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ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi *Silent Reading Program* (SEREP) terhadap kemampuan menulis ulang siswa kelas V SDN Telang 1 serta menganalisis hambatan dan solusi dalam pelaksanaan program tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian terdiri atas guru kelas V dan siswa kelas V SDN Telang 1. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan penilaian hasil menulis ulang siswa. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Keabsahan data dilakukan melalui triangulasi teknik dan triangulasi sumber. Hasil penelitian menunjukkan bahwa implementasi *Silent Reading Program* (SEREP) dilaksanakan selama 14 hari secara rutin melalui tahapan persiapan, membaca senyap, menulis ulang isi bacaan, serta evaluasi hasil tulisan siswa. Guru berperan sebagai fasilitator yang membimbing dan mengarahkan siswa selama kegiatan berlangsung, sedangkan siswa berpartisipasi aktif dalam membaca secara mandiri dan menulis ulang isi bacaan menggunakan bahasa sendiri. Selama pelaksanaan program ditemukan beberapa hambatan, yaitu kurangnya fokus siswa, kondisi kelas yang kurang kondusif, kesulitan memahami isi bacaan, keterbatasan kosakata, serta kesulitan menulis ulang isi bacaan secara runtut dan sesuai kaidah bahasa Indonesia. Untuk mengatasi hambatan tersebut, guru memberikan bimbingan, menjaga kondisi kelas tetap kondusif, membantu siswa memahami isi bacaan dan kosakata, serta membimbing penggunaan kalimat, ejaan, dan tanda baca yang tepat. Berdasarkan temuan penelitian, dapat disimpulkan bahwa implementasi *Silent Reading Program* di kelas V SDN Telang 1 telah terlaksana sesuai dengan prosedur yang ditetapkan, meskipun masih ditemukan beberapa hambatan yang dapat diatasi melalui pendampingan guru selama kegiatan berlangsung.

Kata kunci: implementasi, *Silent Reading Program*, menulis ulang.

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ABSTRACT

This study aims to analyze the implementation of the Silent Reading Program (SEREP) on the rewriting skills of fifth-grade students at SDN Telang 1 and to identify the obstacles and solutions in the program's implementation. This study employs a qualitative approach with a descriptive research design. The research subjects consisted of fifth-grade teachers and fifth-grade students at SDN Telang 1. Data collection techniques included observation, interviews, documentation, and assessment of students' rewriting results. Data analysis utilized the Miles and Huberman model, which encompasses data reduction, data presentation, and drawing conclusions and verification. Data validity was ensured through technique triangulation and source triangulation. The results of the study indicate that the Silent Reading Program (SEREP) was implemented routinely over a 14-day period through the stages of preparation, silent reading, rewriting the content of the reading material, and evaluation of students' written work. Teachers served as facilitators who guided and directed students throughout the activities, while students actively participated in reading independently and rewriting the content of the reading material in their own words. During the program's implementation, several obstacles were encountered, including a lack of student focus, a classroom environment that was not conducive to learning, difficulty understanding the reading material, limited vocabulary, and difficulty paraphrasing the text coherently and in accordance with Indonesian language rules. To overcome these obstacles, the teacher provided guidance, maintained a conducive classroom environment, helped students understand the reading material and vocabulary, and guided them in the proper use of sentences, spelling, and punctuation. Based on the research findings, it can be concluded that the implementation of the Silent Reading Program in Grade 5 at SDN Telang 1 was carried out in accordance with established procedures, although several obstacles were still encountered that could be overcome through teacher guidance during the activities.

Keywords: *implementation, Silent Reading Program, retelling.*