

## Comparing Reading Aloud and Silent Reading Strategies in Enhancing Reading Comprehension Among Elementary Students

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### Abstract

*The purpose of this study was to compare the effectiveness of using reading aloud and sustained silent reading strategies on the ability to explain reading content in terms of the opinions/perceptions of high-grade students. This research uses a qualitative approach, with a type of research that is descriptive qualitative. The data collection techniques in this study consisted of (1) an assessment of the ability to explain the content of the reading, (2) interviews with students regarding their perceptions when reading using the reading aloud strategy and sustained silent reading strategy, and (3) documenting the process of reading texts. Based on these data collection techniques, the research instruments used consisted of (1) assessment sheets for the ability to explain reading content, (2) structured interview guide sheets, and (3) documentation of students' reading processes. This research was conducted by Rumbel Azmi Falah Al-mulk, where the research subjects were grade 5 students. The results were based on the student's ability to explain the contents of the reading again and from the interviews that had been conducted related to the comparison between reading aloud and sustained silent reading strategies on the ability to explain the contents. It can be concluded that the sustained silent reading strategy is more effective when used in learning because it makes it easier for students to understand and explain the contents of the reading again..*

**Keywords:** Reading Aloud, Sustained Silent Reading; Explain the Reading Content

### Introduction

Reading is a procedure for understanding the content of discourse, which is carried out by observing and interpreting the content of the discourse read<sup>1,2</sup>. This activity includes the study and processing of a variety of complex skills, including learning, thinking, reasoning, blending, and problem-solving, which means

giving birth to an explanation of information for the reader<sup>3</sup>.

Reading is one of the viewpoints of language skills everyone must master, especially a student<sup>4</sup>. Reading skills are among the most important skills in every aspect of life because they are not only used in the field of education but also daily life in society<sup>5</sup>. This is in line with the opinion conveyed by

<sup>1</sup> M. Habibi et al., "Models of Literacy Media in Improving Reading Skill of Early Grade Students," 2020, <https://doi.org/10.4108/eai.11-12-2019.2290809>; Elfia Sukma, Ritawati Mahjuddin, and M. Habibi, "Literacy Media Models in Improving Reading Skill of Early Class Students in Elementary School," *Journal of Counseling and Educational Technology* 1, no. 2 (November 3, 2018): 33-40, <https://doi.org/10.32698/041>.

<sup>2</sup> Habibi et al., "Models of Literacy Media in Improving Reading Skill of Early Grade Students."

<sup>3</sup> Harianto, E. (2020). "Keterampilan Membaca dalam Pembelajaran Bahasa." *Jurnal Didaktika*, 9(1), 1-8. <https://jurnaldidaktika.org/>

<sup>4</sup> Alpian, V. S., & Yatri, I. (2022). Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5573-5581. <https://doi.org/10.31004/edukatif.v4i4.3298>

<sup>5</sup> Suparlan, S. (2021). Keterampilan Membaca pada Pembelajaran Bahasa Indonesia di SD. *Fondatia*, 5(1). <https://doi.org/10.36088/fondatia.v5i1.108>

Widiantto that reading is one of the most fundamental activities in life<sup>6</sup>. In daily life, reading skills are needed more than other skills, so reading skills are classified as the main substance of teaching at every level of education<sup>7</sup>.

Reading learning must be taught through the proper process consisting of pre-reading, reading and post-reading stages. One of the bills of reading activities at the post-reading stage is that students can re-explain the reading content. Students who are skilled in reading will make it easier for them to explain the content of their thoughts through texts obtained from reading activities<sup>8</sup>. In order for students to achieve this reading bill, learning must be taught with the right procedures and a fun way of learning. In addition, they must also use reading strategies and techniques that are in accordance with the characteristics of students<sup>9</sup>.

Based on the technique, reading consists of 2 types, namely reading aloud and sustained silent reading<sup>10</sup>. Reading aloud is a way of reading text using voice intonation that can be heard by others and that the reader can collect data informed by the author<sup>11</sup>. The implementation of the reading aloud strategy in learning has the goal that students can learn

from reading texts, because learning does not always have to be with the teacher. The benefits of the read aloud strategy are able to increase students' vocabulary insight and expand their knowledge of the vocabulary definitions they read<sup>12</sup>.

Sustained silent reading (SSR), is an activity of reading without making a sound, carried out by teachers and students at certain intervals<sup>13</sup>. SSR is a reading activity that is carried out jointly by teachers and students in a peaceful and sustainable manner that gives students the freedom to choose their own books to read<sup>14</sup>. The purpose of this activity is to stimulate students to always process and motivate from within or from outside<sup>15</sup>. Sustained silent reading provides an opportunity for students to determine the books they read, therefore students can complete the reading according to their wishes. Teachers can exemplify the correct way to read silently so that they can grow silent reading skills over a long period of time<sup>16</sup>.

In learning to read in the classroom, the SSR strategy can be used by students for the same type of text, for example reading texts in textbooks. The implementation still

<sup>6</sup> Widiantto, E. S. (2021). Peningkatan Keterampilan Membaca Teks Klasifikasi Menggunakan Metode SQ3R dengan Media Gambar. *Edumaspul: Jurnal Pendidikan*, 5(1), 658–664. <https://doi.org/10.33487/edumaspul.v5i1.2125>

<sup>7</sup> Aida, S. (2007). Metadata, citation and similar papers at core.ac.u 1. Pembagian Harta Waris Dalam Adat Tionghoa Di Kecamatan Ilir Timur I Kota Palembang, 1(14 June 2007), 1–13. <https://core.ac.uk/download/pdf/11715904.pdf>

<sup>8</sup> Budianti, Y., & Damayanti, N. (2017). Pengaruh Metode KWL (Know Want to Learn) terhadap Keterampilan dan Minat Membaca Siswa. *Indonesian Journal of Primary Education*, 1(2), 13. <https://doi.org/10.17509/ijpe.v1i2.9311>

<sup>9</sup> Barus, S. (2019). Peningkatan Kemampuan Membaca. *Toleransi Masyarakat Beda Agama*, 30(28), 5053156

<sup>10</sup> Fauji, A. V., Qutni, D., & Nawawi, M. (2018). Fektivitas Media Flashcard Terhadap Kemampuan Membaca Nyaring (Al-Jahriyah) Dan Membaca Dalam Hati (Ash-Shamitah) Bahasa Arab Siswa Kelas VIII MTs Negeri 1 Purbalingga. *Lisanul Arab: Journal of Arabic Learning and Teaching*, 9(1), 74–79. <http://journal.unnes.ac.id/sju/index.php/laa>

<sup>11</sup> Nuryanto, S. (2017). Penggunaan Metode Read Aloud untuk Mendongeng pada Anak Usia Dini. *Jurnal Audi*, 1(1), 38–44.

<sup>12</sup> Marliah, S., & Apriliyana, F. N. (2021). Efektivitas Strategi Read Aloud Dalam Mengenalkan Bahasa Inggris Pada Anak Usia Dini. *JCE (Journal of Childhood Education)*, 5(1), 74. <https://doi.org/10.30736/jce.v5i1.496>

<sup>13</sup> Fatoni, Muhammad, wafa khoiril, nisa yusrotun. (2018). *The use of sustined silent reading to improve student's reading comprehension at tenth grade of smk pemuda taruna*. 7(2)

<sup>14</sup> Riza Habibah. (2018). Dampak Program Sustained Silent Reading pada Minat Baca Mahasiswa Universitas Negeri di Surabaya. *Jurnal FISIP Universitas Airlangga*. [https://repository.unair.ac.id/74805/3/JURNAL\\_Fis.IIP.5018Hab.d.pdf](https://repository.unair.ac.id/74805/3/JURNAL_Fis.IIP.5018Hab.d.pdf)

<sup>15</sup> Rosdiana, A. (2017). Membangun Literasi Dalam Program Sustained Silent Reading Di Kelas Semantik. *Jurnal Edulingua*, 4(2).

<sup>16</sup> Suharli, S. (2017). Penerapan Sustainable Silent Reading Dalam Meningkatkan Budaya Baca. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 2(1), 97–106. <https://doi.org/10.17977/um027v2i12017p097>

pays attention to the SSR principle, namely reading without sound and in the form of creating a calm and peaceful reading situation.

Although the reading aloud and sustained silent reading strategies are different in terms of reading techniques and goals, they both have the same bill in the post-reading stage, namely being able to answer questions and explain the content of the reading. Teachers can use aloud reading and sustained silent reading strategies to improve students' ability to understand and re-explain the content of the reading<sup>17</sup>. The level of students' ability to understand and re-explain the content of the reading varies so that it is necessary to adjust the right strategy in reading a text<sup>18</sup>.

Students' ability to explain the content of the reading is influenced by several factors, namely physical, intellectual, environmental, and psychic<sup>19</sup>. Environmental factors are related to the strategies used by teachers in learning to read, classroom atmosphere, and facilities. Of the several factors above, learning strategies are one of the most important factors that can affect students' ability to explain the content of reading. This is because learning strategies include interactions that occur during the learning process, good practices, and teacher tips that strive to make it easier for students to understand the content of the reading.

Comfort in reading texts is sometimes a non-technical factor that makes it easier for students to grasp every

information they read. On the other hand, the emphasis on every information read through the reading aloud strategy makes it easier for students to remember and digest information

Basically, the implementation of reading in elementary school grades is prioritized using the SSR strategy, it can even be said that it is mandatory. The reason is because the pronunciation and pronunciation of low-grade students need to be improved before becoming advanced readers. While in the higher class, SSR and reading aloud strategies can be used optionally depending on the specific purpose that the teacher expects in addition to understanding the content of the reading.

Research conducted by Noor (2014) shows that the use of reading aloud strategies can improve students' reading skills<sup>20</sup>. This is supported by research conducted by Sari (2023) that the use of the reading aloud strategy is effective in improving students' ability to understand and explain the content of the reading<sup>21</sup>. Meanwhile, research conducted by Nata (2017) shows that the use of sustained silent reading strategies can improve students' reading skills, especially the ability to summarize and explain the content of the reading.<sup>22</sup>

The findings of the above researchers show that studies on the comparison of reading aloud and sustained silent reading in explaining the content of reading still give different results. Some experts argue that reading

<sup>17</sup> Mahaputri, R. A., & Aisyah, I. N. (2019). Comparing the Students' Reading Comprehension Competence Through Reading Aloud and Silent Reading Among Indonesian Efl Learners in Senior High School. *American Journal of Psychology*, 7(1), 24-32.

<https://doi.org/10.33603/PERSPECTIVE.V7I1.1816>

<sup>18</sup> Harahap, eka oksani. (2018). hubungan antara kemampuan memahami isi bacaan dengan hasil belajar siswa pada mata pelajaran bahasa indonesia di kelas IV sd negeri 067690 medan jhor tahun pelajaran 2017/2018. *Journal of Materials Processing Technology*, 1(1), 1-8

<sup>19</sup> Rahim, F. (2005). Pelaksanaan Pengajaran Membaca. *Jurnal Bahasa dan Seni*. 3(2)

<sup>20</sup> Noor, P. M., & Sabri, T. Penggunaan Strategi Reading Aloud Untuk Peningkatan Keterampilan Membaca Dalam Pembelajaran Bahasa Indonesia Di Sekolah Dasar. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 3(6).

<sup>21</sup> Sari, E. U., Hakim, L., & Pratama, A. (2023). Pengaruh Strategi Reading Aloud Melalui Media Cerita Bergambar Terhadap Kemampuan Memahami Isi Bacaan Pada Murid Sekolah Dasar. *Jurnal Pendidikan dan Konseling (JPDK)*, 5(2), 1644-1651.

<sup>22</sup> Nata, I. K. P. S., Marhaeni, A. A. I. N., & Adnyani, L. D. S. (2017). The Effect Of Sustained Silent Reading On Students Reading Comprehension Of Eighth Grade Students At Smp Negeri 1 Sukasada. *Jurnal Pendidikan Bahasa Inggris undiksha*, 5(2).

aloud is the best way to improve the ability to explain the content of the reading, but on the other hand, there are experts who prefer the use of sustained silent reading in the learning process. Therefore, the purpose of this study is to compare the effectiveness of the use of reading aloud and sustained silent reading strategies on the ability to explain the reading content reviewed from the opinions/perceptions of high-class students.

### Materials and Methods

This research uses a qualitative approach. Qualitative research is a research method that is able to produce data in the form of speech, writing, from the behavior of the observed people. By conducting qualitative research, we can gain an understanding of reality through an induced thought process.

The type of research is qualitative descriptive. A descriptive approach is a technique in the study of a group of people, objects, situations, ideas, or groups of events at the moment<sup>23</sup>. The purpose of this descriptive research is to produce a regular, factual, and accurate description, description, or painting regarding the characteristics, truth, and relationship between the phenomena being investigated<sup>24</sup>. This is appropriate because the researcher wants to explain the picture of students' perception of the ability to explain the content of reading using the reading aloud and sustained silent reading strategies.

The reason researchers chose this method is because the method can produce accurate data that occurs in the field when the research is conducted. Once the data is obtained, the data is then analyzed. In addition, descriptive research was chosen because it was considered very appropriate so that researchers could map various sources of data and information, both from various expert opinions and from the results of interview

observations that could be used as helpful data in this study. Descriptive research is not only limited to collecting data or information from various sources, but the data obtained can be analyzed so that the discussion of problems and data analysis will be easier to understand. The data collection techniques used in this study are interviews, observations, and documentation.

Untuk menjaga keabsahan data yang diperoleh, data kemampuan siswa menjelaskan isi bacaan menggunakan teknik reading aloud dan SSR dikumpulkan melalui teknik pengamatan dan wawancara.

The data collection techniques in this study consisted of: (1) assessment of the ability to explain the content of the reading, (2) interviews with students regarding their perception when reading with the reading aloud strategy and the sustained silent reading strategy., and (3) the study of documentation of the text reading process. Based on the data collection technique, the research instruments used consisted of: (1) an assessment sheet of ability to explain the content of the reading, (2) a structured interview guideline, and (3) documentation of the student's reading process.

The subject of the research is high grade students in grade V of elementary school. However, because this is a qualitative research, which requires more effort, the researcher only described the ability to understand and explain the reading content using the reading aloud and sustained silent reading strategies of 4 students, and conducted direct interviews with the four students.

The data analysis technique in this study uses the Miles Hubberman & Saldana (2014) model which consists of 4 stages of analysis, namely data collection, data reduction, data presentation, and

<sup>23</sup> Abdussamad, Z. (2021). Metode Penelitian Kualitatif. Makassar: Syakir Media Press

<sup>24</sup> Nurmalasari & Erdiantoro. (2020). Metode Penelitian Deskriptif Kualitatif dalam Perspektif

Bimbingan dan Konseling. Quanta, 4(1), 44–51. [http://repository.unpas.ac.id/30446/4/BAB\\_III\\_Skripsi.pdf](http://repository.unpas.ac.id/30446/4/BAB_III_Skripsi.pdf)

conclusion drawn. The four stages are explained as follows.

At the data collection stage, the researcher collected various types of data using various techniques. These included data on reading ability with observation and documentation techniques and student perception data through interview techniques. In the data reduction stage, the researcher analyzes the data that has been obtained. This activity aims to sharpen and ensure the suitability of data with research objectives. The activities carried out are classifying/grouping similar data and disposing of unnecessary data.

At the data presentation stage, the assessment results of the ability to explain the reading content using the reading aloud and sustained silent reading strategies were explained and interpreted descriptively (using words) based on the assessment indicators explaining the reading content. The results of student interviews were also explained descriptively based on the stages they went through when reading using the reading aloud and sustained silent reading strategies.

Finally, at the conclusion drawing stage, an interpretation is carried out on the ability of students to re-explain the reading content using the reading aloud and sustained silent reading strategies, which will be compared descriptively. Students' perceptions when reading will also be compared so that later, a hypothesis is obtained from the research conclusion about the perception of high-class students related to the use of reading aloud and sustained silent reading strategies on the ability to explain the reading content.

## Results and Discussion

### 1.1. Reading with Aloud Reading Strategy

To maintain the validity and quality of the data obtained, the research team members directly taught reading learning

using the reading-aloud strategy. We don't believe in the teacher's ability in the classroom; we want to ensure that each reading stage using the reading-aloud strategy is carried out well and that students read aloud with appropriate techniques.

Learning begins by introducing the text that will be read by students, namely the "Cinta Tanah Air, Anak PAUD Aceh Tampilkan Tarian Jawa" which is in the book of grade V students. Next, the researcher asks and answers with students to estimate the content of the text based on titles and pictures. Questions and answers not only aim to lead students to the content of the text but also to explore previous students' knowledge related to the text to be read. After feeling that the students have enough schematics for the text to be read, the researcher provides several prediction questions according to the content of the text (even though they have not been read), where students together try to provide answers based on initial information obtained from question and answer activities and previous knowledge.

Activities to estimate the content of texts, questions and answers, and answer prediction questions are important to be carried out as part of prewriting activities. This is useful for building students' initial knowledge of the text and provoking students' curiosity about the content of the text<sup>25</sup>.

The next activity is to inform students that they will read the text with a reading-aloud strategy by reading it alternately according to the predetermined sections. On this occasion, the researcher also explained the reading aloud technique so that students can focus on the part of the text they are reading and their ability to read aloud can be observed. The techniques for reading aloud are: (1) reading aloud and clearly, (2) paying attention to the pronunciation of letters,

<sup>25</sup> Iyen Nurlelawati and Shofa Dzulqodah, "Reading Aloud Strategies in Reading English Texts," *Indonesian Journal of Applied Linguistics* 3,

no. 2 (2014): 89–99, <https://doi.org/10.17509/ijal.v3i2.663>.

words, and phrases, (3) using pauses when reading words, phrases, clauses, and sentences, (4) reading emphasis marked by changes in intonation and pauses in certain parts, (5) head movements following the text read, (6) if necessary, students can point to each part of the text read

Next, students are assigned to open their respective books and then take turns reading the text with appropriate pronunciation, intonation, and pauses. After reading, students are directed to answer questions in the student's book to find out the student's ability to understand the content of the reading and ask the student to explain the content of the text read earlier.

The series of activities above is following the reading implementation procedure explained by Gatot, M., & Dodyyansyah, M. R. (2018) that reading aloud consists of 3 stages, namely before reading (preparing the text to be read and predicting the content of the reading), during reading (students take turns reading), and after reading (answering questions related to the text)<sup>26</sup>. Furthermore, the researcher assessed the students' ability to re-explain the content of the reading with the following criteria: (1) pronunciation and intonation, (2) fluency, (3) completeness of information (explanation covers the entire content of the text), (4) suitability of the content, and (5) attitude/style of delivery.

**Table .1** Assessment of Ability to Reexplain Reading Content with Reading Aloud Strategy

Students	Aspects				
	Pronunciation/intonation	Smoothness	Completeness	Conformity	Attitude/style of delivery
ADA	B	B	K	C	C
FY	C	K	C	K	K
JK	B	B	C	C	B
RCR	SB	SB	B	B	SB

ADA re-explains the content of the reading with good pronunciation and intonation and is fluent when explaining the content of the reading. The explanation is still lacking because some crucial text content has not been provided. The explanation is entirely appropriate, and the delivery style is quite good, so ADA is categorized as quite good at re-explaining the reading content with a reading-aloud strategy. FY explained the content of the reading with enough pronunciation and intonation, but he looked less confident so that what was conveyed was not clear. FY is not fluent in explaining the content of the reading, the information conveyed is also incomplete because there are still some important text contents that have not been conveyed. FY's explanation is also not following the content of the text, he adds a lot of information that is not in harmony with the text, perhaps because he does not master the content of the text as a whole. The delivery style is also lacking because FY is shy, so he is categorized as not good at re-explaining the reading content using the reading-aloud strategy.

JK re-explains the content of the reading with good pronunciation and intonation, fluency when delivering is good, the completeness of the explanation is sufficient even though there are still some things left behind, the explanation is not in accordance with the content of the text, but he explains the content of the text with good enthusiasm and the delivery style is good so that JK is categorized as good in re-explaining the content of the reading with reading aloud strategy. Furthermore, RCR re-explains the content of the reading with the right pronunciation and intonation, which is very good in terms of fluency in explaining. However, the completeness and suitability of the content of the text are still categorized as good because certain aspects have not been explained. So, RCR is categorized as good

<sup>26</sup> Gatot, M., & Dodyyansyah, M. R. (2018). Peningkatan Kemampuan Bahasa Anak Melalui Metode Read Aloud. *Jurnal Obor Penmas: Pendidikan Luar Sekolah*, 1(1). <https://doi.org/10.32832/oborpenmas.v1i1.1482>

at re-explaining the reading content using the reading-aloud strategy.

### 1.2. Reading with a Sustained Silent Reading Strategy

In the second session, the researcher conducted learning using a sustained silent reading strategy. The same reading stages as in the reading-aloud strategy are also applied in the SSR strategy. Learning begins by preparing the text that students will read, namely the text "Tari Suling Dewa" also contained in the class V textbook. Students and teachers are asked to answer and predict the content of the text based on the title and images, associate the knowledge that students have related to the content of the text, and then answer the prediction questions together based on the initial information and knowledge they have.

The learning continued by explaining to the students that they would read the text with the SSR strategy. Reading silently to maintain silence and concentration in reading. The researcher did not forget to convey the rules of reading in the heart, including: (1) when reading there is no lip movement, (2) there is no hissing and audible sound, (3) the head does not move, only eye movements that follow the text, (4) does not use the help of text pointers, (5) a perfect attitude in reading and full of calm, and (6) reading faster than reading aloud<sup>27</sup>. When reading, students focus on their respective reading texts, after finishing students are directed to answer questions related to the content of the text read and explain the content of the reading again.

**Table 2.** Assessment of Ability to Reexplain Reading Content with Sustained Silent Reading Strategy

Students Initial	Aspects				
	Pronunciation/ intonation	Smoothness	Completeness	Conformity	Attitude /style of delivery
ADA	SB	B	B	SB	B
FY	B	B	SB	SB	B
JK	B	SB	B	SB	B
RCR	SB	SB	SB	SB	SB

ADA re-explains the content of the reading with very good pronunciation and intonation, he is also fluent in conveying the content of the text, the completeness and appropriateness of the explanation is good because the important points in the text can be explained, the delivery style is also good so that ADA is categorized as good in re-explaining the content of the reading with a sustained silent reading strategy. FY re-explained the content of the reading with good pronunciation and intonation, quite fluent in conveying, completeness and appropriateness of the explanation in line with the content of the text, the delivery style was also good and looked confident, so FY was categorized as good in re-explaining the reading content with a sustained silent reading strategy.

JK re-explained the content of the reading with good pronunciation and intonation, very fluent in explaining, the completeness of the explanation was good and very appropriate between the explanation and the content of the text, and the delivery style was good so that JK was categorized as good in re-explaining the content of the reading with a sustained silent reading strategy. Furthermore, RCR re-explained the reading content with proper pronunciation and intonation; almost all words and sentences were conveyed properly. Very good in terms of fluency in explaining, completeness, and suitability of explanations with the content

<sup>27</sup> Dalman. (2013). Keterampilan Membaca. Jakarta: Raja Grafindo Persada.

of the text. Based on its achievements, RCR is categorized as very good in re-explaining reading content with a sustained silent reading strategy.

### 1.3. Students' Perception of the Use of Aloud and Sustained Silent Reading Strategies

Based on the results of the learning observations that we have described above. It can be concluded that students are better able to understand and explain the content of the reading if they are taught using the SSR strategy. However, in reinforcing the findings, we also tried to interview each student to get information on what made it easier for them to understand the reading content when taught with the SSR strategy compared to the Reading Aloud strategy. The following describes the results of the researcher's interviews with students.

- R : "Which way of reading do you think makes it easier for you to understand and re-explain the content of the reading? Do you read it silently or read aloud?"
- ADA : Read in your heart because you can focus more on books."
- FY : "Reading in my heart, because I can understand if I read it myself. If I read it alternately, I don't understand."
- JK : "Read silently, because there are no distractions and can understand better"
- PCR : Read in your heart because R understands better to read by yourself without the voice of a disturbing person".



Figure 1: Interview with ADA



Figure 2: Interview with FY

The way students prefer to read is, ADA students find it easier to understand the content of the reading by reading silently (sustained silent reading) because by reading silently they can focus more on the text being read, FY students think that it is easier to understand the content of the reading by reading silently (sustained silent reading) because they can understand better and can answer all questions. JK students think that it is easier to understand by reading silently (sustained silent reading) because they prefer to read without any interference from others. The RCR students argue that it is easier to understand the content of the reading by reading silently (sustained silent reading) because they can understand the content of the text if they do it themselves without other disturbing sounds.

The researcher continued the interview activity by giving a second question. The following is a description of the interview results for the second question.

- R : "What obstacles do you face in using reading that makes it difficult for you to understand the content of the reading?"
- ADA : "If you read aloud, you don't focus on it, because there are other voices so you don't know the content of the reading anymore."
- FY : "It's hard to understand the content of the reading if you read it aloud, ma'am, and there are other people's voices, so

- you don't know what else to explain."
- JK : "If you read aloud, you don't focus because there are noises that make noise."
- PCR : "I can't understand the reading by reading aloud, ma'am, because the reading activity is done in turns so that R does not know the content of the previous reading".



Figure 3: Interview with JK



Figure 4: Interview with PCR

The obstacles faced by ADA students when reading aloud are because there is a sound that makes the student not focus on understanding the content of the reading so that he does not get enough information to explain again, FY students experience problems when reading aloud because they do not understand the content of the reading if they read aloud so that it is difficult to re-explain the content of the reading. JK students argue that the obstacle experienced when reading aloud is because they do not focus on reading if there is a sound. Meanwhile, RCR students cannot understand the reading by reading aloud because the activities are carried out in turns, so they do not know the content of the previous reading.

### Conclusion

Based on the ability of students to re-explain the content of the reading and from the interviews that have been conducted regarding the comparison between the reading aloud and sustained silent reading strategies on the ability to explain the reading content, it was concluded that the sustained silent reading strategy is more effective in learning in high classes because it makes it easier for students to understand the reading content and reexplain the reading content.

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