IMPLEMENTATION OF SUSTAINED SILENT READING TO INCREASE FIFTH-GRADE STUDENTS' READING INTEREST AT SDN 1 PEKANTINGAN

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PENERAPAN *SUSTAINED SILENT READING* UNTUK MENINGKATKAN MINAT BACA SISWA KELAS 5 SDN 1 PEKANTINGAN

ARTICLE HISTORY	ABSTRACT
	Abstract: The lack of students' reading interest is indicated by many students who are more interested in playing with gadgets than reading a book. It is exacerbated by the condition of the library, which has been closed for approximately 5 years so it makes students less facilitated to read. The purpose of this paper is to find out how the implementation of Sustained Silent Reading increases fifth-grade students' reading interest. The research was conducted at SDN Pekantingan 1 Cirebon. The method used was qualitative research method with study cases and data that are used and produced are descriptive data. Based on the AKM Kampus Mengajar's pre-test dan posttest, the results indicate that there is a significant value. After implementing Sustained Silent Reading, the students dominantly achieve a significant value. Even though the posttest score did not reach 80, students still managed to obtain a significant score that was higher than the pretest. In conclusion, the implementation of Sustained Silent Reading is effective and can increase students' interest in reading. *Keywords: sustained silent reading (SSR), Reading Interest, elementary school students*
	Abstrak : Rendahnya minat membaca siswa dibuktikan dengan banyaknya siswa lebih tertarik bermain gadget dari pada membaca buku. Hal tersebut diperparah dengan kondisi perpustakaan yang selama ini kurang lebih 5 tahun tutup, sehingga membuat siswa kurang terfasilitasi untuk membaca. Tujuan dari tulisan ini yaitu untuk mengetahui bagaimana penerapan *Sustained Silent Reading* untuk meningkatkan minat baca siswa kelas 5. Penelitian dilakukan di SDN 1 Pekantingan Cirebon. Metode yang digunakan yaitu metode kualitatif dengan jenis penelitian studi kasus dan data yang dihasilkan berupa data-data deskriptif. Berdasarkan *pre-test* dan *post-test* AKM Kampus Mengajar 4, hasil menunjukkan adanya kenaikan skor siswa. Setelah diterapkan *Sustained Silent Reading* mayoritas siswa mengalami kenaikan skor yang signifikan. Walaupun skor *post-test* tidak menyentuh angka 80 tetap saja siswa berhasil meraih skor yang lebih besar dari *pre-test*. Kesimpulannya penerapan *Sustained Silent Reading* efektif dilaksanakan dan dapat meningkatkan minat baca siswa. *Kata Kunci: sustained silent reading (SSR), minat baca siswa, siswa sekolah dasar*
	CITATION

INTRODUCTION

Humans are required to improve and get an update along with the increasingly rapid development of the times. It is important to have awareness of education, because without education. A student will not get knowledge *(A.* *N. Aeni, Kurnia, et al., 2019)*. Human insight and knowledge will increase through reading, and human resources as well. It brings a change to lead to a better thing. *(Safaringga et al., 2022)*. Reading or literacy learning is usually always associated with learning Indonesian, there are four

language skills, namely speaking, listening, writing, and reading skills (Mulyati, 2022). Abidin state, reading is an activity to get information (Kurniawati, R. T., Koeswanti, 2020). Reading is a supporting factor and a requirement that must be filled in learning. However, instilling an interest in reading in students is not easy, many students lack interest in reading.

The problem in 5th-grade students at SDN 1 Pekantingan is students' low interest in reading is evidenced by students being more interested in playing with gadgets than reading books. When instructed to read, many students complained and did not want to read. Reading is a must for anyone, in this case, especially students who are still at the elementary school level. They must be educated and accustomed from an early age so that they are used to and enjoy reading. There is no reading culture that has been built in schools and there is still a misconception that literacy learning is only the responsibility of Indonesian language subjects. Students are less accustomed to reading, compounded by the closure of the library at school for about 5 years, making students less facilitated to read books other than textbooks. Facilities and infrastructure can support the educational process *(A. N. Aeni, Sudin, et al., 2019)*. Students' reading interests will play an important role in the educational process and the level of students' reading interests will affect the quality of education.

The quality of education is an indicator of the nation's improvement (Azizah, 2018). The progress of education is influenced by the nation's reading level. The higher interest in reading, the higher the improvement in education. However, currently, Indonesian people, especially in this case, students spend some of their time playing games, watching TV, and so on. The use of digital technology is slowly taking on a role in human life *(Ani Nur Aeni et al., 2022)*. Gaining knowledge and information is not only through technology, by reading books there are many benefits such as being able to provide broader insights, not only information in the country but information abroad can be known. This is

supported by the findings of previous studies that are relevant to the topic raised.

The previous research (Riza Habibah, 2018) discussed the impact of *the Sustained Silent Reading* method on students' reading interest at State University in Surabaya. Reading is important because of the need for information that must be owned for the mastery of science in schools and lectures. The method used is descriptive qualitative. The results obtained are that the SSR method has a positive impact on students, students are more focused on reading and understanding and this method can increase students' reading intensity as indicated by the large number of respondents participating in this method. The advantages of this research are explaining the findings found during the research in detail, explaining how to draw samples, explaining research methods with research stages such as data analysis, and so on, then there is a literature review that supports this research. The weakness of this study is that the discussion does not include theories that support the results of the research and in the introduction, there are not many previous studies that are relevant to the topic and problems of this research, so in the last paragraph of the introduction, there is no update of this research with previous research.

Meanwhile, *(Aisida et al., n.d.)* The study on the effect of Silent Reading on increasing students' cognitive intelligence. The existence of the Silent Reading method is expected to increase the cognitive intelligence of YPM 3 SMA students, especially in the subject of Aqidah Akhlak. The result is that the implementation of the Silent Reading method is carried out quite well, the level of cognitive intelligence is at 56%-75% which is stated to be quite good, and Silent Reading has a 34.3% effect on cognitive intelligence. The strength of this research is to explain the existing problems supported by the theory of the importance of reading, in the discussion it is also explained Silent Reading in detail. The weakness of this research is that it does not explain in detail the approaches, methods, tools and materials, data collection

techniques, data analysis, and so on. In the introduction section, previous studies that are relevant to the topic and problems of this research are not included, so in the last paragraph of the introduction, there is no update on this research with previous research. Analysis of students' reading interest in high grades at public elementary school 01 Belitang.

Conducted by *(Utami et al., 2018)*. This study aims to find out how interest in reading in students. Low interest in reading will affect the low level of knowledge and insight of students. The method used is the survey method, collecting data using questionnaires, interview sheets, and observation sheets. The results show that students' interest in reading in Indonesian lessons as a whole is 85%. The strengths of this study also explain the formulation of the problem, the aims, and the benefits of the research. It explains the methods used, the population in the study, samples, sampling techniques, data collection, and data analysis used. The results and discussion sections include supporting theories. The weakness of this research is that the introduction does not include many previous studies, so there is little visible renewal in this research.

Based on the difficulties encountered, improving a reading culture in the classroom is not easy. Educators can provide new situations and nuances in the classroom so that students do not feel burdened while reading. The research conducted in this previous study only discussed the use of SSR and the level of students' interest in reading in the classroom, then the use of the SSR method in previous studies was only at the junior high, senior high and tertiary levels. The advantages of this research are that researchers will conduct research at the elementary school level and this research discusses the application of the Sustainable Silent Reading method in the classroom and in the library, through this method it can provide new solutions and situations in learning. The purpose of this research is to review the implementation of the SSR method to 5th grade students at SDN 1 Pekantingan and to increase students' interest in reading. This

research conducted to accomplish the previous study.

THEORITICAL SUPPORT
Literacy

Literacy comes from the word litteratus (litera) in Latin, while the word letter in English refers to the ability to read and write. Yunus defined literacy is a ability to read, dance, and other skills related to media, while according to Sulzby, literacy is understanding letters, or the ability to understand and skills in reading and writing. (Junita et al., 2022) From this, it can be inferred that reading literacy is the key to development of one's knowledge. Because students can absorb the information they learn through the reading they read, reading literacy is a component of education that develops thinking abilities. Learning, improving skills, and potential are all advantages of reading literacy. Using reading literacy in the classroom helps encourage a positive reading culture and acquaint students with reading. Reading literacy involves more than just reading; it also involves creating a culture that values reading and promotes reading literacy. A step toward encouraging reading activities, such as reading for 15 minutes before class, is the presence of a reading literacy culture.

Sustained Silent Reading

Gardiener defined Sustained Silent reading is a learning activity in which students read in class while remaining silent and without interruption. Students are free to select the kind of book they prefer to read before reading alone (Riza Habibah, 2018). Another definition from Harjasujana silent reading is defined as reading activities that don't involve making noise, moving the lips, the head, or whispering *(Aisida et al., n.d.)*. When reading in quiet, one learns by focusing both physically and mentally. The Sustained Silent Reading method aims to support students to continue to develop, get used to, and be motivated to read. Reading activities can provide benefits for readers, reading can provide new knowledge and insights. The habit of reading

needs to be accustomed to in schools because reading is seen as an activity that is psychologically fundamental to every human being. This can be seen from the mindset and behavior of each student in everyday life. According to Pratiwi Retnaningdyah, the presence of the habit of reading is one of the causes a country to become developed such as America, Australia, and Japan (Suharlik, 2017).

Before classes start, students engage in sustained quiet reading for 15 minutes. Sustained silent reading has three qualities, including (1) self-selection, where students have high intrinsic motivation to read more to expand their knowledge; (2) role modeling, where human behavior that is learned and observed with this reading behavior becomes important to increase positive behavior when reading; and (3) non-accountability, where students are not required to make summaries after reading but can use this as an option. (Rosdiana, 2017).

Reading Interest

Reading is an integral part of education, yet not every kid enjoys reading. Meliyawati state interest in reading is defined as actions carried out seriously and supportively to encourage students' curiosity about reading books to learn knowledge *(Nilsari et al., 2020)*. Rahim offers the concept of "interest in reading" as a strong desire accompanied by reading attempts. With this, reading will no longer be required of pupils, and the greater their enthusiasm for reading, the more time they will be willing to spend reading the books they choose (Sari, 2018). The first stage in developing kids' reading habits is to increase their enthusiasm for reading. Students can uncover new knowledge and ideas that will be useful for life through reading, which is used as a venue for learning about the outside world. Reading interest

does not develop on its own; rather, it requires constructive supervision from teachers, followed by the availability of a variety of reading materials that can assist kids in reading and selecting books they would enjoy. This will increase students' interest in reading. Reading activities are greatly influenced by interest because kids won't read books they don't enjoy and won't complete them as well. Reading habit is another crucial factor in developing and boosting students' enthusiasm in reading. Slameto said that interest is a constant tendency to be noticed and remembered for several activities, in other words, interest must be paid attention to continuously when someone is interested it will be accompanied by pleasure (Riza Habibah, 2018).

METHOD

Qualitative method and a case study research design are used in this study. And it is adapted to the problems and objectives taken in this study, namely to provide views, explanations, and solutions regarding the reading interest of 5th-grade students at SDN 1 Pekantingan. Qualitative research was chosen intending to understand the phenomena experienced by students such as students being given motivation, behavior and so on to increase students' interest in reading. According to Strauss and Corbin, qualitative research is defined as research that produces findings that cannot be produced using statistical procedures and other quantification methods (Trisliatanto, 2020). In this research, the data to be generated is in the form of descriptive data, producing descriptions and the purpose of qualitative research is to gain a general understanding. In this case, a study to collect data research instruments is needed. Research instruments in the context of this research can be seen in the following table:

Table 1. Research Instrument

No	Question
1.	Name :
2.	Class :
3.	Hobby :
4.	Age :
5.	Do you like reading?
6.	Why are you like reading?
7.	Why are you don't like reading?
8.	In a week, how much time do you spend reading?
9.	What kind of book you do like to read?
10.	Why are you like this kind of book?
11.	How much you need time to finish one book?
12.	If you have some free time, what will you do?

The subjects in this study are 5th-grade students at SDN 1 Pekantingan who were identified as having a low interest in reading. This research was conducted at SDN 1 Pekantingan, Jalan Merdeka, Pekantingan Village, Klangenan District, Cirebon Regency, West Java Province. This research was carried out when the researcher joined the *Kampus Mengajar*, batch 4 for a period of approximately 5 months. Sources of data in this study were obtained from 29 5th-grade students at SDN 1 Pekantingan. The data collection techniques applied were interviews, observations, and tests. For the first step, students were interviewed regarding their interest in reading with this to find out how their level of interest in reading students was, then the researcher made observations regarding the conditions of literacy in schools, facilities, and infrastructure that support literacy activities and students' reading activities at school, besides those students were given literacy questions as a pretest, after the pretest is carried out the researcher applies the sustained silent reading method to students, then the researcher conducts a posttest as the final result of implementing the sustained silent reading method. This study tested the validity of the data using the triangulation test. Data analysis was carried out by data reduction, data presentation and finally drawing conclusions.

RESULT AND DISCUSSION
Result

In the results of interviews, it was found that students' interest in reading was still a problem that needed attention, judging from the students' answers, 17 out of 29 students stated that they did not like reading. The findings obtained were that the majority of students did not like reading because they felt bored quickly, preferred to play, felt dizzy seeing a lot of writing, reading was less interesting, did not like reading because there were no pictures, even some students stated that they felt compelled to read, read while doing his schoolwork, reading textbooks. Students prefer watching YouTube, watching television, playing, and so on. The duration of reading varies, some read only briefly, some for a long time, and some say it depends on the thickness of the book. In one week, students read only if necessary and spend their time doing other activities.

The lack of students' interest in reading has an impact on learning outcomes and the knowledge they acquire, some students state that they only read when doing assignments, indicating that students interest in reading is low. The reason why students are less interested in reading books, one of which is because students are more interested in other activities such as playing and watching. Reading is something that is rarely of interest, even though it is stated that reading is forced or when there is an assignment, students are still willing to read. Looking at the students' answers, when instructed to read freely many chose comic books over subject books, the

reason obtained was that they liked picture books so they wouldn't get bored and bored easily. In addition, students who stated they like reading as many 12 out of 29 students. Students stated that they liked reading because reading can provide knowledge, be smart, and broaden horizons, reading is very exciting and fun, and reading has become a habit for some students. Reading comic books, picture books, and fairy tale books, students say "can increase imagination and can take good lessons". Books with fun pictures and stories are easier to understand and attract students' attention, but textbooks also have their own charm for students.

Students say "When I read sports textbooks I get a lot of how to kick a ball, play badminton, and so on, getting lessons from the teacher through reading can add some knowledge that the teacher has not given" with this through reading can add insight new for students and get knowledge apart from the teachers at school. Then, during free time, a minority of students prefer to read and the majority like watching YouTube, playing, dancing, and other activities. The intensity of students reading in a week is not that great, besides that the duration in reading 1 book students say "depends on the thickness of the book and according to needs" the thickness of the book is one of the reasons for completing 1 book if the book is thick the duration of students' reading can be several days, and vice versa thin books the duration of students reading can be faster. Based on this, below is a table of observations, there are several indicators that play a role in students' reading interest in schools:

Tabel 2. Observation Result

No	Indicator	Done	Not Yet
1.	Fifteen minutes of Literacy	-	✓
2.	There is a good library	✓	-
3.	There is a reading corner at the class	-	✓
4.	There is a Literacy Team at school	-	✓

Through observations that have been made by researchers, the findings obtained in observing the condition of the school are that the library has not been operating for 5 years and the school does not have librarians, but after being cleaned, and repaired, the library can be used and can operate again. Inside the library, there is a collection of various books ranging from books of knowledge, story books, books on plant and plant cultivation, math books, science books, books on religion, history books, and other reading books, besides that there are books in Indonesian and English. then the size of the book and thickness of the book varies. The library has a variety of books but students are still reluctant to take the initiative to read books, students who come to read are only the same students. With this can be seen the interest and desire to read from students.

Meanwhile, the school does not yet have a literacy team and each class does not have a reading corner. However, each class has a cupboard to store subject books, thematic books, and study books. Implementation of literacy before learning begins for 15 minutes has not been carried out, students only read when given assignments, so students are less accustomed to reading. At school students are used to receiving learning through lecture methods given by educators, while reading habits are rarely carried out. This has an effect on students' low interest in reading and eliminates the culture of reading in schools. the more often students are given the time and opportunity to read 15 minutes before learning begins, it can foster an attitude of liking to read in students. Based on this, the researcher carried out the Pretest and Posttest simultaneously with the implementation of *Kampus Mengajar 4*. Below are the pretest and posttest scores for 5th-grade students at SDN 1 Pekantingan:

Tabel 3. The Resulf of Pretest and Posttest

No	Name	Result	
		Pretest	Postest
1.	FNR	20	25
2.	TKA	15	60
3.	R	35	45
4.	R	40	45
5.	A	40	45
6.	S	15	55
7.	RBR	25	55
8.	NA	35	65
9.	TFK	20	35
10.	IYS	15	55
11.	ES	20	60
12.	NS	10	60
13.	A	45	65
14.	ED	40	55
15.	F	35	50
16.	AN	45	60
17.	DA	25	55
18.	TM	15	45
19.	ASA	50	65
20.	AD	25	40
21.	KF	25	50
22.	VHK	35	65
23.	VBA	30	55
24.	NPA	40	65
25.	NM	25	60
26.	AW	35	55
27.	DM	15	40
28.	TA	35	60
29.	AJ	70	65

The pretest and posttest questions totaled 20 items with different competencies and forms of questions. In the pretest multiple choice questions with the competence to find explicit information (who, when, where, why, how) in literary texts or informational texts which continues to increase according to the level of 29 students, only 7 students answer correctly. Question true or false with the competence to explain the main idea and some supporting ideas in information text which continues to increase according to the level 9 students answered correctly.

Whereas the posttest in the form of multiple choice questions found explicit information (who, when, where, why, how) in fictional texts which continued to increase according to the level from 29 students, who answered correctly is 28 students. The question is true or false in making inferences (conclusions) related to the content of the text to determine whether a comment or question or statement is relevant to the content of the text in fictional texts. 28 students answered correctly. The pretest and posttest above shows an increase in student scores. The majority of students experienced a significant increase. The findings found were that there was progress in students, even though they had not yet touched the perfect score. Hereby declare that this method is effective to implement and implement to increase the percentage of student's interest in reading at SDN 1 Pekantingan. The implement of the Sustained

Silent Reading method can foster the character of liking to read in students and the library becomes crowded with students who wish to read the initiative. The Sustained Silent Reading method is effective for implementation in the classroom and in the library.

Discussion

Based on the research results and findings, it was found that 5th-grade students' interest in reading was still low, out of 29 students, only 12 students liked reading. Before the implementation of Sustained Silent Reading students were less interested in reading, in the learning process activities in class students only listened to the teacher and did assignments. The intensity of reading is quite small, students are not given the opportunity to read. Reading is a process of pronouncing writing to get its content, reading is one of the skills of other language skills and is interrelated. Reading has a big influence on the world of education, the importance of reading is accustomed to since students are still in childhood. To get knowledge from the teacher, through reading students experience a learning process where a lot of information is obtained while reading (Friantary, 2019). Teachers should remind and help students of the importance of reading. Students' interest in reading is an important point for the sustainability of the learning process, in the world of education reading is an important activity that must be carried out by students as someone who are studying. Someone who has a strong interest in reading will provide reading material and read it with self-awareness (Marmita, 2021).

From the explanation 5th-grade students at SDN 1 Pekantingan, these students get bored easily and get bored quickly when reading, the cause of the lack of interest in reading is that students are less interested in reading books that have no pictures. When students read textbooks where the majority do not have pictures, it makes students feel dizzy. Other factors for the low reading interest of students at SDN 1 Pekantingan are an unsupportive environment, inadequate facilities, and infrastructure, lack of motivation, and lack of habituation. The environment is an important factor for high or low student interest in reading, if students are in an environment that has low interest in reading, it is possible that students will also have low interest in reading, and vice versa. In addition, the motivation given by those closest to them can provide positive value for students' reading interests. Then other factors namely the inadequate role of the library and limited reading books. Prasetyono state, the bookkeeping situation in Indonesia does not invite interest in reading, there are not many books available (Sari, 2018).

Then the habit of reading needs to be done so that students are accustomed to and happy when reading. Dafnil state there are various ways to measure a person's reading habits such as frequency, time, variety, tips, reading moves, and absorption (Noviandari, 2022). Measuring a person's reading habits can be seen from how often they read, how much time they spend reading, how many types of reading, how to obtain reading techniques, and the understanding obtained. It can be seen from the interview data that there are 12 students who love reading books and reading without enforcement. All parties must work together in realizing an interest in reading, including the government through the method announced, librarians, parents, educators, the private sector and all parties involved to realize the same goal, in this case, a higher level of reading literacy.

The building of students' interest in reading cannot be separated from the assistance of facilities and infrastructure. Facilities are defined as all tools, devices and equipment that can be carried and moved during the educational process to achieve educational goals, such as books, pencils, pens and so on. While infrastructure is defined as the main facility that can support the ongoing educational process, such as school buildings, ceremonial fields, sports fields, classrooms, libraries, UKS rooms, and so on (Nurahmat, 2019). Facilities and infrastructure can support the success of the learning process in schools, without adequate facilities and infrastructure the learning process will not run well. The existence of a library and reading corner has an important role in fostering students' interest

in reading, with a variety of books available in the library, students can choose the book they like according to the genre they are interested in. The reading corner in the classroom provides an attraction for students, by getting students used to reading. Schools will be better off if they have a school literacy team, where literacy in schools can be monitored and directed, giving birth to new innovations to foster students' interest in reading.

The Implement of Sustained Silent Reading method, provides a new atmosphere and feel for the learning process in the classroom. Sustained Silent Reading is defined as reading silently and giving students the opportunity to read more deeply. At the beginning of the introduction and application of this method, students gave good responses, students followed instructions well, before starting to read the researcher made an agreement with students regarding the number of reading pages to be read, then students and teachers read in silence for 15 minutes the selected reading book, previously students had been told to bring the reading book of his choice. Each reading page has been fulfilled, so students must make brief notes about what they have read, such as a book report. The book report contains the name of the student, the date the book report was made, the title of the book, the author of the book, the rate of the book, the character, what it tells about, what is the favorite picture, and what is the favorite part of the book, with this students can take lessons that can be obtained from several pages which have been read. For students who have finished reading 1 book will be given a reward. Sustained Silent Reading was first introduced by Lyman C. Hunt from the University of Vermont in 1960 (Riza Habibah, 2018). This method continues to be implemented in American schools and there is an increase in students' interest in reading, many students fill their free time reading, this is seen from national reports.

Sustained Silent Reading can encourage students' interest in reading and motivate students. Based on the results of the pretest and posttest of 5th-grade students at SDN 1 Pekantingan, there was a significant increase in grades, only one student experienced a decrease in grades. Prior to the implementation of the Sustained Silent Reading method, students lacked interest in reading as seen from poor pretest scores, the majority of student scores were below 50, students were less interested in coming to the library, students always complained when given instructions to read and reading books were read only theme books, bupena and other subject books. Meanwhile, after implementing the Sustained Silent Reading method, students' interest in reading increased as seen from the posttest scores which increased even though they were not perfect, students came to the library on the initiative to read books other than subject books, and students rarely complained when asked to read. Besides being applied to the Sustained Silent Reading method before class, students are sometimes invited to study in the library, and then implementing the SSR method can be done in the library, with a variety of books students can choose the book they like.

Hurlock said that interest is defined as a source of motivation for someone to do what they want and they are free to choose. The existence of an urge to do something that will benefit from this will bring its own satisfaction. (Riza Habibah, 2018). Interest is a tendency that is focused intensively on objects that are considered important (Prasetya, 2020). It can be concluded that interest, namely the inner attitude present in a person, has a great influence on students' reading activities. From the results of research on students of SDN 1 Pekantingan, the findings were found, namely: **1.** Students' interest in reading is low, **2.** The library has only been operating for 5 years, **3.** The SSR method has an effect on students' reading interests. With this, the increase in value means that the application of the Sustained Silent Reading method can increase students' interest in reading

CONCLUSIONS AND RECOMMENDATIONS

Based on research that has been done regarding the Implementation of Sustained Silent Reading to increase grade 5 students' interest in reading at SDN 1 Pekantingan. Researchers can draw conclusions that the application of the

Sustained Silent Reading method gives a positive impression and new innovations in the education process, educators or teachers can provide new situations in the classroom so students don't feel burdened while reading. The existence of the Sustained Silent Reading method can increase students' interest in reading. Based on the results of the pretest and post-test scores, there was a significant increase in grades after the SSR method was applied, only one student experienced a decrease in scores. The implication of the results of this study is, the implementation of Sustained Silent Reading has an influence on students' reading interest, although not overall the students' reading demand increases. The Implementation of Sustained Silent Reading method before learning begins is a new and effective activity to do. Recommendations for future researchers to be able to use other research methods with attractive packaging, if doing a pretest and posttest it is hoped that future researchers can conduct validation to see the average value.

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