CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is the most widely spoken language in the world and one of the foreign languages most studied in schools in Indonesia. To master English, students must master four skills, one of which is reading.

Reading is an action or cognitive process that seeks out various types of written information, so reading is a deliberate process that helps someone understand what they read. Therefore, reading is an activity that requires understanding symbols, signs, or meaningful writing so that readers can understand the message conveyed by the author.

One of the main purposes of reading is to understand the main ideas conveyed in a text, article, or paragraph, as well as to obtain information. Apart from that, reading is also a way to gather information. People who can read well will understand the text better. (Asrifan & Vargheese, 2020).

Reading comprehension is an essential skill for students of all ages, from elementary school to college. Furthermore, reading plays a fundamental role in the functioning of individuals in today's society and has a significant impact on student's future success. (Lustyantie & Kasan, 2021). The purpose of reading is to understand the main idea of the text, article, or paragraph, as well as understand the content of the story in the text. Apart from that, reading can also provide

information. People who have the ability to read will more easily understand the meaning of the text

Based on observations conducted by researchers at SMAN 15 Muaro Jambi, writer found problems in comprehending reading texts, namely some students can read the text well but tend to have difficulty answering the questions given by the teacher. The most common cause was a lack of reading comprehension. During the observation, the writer saw that the reading-learning strategy in the class used a reading aload strategy, where students were required to read aloud or use their voices. This strategy is certainly effective for the pronunciation of vocabulary but there is a weakness, namely reduced concentration due to the voices of other readers. Reading comprehension goes beyond reading aloud; it involves a deeper understanding of the meaning of words, and sentences, and the relationships between paragraphs and ideas. If a student merely reads aloud without comprehending the content, it indicates a failure to comprehend the passage.

So the impact is that there are still students who get scores below <68 or do not complete. In learning reading comprehension, the challenge faced by students is understanding texts, especially in English, Therefore, improving reading skills is very crucial and allows students to understand and master a text. The English text is definitely not easy to understand but by suitable strategy of course it Minimize student's difficulties in understanding a text. There are several strategies for reading, and one of them is using Silent Reading Strategies. According to Tarigan (in Suriaman, 2016) which states that Silent reading is a way or technique

of reading without sound, This reading technique focuses more on understanding the reading content.

Based on this background, the researcher tries to examine the influence of the Silent Reading Strategy on Students' Reading Comprehension at SMAN 15 Muaro Jambi.

1.2 Identification of the Problem

There are some problems that an be identified in this research.

1. Difficulties experienced by students in comprehending English texts
2. Some students' result in learning English is not satisfactory, especially in reading.

## 1.3 Limitation of the Problem

From the background previously mentioned, this research limitation is The influence of the Silent Reading Strategy Toward the Student's Reading Comprehension at SMAN 15 Muaro Jambi.

1.4 The Formulation of the Problem

Is there influences of Silent Reading Strategy Toward The Student's Reading Comprehension At SMAN 15 Muaro Jambi?

1.5 The Purpose of the Research

The aim of this research is to find out whether the Silent reading Strategy has any influence toward student's reading comprehension.
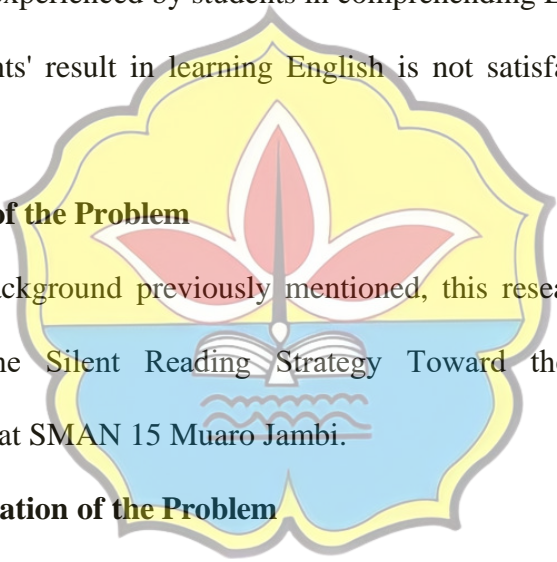
1.6 Sicnificance of Research

The outcomes of this are hoped to research can give benefits and benefits in theory and practically to:

1. Theoretical

The theoretical benefit of this research is that learning English using the silent reading strategy is expected to improve students' comprehension of an English text.

2. Practical

1) this research is useful for students to be more motivated and enthusiastic in learning and it is hoped that students' reading comprehension can increase.

2) For English teachers, this research is expected to motivate teachers to use a variety of learning reading strategies.

1.7 Definition of Key Terms

1. Silent reading

Silent reading is an independent reading activity where students are given dedicated time to quietly read texts of their choice without any interruptions or distractions. (Gardiner, 2005)

2. Reading Comprehension

Reading comprehension includes various types of questions, such as identifying main ideas, understanding vocabulary through synonyms and antonyms, and responding to detailed questions. (Laily, 2018).

1.8 Basic assumption

Basic assumption in this research are: Some students can read the text well but tend to have difficulty answering the questions given by the teacher. The most common cause was a lack of reading comprehension. During the observation, the writer saw that the reading-learning strategy by reading aloud strategy. So the researcher concluded that that strategy is not suitable for student and need the implement other strategy namely silent reading strategy.