

Implementation *Silent Reading* for English Subject at Islamic Education Department at STIT Aqidah Usymuni Sumenep

Moh. Zainol Kamal ¹⁾, Edyanto²⁾KhairunNisa' ³⁾ Uswatul Jannah ⁴⁾ Lailatul Jamila ⁵⁾

¹⁻⁵ STIT Aqidah Usymuni Sumenep

Email Correspondence: zainol_kamal@stitasumenep.ac.id

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ABSTRACT

Silent reading refers to the act of reading without vocalizing the words. With this in mind, the researcher aimed to explore students' silent reading comprehension. This study adopted a qualitative research approach. Qualitative research, involves the systematic collection of data to uncover underlying patterns or meanings using scientific methods, typically pursued by researchers interested in understanding the nature of a phenomenon. This research used students of the Islamic Education Department at STIT Aqidah Usymuni Sumenep as objects. The conclusion showed silent reading can also inspire students to share diverse ideas while reading silently. Students can acquire more information when they read in a quiet environment. When the conditions allow students to read comfortably, their concentration improves, and they can easily grasp the key points of the English text.

1. Introduction

Language serves as a tool for communication. Individuals utilize language as a medium to convey thoughts and fulfil their requirements. Grady et al. mention that every typical individual possesses the ability to speak at least one language, and it's difficult to envision substantial social or intellectual engagements happening without it. Thus, language holds significant importance in societal interactions.

English holds a significant position as the predominant international language (Kaya, E.2015). It is widely utilized across various domains, including global communication, technology, politics, literature, agriculture, and science. Presently, English serves as the primary medium for disseminating information. Therefore, proficiency in English is essential for comprehending the information presented. As a global language, English plays a crucial role in the contemporary world, facilitating the exchange of information, scientific knowledge, and technological advancements on an international scale.

Recognizing the pivotal role of English in the age of globalization, the Indonesian government has mandated its inclusion as a compulsory subject in the national curriculum from junior high school to university level.

Proficiency in English reading comprehension is crucially important (Karta wijaya s, 2017), particularly for students navigating the demands of the global era, where English serves as the predominant language of communication. Reading comprehension instruction begins as early as the first year of junior high school and continues through university education, underscoring its significance.

Through this skill, students can acquire additional information not only from school materials but also from English magazines, books, journals, or any written content in English (Gautama, etl. 2018). This ability enhances students' sources of reference (Gilakjani, 2016), expanding beyond materials available in Bahasa Indonesia such as books, newspapers, and magazines.

There are four types of reading techniques that readers can employ to comprehend the information in the text they are reading (Diarani, N., & Syamsi, K. 2019). These techniques include reading aloud, reading deeply, reading broadly, and silent reading. Each of these methods can be utilized through skimming or scanning. By employing these techniques, readers can easily grasp the content of the text, selecting the most appropriate method depending on the nature of the text.

Silent reading refers to the act of reading without vocalizing the words. With this in mind, the researcher aims to explore students' silent reading comprehension. While previous studies may have touched upon this topic, they generally focused on reading comprehension in broader contexts. This study, however, concentrates specifically on silent reading.

2. Methods

This study adopts a qualitative research approach. Qualitative research, as defined by David William, involves the systematic collection of data to uncover underlying patterns or meanings using scientific methods, typically pursued by researchers interested in understanding the nature of a phenomenon. Within this qualitative research framework, the specific type of research chosen is descriptive research. Descriptive research primarily deals with words and images rather than numerical data. According to Donald Ary, descriptive research is a research design aimed at obtaining information about the current status of phenomena.

3. Result

The crucial aspect of the teaching and learning process lies in its implementation. The effectiveness of teaching and learning is contingent upon the response of the students. In order to foster a positive classroom atmosphere, it is imperative for English teachers to select appropriate methods and techniques.

In fact, there are various methods available for implementing techniques in teaching. The English lecturer at the Islamic Education Department in STIT Aqidah Usymuni Sumenep has effectively implemented the silent reading technique. The students have shown respect and responsiveness towards this technique. This is evident from the

positive classroom atmosphere, active participation in discussions, and enjoyment during the teaching and learning process. Additionally, the implementation of the silent reading technique at the Islamic Education Department in STIT Aqidah Usymuni Sumenep has been successful. The researcher aims to elucidate and analyze specific aspects of this implementation that motivate students to engage in English reading. This particular aspect enables students to concentrate on their assigned texts, encouraging them to focus and comprehend the content. Reading silently mimics the experience of leisure reading, fostering concentration and full comprehension of the text.

During the reading process, students perceive a competitive atmosphere as they strive to grasp the key points of the text. This sentiment is corroborated by the students' own statements.

"When we read the text, the situation reminds me of being in a competition. The students are focused and enjoy their reading."

Apart from the rewards provided by the English teacher, students are motivated when they are given the chance to accurately retell the text. During this process, students find amusement when their peers make errors in recounting the text.

Furthermore, students do not hesitate to inquire about difficult vocabulary during the teaching and learning process. They are eager to ask about any challenging vocabulary encountered while reading. As one student expressed:

"When other students are not hesitant to ask, I never hesitate either. It's beneficial when the teacher encourages questions because without the teacher's encouragement, students might feel afraid to ask."

The teaching and learning processes utilizing the silent reading technique allow students the opportunity to express their diverse ideas acquired during the reading process when they have time during the teaching session.

4. Discussion

Silent reading is a practice of recreational reading within school settings, where students engage in voluntary reading silently during designated time slots on a daily basis. A fundamental assumption of silent sustained reading (SSR) is that students enhance their reading skills through consistent reading practice.

Effective SSR programs often permit students to choose their own reading materials and do not involve assessments for comprehension or written reports. These programs have been adopted by schools under various names, including "Drop Everything and Read (DEAR)" or "Free Uninterrupted Reading (FUR)."

Readers engage in reading with the intention of capturing important information to enhance their knowledge (Artini, dkk. 2018). Additionally, reading serves as an alternative form of entertainment, offering enjoyment similar to reading novels, comics, and other literary works.

The concept of silent reading was initially introduced as a classroom practice in the early 1960s by Lyman Hunt, Jr., a professor from Vermont. The idea gained significant traction when renowned educators Robert and Marlene McCracken endorsed it in the early 1970s. McCracken detailed a framework and fundamental guidelines for silent

reading in their influential article, "Initiating Sustained Silent Reading." They emphasized that students should choose their own books and read silently for an extended period without keeping records or reports (Bahri, dkk. 2018). Additionally, McCracken advocated for teachers to model silent reading simultaneously, with the entire class, department, or school participating. This traditional model of silent reading remains prevalent in many classrooms today.

Before silent reading sessions, it is recommended to have students choose two to three books that will keep them engaged for the entire duration of the session, ensuring that they spend their time reading rather than repeatedly visiting the classroom library. The teacher may briefly review the selected books to assist students in selecting books that are appropriate for their reading level, if necessary (Achman, et al, 2020).

During silent reading sessions, it is beneficial for the teacher to engage in reading as well. This serves to model good silent reading practices and demonstrates an enthusiasm for books and literature. For the first five minutes, the teacher can spend time browsing through books alongside the students. Additionally, encourage struggling readers or pre-readers to engage in picture reading, connecting words from the text to the accompanying images. Remind students who claim to have read all the books in the room that favourite books can be revisited multiple times, leading to new discoveries with each reading.

Following silent reading sessions, students should be allowed to keep one book from the classroom library on their desks if they have not yet finished reading it. It's important to remind students to return finished books to the classroom library to ensure it remains well-stocked. Additionally, dedicate time a few times a week for students to recommend books from the classroom library to their classmates.

5. Conclusion

The use of the silent reading technique in teaching English text appears suitable for implementation at the university level. This approach allows students to independently comprehend written texts using their own cognitive abilities. When all students in the class engage in silent reading, they can concentrate as much as they desire during the teaching and learning process of reading skills.

The implementation of silent reading can also inspire students to share diverse ideas while reading silently. Students can acquire more information when they read in a quiet environment. When the conditions allow students to read comfortably, their concentration improves, and they can easily grasp the key points of the English text.

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