

CHAPTER I

INTRODUCTION

Reading was one of the abilities in language. The act of reading was a behavior that allows us to gain knowledge from the text we read by understanding it. While reading, it usually comprises the suggested message (concealed definitions) and communicating (which means that is conveyed) at the moment of reading. According to Anderson 1985 : 230 (reported in Nuha.A, 2019) stated Reading as the process of making meaning from written texts. It needed the harmony of a lot of related sources of information.

Reading involved remembering, comprehending, interpreting, and analyzing written content. In accordance with Sillahi's assertion, reading was crucial for expanding one's knowledge and obtaining information about a variety of topics (Khairunnisa. I. P ,2023). Many junior high school students were discovered to have trouble reading an English material. During a pre-interview with the English teacher. In such a situation, there were various things that can cause an issue and impair Students' comprehension of reading in junior high school. The first aspect was students' motivations and their approach to the reading process in English classes. Another factor was the teacher who is unable to employ the right reading approach (Reza A. et al, 2018).

According to a different study, reading was just as important for students or those learning a second language for academic purposes as any other ability. Learners got access to a wealth of knowledge through reading. Additionally, it was thought that reading proficiency might increase vocabulary and facilitate knowledge retrieval for students because there was a greater abundance of material available on the internet and in books (Is'adatul.J 2022). Besides, reading skill was believed can boost the number of vocabulary and make learners easier to find information since the number of information on internet and books are much more written in English (Sofyan, F. M, et al, 2019).

According to Anderson, Hiebert, Scott, and Wilkinson, reading was a basic life skill. It was cornerstone for a child's success in school and, indeed, throughout life. Without the capacity to read properly, prospects for personal fulfillment and job success would undoubtedly be missed. Meanwhile, according to Snow, Burns, and Griffin, reading was one of the challenging areas in the education system. The everincreasing demand for high levels of literacy in our technological society makes this problem even more pressing (Khairunnisa. I. P ,2023).

Roger Farr (reported in Anjas Ismail,2019) stated that “Reading is the heart of education. A reader's ability to comprehend a book depends on the number of words they have mastered; the more words they can comprehend, the easier it would be for them to comprehend the text they are reading. The lack of reading abilities among secondary school children was a major problem for educators and decision-makers. It took place as a result of the students' lack of interest in reading, which may had been brought on by their ignorance about the value of reading. One of the factors can also be the teaching aspect, such as teachers that implement the reading learning paradigm in a boring manner.

Drawing from the first chapter researcher's opinion on reading as well as the two other researchers' opinions, it can be said that reading proficiency had a significant impact on language acquisition because it was linked to other skills and affects an individual's knowledge base. Reading proficiency was the ability to comprehend written material and gather information that can expand one's vocabulary. The Uninterrupted Sustained Silent Reading (USSR) was first proposed by Lyman Hunt at the University of Vermont in the 1960's, and by the 1970's it was being implemented in the public school system. Four decades later, it is known by a variety of names: High Intensity Practice (HIP) and Motivation in Middle School (MIMS), Free Voluntary Reading (FVR), Positive Outcomes While Enjoying Reading (POWER), Drop Everything and Read (DEAR), but perhaps the most commonly used name is Sustained Silent Reading (SSR) (Terry L.J,et al, 2022).

Silent reading was one of techniques of reading activity. Understanding what the writer was trying to convey through his work or obtaining knowledge is what reading itself entails. Whether in a classroom setting or not, a reading exercise that helped students retain knowledge can be completed anywhere. In order to obtain additional information, silent reading was the practice of reading a text silently and solely with the reader's heart (Febi D.Y. ,2023).

Sustained Silent Reading (SSR) had some purpose that give advantages students. Hopkins mentions that there were some purposes. There were: 1. This strategy to provide the students to read their own choosing material, second, they also will get new vocabulary during reading activity 2. Students will also be confident in their reading abilities, which will encourage their desire to read a lot in their own time. 3. The students could know the value of reading and make them to be the lifelong readers and learners (Bunya. S, 2020).

As the explanation above, the data from observations made, researchers found that the students of SMP Panca Budi also face the same struggle. The majority of the students having struggle for fully understand content written in English. Many students had flawless reading comprehension of the passage, yet they were unable to respond to the questions. They were able to speak the words, but they were unable to understand their meaning. Reading materials are challenging for them to understand. The author also noted that the teacher just instructed the students to read, and then they were required to respond to a question without first providing an elaboration of the material. Consequently, the students which could not comprehend what's exactly they stated. The students were unable to properly respond to all of the questions as a result. The teacher must choose the best method or approach to teach the kids how to read critically in this situation.

A teacher must think of as a primary duty how to create the reading course that offered methods and approaches for helped students comprehend the idea that the creator had when writing the text. Many professionals dealing with reading comprehension have addressed numerous ways and solutions. Sustained Silent Reading was one of the methods that will be presented here. According to Gardiner (reported in rachman, 2019) explained that Sustained Silent Reading was time to read together in class in silence or quietly and during class the students were allowed to read their own reading and read independently. The Sustained Silent Reading (SSR) method was one component of whole language developed by Routman and Frooze which was a time-limited silent reading activity which is a continuation of initial reading (Natalia,2021).

By applying the SSR technique, For a set amount of time, students read silently. However, this did not imply that they read silently. The students could make a sound out words in response. SSR technique was not required to say every phrase out. When a student apply silent reading, he or she merely said the word in mind, with no regarding intonation, emphasis, or pronunciation. The students could also chose books, text, and other reading materials that interest them, and they would read more if they were shown how to make time for reading (Erviyanti, E.,et al, 2024).

Good readers interact with what they are reading by use considering their knowledge of language and words. This assisted them in deriving meanings derived by the written words. For this reason, text comprehension was significant, the writer suggested using SSR in reading instruction because it encouraged reading and let students engaged with the text.

Considering The explanation that follows above, the writer was enthusiastic in carrying out a study entitled “Improving Students’ Reading Comprehension Through Sustained Silent Reading”.

According to the context of this research, identification of the problems were formulated following the students' reading comprehension abilities prior to implementing the Sustained Silent Reading Strategy. The students' abilities in reading comprehension after employing the sustained silent reading strategy, the difference between the students’ ability in reading comprehension before and after using the Sustained Silent Reading Strategy in understanding descriptive text. The researcher aimed to improve students' reading comprehension using the Sustained Silent Reading Method, with a concentrate on literal understanding.

Based on the elaboration above, the researcher formulated the research problem following How were the students' abilities in reading comprehension before and after adopting the Sustained Silent Reading strategy, How great was the disparity between the students' abilities in reading understanding Previously and thereafter, employ the Sustained Silent Reading technique who had problems in reading comprehension in descriptive text.

From the research background provided above, the study's goal is to determine students' reading comprehension abilities prior to implementing the Sustained Silent Reading (SSR) approach. To assess students' reading comprehension abilities before and after implementing the Sustained Silent Reading (SSR) approach on descriptive text, as well as to find any noteworthy differences.

This study had various implications. Basically, this study informed teachers that the Sustained Silent Reading (SSR) approach could be employed as an alternate method of reading in the teaching strategy on understanding descriptive text and It was hoped that this research would be developed by the next researcher in different skill and participants. In theory, this study could help with the teaching-learning process by examining the impact of the Sustained Silent Reading (SSR) technique in understanding descriptive text.