

TEACHING READING BY USING SUSTAINED SILENT READING (SSR) STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS

Putriayu Permatasari¹, Zainuddin Amir.²

English Department

FBS State University of Padang

email: putriayupermatasari91@yahoo.com

Abstrak

Membaca adalah salah satu keterampilan yang paling mendasar bagi semua siswa di tingkat Sekolah Menengah Atas. Siswa diharapkan memiliki pemahaman yang baik terhadap teks yang mereka baca. Namun pada kenyataannya, siswa yang mempelajari bahasa Inggris tetap menghadapi kesulitan di dalam memahami teks. Hal ini bisa dilihat dari kurang tertariknya siswa dalam proses membaca, terbatasnya kemampuan mereka dalam mengetahui kosa kata bahasa Inggris, serta kurang menariknya strategi yang digunakan oleh guru di dalam proses pembelajaran. Untuk mencapai pemahaman yang baik dalam membaca dibutuhkan proses yang baik. Makalah ini bertujuan untuk menjelaskan tentang bagaimana penerapan *Sustained Silent Reading (SSR) Strategy* dalam proses pembelajaran membaca. Dalam *Sustained Silent Reading (SSR)*, ada proses *preview*, dimana siswa membaca setiap kalimat pertama dalam setiap paragraf, *predict what comes next*, *read the whole text silently*, dan *discussion*. Dengan penerapan strategi ini siswa diharapkan mampu memahami informasi di dalam teks yang telah dibacanya dengan lebih baik.

Key Words: *Reading, Sustained Silent Reading (SSR)*

A. Introduction

Reading is one of basic language skills that should be mastered by the students. This is because reading is useful to get information, knowledge and values. Reading is a process of getting idea and information from a written source. Many people believe that reading is the most effective way to get information from a text clearly. By reading, people can get the information in a text and make meaning from it.

Kustaryo (1988:2) states that reading is the meaningful interpretation of written or printed verbal symbol. It means that reading is the translating meanings from the printed symbol or written text to a meaningful idea and information. He also says that reading is an activity where the readers try to look at and understand something which is written or printed.

According to Harmer (2003:70) reading is an active process that goes on between the reader and the text. It means while reading a text, the reader try to

¹ Student of English Language Teaching Program of FBS UNP graduated on September 2014

² Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

understand what a writer means. Reading text also provides opportunities to study language, vocabulary, grammar, function and the students' way to construct sentences, paragraph and the text. In other words, reading is the process to get information and vocabulary from the text.

In addition, many foreign language and second language students often have reading for the numbers of goals. According to Nation (2008), the purpose of reading are to search for information, reading to learn, reading for fun, reading to integrate information, reading to critique text, and reading to write. So, before reading the text, the students should decide first whether they need to find general information and read for pleasure. If they do these before reading the text, they will be an effective and efficient reader.

In teaching reading to Senior High School students in Indonesia, the teacher uses the curriculum of KTSP as a guideline. Based on *KTSP 2006*, there are 12 kinds of monolog text genres that should be mastered by a senior high school level student. They are recount, narrative, procedure, descriptive, report, spoof, review, news item, hortatory exposition, analytical exposition, discussion and explanation. According to *Permendiknas no.23 tahun 2006, Standar Kompetensi* in English learning for senior high school students is the students should be able to comprehend the meaning of 12 kinds of monolog text either formally or informally in daily life. It means that the students understand the meaning, generic structures, and language features of the text. In fact, the students do not reach the basic competence of reading based on the curriculum. They cannot comprehend and understand the texts well. They have many difficulties in understanding the conclusion from the text. There are some reasons that make the students face have problems in reading.

First, the lack of interest in reading. One of the reasons is material. The material that mostly used by the teacher in the classroom have been familiar with the students, for example Cinderella The second is the lack of vocabularies related to the topic of the text that will be read. The next one is teaching strategy or method used by the teacher is not appropriate for influencing the learners' achievement in reading. The teacher commonly uses the conventional strategy. As a result, the student cannot comprehend the text that their teacher serves while the teaching learning process continues. The teacher has to develop a good strategy that makes students understand what they read. They also have to find a proper strategy that can be applied. The strategy is Sustained Silent Reading (SSR) strategy.

According to Tubach (2010:39) Sustained Silent Reading (SSR) is silent reading activities in which the teacher sets aside a short period of time each day for silent reading. It means, in reading activity we need time to understand what we are going to read without spend much of time. On the other words, the Sustained Silent Reading (SSR) Strategy is a process to get information from the printed materials without spends much of time.

Then, Peter (2011:118) also states that Sustained Silent Reading (SSR) is a specific period of classroom time set aside each day for students and teachers to read materials of their personal choice. It means that, the Sustained Silent Reading

(SSR) Strategy is one of the activities to increase students' concentration and then students only focused on the text or printed materials.

In addition, there are some advantages of using Sustained Silent Reading (SSR) Strategy in teaching reading. First, students become active and competitive to get the message from the text. Second, students will enjoy reading the text by using this strategy, and then students are trying hard to be better and faster than others. Finally, students will be motivated to get information from the text they read.

So, it can be concluded that the Sustained Silent Reading (SSR) Strategy is not only one of an assessment and activator of prior knowledge, but also this strategy can be learned through studying rules and make it a living activity, rather than a one-time review. Therefore, Sustained Silent Reading (SSR) Strategy really helps in any efforts to improve students' reading skill.

B. Discussion

The implementation of teaching reading by using *Sustained Silent Reading* (SSR) strategy for senior high school students as follow:

1. Teacher's Preparation

Preparation is very important for the teacher in teaching reading process. Before coming into the classroom, a teacher should plan everything to avoid uncontrolled situation in the classroom and unsatisfying result of teaching and learning process. First is teaching materials. A teacher should prepare and select the reading materials. Second is media. A teacher also needs to prepare the media. There are many types of the media such as picture or photo, laptop (PowerPoint), and real things.

2. Teaching Procedure

a. Pre- teaching activity

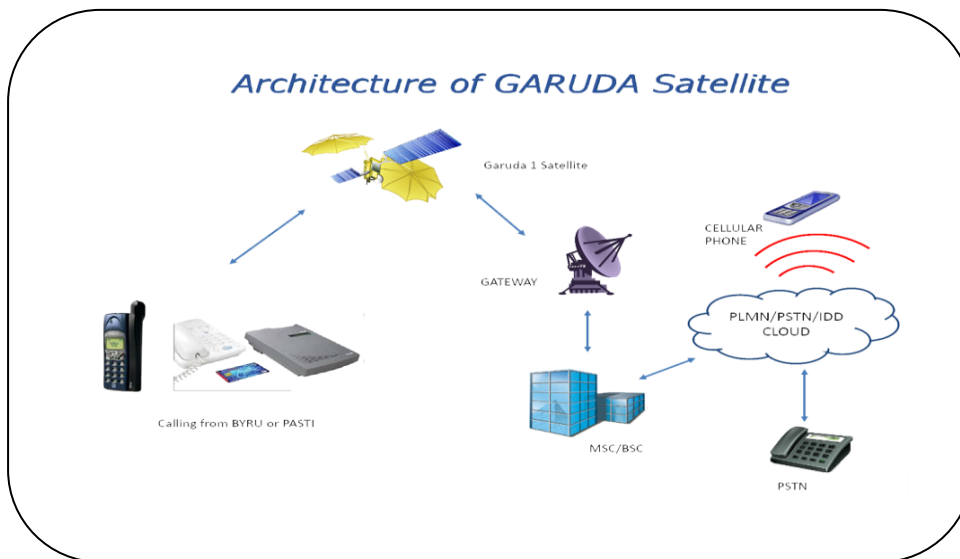
There are some activities in pre-teaching activities in teaching reading descriptive text, such as: the teacher says greeting to the students, leads the students to pray together, checks the students' attendance list, reviews the lesson by asking some questions, motivates students to capture their attention and their interest before introducing the new concept of learning material and tells the goal of learning descriptive text to students.

b. Whilst- teaching activity

There are three stages in this activity. They are exploration, elaboration, and confirmation. Story Mapping strategy is applied in this activity.

- Exploration

In this stage, the teacher starts the lesson by showing a picture of Communication Satellite to the students.



Before showing the picture, the teacher asks the students to pay attention because the teacher will ask some questions related to the picture. After showing the picture, the teacher tries to activate the students' prior knowledge by asking several questions, such as, "What do you see in the picture? Have you ever seen it before? What is its function? Can you describe how does it look like?" After the students answer the questions, the teacher tells the students that are going to read a text related to the picture above. Before that, the teacher explains new vocabularies that students need to know to help them comprehend the text.

- **Elaboration**

In this stage, the teacher writes the title of the text on the whiteboard. Then, she or he asks what the students want to know based on the title such as: What are the names satellites for communication? What is the function of communication satellites? What communication devices need satellites? Then, the teacher applies the first procedure in Sustained Silent Reading Strategy called preview. In preview, the teacher distributes uncompleted text that contains only the first sentence of each paragraph to the students.

COMMUNICATION SATELLITES

Communication satellites are artificial satellites places into orbits around the earth to facilitate communication on earth.

On earth, the major earth stations that communicate with these satellites typically comprise of antennae about 30m (100 ft) in diameter, a receiver that is cooled to 14 K in order to reduce its notice ; and a radio transmitter with a power output in the range of several hundred to several thousand watts to send the signals to the satellite.

The global Intelsat system now carries the major portion of the world's long-distance international telecommunications traffic.

(Adapted from Grollier Electronic Publishing, Inc. Copyright 2011)

COMMUNICATION SATELLITES

Communication satellites are artificial satellites placed into orbits around the earth to facilitate communication on earth. There are platforms that use radio receivers and their antennae to receive signal from the earth stations, and amplify and pass the signals to a transmitter and antennae, with sufficient power to reach earth. Such a satellite also requires solar cells to supply power to the amplifiers (about 500 watts in Intelsat IV), fuel to periodically adjust the satellites position to offset force caused by the sun and the moon ; and attitude control equipment to keep the satellite antennae pointed properly at the earth, using either the sun, the edge of the earth, or a radio beacon on Earth as a reference points. Telemetry encoders and transmitters measure voltages, currents, temperatures and other parameters describing the condition of the satellite and transmit this information to earth.

On earth, the major earth stations that communicate with these satellites typically comprise of antennae about 30m (100 ft) in diameter, a receiver that is cooled to 14 K in order to reduce its noise ; and a radio transmitter with a power output in the range of several hundred to several thousand watts to send the signals to the satellite. Smaller earth stations are also used, but on a more restricted basis because of their greater demands on satellite capacity.

The global Intelsat system now carries the major portion of the world's long-distance international telecommunications traffic.

(Adapted from Grollier Electronic Publishing, Inc. Copyright 2011)

This activity should be controlled and monitored by the teacher. Teacher gives time for the students to get the point and information in the text. The next activity is discussion. The students are expected to share what they read with their friend.

- **Confirmation**

In this stage, the teacher gives explanation about information in the text to the students, and asks if the students have problems in comprehending the text. Then, the teacher gives some of questions related to the text. The questions are:

- 1) What is the topic of the text?
- 2) What is the main idea of paragraph 1?
- 3) What are the components of communication satellite?
- 4) What is the function of amplify in communication satellite?
- 5) How long is the diameter of communication satellite antennae?

The teacher tells students that they have to answer the questions above in 15 minutes. It means the teacher has to make clear when the students have to start and when they have to stop doing the exercise. Before doing the activity, the teacher tells the students that there will be a reward for the best student who finishes the activity first and get a good mark. After the time is up, the teacher discusses the answer with the students. In the discussion, the teacher discusses all of the questions. Then teacher points out phrases or sentences in the text that support the answer.

c. Post-teaching activities

The teacher and the students make conclusion of the text and what they have learned. The teacher explains about homework that the students need to do and suggests them to read the other text outside of class and it will be better if they also read other texts every day at home with wide range of topics. Then, the teacher dismisses the class.

C. Conclusion and Suggestions

Conclusion

There are some problems occur in teaching reading at Senior High School. To solve that problems, it is needed an appropriate strategy. One of the appropriate strategies that can be used to teach reading for developing students' reading comprehension is Sustained Silent Reading (SSR) Strategy. Sustained Silent Reading (SSR) Strategy is silent reading activities in which the teacher sets aside a short period of time each day for silent reading. It means, in implementing Sustained Silent Reading (SSR) Strategy, the students will not need much of time to understand the text that they are going to read. Moreover, this strategy focuses on the process of reading the text itself. Therefore, Sustained Silent Reading (SSR) Strategy should be applied to Senior High School students. By using Sustained Silent Reading (SSR) Strategy in teaching reading, it can help the students to practice and improve their concentration. This strategy is also appropriate for developing their understanding about the text and being a good reader.

Suggestion

In this paper, the writer suggests to the teacher to provide the students with the story that may be new for them, so it will increase their knowledge about reading materials. They are not only familiar with a few famous stories such as Cinderella and Snow White, but also others interesting stories. On the other hands, in this paper, the story mapping strategy focuses on the generic structure of

narrative text in teaching reading, so it is also suggested for the teacher to apply this strategy to comprehend the whole text, such as the main idea, supporting details and other aspects in reading.

Note : This article is compiled based on the writer's paper with her advisor Drs. Zainuddin Amir, M.Pd

References

- Depdiknas. 2006. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Pusat Kurikulum Balitbang Depdikans.
- Gunderson, Lee. 2009. *ESL (ELL) Literacy Instruction : A Guidebook to Theory and Practice*. New York: Routledge.
- Harmer, Jeremy. 2003. *How to Teach English*. London: Longman.
- Krashen, Lindsey & Pilgreen, D. 2000. *Teaching English as a Second or Foreign Language*. London: Thomson Learning.
- Kustaryo, Sukirah. 1988. *Reading Technique for College Students*. Jakarta: P21 PTK.
- Morgan, Denise. N. 2009. *Independent Reading : Practical Strategies for Grades K-3*. New York: Guilford Publication, Inc.
- Nation, I. S. P. 2008. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nunan, David. 2005. *Practical English Language Teaching*. New York: Mcgrow Hills.
- Sari, Leni Mulyana. 2008. *Reading Purpose and Reading Comprehension*. Retrieved from : <http://lenimulyanasari.blogspot.com/2008/06/reading-purpose-and-reading.html>. On November 7, 2012.
- Seyler, Dorothy.U. 2004. *The Reading Context*. New Jersey: Pearson Education, Inc.
- Standar Proses Permendiknas No. 41 tahun 2007*.
<http://wildanrahmatullah.com/2012/05/30/permendiknas-no-41-tahun-2007-standar-proses/>. Retrieved on September 15, 2013.
- Tubach, Greg. 2010. *Generalist EC-6*. Hoboken: Wiley Publishing, Inc.
- Westwood, Peter. 2011. *Commonsense Methods for Children with Special Education Needs*. Oxon: Routledge.