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THE EFFECT OF IMPLEMENTING SUSTAINED SILENT READING (SSR) ON THE TENTH-GRADE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXTS AT *SEKOLAH MENENGAH KEJURUAN* (SMK) TELKOM PEKANBARU

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Submitted as partial fulfillment of the requirements
For Bachelor Degree in English Education
(S. Pd)

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EXAMINER APPROVAL

The thesis entitled "***The Effect of Implementing Sustained Silent Reading (SSR) on Tenth-Grade Students' Reading Comprehension of Descriptive Text at SMK Telkom Pekanbaru***" was written by Indriana Jati, SIN. 12010423579. It has been examined and approved by the final examination committee of the undergraduate degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rajab 12th, 1447 H/6th January 2026 M. It is submitted as one of the requirements for a Bachelor Degree (S.Pd.) at the Department of English Education.

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ABSTRACT

Indriana Jati (2025): **The Effect of Implementing Sustained Silent Reading (SSR) on the Tenth-Grade Students' Reading Comprehension of Descriptive Texts at SMK Telkom Pekanbaru.**

This study aimed to examine the effect of Sustained Silent Reading (SSR) on the reading comprehension of the tenth-grade students in understanding descriptive texts at SMK Telkom Pekanbaru. The research employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The research instrument was a multiple-choice test that met the criteria of validity and reliability. The results showed an increase in the mean scores from the pre-test to the post-test; however, the data were not normally distributed. Therefore, hypothesis testing was conducted using the Wilcoxon Signed Rank Test. The findings revealed that there was no statistically significant difference between the pre-test and post-test scores, with a significance value of 0.242 and an effect size of 0.23, which is categorized as a small effect. Overall, the results indicate that although Sustained Silent Reading (SSR) led to a descriptive improvement in students' reading comprehension, its effect was not statistically significant. This result may be influenced by the relatively short duration of the treatment and differences in students' initial reading abilities.

Keywords: Sustained Silent Reading (SSR), reading comprehension, descriptive text.

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ABSTRAK

Indriana Jati (2025): The Effect of Implementing Sustained Silent Reading (SSR) on the Tenth-Grade Students' Reading Comprehension of Descriptive Text at SMK Telkom Pekanbaru

Penelitian ini bertujuan untuk menguji pengaruh teknik Sustained Silent Reading (SSR) terhadap kemampuan pemahaman membaca siswa kelas sepuluh pada teks deskriptif di SMK Telkom Pekanbaru dengan menggunakan pendekatan kuantitatif dan desain pra-eksperimental one-group pre-test dan post-test. Instrumen penelitian berupa tes pilihan ganda yang telah memenuhi kriteria validitas dan reliabilitas. Hasil analisis menunjukkan adanya peningkatan nilai rata-rata dari pre-test ke post-test, namun data tidak berdistribusi normal sehingga pengujian hipotesis dilakukan menggunakan Wilcoxon Signed Rank Test, yang menunjukkan tidak adanya perbedaan signifikan secara statistik, dengan nilai signifikansi 0,242 dan effect size sebesar 0,23 yang termasuk kategori kecil. Secara keseluruhan, temuan ini mengindikasikan bahwa meskipun SSR memberikan peningkatan secara deskriptif terhadap pemahaman membaca siswa, pengaruhnya belum signifikan secara statistik, yang diduga dipengaruhi oleh durasi perlakuan yang relatif singkat dan perbedaan kemampuan awal siswa.

Kata Kunci: Sustained Silent Reading (SSR), pemahaman membaca, teks deskriptif

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لخّص

إندريانا جاتي (٢٠٢٥): أثر تطبيق القراءة الصامتة المستمرة – (Sustained Silent Reading (SSR في فهم المقروء لدى طلاب الصف العاشر للنصوص الوصفية في مدرسة SMK Telkom Pekanbaru.

هدفت هذه الدراسة إلى تقصّي أثر تطبيق استراتيجية القراءة الصامتة المستمرة (SSR)في تنمية مهارة فهم المقروء لدى طلاب الصف العاشر في فهم النصوص الوصفية بمدرسة SMK Telkom Pekanbaru. اعتمدت الدراسة المنهج الكمي باستخدام التصميم شبه التجريبي من نوع المجموعة الواحدة باختبار قبلي وبعدي (one-group pre-test and post-test design).وتمثلت أداة البحث في اختبار موضوعي من نوع الاختيار من متعدد، وقد استوفى معايير الصدق والثبات .أظهرت النتائج وجود ارتفاع في متوسط درجات الطلاب من الاختبار القبلي إلى الاختبار البعدي، إلا أن البيانات لم تتبع التوزيع الطبيعي .وبناءً على ذلك، تم اختبار الفرضيات باستخدام اختبار ويلكوكسون للرتب الموقعة (Wilcoxon Signed Rank Test). وأوضحت النتائج عدم وجود فرق دال إحصائيًا بين درجات الاختبار القبلي والبعدي، حيث بلغت قيمة الدلالة الإحصائية ٠,٢٤٢ (Sig.)، وبلغ حجم الأثر ٠,٢٣، وهو ما يُصنَّف ضمن حجم الأثر الصغير .وبصورة عامة، تشير نتائج الدراسة إلى أنه على الرغم من أن تطبيق استراتيجية القراءة الصامتة المستمرة (SSR) قد أسهم في تحقيق تحسّن وصفي في فهم المقروء لدى الطلاب، فإن هذا التحسّن لم يصل إلى مستوى الدلالة الإحصائية .وقد يُعزى ذلك إلى قِصر مدة تطبيق المعالجة التعليمية، فضلًا عن وجود فروق فردية في مستويات القدرة القرائية الأولية لدى الطلاب.

الكلمات المفتاحية: القراءة الصامتة المستمرة (SSR)، فهم المقروء، النص الوصفي.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading comprehension is a fundamental skill in learning English, particularly for students at the vocational high school level. Through reading, students gain access to information, expand vocabulary, and develop language competence necessary for academic and professional purposes. However, many students still experience difficulties in comprehending English texts, especially when reading activities are limited to surface-level tasks rather than meaningful engagement with texts. This condition becomes a serious concern in English language learning, as comprehension is the core objective of reading instruction.

In many Indonesian classrooms, reading activities are often dominated by teacher-centered instruction and task-oriented practices. Students are commonly required to read short texts only to answer comprehension questions within a limited time. As a result, reading is perceived merely as an academic obligation rather than as a meaningful and enjoyable activity. This practice provides minimal opportunity for students to develop reading fluency, concentration, and deeper comprehension. Consequently, students tend to struggle with understanding texts holistically, particularly descriptive texts that require careful attention to main ideas, specific information, and detailed descriptions.

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Based on preliminary observations conducted during the researcher's Pre-Service Teaching Practice (PPL) at SMK Telkom Pekanbaru, several problems related to students' reading comprehension were identified. The school has implemented a literacy program in which students engage in silent reading activities for approximately fifteen minutes before lessons begin. Although this program aims to cultivate positive reading habits, the reading materials used are predominantly Indonesian texts. As a result, students rarely engage in silent reading activities using English texts. This limited exposure reduces students' familiarity with English vocabulary and sentence structures, which negatively affects their reading comprehension.

At SMK Telkom Pekanbaru, tenth-grade students face considerable difficulties in comprehending English descriptive texts. These difficulties are particularly evident in identifying main ideas, locating specific information, and understanding detailed descriptions. Based on preliminary observations, the Minimum Mastery Criterion (KKM) for English reading comprehension at the school is set at 75. However, most tenth-grade students have not yet achieved this criterion in reading comprehension assessments. To address this issue, the teacher has applied several conventional reading instruction methods, such as guided reading, vocabulary explanation, and short reading tasks followed by comprehension questions. Nevertheless, these approaches have not resulted in significant improvement in students' reading comprehension.

Furthermore, reading instruction in the classroom remains largely teacher-centered and focuses heavily on completing textbook-based exercises. Students

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are usually required to read short passages and answer questions without sufficient time for sustained reading. This instructional practice limits students' opportunities to develop reading fluency and comprehension simultaneously. Although Kurikulum Merdeka emphasizes student-centered learning and meaningful learning experiences, classroom reading activities have not fully reflected these principles. Students rarely participate in independent reading activities that allow them to engage with texts deeply and autonomously. Therefore, an alternative reading strategy is needed to address these instructional limitations.

SMK Telkom Pekanbaru has implemented Kurikulum Merdeka, which promotes learner autonomy, active participation, and meaningful learning experiences. The curriculum encourages teachers to design instructional strategies that actively involve students in the learning process and support the development of receptive and productive language skills (Ministry of Education, Culture, Research, and Technology, 2022). In English language learning, Kurikulum Merdeka highlights the importance of understanding various text types, including descriptive texts, as part of students' communicative competence. However, the effectiveness of curriculum implementation depends on the appropriateness of teaching strategies used in the classroom.

Although the English textbook used in Kurikulum Merdeka does not emphasize descriptive texts about animals, this study employs descriptive animal texts during the teaching and learning process. The selection of animal

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descriptive texts is based on pedagogical considerations, as such texts are familiar, concrete, and engaging for students. Using animal-related topics helps students focus on understanding the structure and content of descriptive texts without being hindered by unfamiliar contexts. Moreover, animal descriptive texts clearly represent the characteristics of descriptive texts, making them suitable for reading comprehension practice. Therefore, the use of descriptive animal texts is expected to support students' comprehension development more effectively.

One instructional strategy that has the potential to address these challenges is Sustained Silent Reading (SSR). SSR is a reading activity in which students read silently for a fixed period without interruption. This strategy emphasizes reading fluency, concentration, and enjoyment by allowing students to engage with texts at their own pace. Krashen (2004) argues that sustained silent reading provides learners with comprehensible input that supports language acquisition. Similarly, Pilgreen (2000) states that SSR can foster positive reading habits and increase students' motivation to read.

Several previous studies have examined the effectiveness of SSR in improving students' reading comprehension. Studies by Fatoni et al. (2018), Anggraini (2020), and Natalian et al. (2021) reported that SSR contributed positively to students' reading comprehension and motivation. Other studies, such as those conducted by Novarianti and Alinda (2022) and Saragih and Sidabalok (2023), also found that SSR improved students' engagement and reading comprehension. However, most of these studies focused on narrative

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texts and were conducted in general senior high schools using classroom action research designs.

Despite these positive findings, several research gaps remain. First, research on the implementation of SSR using descriptive texts is still limited. Second, few studies have examined SSR in vocational high school contexts, particularly in SMK settings. Third, many previous studies emphasized student-selected reading materials, while limited attention has been given to teacher-selected texts aligned with curriculum objectives. Finally, no prior study has specifically investigated the implementation of SSR at SMK Telkom Pekanbaru.

Considering these gaps, further empirical research is needed to examine the effectiveness of Sustained Silent Reading (SSR) in different contexts and text types. Therefore, this study aims to investigate **the effect of implementing Sustained Silent Reading (SSR) using teacher-selected descriptive texts on the reading comprehension of tenth-grade students at SMK Telkom Pekanbaru**. The findings of this study are expected to provide empirical evidence that supports the development of effective reading instruction strategies aligned with Kurikulum Merdeka.

B. Problem of the Research

1. Identification of the Problem

Based on the background of the research and the preliminary observations conducted at SMK Telkom Pekanbaru, several problems related to students' reading comprehension were identified as follows:

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a. Students engage in silent reading activities only in Indonesian, not English.
b. Tenth-grade students at SMK Telkom Pekanbaru experience difficulties in comprehending English descriptive texts, particularly in identifying main ideas, specific information, and detailed descriptions.
c. Students tend to rely on word-by-word translation when reading English texts, which hinders their ability to comprehend texts holistically.
d. Reading instruction is predominantly conducted through conventional methods, such as short reading tasks followed by comprehension questions, which provide limited opportunities for sustained and meaningful reading.
e. Although Kurikulum Merdeka emphasizes student-centered and meaningful learning, reading activities in the classroom have not fully reflected these principles.
f. Students have limited exposure to sustained silent reading activities using English texts that are aligned with curriculum objectives

2. Limitation of the Problem

This study was limited to the implementation of Sustained Silent Reading (SSR) for tenth-grade students at SMK Telkom Pekanbaru using a pre-experimental one-group pre-test and post-test design. The research focused only on students' reading comprehension of descriptive texts, specifically identifying main ideas, finding specific information, and understanding detailed descriptions. The materials used were teacher-selected descriptive texts aligned

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with Kurikulum Merdeka, while other text types and English skills were not examined. Data were collected solely through multiple-choice reading comprehension tests.

3. Formulation of the Problem

Based on the background of the study, the research question is indicated as

a. Is there a significant difference in students' reading comprehension of descriptive text before and after implementing Sustained Silent Reading (SSR) at tenth-grade students of SMK Telkom Pekanbaru?
b. How large is the effect size of implementing Sustained Silent Reading (SSR) on the reading comprehension of descriptive texts at tenth-grade students of SMK Telkom Pekanbaru?

C. The Objective and Significance of the Research

1. The Objective of the Research

The objective of this study was to examine the effect of Sustained Silent Reading (SSR) using teacher-selected descriptive texts on the reading comprehension of tenth-grade students at SMK Telkom Pekanbaru. This study aimed to identify whether there was a significant difference in students' reading comprehension before and after the implementation of SSR, particularly in identifying main ideas, finding specific information, and understanding detailed descriptions. Additionally, this study measured the effect size of SSR to provide

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empirical evidence of its effectiveness in the vocational high school EFL context.

2. Significances of the Research

The study yielded two significant contributions, namely theoretical and practical findings. From a theoretical perspective, this research enriches existing theories related to reading comprehension and extensive reading strategies within EFL contexts. It provides additional empirical evidence supporting the effectiveness of Sustained Silent Reading (SSR), particularly in vocational high school settings, which remain underrepresented in previous studies. Furthermore, the findings strengthen the theoretical foundation of reading instruction by emphasizing the importance of sustained, autonomous, and meaningful reading activities as effective approaches to improving students' reading comprehension.

In terms of practical significance, the findings offer valuable insights for educators and curriculum developers, especially in vocational schools, by highlighting SSR as a feasible and effective instructional strategy for enhancing students' reading comprehension. The results may guide teachers in selecting appropriate reading practices that foster independent reading habits among learners. Additionally, this study can serve as a useful reference for future researcher who intend to explore reading comprehension, extensive reading, or SSR implementation in similar EFL educational contexts.

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D. Definition of the Terms

1. Reading Comprehension

Reading comprehension refers to the ability to understand, interpret, and construct meaning from written texts by integrating textual information with prior knowledge. In this study, reading comprehension is operationally defined as students' ability to identify main ideas, find specific information, and understand detailed descriptions in English descriptive texts. This ability is measured through students' performance on reading comprehension tests administered before and after the implementation of the instructional strategy (Grabe & Stoller, 2011).

2. Sustained Silent Reading (SSR)

Sustained Silent Reading (SSR) is a reading strategy in which students read silently for a fixed period of time using selected reading materials without interruption or direct instruction. The primary purpose of SSR is to increase students' exposure to meaningful written input, promote reading fluency, and foster positive reading habits. In this study, SSR refers to a classroom activity in which tenth-grade students read teacher-selected descriptive texts silently to improve their reading comprehension (Krashen, 2004).

3. Descriptive Text

Descriptive text is a type of text that aims to describe a particular person, place, object, or phenomenon by providing detailed and specific information. It is characterized by the use of sensory details, specific nouns, adjectives, and the simple present tense. In this study, descriptive text refers to English reading

materials that describe people, places, or objects and are aligned with the learning objectives of the tenth-grade English curriculum (Gerot & Wignell, 1994).

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CHAPTER II

LITERATURE REVIEW

A. Theorical Framework

1. Sustained Silent Reading

a. Definition of Sustained Silent Reading (SSR)

Sustained Silent Reading (SSR) is a reading strategy in which students read quietly and independently for a specific period of time without interruption. During SSR sessions, both students and teachers engage in silent reading, creating a supportive and focused reading environment. Hunt (1970) defines SSR as a classroom activity where all participants, including the teacher, read silently for a designated time to enhance reading appreciation and proficiency. This practice is based on the assumption that reading is a skill that improves through consistent practice; the more frequently students read, the more proficient they become.

This perspective is supported by Hiebert and Reutzel (2010), who argue that extended reading practice enables students to develop reading fluency, vocabulary knowledge, and comprehension skills. Sustained Silent Reading allows learners to engage with texts continuously, which is essential for building reading confidence and independence. In this sense, SSR positions reading not merely as an academic task but as a meaningful learning activity.

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Sustained Silent Reading is closely related to the theory of input-based language learning. Krashen (2004) explains that language acquisition occurs when learners are exposed to comprehensible input in a low-anxiety environment. SSR provides such an environment by eliminating immediate evaluation and allowing students to focus on understanding meaning rather than linguistic form. In English as a Foreign Language (EFL) contexts, where students often experience reading anxiety due to limited vocabulary and unfamiliar structures, SSR helps reduce pressure and encourages engagement with texts.

Furthermore, SSR supports learner autonomy by allowing students to read at their own pace and apply reading strategies independently. As students repeatedly engage in silent reading, they gradually develop confidence and self-regulation in reading. Grabe (2009) states that sustained reading exposure contributes significantly to comprehension development because readers learn to manage meaning construction without constant teacher intervention. Therefore, SSR can be considered an effective instructional approach for improving reading comprehension through sustained exposure and learner-centered practice.

In Asian EFL contexts, including Indonesia, SSR aligns well with communicative language teaching principles that emphasize meaningful language use. Renandya and Jacobs (2016) highlight that increased exposure to reading materials is crucial in contexts where English input outside the classroom is limited. Through SSR, students encounter

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vocabulary, grammar, and discourse patterns repeatedly, which supports gradual comprehension development. Consequently, SSR contributes not only to cognitive growth but also to positive attitudes toward reading.

In summary, Sustained Silent Reading is a theoretically grounded instructional strategy that supports reading comprehension through sustained exposure to texts, reduced anxiety, and learner autonomy. Its relevance in EFL classrooms lies in its ability to address common challenges such as limited reading exposure and low reading motivation. Therefore, SSR is considered an appropriate strategy for improving students' reading comprehension at the secondary school level.

Pilgreen (2000) further outlines crucial characteristics of SSR, including:

1) Self-selected reading materials
2) Quiet reading environment
3) Regularly scheduled reading time
4) Teacher participation

b. The Procedure of Sustained Silent Reading (SSR)

The implementation of Sustained Silent Reading (SSR) follows a structured procedure designed to create a focused and supportive reading environment. According to Pilgreen (2000), one of the essential principles of SSR is uninterrupted silent reading. During SSR sessions, students are given a predetermined period of time to read quietly without any form of

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interruption, allowing them to concentrate fully on the text and develop sustained attention while reading.

Another important aspect of SSR is the selection of appropriate reading materials. In educational settings, particularly in EFL classrooms, reading materials are often selected by the teacher to ensure that the texts are suitable for students' proficiency levels and aligned with instructional objectives. Teacher-selected descriptive texts help students engage with the content meaningfully while reducing difficulties caused by unfamiliar vocabulary or complex structures.

During the SSR session, students are expected to focus on understanding the content of the text rather than completing tasks or answering questions. Pilgreen (2000) emphasizes that SSR should prioritize comprehension and reading enjoyment rather than immediate assessment. By focusing on meaning construction, students are encouraged to read at their own pace and develop independent reading strategies.

SSR is conducted as an individual reading activity. Students read silently on their own without discussion or interaction with peers during the reading period. This individual and quiet reading condition helps maintain a low-anxiety environment, which is essential for effective reading engagement, especially in EFL contexts (Krashen, 2004).

Consistency is another key factor in the successful implementation of SSR. SSR should be implemented regularly according to a predetermined schedule to establish positive reading habits. Regular exposure to silent

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reading activities allows students to gradually improve their reading fluency and comprehension through continuous practice (Pilgreen, 2000).

Based on the explanation above, the procedure of Sustained Silent Reading (SSR) applied in this study is adapted from Pilgreen's (2000) indicators of teaching principles. These principles emphasize uninterrupted silent reading for a fixed period of time, the use of appropriate teacher-selected texts, individual and focused reading without discussion, and regular implementation to establish consistent reading habits. Therefore, the SSR procedure described in this section serves as the theoretical foundation for the operational implementation of SSR during the treatment phase of the study.

Indicators of teaching principles of SSR adapted from Pilgreen (2000):

1) Students read silently without interruption for a predetermined time.
2) Teacher-selected descriptive texts are used as reading materials.
3) Students focus on comprehension of the provided text during the silent reading period.
4) Reading is conducted individually, without discussion during the SSR session.
5) SSR is implemented regularly, following the research schedule.

c. The Advantages of Sustained Silent Reading (SSR)

One major advantage of SSR is its contribution to reading fluency. Continuous reading without interruption allows students to process texts

more efficiently and develop automaticity in word recognition. Grabe (2009) explains that fluency enables readers to focus on meaning rather than decoding, which directly supports comprehension.

SSR also supports vocabulary development. Through extensive exposure to texts, students encounter vocabulary repeatedly in meaningful contexts. Krashen (2004) argues that vocabulary acquired through reading is more durable than vocabulary learned solely through direct instruction. This vocabulary growth contributes to improved comprehension performance.

Additionally, SSR positively influences students' motivation and attitudes toward reading. A low-pressure reading environment encourages students to engage with texts voluntarily. Renandya and Jacobs (2016) report that students participating in SSR programs tend to develop more positive reading habits and increased reading motivation.

Furthermore, SSR promotes learner autonomy by allowing students to control their reading pace and strategies. Day and Bamford (1998) note that autonomous readers are more likely to continue reading independently beyond the classroom. This autonomy is particularly valuable in EFL contexts, where learners must often rely on self-directed learning.

In conclusion, sustained silent reading offers multiple advantages that support reading comprehension development. By addressing both cognitive and affective aspects of reading, SSR serves as an effective instructional strategy for EFL learners, including vocational high school students.

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2. Concept of Reading Comprehension

a. Reading Comprehension

Reading comprehension is a complex cognitive process in which readers construct meaning from written texts by integrating textual information with their background knowledge. This process involves understanding explicit information stated in the text as well as making inferences based on contextual clues. According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction with written language. In English as a Foreign Language (EFL) contexts, reading comprehension requires not only linguistic knowledge but also strategic reading skills to interpret meaning accurately.

Grabe and Stoller (2011) state that effective reading comprehension involves multiple components, including vocabulary knowledge, syntactic awareness, discourse understanding, and strategic processing. Readers must be able to identify key ideas, recognize relationships among ideas, and retain relevant information from the text. Therefore, reading comprehension is not limited to decoding words but extends to understanding the overall message conveyed by the text.

Reading comprehension includes several levels, such as literal, inferential, and evaluative comprehension. Literal comprehension involves understanding explicitly stated information. Inferential comprehension requires readers to draw conclusions based on textual clues. Evaluative

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comprehension involves critical judgment of the text (Brown, 2004). In EFL classrooms, instruction often emphasizes literal comprehension, especially at lower proficiency levels. However, higher-level comprehension skills should also be developed gradually.

Several factors influence reading comprehension, including vocabulary knowledge, background knowledge, and reading strategies. Nation (2009) states that vocabulary knowledge is a strong predictor of comprehension ability. Without sufficient vocabulary, readers struggle to understand texts. In EFL contexts, limited exposure to English texts exacerbates this challenge. Therefore, extensive reading strategies such as SSR are beneficial. They increase exposure and support comprehension development.

Reading comprehension is also influenced by motivation and reading habits. Students who read regularly tend to develop better comprehension skills. Krashen (2004) emphasizes that sustained reading activities promote comprehension by increasing exposure to meaningful input. In EFL classrooms, creating a positive reading environment encourages regular reading practice. This environment supports both cognitive and affective development.

In classroom-based reading instruction, reading comprehension is often assessed through tasks that require students to demonstrate their understanding of a text. These tasks typically include identifying the main idea, locating specific information, and understanding detailed descriptions.

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Such indicators reflect students' ability to process texts both globally and locally. Consequently, reading comprehension assessment should align with these measurable indicators.

In conclusion, reading comprehension is a central component of reading ability. It involves multiple levels and is influenced by various linguistic and psychological factors. For EFL learners, improving reading comprehension requires effective instruction, appropriate strategies, and supportive learning environments. Therefore, reading comprehension remains a key focus in EFL reading research and instruction.

According to Grabe and Stoller (2011), reading comprehension encompasses several key indicators, such as

1) Identifying the main idea

Identifying the main idea is a fundamental skill in reading comprehension that involves recognizing the central thought or overall message of a text. The main idea reflects what the text is mostly about and serves as the foundation for understanding supporting details. According to Miller (2006), identifying the main idea enables readers to organize information and distinguish essential points from less important ones. This skill helps students focus on the key message conveyed by the writer rather than isolated facts. In descriptive texts, the main idea often appears in the identification section or is implied through repeated information. Students who can identify the main idea are more likely to comprehend the text holistically.

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In this study, identifying the main idea is used as an indicator to assess students' ability to understand the general meaning of descriptive texts. Students are required to recognize the topic and main focus of the text after reading silently during SSR sessions. This indicator reflects students' overall comprehension rather than surface-level understanding. The improvement in students' ability to identify the main idea indicates that they are able to process the text meaningfully. Therefore, this indicator is essential in measuring students' reading comprehension achievement. It provides evidence of students' ability to grasp the core message of a text.

2) Finding detailed or specific information

Finding detailed or specific information refers to the ability to locate explicitly stated facts or details within a text. These details may include names, places, characteristics, or descriptions that support the main idea. Snow (2002) states that the ability to retrieve specific information demonstrates readers' understanding of textual content at a literal level. In descriptive texts, detailed information is usually presented clearly to describe the object, person, or place being discussed. Readers must pay close attention to textual clues to accurately identify these details. This skill requires careful reading and concentration throughout the text.

In the present study, this indicator is used to assess students' ability to comprehend explicit information in descriptive texts. Students are asked to answer questions that require them to locate specific details after participating in SSR activities. This indicator measures students' accuracy

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and attention to textual information. Improvement in this aspect shows that students are able to understand the content presented in the text more thoroughly. As a result, finding detailed information serves as an important component in evaluating students' reading comprehension. It reflects students' ability to process information directly stated in the text.

3) Making inferences based on textual clues and context

Making inferences is a higher-level reading skill that involves drawing conclusions based on information that is not directly stated in the text. Readers must combine textual clues with their background knowledge to infer meaning. According to Grabe and Stoller (2011), inferential comprehension requires readers to interpret implicit information and understand relationships among ideas. This skill enables readers to go beyond literal understanding and construct deeper meaning. In descriptive texts, inferences may involve understanding implied characteristics or intentions. Therefore, inferential ability reflects deeper comprehension of the text.

In this study, making inferences is used as an indicator to assess students' ability to interpret implicit information in descriptive texts. Students are required to infer meaning based on context after reading silently through SSR. This indicator demonstrates students' critical thinking and deeper engagement with the text. Improvement in inferential skills suggests that students are developing higher-order comprehension abilities.

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Consequently, this indicator is essential for evaluating students' overall reading comprehension. It shows students' capacity to understand both explicit and implicit meanings in the text.

These indicators are used in the present study to assess students' comprehension before and after the implementation of SSR.

b. Factors Affecting Reading Comprehension

Reading comprehension is influenced by students' linguistic knowledge, particularly vocabulary and grammatical competence. Vocabulary knowledge plays a crucial role in enabling readers to understand words and phrases used in a text. According to Grabe and Stoller (2011), limited vocabulary often becomes a major obstacle for students in comprehending written texts, especially in EFL contexts. When students encounter too many unfamiliar words, their comprehension process is disrupted. Grammatical knowledge is also essential because it helps readers understand sentence relationships and meaning. Without sufficient language knowledge, students may struggle to interpret even simple descriptive texts. Therefore, linguistic competence is a key factor affecting reading comprehension (Grabe & Stoller, 2011).

Another important factor affecting reading comprehension is students' background knowledge or prior knowledge. Background knowledge allows readers to connect new information from the text with what they already know. Snow (2002) states that comprehension occurs when readers actively integrate textual information with their existing

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knowledge. Students who lack relevant background knowledge may find it difficult to understand the content of a text. This issue is common in descriptive texts that present unfamiliar objects or places. Providing sufficient exposure to varied reading materials can help students build background knowledge over time. Thus, background knowledge significantly influences students' reading comprehension ability (Snow, 2002).

Reading strategies also play a vital role in determining students' comprehension performance. Effective readers use strategies such as predicting, identifying main ideas, locating specific information, and making inferences while reading. According to Klingner, Vaughn, and Boardman (2007), students who are aware of and able to apply reading strategies tend to comprehend texts more successfully. In contrast, students who read without strategies often fail to understand the overall meaning of a text. Strategic reading helps students monitor their comprehension and resolve difficulties during reading. Instructional approaches that encourage strategy use can enhance comprehension skills. Therefore, reading strategies are a significant factor affecting reading comprehension (Klingner et al., 2007).

Motivation and reading habits are also influential factors in reading comprehension. Students who are motivated to read tend to engage more actively with texts and read more frequently. Krashen (2004) argues that frequent exposure to interesting and comprehensible texts contributes

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greatly to the development of reading comprehension. When students enjoy reading, they are more willing to spend time reading independently. This increased reading practice leads to improved vocabulary, fluency, and comprehension. Conversely, low motivation can result in limited reading practice and poor comprehension skills. Hence, motivation is a crucial factor affecting reading comprehension (Krashen, 2004).

The learning environment also affects students' reading comprehension development. A quiet, comfortable, and supportive classroom environment helps students focus and engage in reading activities. Pilgreen (2000) emphasizes that sustained silent reading requires a conducive environment to be effective. Distractions, noise, and frequent interruptions can negatively affect students' concentration during reading. In contrast, a calm reading environment encourages students to read attentively and meaningfully. Instructional strategies such as SSR aim to create such an environment for reading. Therefore, classroom conditions are an important factor influencing reading comprehension (Pilgreen, 2000).

c. Assessment of Reading Comprehension

Assessment of reading comprehension is an essential component in evaluating students' ability to understand written texts. It aims to measure how well students can construct meaning from texts they read. According to Snow (2002), reading comprehension assessment should focus on both literal and inferential understanding. Effective assessment provides

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information about students' strengths and weaknesses in reading. It also helps teachers determine whether instructional strategies are successful. In reading instruction, assessment is closely linked to learning objectives. Therefore, assessment plays a crucial role in monitoring students' reading development (Snow, 2002).

Reading comprehension assessment commonly includes several indicators that reflect different levels of understanding. These indicators typically involve identifying the main idea, finding specific information, and making inferences. Klingner, Vaughn, and Boardman (2007) state that assessing multiple aspects of comprehension provides a more accurate picture of students' reading ability. Literal comprehension focuses on information explicitly stated in the text. Inferential comprehension requires students to interpret implied meaning based on context. By assessing both levels, teachers can evaluate students' overall comprehension skills. Thus, comprehensive assessment is necessary to capture students' reading performance (Klingner et al., 2007).

In many reading studies, objective tests such as multiple-choice questions are widely used to assess reading comprehension. Multiple-choice tests allow researcher to measure students' comprehension efficiently and objectively. According to Grabe and Stoller (2011), this type of assessment is effective for evaluating students' understanding of main ideas, details, and inferences. The clear scoring system also ensures consistency and reliability of results. In addition, multiple-choice tests reduce subjectivity in

scoring. For these reasons, such tests are commonly employed in quantitative reading research. Therefore, objective tests are suitable instruments for assessing reading comprehension (Grabe & Stoller, 2011).

Assessment of reading comprehension should also align with the type of text being studied. In descriptive texts, comprehension assessment focuses on students' understanding of characteristics, attributes, and specific details. Derewianka (1990) explains that descriptive texts require readers to recognize how information is organized to describe people, places, or objects. Students must understand both the general description and supporting details. Questions related to descriptive texts should reflect these characteristics. Proper alignment between text type and assessment ensures valid measurement. Hence, text-based assessment is essential in reading research (Derewianka, 1990).

In the context of this study, reading comprehension is assessed through pre-test and post-test scores. The pre-test is used to measure students' initial reading comprehension before the implementation of the Sustained Silent Reading (SSR) strategy. The post-test is administered to measure students' comprehension after the treatment. According to Creswell (2014), comparing pre-test and post-test results helps determine the effectiveness of an instructional intervention. This comparison allows researcher to identify improvement in students' reading comprehension. Thus, test-based assessment is appropriate for experimental reading studies.

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Consequently, assessment results serve as the main data source in this research (Creswell, 2014).

Furthermore, assessment of reading comprehension should reflect students' actual reading ability rather than memorization. Miller (2006) emphasizes that effective assessment focuses on students' understanding of meaning rather than isolated facts. Comprehension assessment should encourage students to think critically and interpret information. In this study, assessment items are designed to measure meaningful comprehension of descriptive texts. The results indicate how well students understand the content after participating in SSR activities. Improvement in assessment scores suggests positive development in reading comprehension. Therefore, assessment functions as a key indicator of instructional success (Miller, 2006).

3. Descriptive Text

The researcher focuses on descriptive text in English texts, which vary in purpose, characteristics, and generic structure, such as narrative, descriptive, report, and procedure.

a. Definition of Descriptive Text

Descriptive text is a type of text that aims to describe a particular person, place, object, or phenomenon in detail. The primary function of this text type is to provide clear and vivid information so that readers can form a mental image of the subject being described. According to Gerot and Wignell (1994), descriptive text focuses on specific characteristics,

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qualities, and attributes of the subject rather than events or actions. In EFL learning contexts, descriptive texts are commonly introduced at the beginner to intermediate levels because of their relatively straightforward structure and concrete content. This type of text allows learners to focus on understanding factual information presented through descriptive language. As a result, descriptive text is considered an effective medium for developing students' basic reading comprehension skills.

From a pedagogical perspective, descriptive text plays an important role in helping students develop awareness of how information is organized in written discourse. Knapp and Watkins (2005) state that descriptive texts train learners to identify key ideas and supporting details that contribute to overall meaning. In EFL classrooms, students often struggle with abstract texts due to limited vocabulary and background knowledge. Descriptive texts reduce this difficulty by presenting tangible and familiar topics. This accessibility enables learners to focus more on comprehension rather than decoding complex ideas. Therefore, descriptive text serves as a bridge for students transitioning from basic decoding skills to higher-level comprehension.

In the Indonesian EFL context, descriptive text is emphasized in the tenth-grade curriculum as a foundational genre. Students are expected to comprehend descriptive texts related to daily life, such as descriptions of people, places, and objects around them. Anderson and Anderson (2003) argue that descriptive texts support learners' understanding of how language

represents real-world phenomena. Through exposure to descriptive texts, students learn to interpret details accurately and connect them to the overall topic. This process strengthens literal and interpretive comprehension skills. Consequently, descriptive text becomes a key genre for assessing reading comprehension at the secondary school level.

Descriptive text also supports vocabulary development through the frequent use of adjectives and descriptive expressions. As students encounter descriptive vocabulary repeatedly, they become more familiar with words used to express size, shape, color, and other attributes. Nation (2009) emphasizes that repeated exposure to vocabulary in meaningful contexts enhances retention and understanding. In EFL settings, descriptive texts provide rich input for vocabulary acquisition without overwhelming learners. This vocabulary growth contributes directly to improved comprehension performance. Thus, descriptive text functions not only as a reading genre but also as a source of language enrichment.

In summary, descriptive text is a text type designed to convey detailed information about a specific subject through descriptive language. Its concrete nature, clear purpose, and relevance to students' daily experiences make it particularly suitable for EFL learners. By engaging with descriptive texts, students develop essential reading skills such as identifying main ideas, understanding details, and interpreting descriptive

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language. Therefore, descriptive text is widely used as a core genre in reading instruction and assessment, especially in EFL secondary education.

b. Generic Structure of Descriptive Text

The generic structure of descriptive text typically consists of two main components: identification and description. The identification part introduces the subject that will be described, providing readers with a clear reference. This section usually appears at the beginning of the text and establishes the focus of the description. According to Gerot and Wignell (1994), identification functions to inform readers about what or who is being described. In EFL reading instruction, recognizing the identification stage helps students understand the topic of the text quickly. This initial understanding supports effective comprehension of subsequent details.

The description section elaborates on the subject by presenting its characteristics, features, and qualities in detail. This part may include physical appearance, behaviors, functions, or other distinguishing attributes. Knapp and Watkins (2005) explain that the description stage develops the topic introduced in the identification through organized details. In EFL contexts, students are trained to identify descriptive details to support comprehension questions. Understanding how information is organized in the description section helps learners locate specific information efficiently. This structural awareness enhances reading accuracy and speed.

Knowledge of generic structure plays a crucial role in reading comprehension development. When students understand the organizational

pattern of a text, they are better able to predict content and follow the flow of ideas. Grabe (2009) states that text structure awareness supports strategic reading and improves comprehension outcomes. In descriptive texts, recognizing the sequence of descriptive details allows students to distinguish between main ideas and supporting information. This ability is particularly important for answering comprehension questions in reading assessments. Therefore, generic structure knowledge contributes significantly to effective reading comprehension.

In Indonesian EFL classrooms, instruction on generic structure is commonly integrated into reading lessons. Teachers guide students to analyze texts by identifying identification and description sections. This practice helps students develop genre awareness and analytical reading skills. Anderson and Anderson (2003) argue that genre-based instruction supports learners in understanding how texts function in different communicative contexts. By mastering the generic structure of descriptive text, students become more confident readers. This confidence positively affects their engagement and comprehension performance.

In summary, the generic structure of descriptive text provides a clear framework for organizing information. The combination of identification and description ensures that ideas are presented logically and coherently. For EFL learners, understanding this structure facilitates comprehension by reducing confusion and enhancing predictability. Consequently, teaching

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and learning descriptive text structure is essential for improving reading comprehension skills at the secondary school level.

c. Language Features of Descriptive Text

Descriptive texts are characterized by specific language features that distinguish them from other text types. One prominent feature is the use of simple present tense to describe general truths or ongoing characteristics. Gerot and Wignell (1994) note that descriptive texts focus on what something is like rather than what happens. Adjectives are frequently used to express qualities such as size, color, shape, and condition. These adjectives help readers visualize the subject more clearly. In EFL reading contexts, recognizing these language features supports accurate interpretation of meaning.

Another important language feature of descriptive text is the use of relational verbs, such as *"is," "have," and "consists of."* These verbs function to link the subject with its attributes. Anderson and Anderson (2003) explain that relational verbs play a key role in presenting factual information in descriptive texts. In EFL classrooms, students are trained to identify these verbs to understand how information is connected. This understanding helps learners process sentences more effectively. Consequently, mastery of relational verbs contributes to improved reading comprehension.

Descriptive texts also employ specific nouns and noun phrases to provide detailed information. These noun phrases are often expanded with

modifiers to clarify meaning. Nation (2009) emphasizes that exposure to complex noun phrases enhances learners' grammatical awareness and comprehension ability. In EFL settings, students may initially find long noun phrases challenging. However, repeated exposure through descriptive texts helps them become familiar with these structures. This familiarity supports more efficient processing of written information. Additionally, descriptive texts may include figurative language and sensory details to enrich description. While not always dominant, these elements add depth and clarity to the text. Grabe (2009) states that sensory language can support comprehension by engaging readers' imagination. For EFL learners, understanding figurative expressions may require contextual clues and background knowledge. Descriptive texts provide manageable opportunities for learners to practice interpreting such language. This practice enhances interpretive comprehension skills.

In conclusion, the language features of descriptive text include the use of simple present tense, adjectives, relational verbs, and detailed noun phrases. These features work together to convey clear and vivid descriptions. For EFL learners, understanding these language features is essential for effective reading comprehension. By mastering these linguistic elements, students can decode meaning more accurately and engage more deeply with descriptive texts. Therefore, language feature awareness is a critical component of descriptive text comprehension.

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B. Relevant Research

A number of previous studies in EFL contexts have investigated the effectiveness of Sustained Silent Reading (SSR) as a strategy to improve students' reading comprehension. These studies have reported varied findings, ranging from significant improvement in reading comprehension to limited or non-significant effects. Such variation suggests that the effectiveness of SSR is influenced by several factors, including instructional design, treatment duration, text selection, and learner characteristics. Reviewing both successful and less successful studies is essential to provide a balanced and critical foundation for the present research. In EFL settings, particularly in Indonesia and other Asian countries, SSR has been increasingly adopted as an alternative to traditional teacher-centered reading instruction. However, empirical evidence indicates that SSR does not always produce uniform outcomes across contexts. Therefore, a comprehensive review of previous research is necessary to identify patterns, limitations, and research gaps. This section reviews five relevant studies related to the use of SSR in EFL reading instruction.

The first relevant study was conducted by Fatoni, Sada, and Wardah (2018) in an Indonesian senior high school context. The study employed a quasi-experimental design involving an experimental group that received SSR treatment and a control group taught using conventional reading instruction. The results indicated a statistically significant difference between the two groups in post-test reading comprehension scores. Students in the experimental group showed improvement in identifying main ideas, understanding specific

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information, and interpreting vocabulary in context. The researcher argued that SSR increased students' exposure to English texts, which contributed to better comprehension. They also reported that students appeared more relaxed and engaged during reading sessions. However, the study emphasized that SSR was implemented consistently over several weeks, which may have influenced the positive outcome. This finding suggests that duration and consistency are critical factors in SSR effectiveness. Overall, the study supports the use of SSR as an effective reading strategy in Indonesian EFL classrooms.

A similar positive finding was reported by Pratama and Suhardi (2021), who investigated the implementation of SSR among vocational high school students in Indonesia. The study focused specifically on students' reading comprehension of descriptive texts, making it highly relevant to the present research. Using a pre-test and post-test experimental design, the researcher found a significant improvement in students' reading comprehension after SSR treatment. The improvement was particularly evident in students' ability to identify detailed information and understand descriptive vocabulary. The researcher noted that SSR helped reduce students' reading anxiety, which often hinders comprehension in EFL contexts. Additionally, students demonstrated increased motivation and willingness to read English texts. However, the study also highlighted that teacher-selected texts played an important role in ensuring comprehension. These findings suggest that SSR can be effective when combined with appropriate instructional support. Thus, this study provides strong empirical support for the present research.

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In contrast, Renandya and Jacobs (2016) presented more nuanced findings regarding the effectiveness of extensive reading practices, including SSR, in Asian EFL classrooms. Their review study examined extensive reading programs across several Asian countries, including Indonesia. The authors found that SSR generally contributed to improvements in reading fluency and positive reading attitudes. However, they reported that gains in reading comprehension were not always statistically significant, particularly in short-term implementations. The study emphasized that many SSR programs failed to allocate sufficient time for sustained reading. Additionally, limited teacher involvement and lack of follow-up activities were identified as potential weaknesses. The authors argued that SSR should be implemented as part of a long-term reading program rather than as a short intervention. This study highlights that SSR effectiveness depends heavily on contextual and instructional factors. Therefore, SSR should not be viewed as an instant solution for reading comprehension problems.

Another study reporting limited effects of SSR was conducted by Waring and McLean (2015) in a Japanese EFL context. The researcher investigated the impact of sustained silent reading on students' vocabulary development and reading comprehension. While qualitative findings showed that students developed more positive attitudes toward reading, quantitative results indicated no significant improvement in reading comprehension scores. The researcher attributed this outcome to the short duration of the SSR program. They also noted that students were still developing basic reading fluency, which may have

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limited comprehension gains. Furthermore, the absence of structured post-reading activities may have reduced the depth of comprehension processing. The study suggests that SSR alone may not be sufficient to improve comprehension in a short period. These findings indicate that SSR effectiveness may vary depending on learners' proficiency levels and instructional design.

Mixed results were also reported by Suk, Kim, and Lee (2019) in a Korean EFL secondary school context. The study examined the effects of silent reading activities on students' reading comprehension and motivation. The findings showed that students demonstrated increased reading motivation and confidence after participating in SSR sessions. However, the improvement in reading comprehension scores was relatively modest and not statistically significant. The researcher suggested that students required more explicit strategy instruction to maximize comprehension gains. They also noted that SSR was more effective in supporting affective factors than cognitive outcomes in the short term. The study highlights the importance of combining SSR with comprehension strategy training. These findings reinforce the idea that SSR outcomes are influenced by pedagogical integration rather than the strategy alone.

Overall, previous research indicates that Sustained Silent Reading can positively influence students' reading comprehension, motivation, and reading habits in EFL contexts. However, the findings also demonstrate that SSR does not consistently lead to significant comprehension gains in all settings. Factors such as treatment duration, text difficulty, instructional support, and learner

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proficiency play a crucial role in determining outcomes. Studies reporting limited or non-significant results highlight the need for careful implementation and contextual adaptation. These mixed findings reveal a research gap regarding the optimal conditions under which SSR can effectively improve reading comprehension. Therefore, further empirical investigation is necessary, particularly in vocational high school settings using descriptive texts. The present study seeks to address this gap by examining the effect of SSR under controlled and contextually appropriate conditions.

C. Operational Concept

The operational concept is used to eliminate misunderstandings and misinterpretations in scientific studies. Because the operational notion remains abstract, it should be translated into specific phrases to facilitate measurement. There are two factors in this study:

1. Independent Variable (X): SSR Method

Sustained Silent Reading (SSR) is implemented as a regular silent reading activity in which students read self-selected descriptive texts individually for a fixed period of time in a quiet classroom environment. The teacher participates as a reading model without interrupting or testing students during the reading process. (Pilgreen,2000)

Indicators of Teaching Principles adapt from SSR (Pilgreen, 2000):

a. Students read silently without interruption for a predetermined time.
b. Teacher-selected descriptive texts are used as reading materials.

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c. Students focus on comprehension of the provided text during the silent reading period.
d. Reading is conducted individually, without discussion during the SSR session.
e. SSR is implemented regularly, following the research schedule.

These indicators describe how SSR is applied during the treatment phase of the study.

2. Dependent Variable (Y): Reading Comprehension

In this study, reading comprehension refers to student's capacity to understand descriptive texts written in English. It is measured via a multiple-choice test with 20 items presented as a pre-test and post-test.

The dependent variable is operationalized through three indicators adapted from Grabe & Stoller (2011), Snow (2002):

a. Identifying the Main Idea

Students can identify the text's principal thought or issue.

b. Finding Detailed Information

The student is able to locate explicit information stated directly in the text.

c. Making Inferences

The student is able to draw logical conclusions based on contextual clues or implied information.

Students' scores from the pre-test and post-test are used to measure changes in reading comprehension before and after the implementation of SSR.

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D. Assumption and Hypothesis of the Research

1. Assumption of the Research

This study assumes that the consistent implementation of the Sustained Silent Reading (SSR) strategy can improve students' reading comprehension of descriptive texts.

2. Hypothesis of thr Research

H_o: There is no significant effect of using sustained silent reading (SSR) on tenth-grade students' reading comprehension at SMK Telkom Pekanbaru.

H_a: There is a significant effect of using sustained silent reading (SSR) on tenth-grade students' reading comprehension at SMK Telkom Pekanbaru.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a one-group pre-test–post-test experimental design, in which a single group of participants was assessed before and after receiving the treatment. In this design, students completed a pre-test, participated in the Sustained Silent Reading (SSR) program using teacher-selected descriptive texts, and then completed a post-test to measure changes in their reading comprehension. According to Creswell (2014), this design is categorized as a pre-experimental design that examines the effect of an intervention by comparing participants' performance on a dependent variable before and after the treatment.

Table III. 1
The Schematic of the Pre-Experimental Design

Pre-Test	Experiment	Post-Test
O_1	X	O_2

Where:

O_1 (Observation 1: Pre-Test) : A pre-test is conducted before receiving treatment

X (Experiment/Intervention) : Treatment given to students utilizing all qualitative approaches

O_2 (Observation 2: Post-Test) : Post-test conducted after receiving treatment

This design was chosen because it enables the examination of learning gains without requiring a control group, which aligns with the research scope and school conditions.

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B. Time and Location

This study was conducted at SMK Telkom Pekanbaru, a vocational high school in Pekanbaru, Riau. The study took place during the 2025/ 2026 academic year, specifically in the second semester. Data collection—including the administration of the pre-test, treatment, and post-test—was carried out over several meetings according to the school's academic schedule.

C. Subject and Object

1. Subject of the Study

The subject of this study was the tenth-grade students of a vocational high school (SMK) in the academic year 2024/2025. The participants consisted of one class selected purposively based on the consideration that the students experienced difficulties in reading comprehension, particularly in understanding descriptive texts. The class was chosen because it represented the typical characteristics of vocational high school students who tend to have limited reading motivation and low engagement in English reading activities.

The students involved in this study had relatively similar English proficiency levels as indicated by the teacher’s preliminary observation and the results of the initial reading test. Therefore, the selected class was considered appropriate to examine the effectiveness of the Sustained Silent Reading (SSR) strategy in improving students’ reading comprehension.

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2. Object of the Study

The object of this study was the implementation of the Sustained Silent Reading (SSR) strategy in teaching reading comprehension, specifically descriptive texts. The study focused on examining the effect of SSR on students' reading comprehension achievement, which covered three main aspects: identifying the main idea, finding specific information, and making simple inferences from descriptive texts.

In addition, this study also observed students' reading behavior during the implementation of SSR, such as their focus, consistency, and engagement in silent reading activities. Thus, the object of the study was not only limited to students' reading comprehension scores but also included the learning process that occurred during the application of the SSR strategy.

D. Population and Sample

1. Population

According to Creswell (2014), a population is a group of people who share common features and with whom the researcher wishes to investigate and generalize findings. The population in this study comprised all of the students in the tenth grade at SMK Telkom Pekanbaru 2025/2026, which consisted of 184 students divided into eight classes.

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Table III. 2
Population of the Research

No	Classes	Total of Students
1	X TKJ 1	28
2	X TKJ 2	28
3	X TKR 1	25
4	X TKR 2	26
5	X TSM	22
6	X AKT	11
7	X MP	27
8	X PH	17
Total of population		**184**

2. Sample

Sampling is the process of selecting a subset of the population to participate in the study. Creswell underlines the need for sampling because studying an entire population is sometimes impractical or unfeasible due to time, expense, and logistical constraints (Creswell, 2014). The sample was chosen using purposive selection, with the researcher selecting one class based on English teacher recommendation, class availability, and suitability for SSR implementation. A total of 26 students from Class X TKR 2 participated in the study.

This sampling technique was chosen to ensure that the selected group met the characteristics required for the study, particularly in terms of English proficiency and schedule compatibility.

Table III. 3
Sample of the Research

No	Classes	Total of Students
1	X TKR 2	26
Total of population		**26**

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E. Technique of Collecting Data

1. Test - T

The researcher collected data using a test. This study employed multiple-choice questions (MCQ) to assess students' comprehension of descriptive text. The test consisted of 20 questions for Pre-test session and 20 question for post- test session, consisted of four options (a, b, c, and d). The following specifications were used to assess reading comprehension: identifying the main idea in the descriptive text, finding detailed information in the text, and making inferences from the text based on the context.

Instruments used to measure reading comprehension, according to Johnson (2023):

a. Multiple choice
b. Yes, No Question
c. True/False Statement
d. Matching Exercises
e. Short-Answer Question

Table III. 4
The Blue Print of Pre-Test and Post-Test before Validity

No.	Aspect	Item Number			
		Pre-test	Total	Post Test	Total
1	Identifying the main idea in the descriptive text.	1,6,11,16,21	5	1,6,11,16,21	5
2	Finding detailed information in the text.	2,4,7,9,12,14,17,19,22,24	10	2,4,7,9,12,14,17,19, 22,24	10
3	Making inferences from the text based on the context.	3,5,8,10,13,15,18, 20,23,25	10	3,5,8,10,13,15,18,20 ,23,25	10
Total			25		25

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Table III. 5
The Blueprint of Pre-Test and Post-Test After Validity

No.	Aspect	Item Number			
		Pre-test	Total	Post Test	Total
1	Identifying the main idea in the descriptive text.	1,6,10,17	4	1,6,11,14,18	5
2	Finding detailed information in the text.	2,4,7,8,11,12,15,18	8	2,4,7,8,12,15,16,19	8
3	Making inferences from the text based on the context.	3,5,9,13,14,16,19, 20	8	3,5,9,10,13,17,20	7
Total			20		20

The procedures of this study consisted of three stages:

a. Pre-Test

Before the treatment, students were given a 20-item multiple-choice pre-test measuring their ability to:

a. Identify main ideas,

b. Find detailed information, and

c. Make inferences in descriptive texts.

b. Treatment (SSR Implementation)

The treatment consisted of applying Sustained Silent Reading (SSR) using teacher-selected descriptive texts about animals, places and favorite things.

Indicators of Teaching Principles adapt from SSR (Pilgreen, 2000):

1) Students read silently without interruption for a predetermined time.
2) Teacher-selected descriptive texts are used as reading materials.
3) Students focus on comprehension of the provided text during the silent reading period.
4) Reading is conducted individually, without discussion during the SSR session.
5) SSR is implemented regularly, following the research schedule.

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c. Post-Test Administration

After the treatment, the same type of reading comprehension test (20 items) was administered as a post-test to measure changes in students' performance.

Based on Brown's (2004) framework in *Language Assessment: Principles and Classroom Practices*, students' reading comprehension scores can be classified into achievement levels to describe their performance. The classification is commonly presented as follows:

Table III. 6
The Classification of Students' Score

Score	Categorize
90–100	: Excellent
80–89	: Very Good
70–79	: Good
60–69	: Fair
50–59	: Poor
Below 50	: Very Poor

This classification helps researcher interpret students' reading comprehension ability more clearly by grouping raw scores into meaningful performance levels. In quantitative educational research, such score classification is useful for describing students' achievement before and after treatment and for supporting the interpretation of statistical findings in a more pedagogical context (Brown, 2004).

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2. Validity of the Test

To determine whether an exam was beneficial to students, certain criteria should be evaluated. A good test meets the requirements for validity (content, idea, and item validity) and reliability. Validity is the ability to interpret test results meaningfully and correctly. Validity is a key factor in creating a text that is appropriate for students.

In this study, the researcher employed construct validity to assure the validity of the tests they provide. Creswell defines construct validity as the extent to which the results of a test or measurement instrument can be interpreted as evaluating the theoretical construct under consideration. Construct validity refers to how well a test evaluates the theoretical concept or construct in question, rather than anything else. Constructs are variables that cannot be evaluated directly but can be assessed with indicators or related items. The researcher used SPSS (Statistical Package for Social Science) to examine the construct validity in this study.

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Table III. 7
Pre-test Instrument Validity Test Results

No	Item	r-count	Sig.	r-table	Status
1	Item 1	0.867	0.000	≥0.423	**Valid**
2	Item 2	0.867	0.000	≥0.423	**Valid**
3	Item 3	0.627	0.002	≥0.423	**Valid**
4	Item 4	0.838	0.000	≥0.423	**Valid**
5	Item 5	0.409	0.059	<0.423	**Invalid**
6	Item 6	0.460*	0.031	≥0.423	**Valid**
7	Item 7	0.778	0.000	≥0.423	**Valid**
8	Item 8	0.046	0.838	<0.423	**Invalid**
9	Item 9	0.660	0.001	≥0.423	**Valid**
10	Item 10	0.644	0.001	≥0.423	**Valid**
11	Item 11	0.644	0.001	≥0.423	**Valid**
12	Item 12	0.882	0.000	≥0.423	**Valid**
13	Item 13	0.109	0.630	<0.423	**Invalid**
14	Item 14	0.705	0.000	≥0.423	**Valid**
15	Item 15	0.735	0.000	≥0.423	**Valid**
16	Item 16	–0.001	0.995	<0.423	**Invalid**
17	Item 17	0.088	0.696	<0.423	**Invalid**
18	Item 18	0.640	0.001	≥0.423	**Valid**
19	Item 19	0.640	0.001	≥0.423	**Valid**
20	Item 20	0.566	0.006	≥0.423	**Valid**
21	Item 21	0.644	0.001	≥0.423	**Valid**
22	Item 22	0.566	0.006	≥0.423	**Valid**
23	Item 23	0.610	0.003	≥0.423	**Valid**
24	Item 24	–0.540	0.009	<0.423	**Invalid**
25	Item 25	0.610	0.003	≥0.423	**Valid**

The validity of each test item was examined using the Corrected Item–Total Correlation. The r-table value for N = 22 with df = 20 at the significance level of 0.05 is 0.423. Therefore, an item is considered valid if its correlation coefficient (r-count) is equal to or greater than 0.423. Conversely, items with correlation coefficients below 0.423 are categorized as invalid. Based on this criterion, 19 out of 25 items were found to be valid, while the remaining items were invalid and subsequently excluded or revised before being used in the final instrument.

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Table III. 8
Pre-test Instrument Validity Test Results

No	Item	r-count	Sig.	r-table	Status
1	Item 1	0.691	0.000	≥0.404	**Valid**
2	Item 2	0.622	0.001	≥0.404	**Valid**
3	Item 3	0.520	0.009	≥0.404	**Valid**
4	Item 4	0.789	0.000	≥0.404	**Valid**
5	Item 5	0.512	0.010	≥0.404	**Valid**
6	Item 6	0.525	0.008	≥0.404	**Valid**
7	Item 7	0.745	0.000	≥0.404	**Valid**
8	Item 8	0.563	0.004	≥0.404	**Valid**
9	Item 9	0.622	0.001	≥0.404	**Valid**
10	Item 10	0.619	0.001	≥0.404	**Valid**
11	Item 11	0.758	0.000	≥0.404	**Valid**
12	Item 12	0.789	0.000	≥0.404	**Valid**
13	Item 13	0.214	0.314	<0.404	**Invalid**
14	Item 14	0.745	0.000	≥0.404	**Valid**
15	Item 15	0.036	0.869	<0.404	**Invalid**
16	Item 16	0.697	0.000	≥0.404	**Valid**
17	Item 17	0.525	0.008	≥0.404	**Valid**
18	Item 18	0.714	0.000	≥0.404	**Valid**
19	Item 19	-0.323	0.124	<0.404	**Invalid**
20	Item 20	0.663	0.000	≥0.404	**Valid**
21	Item 21	0.872	0.000	≥0.404	**Valid**
22	Item 22	-0.096	0.657	<0.404	**Invalid**
23	Item 23	0.083	0.700	<0.404	**Invalid**
24	Item 24	0.563	0.004	≥0.404	**Valid**
25	Item 25	0.431	0.035	≥0.404	**Valid**

The validity analysis for the post-test was conducted using Corrected Item–Total Correlation with an r-table value of 0.404 (df = 22, α = 0.05). The results show that 20 out of 25 items met the validity requirement because their r-values were equal to or greater than the r-table. Five items did not meet the threshold and were classified as invalid. Therefore, only the valid post-test items were retained for the final instrument used in this study.

3. Reliability of the Test

The reliability of a test is what determines whether it is good. Reliability is the constancy of test scores. When using measuring devices, it's important to identify and apply techniques that ensure consistency and reliability. Reliability refers to the

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consistency and reliability of measurement. In this study, the researcher used SPSS (Statistical Package for Social Science) to compute dependability and Cronbach's alpha to quantify reliability.

The criteria of reliability are as follows:

0.800 – 0.1000 = Very High

0.600 – 0.799 = High

0.400 – 0.599 = Medium

0.200 – 0.399 = Low

0.000 – 0.199 = Very Low

Table III. 9
Reliability Test Results

Instrument	Number of Items	Cronbach's Alpha	Decision
Pre-Test	20	0.741	Reliable
Post-Test	20	0.738	Reliable

Reliability testing was conducted using Cronbach's Alpha, where an α-value of 0.70 or higher indicates acceptable internal consistency. Both values exceed the minimum requirement, demonstrating that the instruments were consistently measuring the intended construct. The high reliability of the post-test also suggests that students' responses were stable and coherent after the instructional treatment.

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F. Technique of Data Analysis

The data obtained in this study were analyzed quantitatively to determine the effect of the Sustained Silent Reading (SSR) strategy on students' reading comprehension. The data were collected from students' scores in the

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pre-test and post-test, which were administered before and after the implementation of the SSR strategy.

1. Normality Test

A normality test is a statistical approach that determines whether or not sample data follows a normal distribution. The normal distribution is a symmetrical bell-shaped probability distribution and is often used in statistics. Many statistical procedures, such as the t-test and ANOVA, imply that the data used comes from a normal distribution. The main function of a normality test is to validate the assumption of normality before applying statistical analyses that require it. If the data is not regularly distributed, analysis with the assumption of normality may lead to incorrect conclusions.

To evaluate normality in this study, researcher will use the Shapiro-Wilk approach with SPSS.

The assumptions for the normalcy test will be as follows:

H_0: The data is normally distributed.

H_a: The data is not regularly distributed.

The normalcy test uses the following criteria to accept or reject hypotheses:

H_0 is accepted if sig. $\geq \alpha = 0.05$

H_a is accepted if sig. $< \alpha = 0.05$

Table III. 10
Normality Test Results

Variable	Kolmogorov–Smirnov Sig.	Shapiro–Wilk Sig.	Conclusion
Pre-Test	0.004	0.000	Not Normal
Post-Test	0.000	0.000	Not Normal

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Because both Sig < 0.05, the data are not normally distributed. Thus, the appropriate test is the Wilcoxon signed-rank test.

2. Hypothesis Test (Wilcoxon Signed Rank Test)

According to Creswell's (2012, 2014) framework for quantitative data analysis, the selection of a statistical test must be aligned with the type of data, level of measurement, and distributional characteristics of the scores. Creswell emphasizes that researcher should begin quantitative analysis by examining data distribution through descriptive statistics and normality testing. When the assumption of normality is violated—especially in studies with small samples—Creswell recommends the use of nonparametric statistical techniques, as they do not depend on strict distributional assumptions and provide more flexible analytical options.

Based on this guidance, the Wilcoxon Signed Rank Test was employed in this study to analyze differences between pre-test and post-test scores. The test was selected because the results of the Kolmogorov–Smirnov and Shapiro–Wilk normality tests indicated that the data were not normally distributed. As a nonparametric alternative to the Paired Sample t-test, the Wilcoxon Signed Rank Test compares paired observations by analyzing ranked differences rather than raw scores, making it suitable for educational research with non-normal data. Therefore, its use in this study ensures methodological rigor and aligns with Creswell's recommendation to apply statistical procedures that accurately reflect the characteristics of the data and support valid and trustworthy findings.

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3. Effect size

In accordance with Creswell's (2012, 2014) recommendations for quantitative research, statistical analysis should not rely solely on significance testing. Creswell explains that significance values such as p-values only indicate whether an observed difference is unlikely to occur by chance and do not reflect the magnitude of an intervention's effect. Therefore, reporting effect size is essential, particularly in experimental and quasi-experimental studies, because it provides information about the strength and practical impact of a treatment, regardless of sample size or statistical significance.

Following this framework, this study included an effect size analysis to measure the magnitude of improvement between pre-test and post-test scores. As the data were analyzed using the Wilcoxon Signed Rank Test, the effect size was calculated using the formula

$$\mathbf{r} = \frac{\mathbf{Z}}{\sqrt{\mathbf{N}}}$$

which is commonly applied in nonparametric analyses. This calculation allowed the researcher to interpret whether the treatment produced a small, medium, or large effect on students' reading comprehension. Consistent with Creswell's view, the inclusion of effect size strengthens the quantitative analysis by offering a more meaningful interpretation of the intervention's educational impact beyond statistical significance alone.

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CHAPTER V

CONCLUSION & SUGGESTIONS

A. Conclusion

The first research question aimed to determine whether there was a significant difference in students' reading comprehension before and after the implementation of Sustained Silent Reading (SSR) using teacher-selected descriptive texts. The findings revealed that although there was an increase in the students' mean scores from the pre-test to the post-test, the statistical analysis using the Wilcoxon Signed Rank Test showed that the difference was not statistically significant. This result indicated that the implementation of SSR did not produce a significant improvement in the reading comprehension of tenth-grade students at SMK Telkom Pekanbaru. The absence of statistical significance suggested that SSR, as implemented in this study, was not sufficient to generate a measurable difference in students' reading comprehension within the given research conditions.

The second research question focused on identifying the effect size of implementing Sustained Silent Reading (SSR) on students' reading comprehension. The analysis showed that the effect size was 0.23, which was categorized as a small effect. This finding indicated that SSR had a limited impact on students' reading comprehension improvement. Although SSR contributed to a descriptive increase in students' reading performance, its influence remained relatively weak. This small effect size might have been influenced by several factors, including the short duration of the treatment, differences in students' initial reading abilities, and limited prior exposure to English reading materials.

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Based on the findings related to both research questions, it can be concluded that the implementation of Sustained Silent Reading (SSR) using teacher-selected descriptive texts resulted in a modest improvement in students' reading comprehension, but the improvement was neither statistically significant nor strong in magnitude. While SSR demonstrated potential in supporting students' reading engagement and habits, its effectiveness in improving reading comprehension required longer implementation, more consistent practice, and stronger instructional support. Therefore, SSR should be considered a complementary reading strategy rather than a standalone approach for enhancing reading comprehension among vocational high school students.

B. Suggestion

Based on the data and consequences, various suggestions are provided for teachers, students, and future researcher.

Teachers are encouraged to implement Sustained Silent Reading (SSR) consistently and over a longer period to maximize its impact on students' reading comprehension. Providing a variety of reading materials that align with students' proficiency levels and personal interests is essential to maintain engagement and support effective comprehension. In addition, teachers should encourage students to reflect on their reading through journals or brief post-reading discussions, as these activities help reinforce understanding of the text. To achieve optimal learning outcomes, SSR should also be combined with explicit instruction in vocabulary development and reading comprehension strategies, enabling students to process texts more effectively and purposefully. Furthermore, teachers are advised to

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monitor students' progress regularly and create a supportive reading environment that fosters motivation, autonomy, and positive reading habits in the classroom.

Students are encouraged to engage actively in Sustained Silent Reading (SSR) sessions by selecting reading materials that are interesting and appropriate to their reading proficiency levels. They are also advised to practice reading regularly outside the classroom in order to develop greater reading fluency, expand vocabulary knowledge, and enhance overall comprehension skills. Furthermore, students should utilize SSR as an opportunity to cultivate autonomous reading habits and improve their reading stamina, which can contribute to long-term improvement in their reading comprehension and academic performance.

Future researchers are encouraged to conduct studies over a longer period to determine whether Sustained Silent Reading (SSR) produces stronger and more stable statistical effects on students' reading comprehension over time. It is also recommended that future studies employ a control group design to allow for a more rigorous comparison between the effectiveness of SSR and other instructional modalities. In addition, researchers may examine the impact of SSR on specific reading skills, such as vocabulary acquisition and reading fluency, to obtain more detailed insights into its instructional benefits. Furthermore, exploring the roles of students' motivation, reading interest, and text selection is suggested, as these factors may significantly influence the outcomes of SSR implementation in EFL classroom contexts.

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APPENDICES

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APPENDIX 1

INSTRUMENT OF THE RESEARCH

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Pre- text: Reading Comprehension - Descriptive Texts

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Petunjuk:
Bacalah soal-soal berikut dengan saksama, lalu pilihlah jawaban yang paling tepat (A, B, C, atau D)!

Tana Toraja

Toraja is one of beautiful tourist destination in Indonesia. It has mountainous rows and green hill so that the place is rich of natural tourism.

In this place, you can see ancient traditions such like Rambu Solo. Rambu Solo is a funeral ceremony in the place. The ceremony will be held for days with complicated details.

People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased. To bring luck, the deceased will be preserved using formalin to prevent decomposition.

1. **What is the main idea of the text about Tana Toraja?**
   A. Tana Toraja is famous for its modern funeral practices.
   B. Tana Toraja is a mountainous area that offers unique traditions and natural tourism.
   C. Tana Toraja has advanced burial technology.
   D. Tana Toraja is a small island in Indonesia.

2. **What is Rambu Solo according to the text?**
   A. A wedding tradition held in Tana Toraja
   B. A celebration of the harvest season
   C. A funeral ceremony that lasts for days with detailed customs
   D. A ritual to welcome tourists

3. **What can be inferred about the people of Tana Toraja based on the text?**
   A. They avoid any kind of traditional ceremonies.
   B. They are indifferent to the treatment of the dead.
   C. They highly value rituals and spiritual beliefs related to death.
   D. They believe in burying the deceased immediately.

4. **What method is used to preserve the bodies in Tana Toraja?**
   A. Freezing the bodies
   B. Keeping them in caves
   C. Using natural herbs
   D. Using formalin to prevent decomposition

5. **Why might the Rambu Solo ceremony take several days?**
   A. Because it is held together with weddings

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B. Because people need time to travel to the mountain
C. Because it involves complex customs and community participation
D. Because they need to wait for government approval

Bird

Birds are interesting flying creature found in the earth. They are considered as vertebrates and warm blooded animals. They include eaves class which can be found all over the world, and so can in Indonesia. Birds breathe by using their air bags. As the addition organs of respiration, air bags can also increase or decrease their weight when flying or swimming.

There are many kinds of bird in the world. Birds have special characteristics and have different morphologies according to their food and their habitat. Most of them eat seeds, pollen, worm, fish, and meat. There are several species that live on land and the other lives in the water. Land birds stay in their nests. All female birds have specific tasks to lay their eggs and to feed their babies, and they forage for their baby.

6. **What is the main idea of the text about birds?**
A. Birds are endangered creatures that need protection.
B. Birds are unique flying animals with various characteristics depending on their environment.
C. Birds can only be found in forests or remote islands.
D. Birds are reptiles that live both on land and in water.

7. **How do birds breathe according to the text?**
A. Through their lungs only
B. Using gills like fish
C. By using air bags as additional respiratory organs
D. Through their skin like amphibians

8. **What do most birds eat according to the text?**
A. Only insects and fruits
B. Seeds and meat
C. Leaves and bark
D. Grass and flowers

9. **Why do female birds have an important role in the nest?**
A. They protect the territory from other birds.
B. They are the ones who hunt food for the male.
C. They are responsible for laying eggs and feeding their young.
D. They help male birds build nests.

Platypus

The platypus sometimes referred to as the duck-billed platypus, is a semiaquatic, egg-laying mammal endemic to eastern Australia, including Tasmania.

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Sometimes known as a duck-billed platypus, this curious mammal combines the characteristics of many different species in one. The platypus is a duck-billed, beaver-tailed, otter-footed, egg-laying aquatic creature native to Australia.

Platypus are found in eastern Australia from the steamy tropics of far north Queensland to the freezing snows of Tasmania. In Queensland, platypus live in rivers east of the Great Dividing Range, and are also found in some western-flowing streams.

10. **What is the main focus of the text about the platypus?**
    A. It explains the diet of the platypus.
    B. It describes the habitat and unique features of the platypus.
    C. It compares platypuses with beavers.
    D. It tells the history of platypuses in Tasmania

11. **Where is the platypus mainly found according to the text?**
    A. Only in Tasmania
    B. Throughout Australia and New Zealand
    C. In eastern Australia, including Queensland and Tasmania
    D. On the western coast of Australia

12. **What physical feature does the platypus have?**
    A. It has a mane and stripes
    B. It has a long trunk and tusks
    C. It has a duck-like bill and webbed feet
    D. It has wings and feathers

13. **What does the text imply about the platypus's ability to live in different environments?**
    A. It cannot survive in cold weather
    B. It only stays in one region permanently
    C. It can adapt to both warm and cold climates
    D. It avoids areas near rivers

My Precious Collection

I have a very special collection of ancient coin. It was a gift from my grandfather. He gave me the coin when I was ten years old. I just found out recently that the coin is very rare because there are only five of it in the world. This condition makes me realize that my collection is very precious.

The size of the coin is not big. The diameter is around 2,5 cm and the thickness is around 2 mm. The first side of the coin shows the image of Liberty's head facing left side. I recognize it as Liberty because the image has a tiara on the head with the word "Liberty" written on it. There are thirteen stars spread around the head and number 1913 is written under the head. Short stripes are engrave around the edge. The second side show the letter "V" in the center of it surrounded by the image of flowers. The word "United States Of

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America" and "Cents" are printed around the image in the center.

14. **Why does the writer consider the coin very valuable?**
A. Because it is made of pure gold
B. Because it was found in a museum
C. Because it is extremely rare
D. Because it has a high monetary value.

15. **Which symbol is shown on the second side of the coin?**
A. A letter "V" surrounded by flowers
B. A bald eagle with a shield
C. A flag and thirteen stars
D. A picture of the White House

16. **What can be inferred about the coin's origin?**
A. It was produced in Europe.
B. It was made by the grandfather himself.
C. It was issued by the United States.
D. It was created during World War II.

Eiffel Tower

The Eiffel Tower or La Tour Eiffel in French, stands as one of the most iconic symbols of the city of Paris, France, and the world. Constructed by engineer Gustave Eiffel as the gateway to the 1889 Paris World Exposition, it has since become a major attraction drawing millions of visitors each year.

The Eiffel Tower is made of iron and has a height of approximately 324 meters, making it one of the tallest structures in Paris. With its uniquely beautiful design, the tower consists of three accessible levels for visitors, reachable by elevators or stairs. From the top level, there is an open view of the breathtaking panoramic scenery of the city of Paris.

The architecture of the Eiffel Tower is inspired by the Art Nouveau style and reflects the high engineering skill of its time. The open steel structure reveals a beautiful lattice framework, creating a harmonious blend of artistic beauty and technical strength.

Every night, the Eiffel Tower is illuminated by thousands of lights, creating a dazzling sparkle. The twinkling lights provide a romantic ambiance, reinforcing its image as one of the most romantic places in the world.

17. **What is the main idea of the text about the Eiffel Tower?**
A. The Eiffel Tower was once the tallest building in Europe.
B. The Eiffel Tower is a symbol of Paris with artistic and engineering excellence.
C. Gustave Eiffel designed many buildings in Paris.
D. Tourists can visit Paris through the Eiffel Tower.

18. **What is the height of the Eiffel Tower mentioned in the text?**
A. 240 meters
B. 324 meters

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C. 300 meters
D. 421 meters

19. **Why does the Eiffel Tower attract millions of visitors each year?**
A. Because it is located near other monuments
B. Because of its historical, architectural, and romantic appeal
C. Because it is used as a residential building
D. Because it has an amusement park inside

20. **What does the lighting of the Eiffel Tower at night symbolize?**
A. A signal for air traffic
B. A way to improve energy efficiency
C. A representation of the romantic image of Paris
D. A celebration of French independence

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Post- test: Reading Comprehension - Descriptive Texts

Nama: ..... Kelas: ..... Tanggal: .....

Petunjuk:
Bacalah soal-soal berikut dengan saksama, lalu pilihlah jawaban yang paling tepat (A, B, C, atau D)!

Tanjung Setia Beach

The shoreline is most likely not mainstream in light of the fact that it is put in a disconnected locale in Lampung, however the wave on the shoreline in Tanjung Setia are alluded as one of the most astounding waves on the planet by worldwide surfers. You ought to realize that the wave on this shoreline is equivalent with the waves in Hawaii.

On the off chance that you need to visit, you ought to go in around 273 km or if nothing else 6 hours from the city of Bandar Lampung by transport. This shoreline is straightforwardly nearby the Indian Ocean so this mind boggling spot has such a testing wave. By the by, notwithstanding this shoreline has waves with stature up to 7 meters, yet it is not as well known as some shorelines in Bali and Lombok.

1. **What is the main idea of the text about Tanjung Setia Beach?**
   A. Tanjung Setia Beach is a quiet place with dangerous wildlife.
   B. Tanjung Setia Beach is known for its calm waves and sunsets.
   C. Tanjung Setia Beach offers world-class waves despite being less popular.
   D. Tanjung Setia Beach is a popular tourist destination like Bali.
2. **How far is Tanjung Setia Beach from Bandar Lampung?**
   A. 150 km
   B. 200 km
   C. 273 km
   D. 300 km
3. **What can be inferred about Tanjung Setia's popularity compared to other beaches?**
   A. It is more famous than beaches in Bali.
   B. It is popular only among local tourists.
   C. It is less known even though it has great waves.
   D. It is rarely visited because of safety issues.
4. **What is the height of the waves at Tanjung Setia Beach?**
   A. 5 meters
   B. 6 meters
   C. 7 meters
   D. 8 meters
5. **Why might surfers be interested in visiting Tanjung Setia Beach?**
   A. Because the waves are calm

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and relaxing
B. Because it offers high waves similar to Hawaii
C. Because it has luxury resorts
D. Because it's the closest beach to Bandar Lampung

Komodo Island

Based on its name, the Island is a habitat of Komodo. Komodo is a hot-blooded reptile. It becomes one on tourism destination should be visited and managed by the government and built to be Komodo National Park.

Komodo Island is located in Sumbawa. Besides, become a nation Park, this island has been listed as World Heritage by UNESCO this is because you can see the komodo in this place. When, you come to the place, you should be accompanied by tour guide.

6. **What is the main idea of the text?**
A. Komodo Island is famous for its beaches.
B. Komodo Island is a preserved habitat for Komodo dragons and a tourist destination.
C. Komodo Island is the largest island in Indonesia.
D. Komodo Island is home to many bird species.

7. **Where is Komodo Island located?**
A. In Sulawesi
B. In Sumbawa
C. In Sumatra
D. In Kalimantan

8. **Why should visitors be accompanied by a guide when visiting the island?**
A. Because Komodo Island is hard to find
B. Because it is required to avoid littering
C. Because Komodo dragons can be dangerous
D. Because the island is too big to explore alone

9. **What international recognition has Komodo Island received?**
A. National Cultural Award
B. ASEAN Ecotourism Award
C. World Heritage status by UNESCO
D. Global Green Island Title

10. **Why is Komodo Island considered important for tourism and conservation?**
A. It has many traditional houses
B. It offers modern attractions and malls
C. It is the only place where you can find Komodo dragons in their natural habitat
D. It is a place for bird watching.

Panda

Panda is like bear as their bodies are typical. It has two main colours which are white and black.

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Panda's fur is seen dominantly in white. While the legs, ears, eyes, and also the muzzle are fully black fur.

In the past, panda lived in South and East China and It was also found in part of Myanmar and Vietnam. Today, panda is seen vastly in forest area in Sichuan, Gangsu, and Shaanxi of China.

Panda looks cute even though it is normally a wild animal. Because of its strength, panda potentially becomes a frightful animal.

11. **What is the main idea of the text?**
    A. Panda is a dangerous animal from Vietnam.
    B. Panda is a wild animal known for its unique color and strong body.
    C. Panda is a peaceful pet that lives in villages.
    D. Panda is a weak animal found only in Myanmar.

12. **Where do pandas live today?**
    A. Forests in Vietnam and Laos
    B. Urban areas in Beijing
    C. Forests in Sichuan, Gansu, and Shaanxi
    D. Deserts in Mongolia

13. **Which parts of a panda's body are black?**
    A. Its back and belly
    B. Its ears, eyes, legs, and muzzle
    C. Only its tail
    D. Its fur around the chest

Elephant

An elephant is the largest and strongest animals which live in land. It is a strange looking animal which has thick legs, huge sides and backs, large hanging ears, a small tail, little pair of eyes, long white tusks and above all, elephant has a long nose called the trunk. An elephant is commonly seen in a zoo because it is hard to find them in their natural habitat.

The trunk is the elephant's peculiar feature and it has various usages. The elephant's trunk can also lift leaves and put them into its mouth. In other word, their trunks serve the elephant as long arm and hand. An elephant looks very clumsy and heavy but an elephant can move very quickly.

The elephant is considered to be an intelligent animal. Its intelligence combined with its great strength make an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carrying heavy loads, hunting for tigers and even fighting.

14. **What is the main idea of the text about elephants?**
    A. Elephants are dangerous animals that live in forests.
    B. Elephants are large animals with unique features and useful abilities.
    C. Elephants are hard to train and usually live in deserts.
    D. Elephants live peacefully with tigers in the jungle.

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15. **What is the main function of an elephant's trunk?**
A. To make loud noises
B. To help the elephant breathe underwater
C. To lift objects and bring them to its mouth
D. To protect the elephant from the sun

16. **Why is the elephant often found in zoos rather than in the wild?**
A. Because elephants are not able to live in forests
B. Because they are easier to catch in cities
C. Because their natural habitats are hard to find now
D. Because they cannot survive in hot weather

17. **Why might humans consider elephants helpful?**
A. Because they enjoy being pets
B. Because they can entertain tourists
C. Because they are strong and intelligent enough to assist in various tasks
D. Because they can talk and understand commands.

My favourite Necklace

My sister is a K-Drama lover. One of her favourite drama is 49 days. In this drama, there is a very important necklace called "The tears", if you already know the drama, I believe you know how the necklace looks like. Ever since the drama became famous, a lot of online shop start to sell the replica of the necklace, and my sister bought one of it. It is her favorite necklace. She wears it every day until now.

The chain of my sister's favorite necklace is made of copper and the color is silver. The length of the chain is about 25 centimeters. There is no other decoration on it but a transparent pendant with the shape of a drop of tear hanging on the chain. The necklace is very simple yet very elegant and it is also easy to blend with any color and any style that my sister wear.

18. **What is the main idea of the text?**
A. The writer describes their sister's favorite necklace and why it is meaningful.
B. The writer explains how to make a necklace from copper.
C. The writer promotes a necklace store.
D. The writer describes the plot of a Korean drama.

19. **What is the length of the necklace chain?**
A. 20 cm
B. 25 cm
C. 30 cm
D. 15 cm

20. **What can be inferred about the style of the necklace?**
A. It is flashy and full of gemstones
B. It is simple but matches with

many outfits

C. It is designed for formal wear only

D. It looks outdated and old-fashioned

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Reading Journal 1 **Name: ……**

1. Jakarta Old Town

Jakarta Old Town or known as Batavia during the Dutch colonial period, is a historical district that preserves the colonial legacy in the capital of Indonesia. This area silently witnesses the development of history and the lives of the people in the past.

The European-style architecture of the buildings in Old Town a takes us back to the 17th century. One prominent structure is the Fatahillah Museum, formerly the town hall during the Dutch colonial era. Surrounding it are cafes and shops selling antiques, creating an atmosphere that blends the past with contemporary life.

Cobbled streets, classic street lamps, and a multitude of statues and historical artifacts make Kota Tua Jakarta an intriguing destination for those seeking to experience the nostalgia of capital's history.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

2. Komodo Island

Based on its name, the Island is a habitat of Komodo. Komodo is a hot-blooded reptile. It becomes one on tourism destination should be visited and managed by the government and built to be Komodo National Park.

Komodo Island is located in Sumbawa. Besides, become a nation Park, this island has been listed as World Heritage by UNESCO this is because you can see the komodo in this place. When, you come to the place, you should be accompanied by tour guide.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

3. Cheetah

The cheetah is a large cat native to Africa and central Iran. It is the fastest land animal, estimated to be capable of running at 80 to 128 km/h. Cheetah can run fast because of its long thin legs and a long tail.

Cheetah body length is typically reaches 67–94 cm. Adults weigh between 21 and 72 kg (46 and 159 lb). Its head is small

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and rounded, and has a short snout and black tear-like facial streaks.

The coat is typically tawny to creamy white or pale buff and is mostly covered with evenly spaced, solid black spots. Four subspecies are recognized.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

4. Bird

Birds are interesting flying creature found in the earth. They are considered as vertebrates and warm blooded animals. They include eaves class which can be found all over the world, and so can in Indonesia. Birds breathe by using their air bags. As the addition organs of respiration, air bags can also increase or decrease their weight when flying or swimming.

There are many kinds of bird in the world. Birds have special characteristics and have different morphologies according to their food and their habitat. Most of them eat seeds, pollen, worm, fish, and meat. There are several species that live on land and the other lives in the water. Land birds stay in their nests. All female birds have specific tasks to lay their eggs and to feed their babies, and they forage for their baby.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

5. My Butterfly Bracelet

I have a favorite bracelet that I bought two years ago. I went to a vacation with my parents and they asked me to go to Malioboro. When I saw the bracelet shop, I immediately went in. Since I like butterfly a lot, I chose one that caught my eyes.

My bracelet has simple design. It is dominated with black and brown color. It has many brown wooden butterflies with black beads among them. The black rope can be pulled and loosened to adjust the wrist size. Sometimes when I wear a bracelet, it makes my hand itch. But this one is different, it is really comfortable to wear. The rope is also easy to be pulled and loosened.

The price of this bracelet is cheap, but I really love it. I wear it every time. I once cried when I took off the bracelet and I forgot where it was. My mom found it the next day and I was very relieved.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

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6. Monas

Monas or National Monument is a monument that has been built since the days of Ir. Soekarno. Monas has the upper part in the form of a Freedom Box. The section symbolizes the effort and determination of the people to achieve the freedom of the Proclamation of Independence that occurred in August 1945.

The monument has a section that forms a flame with a layer of gold of 35 kg. Monas building has a height of 137 meters with a layer of marble in parts. At the bottom there is a floor that is used for the meditation hall and used as a historic museum.

This national monument is open to the public and is provided with an elevator for visitors who want to see the sights of the city through the top of the monas. You can go early to see a scene that is not foggy and certainly not crowded. Monas also provides certain access for people who have special needs.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

7. Platypus

The platypus sometimes referred to as the duck-billed platypus, is a semiaquatic, egg-laying mammal endemic to eastern Australia, including Tasmania.

Sometimes known as a duck-billed platypus, this curious mammal combines the characteristics of many different species in one. The platypus is a duck-billed, beaver-tailed, otter-footed, egg-laying aquatic creature native to Australia.

Platypus are found in eastern Australia from the steamy tropics of far north Queensland to the freezing snows of Tasmania. In Queensland, platypus live in rivers east of the Great Dividing Range, and are also found in some western-flowing streams.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

8. My favorite Necklace

My sister is a K-Drama lover. One of her favorite drama is 49 days. In this drama, there is a very important necklace called "The tears", if you already know the drama, I believe you know how the necklace looks like. Ever since the drama became famous, a lot of online shop start to sell the replica of the necklace, and my sister bought one of it. It is her favorite necklace. She wears it every day until now.

The chain of my sister's favorite necklace is made of copper and the color is silver. The length of the chain is about 25 centimeters. There is no other decoration on it but a transparent pendant with the shape of a drop of tear hanging on the

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chain. The necklace is very simple yet very elegant and it is also easy to blend with any color and any style that my sister wear.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

9. Cat

Cat or as we usually called it as the domestic cat are four-legged carnivorous mammal. Their latin name is Felis catus or Felis silvestris catus. The domestication of cats is believed to have started since ancient Egypt 9,500 years ago. Since that, cats have become humans companion. Nowadays it is the most popular pet in the world and also the second most popular pet in the US and they are often called as the house cats. It is believed that there are more than 70 cat breeds now in the world.

Most cats are furry, only some of them such as Sphynx cat born with less fur on their body. Some cats have a long tail and some others have a short tail. It also has a very flexible body and sharp claws which can be retracted. Usually cats can grow up to 4 to 5 kg in weight and 23 to 25 cm in length, but sometimes it can be smaller or grow even bigger.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

10. Chicken

Chickens are the most popular domesticated birds in the world, with a total population of over 19 billion in 2011. Although some people keep them at home as pets, chickens are generally considered livestock because most people raise them as a source of food for their meat and eggs. The ability of female chickens, commonly referred to as “hens,” to lay eggs every day has earned them the title of “the bird that gives birth every day” since the mid-15th century BC. Chickens are omnivores. They consume almost all types of food, from worms, insects, grains, to rice.

Chickens have two legs with four toes on each foot. They also have two wings on each side of their body. Their entire body is covered with feathers. Adult male and female chickens have additional flesh on their heads called combs and also under their heads called wattles. There are several differences between male and female chickens; some of these include additional parts on each leg of male chickens called spurs (these are their weapons when fighting), male chickens' feathers are usually shiny and have brighter colors, and male chickens typically have longer tails.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

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Reading Journal 2 **Name: ……**

1. Eiffel Tower

The Eiffel Tower, or La Tour Eiffel in French, stands as one of the most iconic symbols of the city of Paris, France, and the world. Constructed by engineer Gustave Eiffel as the gateway to the 1889 Paris World Exposition, it has since become a major attraction drawing millions of visitors each year.

The Eiffel Tower is made of iron and has a height of approximately 324 meters, making it one of the tallest structures in Paris. With its uniquely beautiful design, the tower consists of three accessible levels for visitors, reachable by elevators or stairs. From the top level, there is an open view of the breathtaking panoramic scenery of the city of Paris.

The architecture of the Eiffel Tower is inspired by the Art Nouveau style and reflects the high engineering skill of its time. The open steel structure reveals a beautiful lattice framework, creating a harmonious blend of artistic beauty and technical strength.

Every night, the Eiffel Tower is illuminated by thousands of lights, creating a dazzling sparkle. The twinkling lights provide a romantic ambiance, reinforcing its image as one of the most romantic places in the world.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

2. The Fly

The fly is a small, agile insect known for its rapid movements and buzzing sound. Flies have large, compound eyes that give them a wide field of vision and the ability to detect fast movements. Their wings beat rapidly, allowing them to hover, dart, and change direction quickly. Flies are found almost everywhere, from homes and gardens to forests and fields.

Flies have a short life cycle, starting as eggs that hatch into larvae, commonly known as maggots. These maggots feed on decaying organic matter, playing a crucial role in the decomposition process. After pupating, they emerge as adult flies. Adult flies feed on a variety of substances, including nectar, rotting food, and animal waste.

While often considered pests due to their association with unsanitary conditions and their potential to spread diseases, flies are also important in the ecosystem. They help break down and recycle organic material and serve as a food source for many other animals, including birds, frogs, and spiders. Despite their sometimes annoying presence, flies contribute to the balance of nature.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

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c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

3. Seahorse

A seahorse is a type of marine fish with a head that resembles the head of a horse. They are from the family Syngnathidae and the genus Hippocampus. There are 54 species of them, and we named them all “seahorse.” They can be found in shallow tropical water, and usually they inhabit an area where coral or seagrass exists.

Their maximum body size can reach 1.5 to 35.5 cm depending on their species. There are no scales on their body. But they have segmented bony armor around the body, which looks like thorns. They also have a curled prehensile tail that they use to grab onto something. They have a dorsal fin, and it is located close to their tail. Their pectoral fins are located on each side of their head next to their eyes. Their long snout is used to suck up their food, such as small shrimp and plankton.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

4. My Precious Collection

I have a very special collection of ancient coins. It was a gift from my grandfather. He gave me the coin when I was ten years old. I just found out recently that the coin is very rare because there are only five of them in the world. This condition makes me realize that my collection is very precious.

The size of the coin is not big. The diameter is around 2.5 cm, and the thickness is around 2 mm. The first side of the coin shows the image of Liberty's head facing the left side. I recognize it as Liberty because the image has a tiara on the head with the word "Liberty" written on it. There are thirteen stars spread around the head, and the number 1913 is written under the head. Short stripes are engraved around the edge. The second side shows the letter "V" in the center of it surrounded by the image of flowers. The words "United States of America" and "Cents" are printed around the image in the center.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

5. Mosquito

Mosquitoes are flying insects of the family Culicidae and order Diptera. There are around 2,700 species of mosquitoes in the world. It is believed that they have a cosmopolitan distribution, which means that they can be found anywhere in this world. Some species who live in tropical regions are active for the entire year, and those who live in cold regions will go through a hibernation process. They suck blood from various kinds of hosts, such as

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vertebrates, mammals, reptiles, birds, fish, amphibians, and also humans.

Mosquitoes have a small and slender body with a size of 3 mm to 6 mm. The average weight of a mosquito is 5 mg. As an insect, they also have three segments on their body. They have two large eyes, antennae, a mouth, and a proboscis. This tube-like proboscis is used to pierce the host's skin and suck their blood. The antenna on their head is used to detect the odor of the host and also the breeding sites. They have six legs and two wings attached to their thorax. Their abdomen is the place where they store the blood and their eggs.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

6. Prambanan Temple

Prambanan Temple Candi (Temple)

Prambanan, or Candi Rara Jonggrang, is a ninth-century Hindu sanctuary situated in Central Java, Indonesia, and devoted to the Trimurti, the statement of God as the Creator (Brahma), the Preserver (Vishnu), and the Destroyer (Shiva). The sanctuary compound is more or less 17 kilometers (11 mi) upper east of the city of Yogyakarta on the limit between Central Java and Yogyakarta territories. The sanctuary compound, which is considered a UNESCO World Heritage Site, is the greatest Hindu sanctuary site in Indonesia. It is portrayed by its stature and pointed structural planning, and the towering 47-meter-high (154 ft) focal building inside an extensive complex of individual sanctuaries. Prambanan awes numerous guests from over the world.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

7. Snake

Snakes are reptiles (cold-blooded creatures). They have two legs, but long ago they had claws to help them glide. Snakes are not slimy. They are covered in scales, which are just bumps on the skin. Their skin is hard and shiny to reduce friction as the snake slithers along the ground. Snakes often bask on rocks during warm weather. This is because snakes are cold-blooded and need the warmth of the sun to warm their bodies.

Most snakes live in the countryside. Some snakes live in trees, some in water, but most live on the ground in lonely rabbit burrows, in long thick grasses, and on old logs.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

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c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

8. Giraffe

The giraffe is the tallest animal in the world. With its long legs and its long neck, it can reach the height of 5 to 6 m (male) and 4.6 m (female). The giraffe is one of the endemic animals of Africa. They are herbivorous mammals. Their scientific name is Giraffa camelopardalis. The species name, camelopardalis, was taken from Latin, which was the combination of "camel" and "leopard."

The giraffe is distinguishable for its long neck, its skin pattern, and also its horn-like part on top of its head called ossicones. It has a mane along its neck. Its skin pattern looks like a leopard's; the difference is that it has wider spots, and the color is brown instead of black as on a leopard's skin. The shape of its head is similar to a camel's, with two nostrils in front of it and located right above its mouth. Its eyes and ears are located on each side of the head. Generally, they live in savannahs or in woodlands where they can easily get their food, such as leaves, fruits, and flowers. The body weight of an adult male giraffe can reach 1,200 kg, while the female can reach 830 kg. This heavy body doesn't stop them from running at a maximum speed of 60 km/h.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

9. Way Kambas National Park

Way Kambas National Park is located in Labuhan Ratu District, East Lampung. This national park is used as a refuge for elephants in the Lampung area. Taman Way Kambas has become the first school for elephants in Indonesia since 1985.

Initially the National Park was named the Elephant Training Center, or PLG, but after that it was renamed PKG, or Elephant Conservation Center, in recent years. PKG is useful as a place for conservation of elephants to be easily bred, tamed, and trained.

PKG has deployed 300 trained elephants throughout the country until now. Way Kambas National Park is also used as a place for conservation of extinct animals such as forest Sumatran rhinos, crocodile crocodiles, Sumatran elephants, and Sumatran tigers.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

10. *Pinguin*

Penguins are a group of aquatic birds that live almost exclusively in the Southern Hemisphere, mainly in Antarctica. Highly adapted to living in water, penguins have dark and white feathers that fight shadows, and their wings have evolved into flippers. Most penguins feed on krill, fish, squid, and other forms of marine life caught while swimming

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underwater. They spend about half their lives on land and half in the ocean.

The largest living species is the Emperor Penguin, with adults averaging about 1.1 m (3 ft 7 in) tall and weighing 35 kg (75 lb) or more. The smallest penguin species is the Little Blue Penguin, also known as the Fairy Penguin, which stands about 40 cm (16 in) tall and weighs 1 kg (2.2 lb).

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

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Reading Journal 3 **Name: ……**

1. Tana Toraja

Toraja is one of the most beautiful tourist destinations in Indonesia. It has mountainous rows and green hills so that the place is rich in natural tourism.

In this place, you can see ancient traditions such as Rambu Solo. Rambu Solo is a funeral ceremony in the place. The ceremony will be held for days with complicated details.

People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased. To bring luck, the deceased will be preserved using formalin to prevent decomposition

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

2. Tanjung Setia Beach

The shoreline is most likely not mainstream in light of the fact that it is put in a disconnected locale in Lampung; however, the waves on the shoreline in Tanjung Setia are alluded to as one of the most astounding waves on the planet by worldwide surfers. You ought to realize that the wave on this shoreline is equivalent to the waves in Hawaii.

On the off chance that you need to visit, you ought to go in around 273 km, or if nothing

else, 6 hours from the city of Bandar Lampung by transport. This shoreline is straightforwardly nearby the Indian Ocean, so this mind-boggling spot has such a testing wave. By the by, notwithstanding this shoreline has waves with statures up to 7 meters, yet it is not as well known as some shorelines in Bali and Lombok.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

3. Rabbit

Rabbits are four-legged herbivorous mammals with long ears, a divided upper lip, and two powerful back legs, which make them good hoppers. At first, they were called coneys. The name “Rabbit” was first used to address the young coneys until the 18th century, when the word “Rabbit” became more popular in society. The newbornrabbits are naked and blind; this helpless condition is the reason why rabbits live in secure dens underground. Rabbits can only be found in several parts of the world, and of all that are divided into eight different genera, they are Genus Pentalagus, Genus Bunolagus, Genus Nesolagus, Genus Romerolagus, Genus

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Brachylagus, Genus Sylvilagus, Genus Oryctolagus, and Genus Poelagus.

All rabbits have a typical short tail. Their average body size is 20 to 50 cm long, and the average weight is around half to 2 kg. It is recorded that adult rabbits have a 3-year lifespan in their natural habitat, but it is also believed that they can live longer if they are under human care. Just like humans, they sleep for about 8 hours in their underground burrows. They have a wide variety of colors, starting from white, brown, black, and grey, but most of them have a combination of some colors. Rabbits communicate with each other by performing various body positions and also by making a few sounds.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

4. Elephant

An elephant is the largest and strongest animal that lives on land. It is a strange-looking animal that has thick legs, huge sides and backs, large hanging ears, a small tail, a little pair of eyes, and long white tusks, and above all, the elephant has a long nose called the trunk. An elephant is commonly seen in a zoo because it is hard to find them in their natural habitat.

The trunk is the elephant's peculiar feature, and it has various usages. The elephant's trunk can also lift leaves and put them into its mouth. In other words, their trunks serve the elephant as long arms and hands. An elephant looks very clumsy and heavy, but an elephant can move very quickly.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

5. My Favourite Shoes

My Favorite Shoes I always fall in love with basketball shoes. It is not because I like to play basketball; I just feel comfort and confidence with it. I finally got one from my father when we were in Solo three years ago. At that moment, when I came to the store with my father, I tried a couple of shoes, and when I put them on, I knew right away that these were my favorite shoes. The color of my favorite shoes is black. There are two gray stripes on the outer side of the shoes. The color of the sole is white with some circular patterns painted in black on the bottom of it.

The surface of the sole is flat, which means this shoe has no heel. The shoes have a white shoelace and two straps binding the eye stay of the shoes. It makes the tongue of the shoes always in a steady position. The insole is made of foam rubber, and the color is red. It is very soft and comfortable.

From text above please answer the question

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b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

6. Dolphin

Dolphins are marine mammals with a very high intelligence. There are more than 40 species of them spread around the world. Most of them live in the ocean, but some of them, such as the Chinese river dolphin, live in the river. They consume fish and squid as their main diet, but some of them also eat other marine mammals.

The maximum size of each species is different. Maui's dolphin (the smallest dolphin) can grow to the size of 1.7 m with the maximum weight of 50 kg, while the largest dolphin, the killer whale, can reach the maximum size of 9.5 m with the maximum body weight of 10 tons.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

7. Rabbit

Rabbits are four-legged herbivorous mammals with long ears, a divided upper lip, and two powerful back legs, which make them good hoppers. At first, they were called coneys. The name "Rabbit" was first used to address the young conveys until the 18th century, when the word "Rabbit" became more popular in society. The newbornrabbits are naked and blind; this helpless condition is the reason why rabbits live in secure dens underground. Rabbits can only be found in several parts of the world, and of all that are divided into eight different genera, they are Genus Pentalagus, Genus Bunolagus, Genus Nesolagus, Genus Romerolagus, Genus Brachylagus, Genus Sylvilagus, Genus Oryctolagus, and Genus Poelagus.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

8. Gelora Bung Karno

Main Stadium Gelora Bung Karno Main Stadium, or commonly abbreviated as SUGBK in Indonesian, is a stadium that was built during the reign of Indonesia's first president, Ir. Soekarno.

This stadium was built in 1962, and now its appearance has changed a little to a more modern appearance because in 2018 it was used as the venue for the 18th Asian Games.

In order to improve the quality of the stadium, several things have been changed and arranged in such a way. The stadium's seat capacity is reduced from 110,000 seats to 76,127 seats.

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The grass used in the field is Zoysia matrella grass. To keep the grass healthy and green, it used a rain gun. The drainage system is also well maintained.

The lighting system is also brighter, namely 3,500 luces. The system is integrated with an LED lighting system, which makes electricity more efficient. This lighting is also integrated with a powerful 80,000-watt PMPO sound system.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

9. Panda

Pandas are like bears, as their bodies are typical. It has two main colors, which are white and black. Panda's fur is dominantly seen in white. While the legs, ears, eyes, and also the muzzle are fully black fur.

In the past, the panda lived in South and East China, and it was also found in parts of Myanmar and Vietnam. Today, the panda is seen vastly in forest areas in Sichuan, Gansu, and Shaanxi of China.

Panda looks cute even though it is normally a wild animal. Because of its strength, the panda potentially becomes a frightful animal.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

10. My Favorite Book

I have a book that I bought last year. The book is a novel titled The Story of an Idiot. I love that book because when I read it, I get not only knowledge but also entertainment.

Unfortunately, I had lost this book. I guess I lost it at Tugu Station during my trip in Yogyakarta. It was difficult to get that book because I never found it at the bookstore. I got it at the street bookseller in London.

The color of the book's cover is dominated by red. The picture on that cover is of a young man in a black jacket walking through the bridge.

On the first page of that book, I wrote my name and my email address. I also draw a simple rat at the corner of the first page. I always do the same thing to all my books because I hope if I lose my book, someone who found it would give it back to me.

From text above please answer the question

a. Main idea (Ide pokok)

b. Finding detailed information in the text (menemukan informasi rinci dalam text)

c. Making inferences from the text based on the context (Membuat kesimpulan berdasarkan context)

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MODUL AJAR

A. Identitas Modul

Satuan Pendidikan: SMK (Kurikulum Merdeka)

Mata Pelajaran: Bahasa Inggris

Fase/Kelas: Fase E / Kelas X

Topik: Reading Comprehension – Descriptive Text

Strategi Utama: Sustained Silent Reading (SSR)

Alokasi Waktu: 2 × 45 menit (1 pertemuan)

Penyusun: Indriana Jati

B. Capaian Pembelajaran (CP)

Peserta didik mampu memahami, menafsirkan, dan mengevaluasi makna teks deskriptif sederhana hingga menengah terkait orang, tempat, dan benda dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

1) Mengidentifikasi ide pokok dalam teks deskriptif.
2) Menemukan informasi rinci (specific information) dalam teks deskriptif.
3) Menarik inferensi sederhana berdasarkan informasi implisit dalam teks.
4) Menunjukkan sikap fokus, mandiri, dan konsisten selama kegiatan SSR.

D. Profil Pelajar Pancasila

1) Mandiri: Membaca secara fokus tanpa distraksi.
2) Bernalar Kritis: Menyimpulkan informasi implisit.
3) Berkebinekaan Global: Memahami deskripsi objek/orang dari berbagai konteks.

E. Materi Pembelajaran

1) Teks Deskriptif

Pengertian dan tujuan

- Struktur: Identification dan Description
- Unsur kebahasaan: simple present tense, adjectives, relational verbs
- Reading Comprehension

Ide pokok

- Informasi rinci
- Inferensi

F. Metode dan Model Pembelajaran

1. Metode Utama: Sustained Silent Reading (SSR)
2. Pendekatan: Student-centered learning
3. Model Pendukung: Individual learning

G. Media dan Sumber Belajar

Teks deskriptif berbahasa Inggris (teacher-selected, sesuai level siswa)

Lembar soal pemahaman membaca (pilihan ganda)

Papan tulis / LCD (opsional)

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H. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

Guru membuka pelajaran dan menyampaikan tujuan pembelajaran.

Apersepsi singkat tentang teks deskriptif (contoh: mendeskripsikan tempat terkenal).

Guru menjelaskan aturan SSR: membaca diam, fokus, tanpa diskusi.

2. Kegiatan Inti (60 menit)

Tahap 1: Sustained Silent Reading (15 menit)

Guru membagikan teks deskriptif yang telah dipilih.

Siswa membaca teks secara diam dan mandiri.

Guru ikut membaca sebagai model.

Tahap 2: Pemahaman Membaca (30 menit)

Siswa mengerjakan soal pilihan ganda berdasarkan teks.

Soal mencakup:

- Ide pokok
- Informasi rinci
- Inferensi

Tahap 3: Refleksi Singkat (15 menit)

Siswa menuliskan satu kalimat tentang isi teks.

Diskusi ringan tentang kesulitan membaca (tanpa evaluasi mendalam).

3. Kegiatan Penutup (20 menit)

- Guru dan siswa menyimpulkan pembelajaran.
- Guru memberikan penguatan tentang manfaat membaca berkelanjutan.
- Refleksi sikap belajar siswa selama SSR.

I. Asesmen Pembelajaran

1. Asesmen Pengetahuan

Bentuk: Tes pilihan ganda (20 soal)

Indikator:

1. Mengidentifikasi ide pokok
2. Menemukan informasi rinci
3. Menarik inferensi

2. Asesmen Sikap

Observasi selama SSR:

1. Fokus membaca
2. Kedisiplinan
3. Kemandirian

J. Kriteria Ketercapaian Tujuan

1. Siswa mencapai ≥ 70% jawaban benar pada tes membaca.
2. Siswa mengikuti kegiatan SSR dengan tertib dan fokus.

K. Diferensiasi Pembelajaran

Konten: Teks dengan tingkat kesulitan bertahap.

Proses: Waktu membaca dapat disesuaikan untuk siswa tertentu.

Produk: Refleksi tertulis singkat atau jawaban lisan.

L. Refleksi Guru

Apakah siswa mampu fokus selama SSR?

Apakah teks sesuai dengan kemampuan siswa?

Apakah SSR membantu pemahaman teks deskriptif?

Modul ajar ini disusun berdasarkan hasil penelitian tentang penerapan Sustained Silent Reading (SSR) pada pemahaman membaca teks deskriptif siswa kelas X SMK dan disesuaikan dengan prinsip Kurikulum Merdeka.

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APPENDIX 2

RECOMMENDATION LETTERS

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Nomor : 190/SMK-T/YIR/XII/2024
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Hal : Balasan Surat PraRiset

Pekanbaru, 19 Desember 2024

Kepada Yth,
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Nama	: **Indriana Jati**
Nim/KTP	: 12010423579
Program Studi	: Pendidikan Bahasa Inggris

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa nama diatas telah melaksanakan Prariset Penelitian di SMK TELKOM Pekanbaru.

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" The Effect Of Implementing Sustained Silent Reading (SSR) On Tent-Grade Students' Reading Comprehension Of Descriptive Text At SMK TELKOM Pekanbaru"

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Program Studi : Pendidikan Bahasa Inggris

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa	: Indriana Jati
Nomor Induk Mahasiswa	12010423579
Hari/Tanggal Ujian	: Selasa / 6 Agustus 2024
Judul Proposal Ujian	: The Effect Of Implementing Sustained Silent Reaing (SSR) on Tenth-grade students' Reading Comprehension of Descriptivie Text at SMK Telkom Pekanbaru
Isi Proposal	: Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Bukhori, M.Pd	PENGUJI I		
2.	Dedy Wahyudi, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 18 maret 2025
Peserta Ujian Proposal

Indriana Jati
NIM. 12010423579

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APPENDIX 3

DOCUMENTATION

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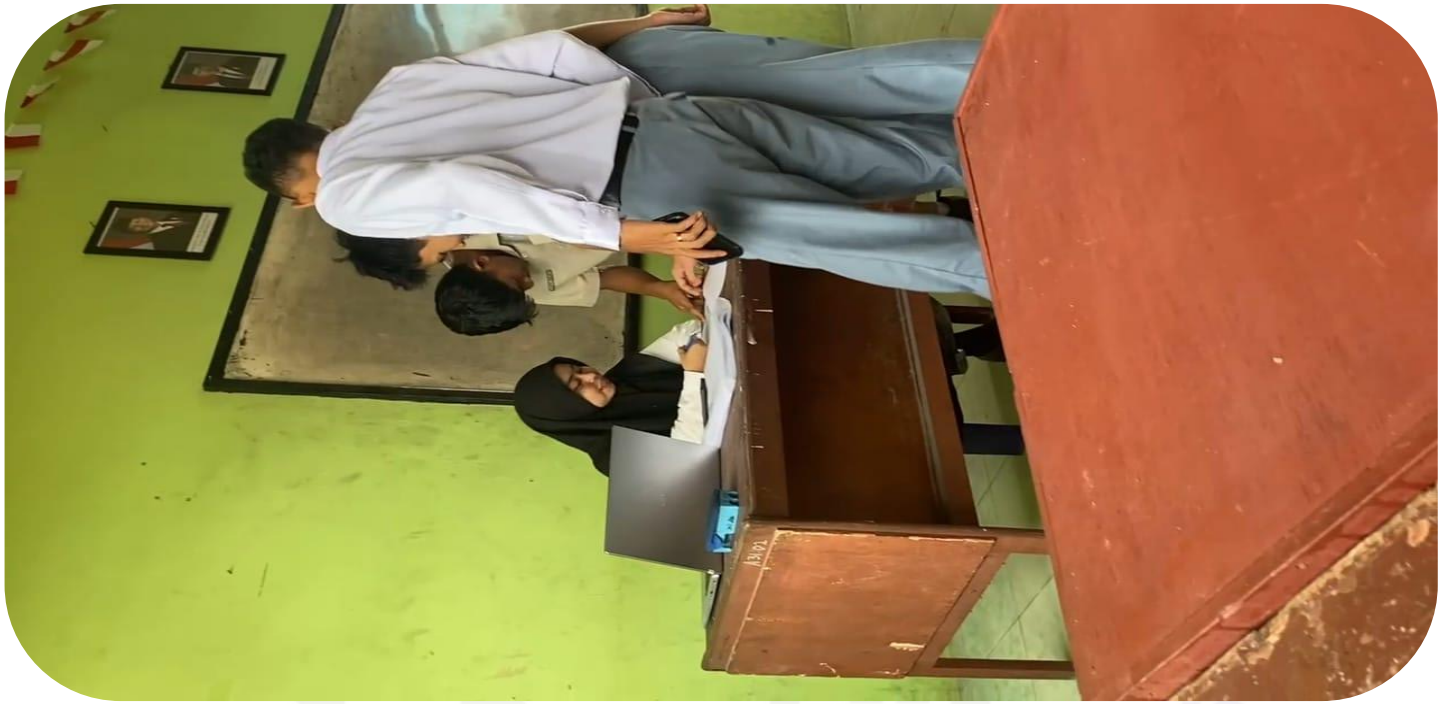

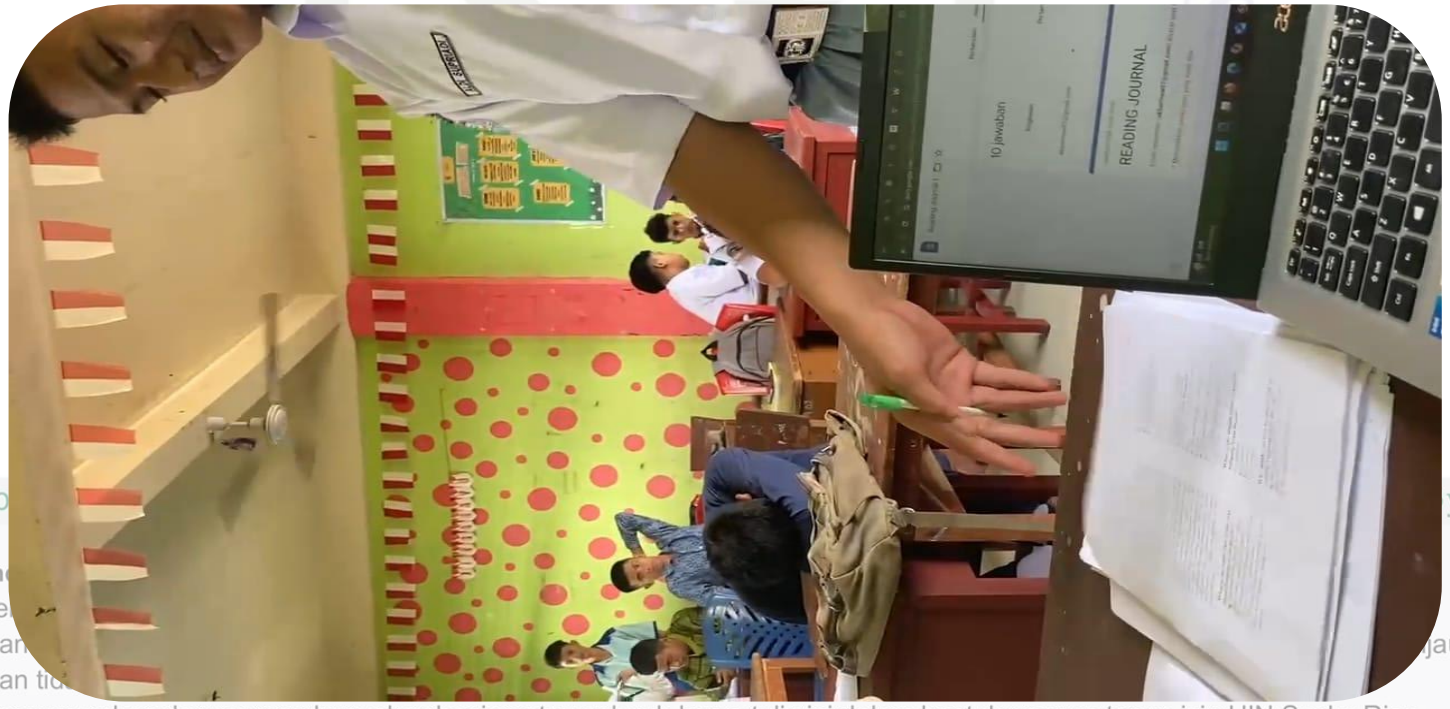

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CURRICULUM VITAE

Mr. Suwoto and Mrs. Ernawati have a second child named Indriana Jati. She was born on Blora, June 7, 2002. She lives in Balam, Rokan Hilir. She has a brother and three sisters. In 2008, she graduated from TK Karya Sempurna. In 2014, she graduated from SDN 015 Karya Sempurna and continued her education at SMPN 6 Bangko Pusako and SMAN 4 Bangko Pusako. In 2020, she graduated from SMAN 4 Bangko Pusako.

She was accepted as a student in the Department of English Education, Faculty of Education and Teacher Training, University of Suska Riau, in 2020. From July to August 2023, she participated in the KKN (Kuliah Kerja Nyata) Program at Sialang Palas, Siak. Then, in September 2024, she began the Pre-Service Teacher Practice (PPL) program at SMK Telkom Pekanbaru. To fulfill the criteria for an undergraduate degree in English education, she performed the research from August to October 2025 by thesis entitled "*The Effect of Implementing Sustained Silent Reading (SSR) on Tenth-Grade Students' Reading Comprehension of Descriptive Text at SMK Telkom Pekanbaru*"