

The Influences of Silent Reading Strategy Toward Students Reading Comprehension at SMAN 15 Muaro Jambi

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ABSTRACT

This research aims to find out whether there is any influence of silent reading strategy on students' reading comprehension SMAN 15 Muaro Jambi. This research used a quantitative design with a quasi-experimental approach, including a quantitatively accepted pre-test and post-test. This research used total sampling namely population and sample of 34 people 17 students of Class XI A were selected as the control class and 17 students of Class XI B were selected as the experimental class. The technique of collecting data is by multiple choice questions in this research, the data analysis technique used the t-test (independent sample T-test) on the SPSS for Windows version 25 program. The results of this research indicate that Students' reading comprehension in text taught using the silent reading strategy post-test the average count (mean) is 71.18 that value higher than the class using reading aloud to comprehend a narrative text in English subject namely the post-test average count (mean) is 62.06. and from data Analysis by Independent sample T Test t-count is 3.221 with the value t-table (2.369) by its result then H_0 is rejected and H_a is accepted. The result of this study showed that there is an influence on the use of the Silent Reading Strategy towards students' reading comprehension, and also it can be concluded that this silent reading strategy can applied in class besides that it helps a teacher increase Students' reading comprehension in a text.

Keywords: *Reading comprehension, silent reading*

INTRODUCTION

English is the most widely spoken language in the world and one of the foreign languages most studied in schools in Indonesia. To master English, students must master four skills, one of which is reading. Reading is an action or cognitive process that seeks out various types of written information, so reading is a deliberate process that helps someone understand what they read. Therefore, reading is an activity that requires understanding symbols, signs, or meaningful writing so that readers can understand the message conveyed by the author.

Reading comprehension is an essential skill for students of all ages, from elementary school to college. Furthermore, reading plays a fundamental role in the functioning of individuals in today's society and has a significant impact on student's future success. (Lustyantie & Kasan, 2021). The purpose of reading is to understand the main idea of the text, article, or paragraph, as well as understand the content of the story in the text. Apart from that, reading can also provide

Based on observations conducted by researchers at SMAN 15 Muaro Jambi, writer found problems in comprehending reading texts,

namely some students can read the text well but tend to have difficulty answering the questions given by the teacher. The most common cause was a lack of reading comprehension. During the observation, the writer saw that the reading-learning strategy in the class used a reading-aloud strategy, where students were required to read aloud or use their voices. This strategy is certainly effective for the pronunciation of vocabulary but there is a weakness, namely reduced concentration due to the voices of other readers.

Thus, the impact is that there are still students who get scores below <68 or do not complete. In learning reading comprehension, the challenge faced by students is understanding texts, especially in English, Therefore, improving reading skills is very crucial and allows students to understand and master a text. The English text is not easy to understand but by suitable strategy of course it Minimize student's difficulties in understanding a text. There are several strategies for reading, and one of them is using Silent Reading Strategies. According to Tarigan (in Suriaman, 2016) which states silent reading is a way or technique of reading without sound, This reading technique focuses more on understanding the reading content.

REVIEW OF RELATED LITERATURE

The Concept of Reading

Linse (2005) defines reading as a set of abilities that involves understanding and achieving goals from words. Deciphering (sounding out) printed words and understanding the content of the reading is necessary for reading. Reading is a cognitive process or action that looks for different types of information found in written forms. This shows that reading namely a deliberate process to help someone comprehend the content of the reading. Hence, Reading is an activity that focuses on understanding symbols or writing that have meaning, so that the reader can well receive the message conveyed by the author. (Dalman, 2014), Thus More than just observing the shapes of characters, literary works, rows of words, sentences, paragraphs, or texts are included in reading.

Reading helps us comprehend and gain knowledge about an extensive variety of subjects. Nurhadi (1987) mentions that there are purposes of reading in general namely, 1) Gathering information, 2) understanding, and 3) achieving satisfaction. According to Fajar Rachmawati (2008), there are 7 if we read something as follows: 1. Increase intelligence. 2. Gain useful knowledge. 3. Open your mind and broaden your views. 4. Enrich vocabulary. 5. Be aware of various global events. 6. Strengthens confidence. 7. Get entertainment.

Three-Step Teaching Reading Process

1. Pre-reading

pre-reading is to support pupils improve their understanding of reading material. This is done by asking pre-reading questions that stimulate students' thinking, relate their context to the text to be read, review main points, and set goals for their reading.

2. Whilst reading

The while-reading phase aimed to assist pupils develop skills in extracting information from reading. Pupils were neet to use bottom-up processes, examining words, phrases, and sentences in the texts to verify their predictions and understand the specifics of the text.

3. Post-reading

Post-reading is to assist pupils in consolidating the information they gain from

learning. This allows pupils to not only analysis or review the text, but also internalize information from the text into their personal experiences. (Williams in Banditvilai 2020)

Reading Comprehension

Amin & Wahyudi (2022) state that Understanding of the text is increased by reading comprehension, which involves the ability to understand a written text by combining previous or general knowledge with the information contained in the text. Reading comprehension namely influenced by three main factors. First, the reader's capacity to master the language structure in the text. Second, the reader's ability to exercise metacognitive control over reading content, including the ability to monitor and reflect on their understanding while reading. The third factor, which is the most crucial is having a sufficient background to the content and vocabulary contained in the text. (Karen Tankersley. 2003).

Reading comprehension has some purpose, (Grabe & Stoller in Sari. 2020) namely:

1. to find information that is easy to understand,
2. to do a quick reading,
3. occurs in academic and expert settings,
4. to combine information, write, and also critique texts.

The Components Reading Comprehension

(King and Stanley in Juita, 2013) state that Reading comprehension is divided into some components: 1.) Finding factual information involves scanning specific details in the text. The questions about it are often organized for pupils and often use WH question words such as why, what, how, when, and so on, the answers to which could be found in the text. 2.) Finding main ideas When reading need to pay attention to the organizational structure of each section of the text. The paragraph is designed so that it includes the main idea, it often found in the first sentence of the paragraph. The following paragraphs serve to support and develop the main idea. A topic sentence is a sentence that usually contains this main idea, reflecting a whole thought and often explaining the writer's reasons and goals as well as the message wants to deliver to the student.

Readers could progress their capability to

translate foreign words by relating the meaning of these words to the context and topic of the text 3.) Guessing vocabulary in context It means students can improve their capacity to guess foreign vocabulary by meaning that relating of this vocabulary to the context and topic of the text being read. 4.) Identifying references Reference vocabulary are generally short and also uses pronouns like "he", "she", "that", etc. The ability to recognize and identify these referenced words helps readers understand the text better. Reference words can refer to things that have been mentioned previously or that will be discussed later in the text. 5.) Inferences To recognize inferences, readers need the reading ability to read sentences and between the lines.

The Definition of Silent Reading

Silent reading namely a form of independent reading activity, where students have special time to read texts of their own choice in silence without being interrupted by any other activities other than reading (Gardiner, 2005). Furthermore, silent reading is a reading process carried out silently to enhance comprehension. (Ilzamudin Ma'mur, 2006). According to Tarigan (2008) Silent reading is a technique of reading without vocalizing. This type of reading emphasizes comprehension of the content.

From the various definitions provided earlier, the researcher concludes that silent reading is the act of reading without vocalizing the text aloud or making any sound. There are several reasons to use silent reading: 1.) Research indicates that struggling readers typically read fewer than ten pages of text per day. 2.) Silent reading enhances both reading achievement and attitudes toward reading. 3.) Students with strong reading skills tend to see improvements in their writing skills. 4.) Silent reading enriches background knowledge, facilitating connections and understanding of new content. 5. Much of the reading material in schools is assigned. Silent reading allows students to choose and read materials of their interest. 6. Silent reading encourages students to spend more time reading independently outside of school.

According to Elvi Susanti (2014), there are some benefits of extensive reading namely: a.) Understand general reading objects in a short

time. b.) Avoid boredom c.) The time required is relatively faster. d.) Know other people's impressions of a work briefly e.) Readers master the content of the text. f.) Having a stronger memory associated with the content of the text is possible. g.) As well as knowing and understanding the author's ideas.

Processes of Silent Reading

Silent reading has a process and there are two processes namely: 1) The initial instructional step involves informing students about the vocal or subvocal manifestations they engage in during silent reading sessions. They need to be aware of the speech strategies they employ while reading silently. 2) Step two involves setting a goal to practice vocalization or subvocalization at a higher level. If students are found to read aloud visibly, they should practice moving their lips without making any sounds. If they are already moving their lips silently, they should practice reading without moving their lips at all, relying entirely on internal speech. (Elfrieda H. And D. Ray, 2014)

According to Supriyadi in Suriaman (2016) The process of teaching silent reading can take place as follows: 1.) The teacher explains vocabulary or sentences which is thought to be difficult for students to understand. 2.) The teacher instructs the students to read quietly, ensuring they remain seated calmly and maintain a positive demeanor. The distance between the reading and the eyes is +25 cm. Try not to move your lips or pronounce the reading slowly. Those things will damage students' concentration in understanding the reading. 3.) After finishing their reading, the teacher directs the students to close their books and then either poses questions about the reading or requests a summary of its content. 4.) The reading is reopened to correct students' answers, which can be done collectively.

METHODOLOGY

Creswell (2014) defines quantitative research as research that works with numbers, whose data is in the form of numbers (scores or values, rankings or frequencies). Quantitative research carries out its research in a systematic, controlled, empirical, and critical manner regarding the hypothesis of assumed relationships among natural phenomena.

The quasi-experimental design is treatment and outcome-oriented, where data is obtained from pretest and posttest to evaluate the influence of silent reading strategies on reading comprehension. In this study design, the researcher used two classes. The silent reading strategy used in reading learning (Experiment class) and reading aloud used in the control class

In this research use second grade SMAN 15 Muaro Jambi. The total population from eighth grade is 34 learners. There are two classes in the second grade. The researcher designated the experimental class (Class B) and the control class (Class A). This study utilized total sampling, which means the number of samples equals the population size.

In this research, the author gave two tests to students, namely a pretest and a post-test. The pretest is given before the treatment in class, while the post-test is given after the treatment is finished. Before the post-test, the author will apply the silent reading strategy in the experimental class and explain silent reading. In contrast, for the control class, the reading-aloud strategy is used which is usually applied by teachers in schools. For The test, the researcher gave questions in the form of 20 multiple choices. The test material is the topic that has been studied. Both classes have the same questions.

FINDINGS AND DISCUSSIONS

Table 1

Result Score of Pre-Test Experiment and Control Class

| TEST | N | MEAN | MAX | MIN |
|---------------------|----|-------|-----|-----|
| Pre-test experiment | 17 | 53.82 | 75 | 37 |
| Pre-test Control | 17 | 54.41 | 70 | 35 |

According to the results in the table above there are 17 students in the pre-test experiment class, and their scores are around max 75 min 37, with a mean of 53.82. and the pre-test control group There were 17 students, the scores around max 70 min 35, with a mean of 54.82.

Table 2

Result Score of Post-test Experiment and Control Class

| TEST | N | MEAN | MAX | MIN |
|----------------------|----|-------|-----|-----|
| Post-test Experiment | 17 | 71.18 | 85 | 60 |
| Post-test Control | 17 | 62.06 | 75 | 50 |

From the data in the table above. The post-test experiment class had 17 students, with a maximum score of 90, and a minimum score of 37, and a mean score of 71.18,. In the post-test control class there are 17 students, with a max score of 75, a min score of 50 a mean score of 64.06,

Normality Test

Table 3

Tests of Normality

| | Class | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------|---------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Result | Pretest Experiment | .166 | 17 | .200* | .934 | 17 | .254 |
| | Posttest Experiment | .145 | 17 | .200* | .931 | 17 | .226 |
| | Pretest Control | .110 | 17 | .200* | .947 | 17 | .416 |
| | Posttest Control | .155 | 17 | .200* | .919 | 17 | .142 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data above, the researcher concludes that when the Kolmogorov-Smirnov and Wilk for normality test used the significant >0.05 . All of the data were given in experiment and control class normal contributed.

Homogeneity Test

Table 4

Result Students' Learning

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .019 | 1 | 32 | .891 |

From data the data above, the results of the homogeneity test showed that Based on the sig. 0,891, higher than 0,05, Based on the data provided, it can be inferred that the post-test results of both the experimental and control classes show Homogen.

Table 5.

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Result Equal Student's variances assumed | .019 | .891 | 3.221 | 32 | .003 | 9.118 | 2.831 | 3.352 | 14.883 |
| Equal variances not assumed | | | 3.221 | 31.995 | .003 | 9.118 | 2.831 | 3.352 | 14.884 |

Based on the table above, it can be concluded that data can know that the Tcount value (3.221) is higher than the Ttable value (2.369), which signifies the acceptance of the alternative hypothesis (Ha). That is, there is an influence on the use of the Silent Reading Strategy on students' reading comprehension at SMAN 15 Muaro Jambi.

To determine how the silent reading strategy influences the reading comprehension of class XI students at SMAN 15 Muaro Jambi. Researchers gave tests to Class XI A (control class) and treated by using reading aloud and then to Class XI B (experimental class) which treated teaching treatment with a silent reading strategy, before giving the test, The researcher implemented the treatment over several meeting after the conducted treatment, The researcher administered a test with consisting question of 20 multiple-choice based on narrative texts.

The final result of it score as a reference to see whether there are differences in students' ability to understand a text before and after implementing the silent reading strategy From data Table 5, it is known that the average (mean) of learning outcomes (post-test) in the experiment class by using the silent reading strategy was 71.18 Meanwhile, it is known that the average (mean) of learning outcomes (post-test) for the control class that used the reading-aloud strategy was 62.02. Thus, it can be concluded that the silent reading strategy in students' reading comprehension is higher than students' using reading aloud.

Based on the analysis data using the independent sample T-test, it was found that

the T-count is 3.221 and the T-table 2.369. The data show that the T-count value (3.221) higher than the T-table value (2.369) which signifies the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). That is, the result of the study shows that After conducting this research, it can be seen that there is any influence of using silent reading strategy towards students' reading comprehension at SMA N 15 Muaro Jambi.

CONCLUSIONS

Reading comprehension for Students in narrative text trained using the silent reading strategy post-test the average count (mean) is 71.18 that value higher than class using reading aloud to comprehend a narrative text in English subject namely posttest the average count (mean) is 62.06. and from data Analysis by Independent sample t-count is 3.221 with the value t-table (2.369) Ass it results the alternative hypothesis (Ha) is accepted and the rejection of the null hypothesis (Ho). The results of this study indicated that there is an influence on the use of the Silent Reading Strategy towards students' reading comprehension, and It can be concluded that this silent reading strategy can applied in class besides it helps a teacher increase Students' reading comprehension in a text.

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