Buto Ijo, passed her house and heard her prayer. "Ha ha ha ha... Mbok Sirni. Ha ha ha... I will give what do you want. I can give you a child but on one condition. You must give the child back to me when it is six years old." "Are you sure, Buto Ijo?". Mbok Sirni was so happy, she did not think about the risk of losing the child later and agreed to take the giant's offer. Buto Ijo then gave her a bunch of cucumber seeds. "Plant it around your house." "Thank you so much, Buto Ijo. Thank you".

Buto Ijo then left without saying anything else. In the morning, Mbok Sirni planted the seeds. The seeds grew within several days, and blossomed plentifully. Not longer after that, a big golden cucumber grew from plants. In a hurry, Mbok Sirni plucked the golden cucumber and carried it home carefully. "Ouhh... The cucumber is very heavy. Emm, where? Where is the knife? Aah, this is. (She sliced the cucumber slowly and carefully). Oh My God, this is a beautiful baby girl. You are so funny. Thanks God. I'll give you a special name. Because you were born from Golden Cucumber. Emm... Timun Emas! Yes, you are Timun Emas. I love you so much."

Years passed by and Timun Emas had grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. "What should I do if Buto Ijo take Timun Emas back? I don't want it happen." One night, Mbok Sirni had a dream. The next morning, Mbok Sirni told Timun Emas about her dream.

“Timun Emas, last night, I had a dream. In order to save you from Buto Ijo, I had to meet the holy man who lived in Mount Gundul.” said Mbok Sirni. “What? How can you go there, Mother? It’s hard and dangerous work. However, I want to save from Buto Ijo. Do you mind if we do the message of the dream. I hope we are surely meet the holyman who will help us.” Timun Emas replied.

Then, Mbok Sirni took leave of Timun Emas to go to Mount Gundul. There, they saw the holy man, and then they approached him. “Oh, you are exactly Timun Emas. Come in. Your mother has certainly told you of her dream. So, please receive my gift. There are four little bags, each of them containing cucumber seeds, needles, salt, and shrimp paste. You can use these to protect yourself,” said the holy man.

“Thank you so much, Sir. I will use it well.” Timun Emas replied. A few days later, Buto Ijo came to see Mbok Sirni about her promise. “Hahaha... Mbok Sirni! Where is Timun Emas? Now I will take her back. Hahaha...” shouted Buto Ijo. In a worried, Mbok Sirni said. “My daughter, take these bags with you. It can save you from the giant. Now, run through the back door,” said Mbok Sirni. But Buto Ijo saw Timun Emas running to the woods. “Where will you go, Timun Emas! Don’t flee!” said Buto Ijo full of anger. Starved and enraged, he rushed toward Timun Emas. “Buto Ijo, please don’t chase her. Please!” said Mbok Sirni. “Step aside, Mbok Sirni! You can’t block me away to chase Timun Emas. Go!”

Buto Ijo was getting closer and closer, so Timun Emas opened the first bag. Inside the bag there were cucumber seeds. She threw the seeds, and instantly they grew into a large cucumber field. But the giant ate them all, giving him more strength. “Hahaha... Hmm... Cucumbers. They see so fresh and yummy. Ah, delicious. Hey! Timun Emas, wait! I’ll catch you!” As Buto Ijo was getting closer, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into sharp and thorny bamboo trees. Buto Ijo’s body was scratched and bled. “Aaargh, damn you! I’ll get you, Timun Emas!” shouted Buto Ijo as he tried to get himself out from the bamboo field. He made it and still chased Timun Emas.

Timun Emas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. Buto Ijo almost drown and had to swim to cross the sea. After some time, he managed to get out from the water. Timun Emas saw the giant coming, so she reached for the last bag. She took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. Buto Ijo was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, “Help! Heeeeelp...!” Then Buto Ijo drown and died. Timun Mas then immediately went home. “Mother! Nice to see you again!” said Timun Emas happily. “My daughter, are you okay? I’m very happy you can back home safely.” “Yes, Mother. Buto Ijo was died. He will not disturb us again forever.” Since then, Timun Emas and Mbok Sirni live happily ever after.

Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Nyai roro kidul

Palabuhan Ratu means “the bay of the Queen”, originating from an urban legend which is centred around **Nyai Loro Kidul**, an Indonesian goddess or Queen of the Southern Sea (Indian Ocean). Nyai Roro Kidul spirit has many different names, which reflect the diverse stories of her origin in different sagas, legends, myths and traditional folklore. She is often illustrated as a mermaid with a tail or with lower body parts of a fish. This mythical creature is claimed to have powers that can take the soul of anyone she wished for. According to local popular beliefs around coastal villages on Southern Java, the **Queen** often claimed lives of fishermen or visitors that bathe on the beach, usually preferring handsome young men.

The role of Nyai Loro Kidul as a Javanese Spirit-Queen became a popular motif in traditional Javanese folklore and palace mythologies, as well as being tied in with the beauty of Sundanese and Javanese princesses. Another aspect of her mythology was her ability to change shape several times a day. Nyai Loro Kidul - in a significant amount of the folklore that surrounds her – is in control of the violent waves of the Indian Ocean from her dwelling place in the heart of the ocean. Sometimes she is referred to as one of the spiritual queens or wives of the Susuhunan of Solo or Surakarta and the Sultan of Yogyakarta.

Another pervasive part of folklore surrounding her is her preference for the colour of aqua green, *gadhung m'lathi* in Javanese and she is often described to wear clothes or *selendang* (silky sashes) in this colour. There is a local belief that wearing a green garment in these areas will anger her and will bring misfortune on the wearer, as green is her sacred colour. Javanese and Sundanese studies suggest that the myth of the Queen of Java's Southern Seas originated from older prehistoric animistic beliefs in the pre-Hindu-Buddhist female deity of the Southern Ocean. The fierce waves of the Indian Ocean on southern Java's

coasts, its storms and sometimes tsunamis, probably had raised in the locals awe and fear of natural power, and locals attributed it to the spiritual realm of deities and demons that inhabit the southern seas ruled by their queen, a female deity, later identified as "Queen Kidul". The 16th century Javanese legends connects the Queen of Southern Seas as the protector and spiritual consort of the kings of Mataram Sultanate, who named the Kanjeng Ratu Kidul as their bride.

Wolf and lamb

A hungry wolf was once drinking water at a stream. He caught sight of a lamb drinking water far down. He wanted to eat it up. He ran up to it and said very angrily, "Why are you making the water muddy? Don't you see that I am drinking it?"

The poor little lamb began to tremble and said, "Please, sir, the water is flowing from you to me. So I am not at all making it dirty for you." "But why did you call me names last year?" thundered the wolf. "You are mistaken, sir," replied the lamb. "I was not even born last year." "Then it must have been your elder brother. And you must now suffer for his folly." So saying he jumped upon the unfortunate lamb and tore it into pieces.

Prambanan temple

Once upon a time, there was a beautiful Javanese princess named Rara Jonggrang. Rara Jonggrang was a beauty lady and very famous in the land. She was the daughter of Prabu Baka, the evil king. One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Besides, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang.

Lake lau kawar

Once upon a time, there was a very fertile land in Karo, North Sumatra. It was known as the village of Kawar. The people are mostly farmers, and the land does not produce a wonderful harvest. It is said that one day harvest doubled compared with the previous year. Barns were very full of rice. For this reason, people agreed to hold a celebration party. On a beautiful day, all the villagers gathered in the field. They wore beautiful dresses and make delicious food. Everyone had a good time. They sing, laugh, and of course, eating delicious food.

All the villagers were attending a party except an old woman who was paralyzed. His son, daughter in law, and grandchildren all went to a party. The old woman lying on her own bed. "I really want to be at the party, but I can not even stand on my feet," sobbed the old woman. She could only see the merry party from a distance. Lunch time came and all the people at the party gathered around a table for a meal that was prepared. All of them enjoyed the foods with pleasure. Contrary to what was happening in the party, starving old woman at home. She didn't eat even a bite since morning. "My Goodness, I'm very hungry. Why would any of my family didn't come to bring me something to eat?" Her breathy with shivering with hunger. She forced herself out of bed and find something to eat in the kitchen, but there is nothing. Her daughter in law did not cook that day, knowing that the food will be prepared at the party. Poor old woman went back to bed. He was very disappointed and sad that the tears fell. She cried for her poor life.

At the party, the boy asked his wife, "Why do not you take some food from the party and give it to my mother. Ask our child to deliver it." "All right," the woman said as she hurriedly packed the food for the mother. After that, she asked his son to take food home to her as her husband had said earlier, "My son, please take this food to your grandmother." The old woman very happy for

the food. Finally, she got something to eat. But the happiness turned into sadness when she viewed find only leftovers. It only had a little rice and there are only a few bones of beef and lamb is almost no meat to eat. "What is this !? Do they think I'm an animal? Why did they give me leftovers and bones!" She moaned angrily. Mother stored full roast beef into the package in fact. However, the grandchildren eat the food on the way to his grandmother who only remaining bone. The old woman didn't know anything about this, that she thought her son and daughter in law do it on purpose. She felt very disappointed and humiliated that she did hardly hold her tears fall. She then prayed to God to curse both the son and his daughter in law. "Oh my God, they sinned against me. I beg you to punish them!" Said the woman in her prayer.

Suddenly, there was a very strong earthquake, is not even a minute when she had finished her prayer. The sky turned dark and cloudy, and there was a big storm followed by heavy rain. All the villagers were very afraid. They want to save themselves. They tried to find shelter. the village was drowned in a short time and there was not even one survivor. The drowned village turned into a big crater and waterlogged. People around later call Lau Kavar Lake.