ABSTRACT

Hendrawan, Yasyfa' Apriliani. 2019: The Effectiveness of Teaching Reading by Using Sustained Silent Reading(SSR) Strategy in Developing Students' Reading Comprehension. (An Experimental Study of 8th Grade of Islamic Junior High School Husnul Khotimah Tasikmalaya in Academic Year 2019/2020). A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Gunung Djati Islamic State University.

Reading is one of the language skills. Reading is an activity to understand the text readings to obtain information from the text we read. At the time of reading, usually in reading texts we read, it contains the implied meaning (hidden meanings) and expression (meaning it is written). There are several strategies that can be used to teach reading. One of them is Sustained Silent Reading (SSR) strategy. This research attempts to know: 1) the result of student's score in reading comprehension before using Sustained Silent Reading (SSR) strategy, 2) the result of student's score in reading comprehension after using Sustained Silent Reading (SSR) strategy, and 3) the significant difference between the student's score in reading comprehension before and after using the Sustained Silent Reading (SSR) strategy.

This research used an experimental method. The population of this research is students at the 8th grade of Islamic Junior High School Husnul Khotimah, Tasikmalaya. There were 50 students selected as the research samples. The populations used as sample of this research are two classes of VIII A and VIII C. The sample was divided into two classes, experimental class taught by using SSR strategy and control class taught by using conventional method. Data were collected by using written test; pretest and posttest. The purpose of the test is to know the effectiveness of Sustained Silent Reading (SSR) strategy to improve students' reading comprehension ability. The instruments used in this research were reading comprehension pretest and posttest. The form of pretest and posttest used are 20 multiple choice questions.

From the data analysis, this study shows the differences of the students' result in teaching reading of both of the classes. It could be seen in the result of the mean in pretest for experimental class is about 54.80 and after they got the treatments, the result of posttest increased to 80.00. It is different with the control class. The mean is 53.40 and after teaching reading activity the score is 66.40. It means there is the effectiveness of SSR strategy on teaching reading activity to improve the students' reading comprehension. Then, testing hypothesis showed that t_{count} is 9.293 while t_{table} 1.677. It indicates that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected because the t_{count} is higher than the t_{table}. In addition, the N-gain data of the experimental class is 0,64 (medium).

From the result of the research, it is known that there is a significant effect on students' reading comprehension by using Sustained Silent Reading (SSR) strategy. Therefore, it shows that Sustained Silent Reading (SSR) strategy can be considered as one of the effective strategies in teaching reading comprehension.

Keyword: reading comprehension, narrative text, *Sustained Silent Reading.*