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Effects of Sustained Silent Reading on Eighth-Grade Students' Reading Comprehension: A Quasi-Experimental Study

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ABSTRACT

This study aims to determine whether the Sustained Silent Reading (SSR) method is effective in improving the reading comprehension of grade VIII students at SMP Negeri 1 Banawa Tengah. This study used a quasi-experimental design with two groups: the experimental group (VIII D) and the control group (VIII A). Both groups were given a pre-test and a post-test of the same type, consisting of multiple-choice, true/false, and detail questions that focused on literal understanding of the narrative text. The experimental group received the SSR method for six sessions, while the control group learned using the conventional method. The results showed a significant improvement in students' reading comprehension after the implementation of SSR. The average pre-test score of the experimental group increased from 44.64 to 74.68 in the post-test, while the control group increased from 42.71 to 63.46. The results of the t-test analysis showed that *the t-counted* value (3.82) was greater than the t-table value (1.675) at the 0.05 significance level, indicating that the alternative hypothesis is accepted. Thus, the application of *the Sustained Silent Reading method* has proven effective in improving the reading comprehension of grade VIII students at SMP Negeri 1 Banawa Tengah.

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1. INTRODUCTION

One of the four language skills that a learner must acquire to be successful in language acquisition is reading. Reading is the process of deciphering written materials [1]. It is a multifaceted task that calls for both perception and reasoning. Reading is the process of pronouncing words and acquiring meanings from print materials, involving the analysis and organisation of complex skills, including lessons, thoughts, consideration, integration, and problem-solving, which result in clear information for readers [2].

Reading comprehension is an activity or process to obtain the meaning or message that has been conveyed by the author through words or writing [3]. Reading

comprehension is a process that involves several senses and is a thinking activity in understanding the meaning or message conveyed by the author to the reader.

In addition, reading has a specific purpose. The main purpose of every reader is to understand all the information contained in the reading text so that it can become a provision of knowledge (intellectual development) for the future of the reader himself [4]. Thus, understanding the content of reading is a very important factor in reading. Therefore, the researcher chose the SSR method because reading silently will help students concentrate on reading [5]. In addition, reading silently will help students understand each sentence without being distracted by time pressure or external distractions.

In implementing the Merdeka Curriculum, Anggreaena [6] stated that English Language Teaching for Junior High School Grade VIII is an English subject in Phase D. The Phase D English teaching program is implemented to facilitate learners in Grade VIII and encourage them to develop their skills from oral to written language. Teaching English for Junior High School Grade VIII (Phase D) provides opportunities for learners to develop their English language skills through six language skills: listening, speaking, reading, watching, writing, and presenting, integrated across various types of texts. The approach used in learning English for Junior High School Class VIII (Stage D) is a genre-based approach, which is genre-based learning or text types, in various modes, whether oral, written, visual, audio, or multimodal. This Grade VIII book focuses on recount, narrative, descriptive, and procedure texts.

According to the researcher's preliminary interview at SMP Negeri 1 Banawa Tengah, eighth-grade students struggle to learn English, particularly in reading. First of all, the majority of students struggle to comprehend English texts. Secondly, their limited vocabulary makes it difficult for them to understand the context. Ultimately, they do not understand the text's most crucial points. To improve students' reading comprehension, many strategies can be used, including Sustained Silent Reading (SSR). The Sustained Silent Reading method increases students' interest in reading by providing dedicated time for quiet reading. Therefore, the researcher introduced a strategy called SSR. This strategy is suitable for overcoming the problem. Gardiner [7] states that Sustained Silent Reading is a time during which a class, or in some cases an entire school, reads quietly together. During English class, students are free to select their own reading materials and read them at their own pace. Reading aloud without interruption does not require uttering every word. When reading silently, a reader says the words that come to mind. They are also taught time management skills while reading a text, and they are free to select books, magazines, and other materials of interest [8].

Based on the explanation above, the researcher believes that the SSR learning strategy can be an alternative for students in learning reading comprehension to achieve academic success later. The researcher also expects that students will be more confident in their abilities. Therefore, the researcher is interested in conducting a study entitled "The Use of Sustained Silent Reading (SSR) Method to Improve Reading Comprehension of the eighth-grade students of SMP Negeri 1 Banawa Tengah".

2. METHOD

In conducting this study, the researcher used the Sustained Silent Reading method. SSR, as a simple yet effective reading activity, never happens in a vacuum. Just providing children with a large amount of time to read various materials may not be enough. Instead, well-regulated procedures leading the activity are indispensable for its success. To effectively implement it, many researchers and teachers have suggested various guidelines for organising and managing their classrooms. For the first time, Cracken [9] developed feasible principles for the activity. They included the following six guidelines (pp. 521-522): (a) Each student must read silently, (b) the teacher reads, (c) each student selects books, (d) a timer is used, (e) there are absolutely no reports or records of any kind, and (f) begin with whole classes or larger groups of students.

In applying the SSR method, researchers used narrative texts as reading materials. Researchers used a reading duration of 10-15 minutes. In this study, researchers did not use dictionaries; if students had difficulty understanding difficult words, researchers would help interpret them. The role of teachers in this study was only to provide advice to researchers.

In conducting this research, the researcher uses a quasi-experimental design with two groups [10]. They are the experimental and control groups. Both groups will give pre-test and post-test. The treatment will use the Sustained Silent Reading (SSR) method [11]. After the treatment, both the experimental and control groups will be compared based on the pre-test and post-test results. In this research, the researcher will use a test as the instrument. The test will be given before and after the treatment, called pre-test and post-test [12].

The researcher will apply the cluster sampling technique to select samples for this research [13]. Several steps could be used: First, the researcher provides four sheets of paper and writes the names of the classes on them. Second, the researcher folds and shuffles the paper. Third, the researcher will take two papers and confirm the selected classes. Fourth, the researcher will make two papers again, with experimental and control groups, and have two students from the selected classes take them out to determine the experimental and control groups. In this study, the researcher will take class VIII D as the experimental group and VIII A as the control group.

In this research, the researcher will analyse the data by using simple statistical analysis [14]. First, the researcher will calculate students' individual scores on both the pre-test and post-test. After obtaining students' individual scores, the researcher will calculate the average score for each experimental and control group. After that, the researcher will calculate the sums of squares for each experimental and control group. And then the researcher calculates the t-counted value to determine whether the difference between the two groups is significant.

3. RESULTS AND DISCUSSION

In this chapter, researchers present and discuss the test results. The researcher gave a pre-test and post-test to the sample class to measure students' skills in understanding narrative text before and after treatment. Researchers presented and analysed data

collection through tests. The data will be analysed statistically to determine whether the SSR (Sustained Silent Reading) strategy improves students' reading comprehension.

3.1. Result

The researcher administered a pre-test to both the control and experimental groups.

Table 1. The Pre-test Result of the Experimental Group (VIII D)

No	Initials	Types of Test			Raw Score	Max. Score	Standard Score
		MC	Essay	T/F			
1	AD	5	8	6	19	38	50.00
2	ADU	5	10	6	21	38	55.26
3	AH	4	10	4	18	38	47.37
4	AN	3	11	6	20	38	52.63
5	AF	4	10	4	18	38	47.37
6	AZ	5	8	6	19	38	50.00
7	AR	5	9	4	18	38	47.37
8	CH	5	10	6	21	38	55.26
9	EL	4	11	6	21	38	55.26
10	IL	4	4	4	12	38	31.58
11	IAA	5	11	6	22	38	57.89
12	IS	2	8	6	16	38	42.11
13	MAF	4	6	6	16	38	42.11
14	MRN	4	8	6	18	38	47.37
15	MRF	3	4	4	11	38	28.95
16	MFI	4	8	6	18	38	47.37
17	MYS	5	8	4	17	38	44.74
18	NY	5	10	4	19	38	50.00
19	NFM	4	11	2	17	38	44.74
20	NA	5	10	4	19	38	50.00
21	NK	4	8	6	18	38	47.37
22	PS	6	11	6	23	38	60.53
23	RH	4	12	4	20	38	52.63
24	TU	6	10	6	22	38	57.89
25	UW	4	12	6	22	38	57.89
26	ZH	4	17	6	27	38	71.05
27	ZHA	6	12	4	22	38	57.89
28	FR	5	12	6	23	38	60.53
29	AN	4	12	4	20	38	52.63
TOTAL							1294.74

Based on the table above, the highest pre-test score in the experimental group was 71.05, and the lowest was 28.95. To determine which students passed, the researcher used a score of 70, the minimum passing score in this study. Overall, as seen in the table, only one student achieved the minimum passing standard in this study. This means students' reading comprehension on the pre-test was still low, as none of the students' scores met the passing standard.

Table 2. The Pre-test Result of the Control Group (VIII A)

No	Initials	Types of Test			Raw	Max.	Standard
		MC	Essay	T/F	Score	Score	Score
1	AF	2	5	4	11	38	28.95
2	AY	5	12	8	25	38	65.79
3	AL	0	10	6	16	38	42.11
4	AF	4	12	10	26	38	68.42
5	AN	2	2	0	4	38	10.53
6	AQ	5	11	0	16	38	42.11
7	DAG	4	10	6	20	38	52.63
8	DW	1	8	8	17	38	44.74
9	FI	1	5	10	16	38	42.11
10	FO	1	8	6	15	38	39.47
11	KAP	5	4	0	9	38	23.68
12	MR	6	12	4	22	38	57.89
13	MZ	2	5	4	11	38	28.95
14	MA	4	10	6	20	38	52.63
15	MZA	2	5	6	13	38	34.21
16	NAR	6	6	10	22	38	57.89
17	NSR	2	5	6	13	38	34.21
18	NH	5	5	6	16	38	42.11
19	NZ	2	5	0	7	38	18.42
20	PA	6	12	8	26	38	68.42
21	RA	4	5	4	13	38	34.21
22	SA	1	8	8	17	38	44.74
23	T	4	13	8	25	38	65.79
24	TA	5	6	6	17	38	44.74
25	Z	1	8	0	9	38	23.68
26	AD	2	8	6	16	38	42.11
TOTAL							1110.53

The table before shows that the highest score in the control group was 68.42 and the lowest was 10.53. From the table, it can be seen that students did not reach the minimum standard score in this research. This means that most students in the control group still have low reading comprehension.

After administering the treatment to the experimental group, the researcher administered a post-test to both the experimental and control groups.

Table 3. The Post-test Result of the Experimental Group (VIII D)

No	Initials	Types of Test			Raw	Max.	Standard
		MC	Essay	T/F	Score	Score	Score
1	AD	8	18	10	36	38	94.74
2	ADU	8	15	10	33	38	86.84
3	AH	7	18	8	33	38	86.84
4	AN	8	17	10	35	38	92.11
5	AF	7	15	8	30	38	78.95
6	AZ	8	16	8	32	38	84.21
7	AR	7	15	8	30	38	78.95
8	CH	7	15	10	32	38	84.21
9	EL	8	17	8	33	38	86.84
10	IL	6	15	8	29	38	76.32
11	IAA	7	15	8	30	38	78.95
12	IS	7	14	4	25	38	65.79
13	MAF	6	14	8	28	38	73.68
14	MRN	7	14	10	31	38	81.58
15	MRF	6	14	8	28	38	73.68

No	Initials	Types of Test			Raw	Max.	Standard
		MC	Essay	T/F	Score	Score	Score
16	MFI	6	14	6	26	38	68.42
17	MYS	6	16	10	32	38	84.21
18	NY	7	18	8	33	38	86.84
19	NFM	7	16	8	31	38	81.58
20	NA	8	15	8	31	38	81.58
21	NK	7	18	8	33	38	86.84
22	PS	8	17	10	35	38	92.11
23	RH	7	16	8	31	38	81.58
24	TU	8	18	10	36	38	94.74
25	UW	8	17	8	33	38	86.84
26	ZH	8	19	10	37	38	97.37
27	ZHA	8	17	8	33	38	86.84
28	FR	8	18	10	36	38	94.74
29	AN	8	20	10	38	38	100.00
TOTAL							2165.79

Table 3 shows that the highest post-test score in the experimental group was 100.00, and the lowest score was 65.79. Based on the minimum standard score in this research, 27 students passed the test, while the others did not. Looking at the data, most students achieved the minimum passing standard score of 70.

Table 4. The Post-test Result of the Control Group (VIII A)

No	Initials	Types of Test			Raw	Max.	Standard
		MC	Essay	T/F	Score	Score	Score
1	AF	3	10	6	19	38	50,00
2	AY	6	14	8	28	38	73,68
3	AL	5	12	6	23	38	60,53
4	AF	8	14	6	28	38	73,68
5	AN	5	10	4	19	38	50,00
6	AQ	5	11	6	22	38	57,89
7	DAG	5	10	8	23	38	60,53
8	DW	2	13	6	21	38	55,26
9	FI	6	12	8	26	38	68,42
10	FO	5	12	4	21	38	55,26
11	KAP	5	12	6	23	38	60,53
12	MR	6	12	8	26	38	68,42
13	MZ	3	10	6	19	38	50,00
14	MA	5	13	8	26	38	68,42
15	MZA	3	10	6	19	38	50,00
16	NAR	6	14	6	26	38	68,42
17	NSR	6	15	6	27	38	71,05
18	NH	5	14	8	27	38	71,05
19	NZ	5	13	8	26	38	68,42
20	PA	7	15	8	30	38	78,95
21	RA	5	14	8	27	38	71,05
22	SA	1	15	6	22	38	57,89
23	T	6	15	8	29	38	76,32
24	TA	6	11	4	21	38	55,26
25	Z	5	14	6	25	38	65,79
26	AD	4	14	6	24	38	63,16
TOTAL							1650,00

Table 4 shows that the highest score of the control group was 78.95, and the lowest score was 50.00. Based on the minimum passing standard score in this research, seven students passed the test. The other students' scores did not meet the passing standard.

After calculating the pre-test and post-test scores of students in the experimental and control groups, the researcher continued analysing the students' data by calculating the deviations and the squares of the students' deviations.

Table 5. Deviation and Square Deviation of the Experimental Group (VIII D)

No	Initials	Pre-Test	Post-test	Deviation	Squared Deviation
1	AD	50,00	94,74	44,74	2001,39
2	ADU	55,26	86,84	31,58	997,23
3	AH	47,37	86,84	39,47	1558,17
4	AN	52,63	92,11	39,47	1558,17
5	AF	47,37	78,95	31,58	997,23
6	AZ	50,00	84,21	34,21	1170,36
7	AR	47,37	78,95	31,58	997,23
8	CH	55,26	84,21	28,95	837,95
9	EL	55,26	86,84	31,58	997,23
10	IL	31,58	76,32	44,74	2001,39
11	IAA	57,89	78,95	21,05	443,21
12	IS	42,11	65,79	23,68	560,94
13	MAF	42,11	73,68	31,58	997,23
14	MRN	47,37	81,58	34,21	1170,36
15	MRF	28,95	73,68	44,74	2001,39
16	MFI	47,37	68,42	21,05	443,21
17	MYS	44,74	84,21	39,47	1558,17
18	NY	50,00	86,84	36,84	1357,34
19	NFM	44,74	81,58	36,84	1357,34
20	NA	50,00	81,58	31,58	997,23
21	NK	47,37	86,84	39,47	1558,17
22	PS	60,53	92,11	31,58	997,23
23	RH	52,63	81,58	28,95	837,95
24	TU	57,89	94,74	36,84	1357,34
25	UW	57,89	86,84	28,95	837,95
26	ZH	71,05	97,37	26,32	692,52
27	ZHA	57,89	86,84	28,95	837,95
28	FR	60,53	94,74	34,21	1170,36
29	AN	52,63	100,00	47,37	2243,77
		Total		871.05	34536.01

Table 6. Deviation and Square Deviation of the Control Group (VIII A)

No	Initials	Pre-Test	Post-test	Deviation	Squared Deviation
1	AF	28,95	50,00	21,05	443,21
2	AY	65,79	73,68	7,89	62,33
3	AL	42,11	60,53	18,42	339,34
4	AF	68,42	73,68	5,26	27,70
5	AN	10,53	50,00	39,47	1558,17
6	AQ	42,11	57,89	15,79	249,31
7	DAG	52,63	60,53	7,89	62,33
8	DW	44,74	55,26	10,53	110,80
9	FI	42,11	68,42	26,32	692,52
10	FO	39,47	55,26	15,79	249,31
11	KAP	23,68	60,53	36,84	1357,34
12	MR	57,89	68,42	10,53	110,80
13	MZ	28,95	50,00	21,05	443,21
14	MA	52,63	68,42	15,79	249,31
15	MZA	34,21	50,00	15,79	249,31
16	NAR	57,89	68,42	10,53	110,80
17	NSR	34,21	71,05	36,84	1357,34
18	NH	42,11	71,05	28,95	837,95
19	NZ	18,42	68,42	50,00	2500,00
20	PA	68,42	78,95	10,53	110,80
21	RA	34,21	71,05	36,84	1357,34
22	SA	44,74	57,89	13,16	173,13
23	T	65,79	76,32	10,53	110,80
24	TA	44,74	55,26	10,53	110,80
25	Z	23,68	65,79	42,11	1772,85
26	AD	42,11	63,16	21,05	443,21
Total				539.47	15090.03

Based on tables 3.5 and 3.6 above, the mean deviation of the pre-test and post-test in the experimental and control groups was calculated using the formula from Ali and Bhaskar [15] as follows:

a. The formula of the experimental group

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{871.05}{29}$$

Mx = 30.03

b. The formula of the control group

$$My = \frac{\sum y}{N}$$

$$My = \frac{539.47}{26}$$

My = 20.74

After obtaining the mean deviation scores for the pre-test and post-test scores in the experimental and control groups, the researcher calculated the sum of squared deviations.

a. The formula of the experimental group

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

$$\sum x^2 = 34536.01 - \frac{(871.05)^2}{29}$$

$$\sum x^2 = 34536.01 - \frac{(758728.10)}{29}$$
$$\sum x^2 = 34536.01 - 26163.03$$
$$\sum x^2 = 8372.98$$

b. The formula of the control group

$$\sum y^2 = \sum y^2 - \frac{(\sum X)^2}{N}$$
$$\sum y^2 = 15090.03 - \frac{(539.47)^2}{26}$$
$$\sum y^2 = 15090.03 - \frac{(291027.88)}{26}$$
$$\sum y^2 = 15090.03 - 11193.37$$
$$\sum y^2 = 3896.66$$

After obtaining the sums of squared deviations for the experimental and control groups, the researcher calculated the t-value to determine whether the difference was significant in both groups.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$
$$t = \frac{30.03 - 20.74}{\sqrt{\left(\frac{8372.98 + 3896.66}{29 + 26 - 2}\right)\left(\frac{1}{29}\right) + \left(\frac{1}{26}\right)}}$$
$$t = \frac{9.29}{\sqrt{\left(\frac{4476.32}{53}\right)\left(\frac{55}{754}\right)}}$$
$$t = \frac{9.29}{\sqrt{(844.58)\ (0.07)}}$$
$$t = \frac{9.29}{\sqrt{5.91}}$$
$$t = \frac{9.29}{2.43}$$
$$t = 3.82$$

From the calculation results, the t-count for this research is 3.82. After that, the t-counted value is compared with the t-table value using a hypothesis test.

3.2. Testing Hypothesis

To determine whether the hypothesis is accepted, the researcher conducts a hypothesis test based on the data. The criteria for hypothesis testing are that the t-counted value is higher than the t-table value. This was also used to determine whether the SSR strategy was effective in improving grade 8 students' reading comprehension at SMP

Negeri 1 Banawa Tengah. To determine the significant difference between the two groups, the researcher used the significance level with 53 degrees of freedom (df) obtained from summing the number of research samples, then minus two (Nx+Ny-2), as shown below:

Experimental group (Nx) = 29
Control group (Ny) = 26
Degree of freedom (df) = Nx + Ny – 2
= 29 + 26 – 2
= 53 (between 40-60)

Because the df value (53) with a significance level of 0.05 is not listed in the table, the researcher used the interpolation Formula of Gujarati and Porter [16]. *Basic Econometrics* (3rd ed.). New York: McGraw-Hill, to find out the t-table value as follows:

$$I = \frac{a}{b} x\ c$$

Where:

I = interpolation
a = subtraction of d.f and lowest d.f.
b = subtraction of the highest d.f. and lowest d.f.
c = subtraction of t_{min} and t_{max}

Level of significance = 0.05

$$I = \frac{a}{b} x\ c$$

$$I = \frac{53 - 40}{60 - 40} x\ 1.684 - 1.671$$

$$I = \frac{13}{20} x\ 0.013$$

$$I = 0.00845$$

$$d.f. = lowest\ d.f. - I$$

$d.f.$ = 1.684 - 0.00845

$d.f.$ = 1.675

The results of the data analysis show that the t-value is 1.675. Thus, when the t-counted value (3.82) is compared with the t-table value (1.675), it is known that the t-counted value is higher. That is, the hypothesis is accepted; in other words, the SSR strategy is effective in improving the reading comprehension of grade 8 students at SMP Negeri 1 Banawa Tengah.

3.3. Discussion

The findings of this research indicate that the Sustained Silent Reading (SSR) method significantly improved the reading comprehension of grade VIII students at SMP Negeri 1 Banawa Tengah. This is evidenced by the higher post-test mean score in the

experimental group compared to the control group, as well as by the t-test result, which showed that the t-count (3.82) exceeded the t-table (1.675).

There are certain challenges that students in the class experience, such as not enjoying reading texts throughout the learning process because they do not understand and are poorly motivated to read narrative texts. Furthermore, noisy classrooms owing to uncontrolled students' noise make it harder for students to answer questions connected to the information that is not directly expressed in the text, thus they cannot predict what the text actually means. In the treatment, the researcher used the sustained silent reading (SSR) method, which guides students as they read, helping them comprehend the story more easily. This method makes students read calmly and focus on their reading. They are more motivated to read because they can share their feelings or respond to the story's content with others. Students can also ask the researcher for words or sentences they do not know after the time to read is over, so that they can find the implicit or explicit message in the text. This improvement may be attributed to the nature of the SSR method, which provides students with uninterrupted time to read silently, allowing them to focus on meaning without external distractions. SSR also encourages learner autonomy by allowing students to select reading materials, which increases motivation and engagement and supports deeper comprehension.

The researcher concluded that the Sustained Silent Reading method is effective in improving students' reading comprehension. Moreover, the researcher is supported by Pitasari [17], Which Conducted a study entitled "Improving the Students' Reading Comprehension through Sustained Silent Reading Method." He concluded that Sustained Silent Reading was an effective technique for teaching reading comprehension. Teaching reading comprehension through Sustained Silent Reading can also improve and maintain students' motivation, desire, and enjoyment in learning English.

The first research was titled "Effectiveness of Sustained Silent Reading on Reading Comprehension Ability of MI Darul Falah 1 Samarinda Students. This research uses a quantitative approach. The second research, entitled "Improving Reading Comprehension Skills Through Sustained Silent Reading in Class V of Serang Pengasih Public Elementary School". This research is a collaborative classroom action research. Based on the two previous studies, this research shows similarities and differences. The similarities are the use of the SSR strategy and the school's level. Two previous researchers applied their strategy in an elementary school. Then, the differences are in the research design. Fitriyah [18] used pre-experimental research, and Munawaroh [19] used collaborative classroom action research. In this research, the researcher will use quasi-experimental research. Based on the two relevant studies above, it can be concluded that the SSR strategy can improve students' reading comprehension, as the first and second studies reported significant improvements in their students' scores.

The results suggest that SSR can be an effective alternative strategy for teaching reading comprehension, particularly narrative texts, at the junior high school level. English teachers are encouraged to incorporate SSR into classroom instruction to foster reading interest and improve students' comprehension skills.

In addition, various challenges arise in teaching reading at the junior high school level. An appropriate method is required to solve those problems. The researcher sets aside a brief period each day for silent reading as part of the sustained silent reading (SSR) strategy. It indicates that students did not require much time to comprehend the text when the sustained silent reading (SSR) approach was used.

Moreover, this method focused on the process of reading the text itself. Therefore, sustained silent reading should be applied to junior high school students. Using sustained silent reading (SSR) methods can help students practice and improve their concentration. This method is also appropriate for developing their understanding of the text and for becoming good readers.

Despite its positive findings, this study has some limitations. The research was conducted over a limited number of sessions and involved only two classes, which may affect the generalizability of the results. Additionally, the study focused only on literal comprehension of narrative texts.

4. CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher concluded that the SSR strategy can improve students' reading comprehension. This can be proven by examining the increase in the mean score from 44.64 to 74.68. Furthermore, the data analysis showed that the experimental group's mean score (74.68) was higher than the control group's (63.46). There is a significant difference between the experimental and control groups' mean scores. This is evidenced by the data analysis, which shows that the t-counted value (3.82) is greater than the t-table value (1.675). This also answers the research question: using the SSR strategy can improve grade 8 students' reading comprehension at SMP Negeri 1 Banawa Tengah.

The researcher offers the following suggestions to students, teachers, and future researchers. It is highly recommended that teachers adopt and integrate the Sustained Silent Reading (SSR) method into their reading instruction, Teachers should provide a new and effective approach to teaching reading, which can help vary their teaching processes and make it easier for them to teach reading comprehension to students, teacher should serve as a valuable informational base in the field of improving students' reading skills, Teachers should also provide a variety of reading materials that are appropriate to students' proficiency levels and ensure a supportive, distraction-free learning environment, The things mentioned previously are also addressed to the other researchers who want to conduct research using SSR strategy.

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