

**ENHANCING READING COMPREHENSION OF THE SECOND GRADE  
STUDENTS AT MTS JA-ALHAQ BENGKULU THROUGH POSSE  
(PREDICT, ORGANIZE, SEARCH, SUMMARIZE, AND EVALUATE)  
STRATEGY**

(Classroom Action Research at the Second grade students of MTS JA-alHaq  
Bengkulu in Academic Year 2018/2019)

**THESIS**

Submitted as A Partial Requirements for Degree of Sarjana in English Study  
Program



By  
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2018**



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**RATIFICATION**

This is to certify the thesis entitled: **“Enhancing Reading Comprehension Of The Second Grade Students At Mts Ja-Alhaq Bengkulu Through Posse (Predict, Organize, Search, Summarize, And Evaluate) Strategy”** (Classroom Action Research at the Second grade students of MTS JA-alHaq Bengkulu in Academic Year 2018/2019) by **TRI NOPRIANI (1416232853)** has been approved by the board of Thesis Examiners as the requirement of the degree of Sarjana Pendidikan in English Education.

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## DEDICATION

*With great and love This thesis is sincerely dedicated to:*

1. First of all Thank to Allah Swt. who has given his mercy and bless for me until the end. I can do anything because of you and I thank you Allah for bring me to islam.
2. My beloved father M.oniand my lovely mother Suaida for your endless supports, prayers, love, and affection. I will be the best one for you all. I love you.
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## **MOTTOS**

*O my sons, go and find out about Joseph and his brother and despair not of relief from Allah . Indeed, no one despairs of relief from Allah except the disbelieving people."*

**Qs.Yusuf 87**

*"The result of attainment is a new attainment and Allah always guiding you until jannah"*

*"be really endeavor and keep pray"*

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Dengan ini saya menyatakan:

1. Karya tulis / Thesis ini berjudul: *Enhancing Reading Comprehension Of The Second Grade Students At Mts Ja -alHaq Bengkulu Through Posse (Predict, Organize, Search, Summarize, And Evaluate) Strategy (Classroom Action Research at the second grade students of MTS JA-alHaq Bengkulu in Academic Year 2018/2019).*
2. Karya tulis ini adalah hasil gagasan dan pemikiran sendiri, tanpa bantuan yang tidak sah dari pihak lain, kecuali pembimbing.
3. Didalam Thesis ini tidak terdapat hasil karya atau pendapat orang lain yang telah dipublikasikan, kecuali dikutip secara tertulis dan jelas dicantumkan nama pengarangnya di daftar pustaka.
4. Pernyataan ini dibuat sesungguhnya dan apabila ternyata pernyataan ini tidak benar dan terdapat penyimpangan maka sepenuhnya saya bersedia menerima sanksi sesuai norma dan ketentuan yang berlaku.

Bengkulu, 2018



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I realize that I cannot complete this thesis without support, patience, cooperation, help and encouragement from a lot of people. Therefore, in this occasion I would like to deliver my thanks to all of them, especially to:

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2. Dr. Zubaedi, M.Ag, M.Pd., as the Dean of Faculty of Tarbiyah and Tadris IAIN Bengkulu;
3. Eva Dewi, M.Ag., as the Head of Tadris Departement of IAIN Bengkulu;
4. Feny Martina, M.Pd., as the Head of English Education Study Program OF IAIN Bengkulu;
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The Researcher

  
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## ABSTRACT

**Tri nopriani, 2018.**

**Enhancing Reading Comprehension Of The Second Grade Students At Mts Ja-Alhaq Bengkulu Through Posse (Predict, Organize, Search, Summarize, And Evaluate) Strategy (Classroom Action Research at the second grade students of MTS JA-alHaq Bengkulu in Academic Year 2018/2019)**

**Advisors : 1. Riswanto, Ph.D., 2.Detti Lismayanti M.Hum.**

This research aimed to enhance the students' reading comprehension of the second grade students at Mts Ja-alHaq Bengkulu by POSSE Strategy. This research was a classroom action research which consists of two cycles and four steps there were planning, action, observation and reflection. The subjects of this research were 22 students of second grade class C at Mts Ja-alHaq Bengkulu. There were two kinds of the data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing both students and collaborator, making field notes, and having discussion with the collaborator as the observer. The quantitative data were obtained from the pre-test, test cycle 1 and test Cycle 2. Based on data analysis, it can be seen that there were significant different in the result of development students' behavior after learn used this technique and result of the average achievement the students' test in cycle 1 was 72,09 and test in cycle 2 was 79,09. Based on the finding, it could be concluded that POSSE strategy could enhance the students' reading comprehension of descriptive text at grade grade VIII C of MTS Ja-alHaq Bengkulu.

***Keyword : Reading Comprehension, Posse Strategy, Classroom action Research***



## **ABSTRAK**

**Enhancing Reading Comprehension Of The Second Grade Students At Mts Ja-Alhaq Bengkulu Through Posse (Predict, Organize, Search, Summarize, And Evaluate) Strategy (Classroom Action Research at the second grade students of MTS JA-alHaq Bengkulu in Academic Year 2018/2019)**

**Pembimbing : 1. Riswanto, Ph.D., 2.Detti Lismayanti M.Hum.**

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan membaca siswa kelas VIII Mts Ja-alHaq kota Bengkulu dengan menggunakan Posse strategy. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Penelitian ini terdiri dari dua siklus dan empat langkah yaitu perencanaan, implementasi/aksi, pengamatan, dan refleksi. Subjek penelitian ini adalah siswa kelas VIII C yang terdiri dari 22 orang laki-laki. Ada dua jenis data dalam penelitian ini. Yaitu Kualitatif data dan kuantitatif data. Kualitatif data didapat melalui beberapa cara seperti pengamatan, wawancara, catatan sedangkan kuantitatif data didapat melalui pre-tes, tes siklus pertama dan kedua. Berdasarkan analisis data, dapat dilihat bahwa ada perbedaan yang tinggi dalam pencapaian hasil siswa dari perkembangan minat siswa setelah belajar menggunakan teknik ini dan hasil test pada tiap siklus. Perolehan pencapaian siswa pada test di siklus 1 adalah 72,90 dan pada post-test di siklus ke 2 adalah 79,09 Berdasarkan temuan hasil itu, dapat disimpulkan bahwa posse strategi dapat meningkatkan kemampuan membaca descriptive text siswa kelas VIII C Mts Ja-alHaq kota Bengkulu.

**Kata Kunci : *membaca, posse strategi, Penelitian Tindakan Kelas.***

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Reading is one of four essential skills besides: listening, speaking and writing. In junior high school also learn the four skills of English. Every skill has advantages, but reading gets a big place in the teaching learning process because in English book or any other media we need to read first. As Nunan said that reading is a process that uses skill in constructing the meaning and the feeling or emotion from the written text.<sup>1</sup> It means a fluent process of the readers combining information from a text and their own background knowledge to build meaning and during the reading activity student can get many information, increase knowledge and experience.

Reading has special spotlight in foreign language situation.<sup>2</sup> On the other hand reading is very need to learn because all aspect of life related with reading activity such as examination, looking for job, to get knowledge and information that why reading become one of important skill that should be mastered by all of language learner especially English study program.

Reading comprehension is the process of understanding and constructing meaning from a piece of text.<sup>3</sup> To be able to accurately understand the text, students need to decode what they read then make connections between what

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<sup>1</sup>Nunan, David. *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.69

<sup>2</sup>Richards, C. J. and Renandya, A. W., *Methodology in Language Teaching An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 273

<sup>3</sup>Nunan, David opcit. p. 71

they read and what they already know. It involves the students' experiences and prior knowledge while comprehending the text. The ability in comprehending the text is very useful for pace examination test, toefl test and many other test. According to Basic competence of Curriculum 2016 (permendikbud) for reading descriptive text which used in MTS Ja-alHaq Stated that the student be able to catch the meaning contextually related with social function, structure of the text, language element of the descriptive text spoken and written.

Reading is not easy as pie, almost of people have problem with reading moreover reading english text which is not the first language for student of indonesia. To make the reading more easier we need a strategy, Strategy is utilized to increase students'performance on doing reading comprehension task. Strategy is useful to help students complete that reading task better and finish it with high standard.

The writer can summarize that strategy is a tool that make every thing easier in accomplish tasks to a higher standard and improve performance, yet, in fact, a strategy that used by teacher still could not give maximum result yet to students' comprehension. observed from students' score on reading task. So, teacher has to choose strategy more wisely and carefully. Teacher needs to apply good and effective strategy to maximize students' result of comprehension. Many experts found and implemented combine strategy and got the good result.

Related to the researcher's pre observation on MTS JA-alHaq Bengkulu, the researcher had been done some observation and interviews about the surroundings, teacher, students and school's rules in teaching learning process.



problems are faced by the students in reading comprehension. Those problems are caused by some factors. According to Mrs. Dianti, English teacher interviewed on February 2018 : Students of MTS Ja-alHaq have problem in teaching learning in general, they often sleep during teaching learning activity just not because of the subject but, they have problem with their sleep time and we can not avoid that reading is boring activity and make the student sleepy. Second, Student lack vocabulary, always ask the teacher if they don't know the meaning of the word, they spend a lot of time for searching the word one by one from the dictionary.

Third, some problem appeared from the teacher, according to observation sheet the teacher often times play her phone in teaching learning process and then the teacher also busy with her own activity. And the last problem came from the media the teacher just used book for teaching learning process because there was one projector for all the teacher in Mts Ja-alHaq. So, it is not interesting enough for the student to give attention for the material. All those problems need to be solved because they gave impact on students' reading achievement.

A teaching strategy needs to be implemented to solve those problems. Posse Predict-Organize-Search-Summarize-Evaluate strategy is one of the reading strategies that can solve the problems mentioned above. This strategy incorporates reading and learning practices that effective readers and learners use automatically. Students discuss their reading and use the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend the text. The strategy not only activates prior knowledge, but also encourages students to

organize their existing knowledge and then summary and elaborate on the connections between what they already knew and what they have learned.

A research or a study need another relevance research to make the data more valid and can be trusted. Related to this research, the writer choose some literatures about previous research that have closerelation to this research. Are follow;

Jameel in his jurnal entitled *The Effectiveness of P.O.S.S.E Strategy on Improving Reading Comprehension of the EFL University Students*. The results showed that there was positive statistical significance difference on the students' scores on the posttest due to the treatment. Also, there was an observed improvement on students' reading comprehension.<sup>4</sup>

In adition Arianti and Triana *investigates the effect of POSSE strategy on developing students reading analytical exposition text*. The participants were from senior high school students. Pre and post test were used to collect the data of the study. The finding reveal that the strategy has activated students background knowledge, and helps learners to comprehend text easily.<sup>5</sup>

Based on the explanation above the researcher is interessted in implementing the POSSE Strategy to solve student problem in reading comprehension with the tittle **ENHANCING READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT MTS JA-ALHAQ BENGKULU**

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<sup>4</sup>Jameel, *The Effectiveness of P.O.S.S.E Strategy onImproving Reading Comprehension of the EFLUniversity Students,University of Anbar,International Journal of English Literature and Social Sciences* (Vol 2, Issue 4, 2017), p.131

<sup>5</sup> Gusnilla Arianti and Yuli Tiarina, *Teaching reading analytical exposition text to senior high school students by using POSSE Strategy*, JELT Journal, (vol 3, no 1, 2014), p. 200

**THROUGH POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE, AND EVALUATE) STRATEGY** (Classroom Action Research on the second grade students of Ja-alHaq Bengkulu in Academic Year 2018/2019)

## **B. Identification of the Problems**

Based on the observation the researcher had been done in Eight grade student of MTS Ja-alHaq Bengkulu. The researcher concluded the problem are follow: Students of MTS Ja-alHaq have problem in teaching learning in general, they often sleep during teaching learning activity just not because of the the subject but, they have problem with their sleep time and we can not avoid that reading is boring activity and make the student sleepy. Second, Student lack vocabulary, always ask the teacher if they do not know the meaning of the word, they spend a lot of time for searching the word one by one from the dictionary.

Third, the problem appeared from the teacher, according to observation sheet the teacher often times play her phone in teaching learning process, then the teacher also busy with her own activity and the last problem came from the media the teacher just used book for teaching learning process because there was one projector for all the teacher in Mts Ja-alHaq.

## **C. Limitation of the Problems**

Based on the identification of the problems above, thus the problem of the research are limited to focus on the students' reading comprehension by using POSSE strategy to descriptive texts at Eight Grade student of Ja-alHaq Bengkulu in the academic year of 2018/2019

#### **D. Research Question**

The researcher formulated the problem as follow :

“How does POSSE strategy enhance the reading comprehension of the Eight Grade student of Ja-alHaq Bengkulu in the academic year of 2018/2019.

#### **E. Objective of the Study**

This research aimed at improving the reading comprehension of Grade VIII A students of MTS JA-ALHAQ BENGKULU through the POSSE strategy.

#### **F. Significance of the Study**

The significances of this research as follows:

a. For the Researcher;

The researcher expected this research could give significant contribution for everyone especially for the student of State Institute of Islamic studies (IAIN) Bengkulu who is interested about classroom action research.

b. For the School;

The researcher is also expected this research useful being reference in determining policies regarding the learning process, including curriculum, and facilities.

c. For the English Teachers;

The researcher expected this research give the good contribution for theaching learning activity in the class, especially in reading coprehension with POSSE strategy.

d. For the student;

The researcher expected this research could give significant motivation in learning english.

## **G. Definion of Key Term**

There are some terms which are defined operationally so as to avoid misunderstanding on the part of the readers. those are Posse technique, reading and reading comprehension.

### 1. Predict, Organize, Search, Summarize, Evaluate strategy

Predict, Organize, Search, Summarize, Evaluate is one of reading comprehension strategy that guide the student to Predict ideas from prior knowledge in this steep the use of picture is useful to predict the idea of the text, Organize the idea, Search for the structure the main idea, Evaluate your understanding.

### 2. Reading

Reading is the process of getting information from the text, reading is failed when the reader did not know the meaning or the purpose of the text.

### 3. Reading Comprehension

Reading comprehension is excessively, highly complex process that involves many interactions between readers and what they bring to the text. Make a connection with previous knowledge and comprehensive understanding what the text is going to tell.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. The Nature of Reading

##### a. Definition of Reading

In linguistic branch we have learned about psycholinguistic that concern about language acquisition, language comprehension and language use. Every people in the world have been in the acquisition process. The process of language acceptance is easier through reading.<sup>6</sup> Someone who read a lot of book will get a lot of knowledge and more understanding than another. Good writing also affected by reading because more an more they read they enhance their vocabulary mastery.

Moreover, Johnson stated reading is a process of negotiation of meaning through a text.<sup>7</sup> In this process, the readers bring their early thought to the net parts of reading process to finally reach their understanding about the meaning of the text that they read. In addition, reading is the ability carry out the meaning from the written language and construe the information properly.<sup>8</sup>

The readers do a solitary activity in which the reader interacts with the text in isolation. This isolated activity involves many interaction between

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<sup>6</sup>Jeremy Harmer, *How to teach english new edition*. (Cambridge: Longman Company, 2010), p. 99

<sup>7</sup>Andrew P. Johnson, *Teaching Reading and Writing: a guidbook for tutoring and remediating students*(Lanham: Rowman and Littlefield Education, 2008) p.3

<sup>8</sup>William Grabe and Fredicka L. Stoller. *Teaching and Researching Reading; second edition* (New York : Routledge, 2002), p. 3

readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types. Furthermore, reading is used as an instrument in teaching learning process to create or get more information.<sup>9</sup> Then, Reading is not bored activity, read just for finding a new information but reading is one of pleasurable activity. It mean in reading process we get both of them.

According to the definition above. The researcher can conclude that reading is process of getting the meaning for every paragraph but, to get the real point of the text the reader must doing comprehensive reading make a connection between previous or background knowledge with the text.

## **2. Type Of Reading**

### **a. Intensive Reading**

Intensive reading is the next step, we continue what we learn before in which is guiding by the teacher.<sup>10</sup> Extensive reading different from extensive, intensive reading aimed to focus with the information from the text. In language learning process we start from the easy material then we will face the new and difficult part in learning english as a second language. Intensive reading is focus on the linguistic details of the text, and focus to the information that we will need after reading.

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<sup>9</sup>Riswanto, *Interactive Reading Comprehension Strategies for EFL College Readers*. (Bogor: IPB Press, 2015), p.2

<sup>10</sup>Dr.M.F. Patel and Praveen M. Jain, *English language teaching: Method, tools, and technique*.(New york : Sunrise publisher and distribution, 2008), p.117-118

Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. At this stage, some teachers fall into the monotonous pattern of setting a section of reading material for homework preparation every night.

The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading: This reading helps learner to develop active vocabulary, Teacher play main role in this Reading, Linguistic items are developed, This reading aims at active use of language, Intensive reading is reading aloud, In intensive reading speech habit are emphasized and accent, stress, intonation and a rhythm can be corrected.

#### **b. Extensive Reading**

Extensive reading is reading for pleasure, we do not need the the teacher help to do this.<sup>11</sup> The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update. The aim of extensive reading to make the student read directly and fluently in the target language for enjoyment.

Reading a newspaper or language magazine to ensure that students do not become bored down in reading which is too complicated, the

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<sup>11</sup>Patel and Jain, Opcit. p.119-120



teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the readers.

There are Few Characteristics of Extensive Reading are: Extensive reading helps learner in vocabulary mastery. Extensive reading is silent reading. In extensive reading the subject matter is emphasized. In the extensive reading the learners play main role because they have to ask for measures, In extensive reading the idea can be developed, The aim of extensive reading is to enrich learners' knowledge, Through extensive reading the good reading habit can be developed.

### **3. Reading Comprehension**

Reading success when the reader can comprehend the text, reading comprehension different from reading in general. Before the students learn how to comprehend their reading the teacher should give some definition about what is reading comprehension and how they do to apply in learning process. Here are some definition about reading comprehension;

As Indonesian people English is our second language and its quite difficult in comprehending the English text. It make a connection to the teory Reading comprehension is avery extremely complete process, in this process the readers combine many aspects such as making a conection to the previous knowledge with the text, understanding all the texts are going to deliver and what strategy needed in the process.<sup>12</sup> Reading is the start and comprehension is the deep activity in order to get the real information.In

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<sup>12</sup>Janette, K. Klingner, Sharon Vaughn and Bordman. *A.Teaching Reading Comprehension to Students with the Learning Difficulties*, (New York: The Guilford Press, 2007)p.8

addition Blachowic stated, reading comprehension is an ability to build or to construct the message from the writer, to avoid misunderstanding we need background information, basic vocabulary, skill and strategy.<sup>13</sup>

Moreover, to comprehend a text we need a large abilities and capabilities that are cognitive and metacognitive, we need to know various type of knowledge such as our vocabulary must be mastery, linguistic and discourse knowledge, and specific information. Beside that we need high motivation, why we read the text, what is the purpose by reading the text. In the same idea Snow stated that reading comprehension is collective activity distilling and building meaning from the written text.<sup>14</sup>

Furthermore Mufarida stated that reading comprehension is an ability in construct the meaning from a text and the reader capable in interpret to the meaning from the text.<sup>15</sup> Based on the explanation above, the researcher can be concluded that reading is the ability to find the idea or all aspect that the reader need from the text on the other word reading comprehension mean the reader understanding all the information delivered from the writer. Make a good connection with background knowledge to build new knowledge from the text.

#### **4. Teaching Reading**

The purpose of teaching reading is to develop the students' ability so

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<sup>13</sup>Camille Blachowic & Dona Ogle, 2008. *Reading Comprehension; Strategies for Independent Learners; Second Edition*..(New York : The Guilford press,2008). P. 33

<sup>14</sup>Catherine Snow, *Reading for Understanding toward and R&D Programming Reading Comprehension*, (Arlington: RAND Education, 2002), p.11

<sup>15</sup>Fitrotul Mufaridah, *Practice Model of Read-Examine-Decide-Write- Strategy in Strengthening Students' Reading Comprehension*, Journal of English Language Literature, and Teaching, (vol. 1, No.1, 2016), p.75

that they can read and understanding the text effectively and efficiently. According to Johnson there are some conditions that should be created by teachers for learning to read:<sup>16</sup>

First, The teacher should be help the students to fall in love with book. Reading is not one of boring activity If the student read the book because of love. Second, provide a time to practice, learn without practice is impossible and Practice without learn is nonsense. We need to practice to know our ability and our weaknees. Third, Interesting material make the student enjoy the process, young and adult have different choices. So, give the students an opportunity to choose what they want to read. Fourth, we cannot avoid that reading is bored activity besides reading a comic, novel. But, reading must be pleasur so, Connect reading pleasure to reading practice.

Fifth, Keep your reading program simple, make it easy to learn. There are many way to make it pleasure such as the strategy, the teaching learning activity, material. Sixth, Keep instruction as simple as possible. Teachers teach for every time it mean that the teacher understanding all aspect of their subject. So, Good teachers make things seem as simple as possible. Seventh, Make reading like real life. The kind of reading and writing we have children do in school should be very much like the kind that adults doin real-life situations. The last one, share the information from reading activity to the another person, we live in society there are many people live in the same place so we cannot seperate each other. We need to talk and share the information and idea. in this process we get new idea and information then this process improve our desire in reading a text.

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<sup>16</sup>Johnson, Opcit.p 11-14

Based on the steps of teaching reading above, the researcher concludes that the teacher needs to build the good atmosphere to learn reading. It relates to how the teachers teach reading to the students such as strategy to teach reading and choose the appropriate text in order the students can catch the point each text. Then the students can share their ideas to others. It means sharing information each others.

## 5. Strategies in Teaching Reading

Teaching English is not easy evenless teaching reading for foreign language learners. Every learners need to enhance their reading comprehension to keep all information from book, journal and many others sources. To get more information we need to comprehend the text. In the relation to this idea Riswanto stated that comprehend a text is not easy than reading in general to comprehend a text we need a strategy and skill.<sup>17</sup> However, Strategy is crucial equipment that the students needed for learning activities in order to improve their abilities and self- confidence.<sup>18</sup> So, strategy mean a set of instruments that very extremely need to help us especially in reading.

We need a strategy in reading a text as important as we need strategy to pass the final examination. Using strategy in reading is important because of three points are follow:<sup>19</sup> First, strategy can enhance students reading comprehension. Second, the student can learn and read as like as someone who become a model in reading. The last the students learn to make a

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<sup>17</sup>Riswanto, Opcit, P.3

<sup>18</sup>Rebecca L. Oxford, *Language Learning Strategies; what every teacher should know.* (New York: Newbury House Publisher) p.1

<sup>19</sup>Richards, C. J. and Renandya, A. W. *Methodology in Language Teaching An Anthology of Current Practice.* (Cambridge: Cambridge University Press, 2002), p.289)

connection both of background/previous knowledge and the information on the text. It means the success of reading influenced by teaching strategies, so to get the big successful the teacher needs suitable strategies in reading comprehension activity.

Moreover Brown stated there are ten strategies which can be applied in the teaching reading comprehension in the classroom.<sup>20</sup>

- 1) Recognizing the aim of reading
- 2) Using graphemic rules and patterns to aid in bottom up decoding
- 3) Using efficient silent reading techniques for relatively rapid comprehension
- 4) Finding main idea in the text with skimming process
- 5) Finding specific information with scanning process
- 6) Using semantic mapping or clustering
- 7) If you are not sure about the answer you can guess the meaning related to the context

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students of those strategies if they often practice them.

## **6. Reading Comprehension assessments**

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<sup>20</sup>Brown. *Principles of Language Learning and Teaching Fourth Edition*. (San Francisco: Addison Wesley Longman, Inc, 2000) P. 306-311

There are four basic purposes of reading assessment.<sup>21</sup> First, to know a good reader the teacher need to assess the students in their reading activity. Second, the teacher and collabolator need to know students problem in reading comprehension, reading comprehension assessment could help to detect. After The teacher find out the problem, they need to prepare some new design for the next. Third, every student has own level in reading, so the teacher have to identify their level in reading and adjust that with the material in reading activity. The Last, to see the improvement the teacher have to write a document about students progress in reading comprehension.

Traditional measures of comprehension ability provide general indications of how well students can comprehend as compares to theirpeers. To know how well students can comprehend, we can determine itby giving test. In most traditional tests of comprehension, including diagnostic tests, group standardized tests, and informal reading inventories, comprehension is measured by a cloze task, multiple-choice questions, or short answer questions.

## **7. The Descriptive Text**

### **a. The Definition of Descriptive Text**

Descriptive text is one kind of text that student learn in the school,

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<sup>21</sup>Caldwell, schudt joane, *reading assessment: a primer for teacher and coaches second edition*. (London: The guilford press 2008) p.5

based on the curriculum the student should be mastered how to read and write descriptive text well. According to Dirgeyasa descriptive text is describing activity in the written language, the students describe about something such as; person, thing, animal, place even an idea.<sup>22</sup> In addition, descriptive text is a type of English text that contains describing about people, place or thing.<sup>23</sup>

We ever hear there is aphorism said do not judge the book by the cover, it mean that description about something or someone is not enough from the outside or physical but also their characteristic and personality. Moreover, description is one of crucial activities in the world. Description about some situations, thing, or person bring our mind and emotion to be experienced.<sup>24</sup> For example when we read a newspaper which is report about a war and murdered in Palestina or Rohingya, as a muslim we are distressed, we can not as strong as them in that situation.

Description in a text we call it descriptive text, in the descriptive text the writer should be write or describe what is the object look like in details. As the result, the readers get the information about the object clearly. From the explanation above the writer conclude descriptive text is the text which presents information about something (person, thing,

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<sup>22</sup>Dr. I Wy. Dirgeyasa, M.Hum, *College Academi Writing A genre Based Perspective*, (Jakarta: Kencana,2016), p. 56

<sup>23</sup>Nurmailis Muis, Zainil, Desmawati Radjab, *Improving students' reading comprehension texts by using pictures and semantic mapping at grade VII.1 of Smpn 2 x koto diatas Solok regency*. Journal English Language Teaching (Vol 1, No 2, 2013), p. 43

<sup>24</sup>Barbara Fine Clouse, *The Student Writer, Editor and Critic*, (New York: McGraw-Hill, 2006), p.153

animal, place) in specifically.

**b. The Social Function**

The purpose of descriptive text are to amuse, to give many impressions, to understand with experience, to help the reader with the misconceptions subject written about, to make a fresh value for the familiar and to convince the rider about something.<sup>25</sup> Besides, the purpose of descriptive text is to bring an information to the reader from the writer about someone look like, a thing, even a beautiful view.<sup>26</sup>

**c. The structure and language features of descriptive text**

The purpose or the social function every text is different from each other and they have their own characteristic. Descriptive text divide into two aspect, they are identification and description. 1) Identification introduces the thing as the first step the beginning structure of descriptive text. Thus, in the identification section the reader identify what is the object will appear. It means identification is usefull to know by the reader what the thing is going to be dicribing. 2) Description is the part of paragraph which introduces the character.<sup>27</sup>

In short, descriptive text consist of two parts.first the student must to find the general information.second the student must find the specific information.

The language features of descriptive text as follow:

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<sup>25</sup>Dergayasa, Opcit, p.57

<sup>26</sup> Fauzul Evita, Improving Students Reading Comprehension of Descriptive Texts Through Cognitive Strategy, J-SMIC (Vol 3, No 2, 2016), p. 24

<sup>27</sup> Dergayasa, Opcit, p.58



- 1) Phrase formation
- 2) Using present tense and present perfect tense in giving description
- 3) Conjunction is to add the information, to compare or to contradictory
- 4) Sentence, the appropriate sentences give more information about thing being describe
- 5) Pronoun, to show that something in particular
- 6) Passive sentence using passive verb to reveal the information

Below, The language features of descriptive text;

### **Borobudur Temple**

Identification

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Description

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight step-like stone terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell-shaped stupa. The entire edifice is crowned by a large stupa at

the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

**Table 2.1**

**language features in descriptive text about Borobudur temple**

No	Linguistic features	Examples
1	Noun phrase	Budhis Temple
2	Simple present tense	<u>Borobudur is well-know</u> all over the world
3	Conjunction	The first five terrance are square <u>and</u> surrounded by walls adorned with budhist sculpture in bas-relief
4	Pronoun	Its contruction is influenced by gupta achitecture of india
5	Passive voice	Its contruction is influenced by gupta achitecture of india  The first five terrance are square <u>andsurrounded by</u> walls adorned with

		budhist sculpture in bas-relief
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## **8. The POSSE Strategy**

### **a. The Definition of POSSE strategy**

POSSE strategy stands for Predict, Organize, Search, Summarize, and Evaluate. POSSE strategy is the combination text structure mapping, activation of prior knowledge and reciprocal teaching.<sup>28</sup>

POSSE is a multistep teaching strategy that not only assists students in activating the prior knowledge, but also encourages them to organize their existing knowledge and structure, and then summarize and elaborate on the connections between what they already knew and what they have learned. In addition, POSSE strategy is one of strategy to help student in reading comprehension. For strong reader to make connection between background knowledge with new information from the text.

### **b. Teaching Reading using the POSSE strategy**

POSSE strategy Implemented in five steps there are follow.<sup>29</sup>

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<sup>28</sup>Westwood Peter, *What Teachers Need To Know About Reading And Writing Difficulties*.(Victoria:ACER Press, 2008),p.45

<sup>29</sup>Ibid, p. 45

### 1) Predict

Predict is guessing what the text might be about. Predicting invites readers to use their background knowledge or their experiences to find clues from the text. The purpose of this strategy is to link what readers already know with the knowledge acquire through reading.

In predict step, student predict what the writer is going to tell in the text. The use of picture may useful to predict what is going in the text from the text also there the title, headings, or initial paragraphs. The student predict the idea of the text by all aspect of the text.

### 2) Organize your thoughts: ideas generated of the text into concept.

Semantic maps were used to help students learn important words and to make connections with related key words or ideas.<sup>30</sup> Semantic mapping activity has the purpose to introduce key terms, activate prior knowledge, and as a pre-assessment. In organize step also, the students prepare themselves for reading. The teacher also discusses with students what new ideas they have learned about the topic.

### 3) Search for the structure: the teacher guides the students in developing a graphic organizer. After predicting the idea the student need to read to cross check what they have predicted.

### 4) Summarize the main idea: Summarize is the step when the students summarizing the text. In summarizing the text, students required to identify the key idea of each paragraph. A good summary does not include

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<sup>30</sup>Ibid, p.45.

details which are not important. Students are encouraged to make use of heading, sub heading, and the main idea of each paragraph to summarize the text they read

- 5) Evaluate: evaluate what they have learned from the text, asked them about new vocabulary and their understanding.

**c. Advantages of POSSE strategy**

POSSE strategy is very suitable for teaching reading comprehension. According to Englert, Marriage and Brownell in Jameel there are has several advantages of using POSSE strategy, as follow:<sup>31</sup>

- 1) Student can activate their prior knowledge about the topic and link it with new information contained in the text
- 2) Student can infer context that is explicit by using background knowledge.
- 3) Students are encouraged to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have already learned.
- 4) Student can be used to support instruction for a whole group. The student have instruction text with whole group.
- 5) Students can self-monitor themselves by comparing their first graphic organizer and their second one. It makes the students become active readers that can apply this strategy effectively and automatically.

**B. Related Research Studies**

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<sup>31</sup>Jameel, *The Effectiveness of P.O.S.S.E Strategy onImproving Reading Comprehension of the EFL University Students,University of Anbar*, International Journal of English Literature and Social Sciences,(vol 6, issue 4, 2017), p.126

There are some research conducted in improving reading comprehension of the students. Related to this research, the writer choose some literatures about previous research that have closerelation to this research. As follow;

Ali Sabah Jameel *The Effectiveness of P.O.S.S.E Strategy on Improving Reading Comprehension of the EFL University Students*. The results showed that there was positive statistical significance difference on the students' scores on the post test due to the treatment. Also, there was an observed improvement on students' reading comprehension.<sup>32</sup>

In addition Arianti and Triana *investigates the effect of POSSE strategy on developing students reading analytical exposition text*. The participants were from senior high school students. Pre and post test were used to collect the data of the study. The finding reveal that the strategy has activated students background knowledge, and helps learners to comprehend text easily.<sup>33</sup>

The differences between their research and the writer's research is the text type that used to improve students' reading comprehension, the subject of the research, and their implementation of POSSE teaching technique. The researcher use POSSE teaching technique to teach descriptive text.

### **C. Conceptual Framework of the Research**

Reading is a kind of a crucial activity in an attempt to master a certain language. In relation to the English language learning, reading is one of the four

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<sup>32</sup>Ali Sabah Jameel, *Opcit*, p.131

<sup>33</sup>Gusnilla Arianti and Yuli Tiarina, *Teaching reading analytical exposition text to senior high school students by using POSSE Strategy*, *JELT Journal*, (vol 3, no 1, 2014), p. 200

essential skills that language learners need to acquire. It is not a solely understanding the meaning of each sentence in the text. Nevertheless, it is an understanding the intended meaning of a whole text by the writer.

In reference to the preliminary observation done by the researcher at MTS Ja-alHaq, the researcher found that the students had difficulties dealing with reading texts written in English. The uncomprehension were caused by several following factors. First, most students did not know the meaning of many words found in the text. Third, students did not know the way to read. They were not taught reading strategies to comprehend the text effectively. Fourth, the teacher still used a conventional teaching method. She shortly explained the text and asked students to answer questions related to the text. As a result, students found difficulties in comprehend the text.

A teaching method or strategy needs to be implemented to solve those problems. The strategy used should be a strategy that involves the students in the process of reading activity. Therefore, the students experience the learning. The POSSE strategy is one of the reading strategies that can solve the problems mentioned before.

Those practices help student comprehend the text effectively. With regard to the interview with the English teacher and the students, the researcher found that the lack of vocabulary was the main problems causing students' comprehension to enrich student should maximize the use of predicting and evaluating step. In the predicting step, students write as many ideas as possible. The strategy is also expected to make the students have more interesting and

challenging activities in reading class.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research was classroom action research (CAR). Classroom action research is research conducted by teachers in their own classes by a way of planning, implementing, and reflecting action collaboratively with the aim of improving their performance as teachers, so that students learning outcomes can be improved. In addition action research is a course that the teacher can use in a way to reform some problem from the teacher and the students.<sup>34</sup>

Moreover Kemmis and Taggart stated classroom action research is a process of improving or enhancing their own practice in their class room in order to repair the judgements and the process aided by academic partner.<sup>35</sup> furthermore action research is a process between teacher and collaborator in using the techniques of research to improve teaching learning process. Teacher and principals work best on the problem they have identified, teacher and principals more affective when encouraged to examine and assess their own work and then consider ways of working differently, help each other by working collaboratively.<sup>36</sup>

It means that this action can enhance the students' reading comprehension.

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<sup>34</sup>Jeremy Harmer, *The Practice of English Language Teaching, 4th edition*, (Pearson Longman, 2007), p, 414.

<sup>35</sup>Stephen Kemmis, Robin Mctaggart & Rhonda Nixon, *The Action Research Planner, Doing Critical Participatory Action Research*, (New york: Springer, 2014 ), p. 11

<sup>36</sup>Siti, *Kasidah. Classroom action research*. Jurnal Pionir, (Vol 1, No 1, 2013), p.108

This design intended to find out how could the Predict, Organize, search, summarize, evaluate strategy enhance reading comprehension. In this research the researcher choose second grade students of MTS Ja-alHaq Bengkulu.

This action used to improve students' comprehension in reading activity The researcher use the steps of action based on Kemmis and McTaggart model. There are eight stages of action in the model. Those are the planning, first action, first observation, first reflection, revision against first planning, second action, second observation, and second reflection and so on.

## **B. Subject of the Research**

Based on the title of the research, the subject of the research were the students of eight grade of MTS Ja-alHaq Bengkulu in academic year 2018-2019. They were from VIII C class that consist of 22 students, In the description 22 males and no female because this school related to Sentot Alibasyah boarding school so the students seperated between male and female. The reason by choosing this class is this class got lower score percentage than another class.

## **C. Research Setting**

This research was conducted on the second grade students of MTS Ja-alHaq in the Academic year 2018-2019 from July to August 2018.

## **D. Data Collection Technique and Instruments**

### **1. Data collection technique of qualitative data**

#### **a. Interview**

Interview in one of method which use in step of finding data and the way of this method is the conversation with the informant. The items

for interview the students included of students' ability of reading comprehension, students' weakness in reading comprehension, and student activity in reading class. Meanwhile, interview items for interviewing students included in student experience of reading an English text, student problem in reading and what they are feeling after implementation of the strategy.

**b. Observation**

The items are about, how the teacher delivered; explained; and gave the examples of the text; how the teacher helped the student to comprehend the text; how the teacher encouraged student motivation; how the teacher guided the student' activity; how the teacher monitored students' how the teacher evaluated the learning activity. The observation item also involved student' behaviour in the class. They are about, how the students did when the teacher explain the material. Students activity when they get the task from teacher.

**c. Field notes**

Field notes will use in this research, the purpose is to taking a note all of the important things during the teaching and learning activity. Field note written about researcher do, hear, see, and thing for the student also written note about the student enjoy following the process of learning or not, their antusias about the material. The data from file notes will be usefull to make reflection in qualitative research.

## **2. Data collection technique for quantitative data**

### **a. Test**

The researcher use multiple choice about reading descriptive text. The questions consist of the main idea, finding the topic, identifying the specific information, deducting the meaning of unfamiliar lexical items, making inferences, identifying references, describing communicative functions of the text, and finding generic structure of the text. In this research there were 25 items of multiple choice use for pre-test and the test for every cycle.

## **E. Technique of Analyzing the data**

The data in this research are quantitative and qualitative data. The qualitative data consisted of field-notes, transcript, and observation sheets. The quantitative data consisted of pre test and cycle test score

### **1. Analysis Technique for Qualitative Data**

The qualitative data were gained from observation, interview and field notes. The researcher analyzed the qualitative data by following the technique of data analysis by Miles and Huberman.

There are three steps proposed by them; displaying, reducing and verifying the data. The researcher analyzed the data from the observation checklist and interview transcript. From the observation, the researcher and collaborator analyzed the description of the implementation process. Based on the interview transcript, the researcher and collaborator analyzed the opinions of the students related to the improvement of the students' reading

comprehension. The researcher drew a conclusion of the databased on the theory, the reading pretest and posttest.

## 2. Analysis Technique for Quantitative Data

First, the researcher and collabolator give the individual score for student at the end of each cycle. According to Sudjanathe reading grading as follow :

**Table 3.1**

### **The Student Score Interval**

Interval percentage	Qualification
85%-100%	Excellent
75%-84%	Good
60%-74%	Average
40%-59%	Poor
0%-39%	Very poor

After collecting a complete data from the students' score, the researcher count the mean score by using the following formula:

$$M = \frac{\sum X}{N}$$

M : Mean

$\sum X$  : The amount of students 'score

N : Number

In addition the writer identified the improvement from student in reading comprehension according to the pre- test, Cycle 1 and Cycle 2. The researcher used The formula as follow: ( Sudijono:43)

$$P = \frac{F}{N} \times 100\%$$

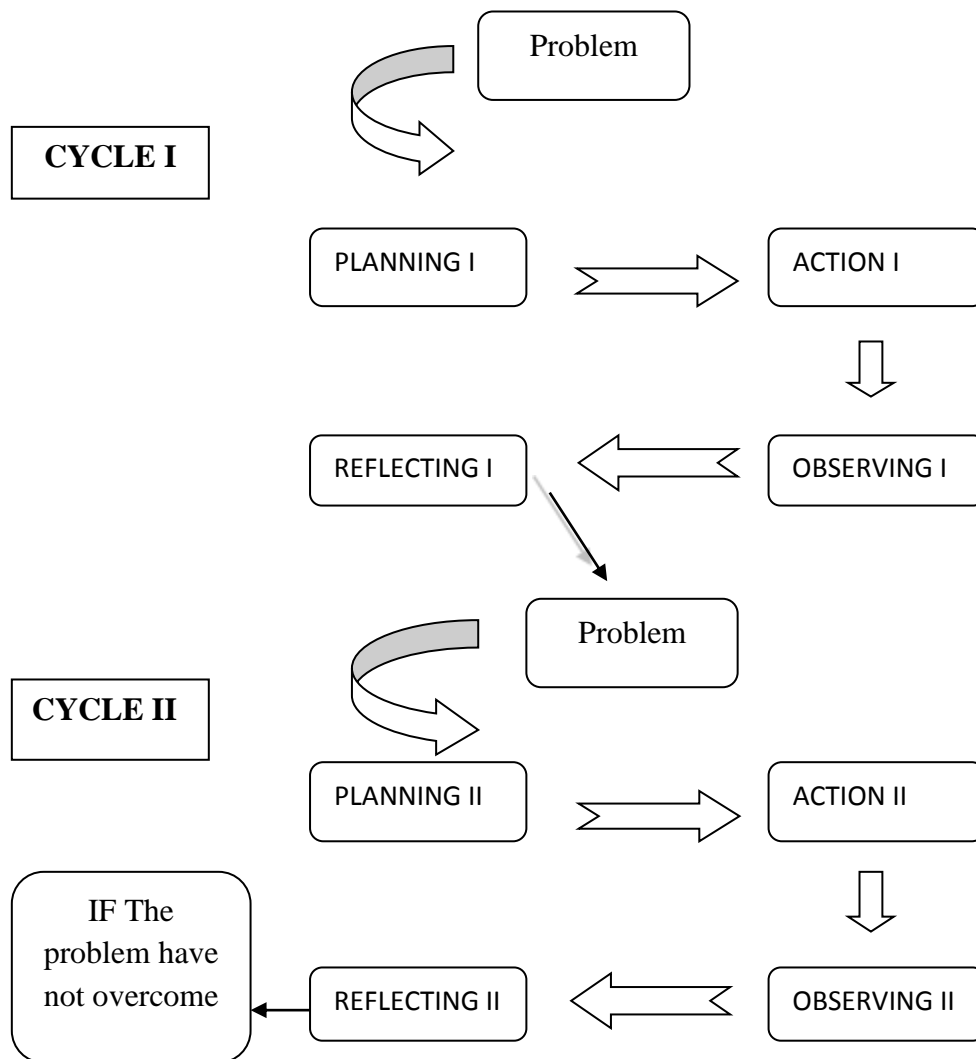
P : The class percentage

F : Frequency

N : Number of student

## F. Procedure of the Research

The following is the spiral chart proposed by Kemmis and McTaggart in Burns.<sup>37</sup>



**Figure 1: Classroom Action Research Process of the Kemmis and McTaggart Model**

<sup>37</sup> Anne Burns, *Doing Action Research in English Language Teaching*. (Madison Ave, New York: Taylor & Francis e-Library, 2010), p.9

This research belongs to classroom action research which has some procedures. According to Kemmis and McTaggart in Burns There are four procedures in doing this kind of research. Those are planning, action, observation, and reflection.<sup>38</sup> The more detailed explanations are described below.

## **1. Planning**

In this stage, to get the deep information about the setting and the problem with reading activity the researcher used observation and interview.

After drawing the problems and reviewing some theories of reading comprehension and methods in teaching reading comprehension, the lesson plans designed by using the POSSE strategy. The researcher discussed with the English teacher in reference to what the text that would be used, how to manage students, how long the treatment would take, and what properties that would be needed.

## **2. Action**

In the stage of action, the students were taught with the language skill of reading through the POSSE strategy. The kind of the text was chosen based on the SK/KD (Standard of Competence and Basic Competence) in the second semester. The *descriptive* texts were chosen as the main materials. Some lesson plans used by following the steps of POSSE strategy.

### **a. *Pre-learning activities***

1. Orientation (researcher asked the students to sit and follow the rule in the class and informed that the topic was about descriptive text).

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<sup>38</sup>Ibid, P.8



2. Apersepsi (Activated background knowledge of students,)
3. Motivation (Motivated the about the function by knowing this topic)
4. Informed the students about the rule during the treatments were going to do. Absolutely about POSSE Strategy.
5. Informed the purpose of the lesson

**b. *Whilst-learning activitie***

1. The first step is predicting step. In this step, students guessed what the text might be about by doing brainstorming activity. They make use of text clues such as the title, headings, pictures/diagrams or initial paragraphs, etc. The brainstorming activity allowed the students to tap into their prior knowledge.
2. The second step was organizing step. The students organize their predictions into such a semantic map in their POSSE strategy sheet. This semantic map assisted the students in organizing their thoughts and searching for the structure of the text.
3. The third step was Search step when the students begin reading the text. In this step, the students also search for the main idea of each paragraph in the text.
4. Then, summarize was the step when the students summarized the text. This step helped students to comprehend the text effectively.
5. Then, evaluate was the final step of POSSE strategy. In this step, the students evaluate their understanding. When the proses was going on the researcher notice and note all of activities in the classroom.

**c. *Post- learning activities***

1. The researcher gave conclusion of the materials
2. The researcher follow up to the student
3. Reading test to students individually at the end of each cycle

**3. Observation**

Observation was done to observe students' reading process during the teaching learning process in the previous stage. It focused on the students' attitude toward the POSSE strategy, and the problems that would emerge during the action. The field notes were made to collect the data observation

**4. Reflection**

In this final step, the researcher reflected, evaluated and described the effect of POSSE strategy on students' reading comprehension reflection dealing with the teaching and learning process, some interviews with the students and the collaborator were conducted. It used to cross check the information of the observation. In reference to the finding of the data in the observation, the researcher and the collaborator made a conclusion and an evaluation on how the POSSE strategy improved students' reading comprehension improved after having the treatment, what the weakness of the action, and what would be needed to do more to improve of the action

### **G. Indicator of Success**

Classroom action research success if the using of POSSE strategy can enhanced students' reading comprehension at second grade student of grade students of Ja-alHaq Bengkulu in Academic Year 2017/2018. The KKM that must be fulfil considering reading is 75 which adapted from the school. Then the teaching learning process in enhancing students' reading comprehension can be active and can motivate them in learning English.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

The researcher presented the result and the analysis of qualitative and quantitative data. Data were gained from cycle 1 until cycle 2 collected to get the result, each cycle divided into three meetings with the four stages: planning, action, observation and reflecting. The data for this research was collected from 22 students on the second year at Mts Ja-alHaq.

Based on the Data from interview before implementing POSSE strategy the problem showed as follows: most of students did not have enthusiasm in learning English because of many factors such as sleepy, difficult to understand, lack vocabulary. They also bored in the processes of learning because of the media and strategy. From this problem the researcher tried to enhance students' reading comprehension by applying Predict, Organize, Search, Summarize, Evaluate (POSSE) Strategy. The result of the data analyzed of pre-test and every cycle there were improvements on students' scores and motivation. It meant Predict, Organize, Search, Summarize, Evaluate (POSSE) Strategy could enhance students' reading comprehension.

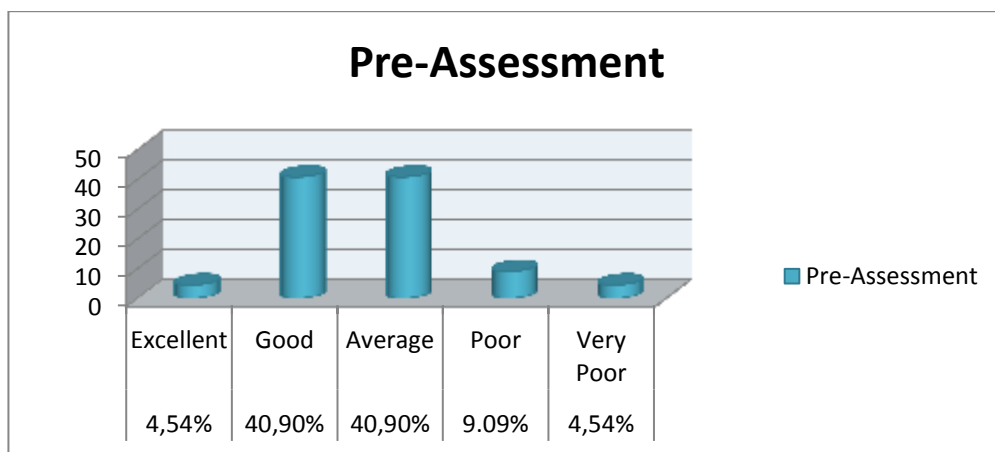
#### **1. The Result of Pre-Assessment**

The researcher gave a pre-assessment about reading in order to assess their score and ability in reading comprehension. The result of pre-assessment showed their ability in reading comprehension before

researcher applied Predict, Organize, Search, Summarize, Evaluate (POSSE) Strategy. The result of pre-assessment can be seen below:

**Table 4.1**  
**The Result of students' reading comprehension in Pre-Assessment**

No	Score interval	Category	Pre-Test	
			Frequency	Percentage
1	80-100	Excellent	1	4,54%
2	70-79	Good	9	40,90%
3	60-69	Average	9	40,90%
4	50-59	Poor	2	9.09%
5	<49	Very Poor	1	4,54%



**Chart 4.1**  
**Students' Reading Comprehension score ini Pre-Assessment**

Based on the score of pre-assessment, the student score in reading comprehension were very low. There were 4,54% or 1 student in very poor category, 9,09% or 2 students in poor category, 40,90% or 9 students in average category it same with the good category and the last 4, 54% or 1 student in excellent category. It meant the teacher should enhance the students' comprehension on reading by using Predict,

Organize, Search, Summarize, Evaluate (POSSE) Strategy. In addition the KKM That must be pass is 75. It mean that just 2 person passed the KKM.

## **2. The Description of Cycle 1**

In this cycle there were three meetings, The first meeting was done on Saturday July 14<sup>th</sup> 2018 the material about the definition of descriptive text especially about describing people. In this meeting all of students attended the meeting. The second meeting was done on Monday, 16<sup>th</sup> July 2018 with the material about describing person with the picture all of students attended this meeting. The last meeting in cycle 1 was done on Saturday 21<sup>th</sup> the researcher has done a test for first cycle.

To improve the result in pre-assessment the researcher the collabolator aplyed POSSE strategy in reading proccess and combine with an easier material to make the studdents Interest in reading an English text especially descriptive text.

### **a. Planning**

In this stage, to got the deep information about the setting and the problem with reading activity the researcher used observation and interview.

After drawing the problems and reviewing some theories of reading comprehension and methods in teaching reading comprehension, the lesson plans designed by using the POSSE strategy. The researcher discussed with the English teacher in referrence to what the text that

would be used, how to manage students, how long the treatment would take, and what properties that would be needed, the last the researcher prepare some multiple choice questions of descriptive text .

**b. Action**

**1) Meeting 1**

The first meeting was on Thursday, July 14<sup>th</sup> 2018. The researcher began the class after the English teacher let the researcher start teaching. The researcher greeted the students and led a prayer. The researcher told that from now on and some meetings onwards she would teach the students. The researcher further introduced herself as well as the collaborator who accompanied her while doing the research. Then, the researcher started the lesson.

First of all, the description about POSSE that would be the teaching and learning strategy was explained to the students. It was about the explanation of what POSSE strategy is, each step of the strategy, and how to implement the strategy in reading process. After the students clearly understood about the strategy, the explanation went further to the material that would be used during the research. The researcher asked them about what they already know about descriptive text. The students were asked some questions related to activate their background knowledges to the descriptive texts. They looked familiar with it even though it had not been thought before.

A picture of Michael Jordan was showed to The students were guided to predict what the picture might be about by brainstorming activity. Then, a picture about famous person was showed to the students to their enthusiasm.

The describing of “michael jordan” was written in the whiteboard. Then students predicted the story by answering the researcher’s questions and mentioning as many ideas as possible related to the picture.

The researcher then wrote students’ ideas in the white board and asked them to write their prediction on the white board. After all the students gave their prediction, the students did the second step of the POSSE strategy which was organizing. The researcher modelled the step by organizing students’ ideas in such a pre-reading map. She categorized the ideas based on the generic structure of descriptive text and wrote them on the white board.

Almost all students paid attention to the map on the white board, but there were few students who had started to copy the map in their POSSE strategy sheets. So the researcher asked students to complete the predicting and organizing steps on their POSSE strategy sheet. She walked around the class to check students’ work. After all of students finished those steps, they were asked whether there were questions about the activity or not. There were no questions, so the activity was continued to the searching step.



In the searching step, each student was given a text entitled “Michael Jordan”. The students read the text silently and tried to comprehend the text. After few minutes, they were asked whether they could understand the text or not. Many of them showed their enthusiasm by asking some difficult words they did know the meaning yet. Then, they were asked to guess the meaning based on the context.

The activity was followed by finding the main idea of each paragraph. The students were asked what they already knew related a main idea such as how to find it and where usually it could be found. Then, they were guided to find the main idea of the first paragraph. They continued to find the main idea of the next paragraphs. The time was up while they had not finished the POSSE strategy sheet. They were explained that they could continue it at home and were reminded to bring the POSSE strategy sheet tomorrow. Then, the researcher led prayer and closed the class.

## **2) Meeting 2**

The second meeting was done on 16<sup>th</sup> July 2018 with the material about describing person. The researcher and the collaborator entered the classroom. Some students showed their enthusiasm by putting out their POSSE strategy sheets. The researcher greeted them, led a prayer, and checked the attendance. All the students were present.

The activity in the the previous meeting was continued. The students were asked to put out their POSSE strategy sheets. All of them

brought it. Then, they were asked whether they had finished the searching step or not.

They answered that they had not finished yet, although there were some students who had completed all of steps of POSSE strategy. The students searched for the main idea of each paragraph in the text.

After few minutes, the activity was continued to the summarizing step. The students were asked to look at the graphic organizer provided in their sheets and were explained how to summarize the text by looking at the main idea of each paragraph that they had found. The researcher wrote some conjunctions used for summarizing the text such as *but, so, then, and finally* and modelled how to summarize the text.

In the evaluating step, students wrote the new vocabulary they found in the text and their meanings. Then, they were asked to present their POSSE strategy sheet. There was no volunteer, so the researcher chose one student.

Then, the guidelines to present the POSSE strategy was displayed students were asked to present theirs. They could do better than the previous student by using the guidelines. After three students presented their POSSE strategy sheets, the researcher and the students discussed the content the text together and asked whether they was a question or not. They were no question.

The students were given ten multiple questions related to the text. Some of them could finish it in less than 15 minutes. The others need

longer time to finish it. After all of the students finished, the content of the text and the correct answers were discussed together. Many of them could answer the exercises correctly. Before the class dismissed, the students were informed that the next meeting they would study in group. They were also reminded them to bring dictionaries. Then, the class was dismissed.

### **3) Meeting 3**

The last meeting was done on Tuesday 16<sup>th</sup> July 2018 with the material was about describing person with the picture, The researcher gave them a picture about “Ki hadjar Dewantara”.

The students wrote their prediction about the picture, Students grouped their prediction and followed the rule in POSSE Strategy sheet. The teacher gave descriptive text about “Ki Hadjar Dewantara” and the students read the text carefully and comprehend the text. Then, guessed new vocabulary according to the context.

While reading the text they also wrote the important thing in the text to POSSE sheet. The researcher guide them to summarize the text. Students Compare their prediction text before read and after read the real text. To solve their problem in vocabulary the researcher also asked them to write new vocabulary and the meaning then Students present their POSSE Sheet.

The researcher gave conclusion of the materials, The researcher gave follow up to the student at the end of the lesson, the teacher gave the

students a short test. This activity was to check students' understanding about this lesson.

**c. Observation**

Observation was done to observe students' reading process during the teaching learning process in the previous stage. The data for this stage was collected from observation checklist filled by collaborator. Observation checklist were divided into two kinds: they were students' observation checklist and teacher observation checklist. The researcher asked the collaborator to check all of activities by the researcher and students. The data in this stage also collected from field notes which were written by researcher.

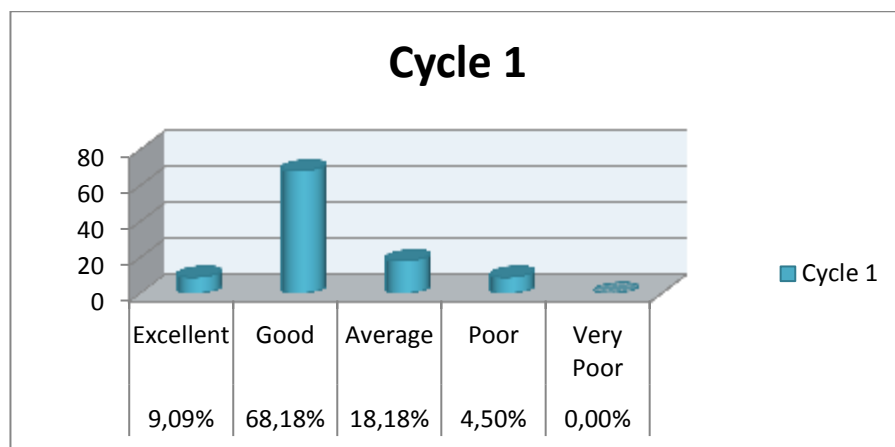
In the first cycle the researcher saw the students' showed improvement in reading comprehension activity such as: students enthusiastic when they saw the picture, they were active to share their ideas and their opinion about the picture, some students showed their ability to write their idea on the whiteboard. But, some students still looked shy and sleep during the process. (See appendices 4 and 5). The test in cycle 1 has been done in the last meeting, the result showed;

**Table 4.2  
The Result of test in Cycle 1**

No	Score interval	Category	Cycle 1	
			Frequency	Percentage
1	80-100	Excellent	2	9,09%
2	70-79	Good	15	68,18%
3	60-69	Average	4	18,18%
4	50-59	Poor	1	4,5%
5	<49	Very Poor	-	

Based on table above, the result of students' score in reading

comprehension divided into 4 category. As follow ; 9,09excellent category just two person could achieved, 68,18% in good category (achieved by 15 students), 18,18% or 4 students in Average category the last 1 students or 4,54% were in poor category. And nobody was students in failed level. (See appendix 8). The improvements in the Cycle 1 showed in the chart below.



**Chart 4.2**  
**Students' Reading Comprehension score in Cycle 1**

**d. Reflection**

In this final step the researcher reflected, evaluated and described the effect of POSSE strategy on students' reading comprehension reflection dealing with the teaching and learning process, some interviews with the students and the collaborator were conducted. It used to cross check the information of the observation. In reference to the finding of the data in the observation, the researcher and the collaborator made a conclusion and an evaluation on how the POSSE strategy improved students' reading comprehension improved after having the treatment, what the weakness of

the action, and what would be needed to do more to improve of the action.

The reflections of the actions can be elaborated as follows:

1. Based on the students' score in cycle 1 there were 36,36% or 8 students in Average category and 4 students or 18,18% in poor category. It means half of students not passed the KKM, the researcher and collabolor discussed that we needed to continue the next cycle.
2. Based on observations cheklist that had been done in teaching process by collabolor and the analysis of field notes that showed : some students did not pay attention, slept in the class and went outside. Just, half of the followed the rule of teaching learning process They have no self confidence to read in the front of class, the other do their own self. (see appendices for more detail).
3. Based on analysis of interviews after actions it could be seen in the interviews transcript as follow:

R : Hi students, what do you think about the lesson today? Do you still confused with the use of POSSE strategy?

S1 : I think , I am happy, but there were many vocabulary that we do not know

*(Int-cycle1/July, 2018)*

In connection to the interviews with sthe students, they said that they were happy in the lesson but there were problems in vocabulary.

Then, the researcher and collabolor had a discussion to solve the

problem. It was presented in the interview transcript below.

R : What do you think about the activities?

C : Maybe in the next time you must have picture and interesting material so the students have background knowledge about that.

R : What do you think about the interaction between students and students?

C : Some students active but the others no

(Int-cycle1/July, 2018)

### **3. The Description of Cycle 2**

After cycle I was done researcher and collabulator planned to next Cycle. In the Cycle II also consisted of three meeting, the first meeting was done on July 23<sup>th</sup> 2018 with the lesson about describing thing (*rafflesia arnoldi*), second meeting was done on July 30<sup>th</sup> 2018 the lesson about describing animal. The last meeting was done on August 2018. The purpose was to improve the number of active students as well as students' score. The procedures of cycle II were done as follows:

#### **a. Planning**

In this stage, the researcher identified the problem and discussed with collabulator to solve the problem. Some activity were planned to be implemented in this stage as follow:

1. The researcher Prepared All the sets of teaching for action stage
  - Prepared new lesson plans for three meeting
  - Prepared the instruments test for the last meeting

- Prepared Teacher observation Checklist and student's observation checklist

2. The researcher designed the material more interesting and appropriate with the POSSE strategy

**b. Action**

**1) Meeting 1**

The first meeting in Cycle 2 was done on July 23<sup>rd</sup> 2018 with the lesson about describing things (Rafflesia Arnoldi). The researcher and the collaborator entered the class. The researcher greeted the students, led a prayer, and checked the students' attendance. They all were present.

First of all, the students were reminded about the POSSE strategy. It was about the explanation of what the POSSE strategy is, each stage of the strategy, and how to implement the strategy in a reading situation. This action was aimed to make the students clearly understand about the strategy, so that they would not get confused when they apply the strategy in the teaching and learning process.

After that, students divided into each group. The teacher gave them a picture about "Rafflesia Arnoldi". The students wrote their prediction about the picture. Students grouped their prediction and followed the rule in the POSSE Strategy sheet. The teacher gave descriptive text about "Rafflesia Arnoldi". The students read the text carefully and comprehended the text then, guessed new vocabulary according to the context. Students wrote the important things in the text to the POSSE SHEET.



students summarized the text. Students Compare their prediction text before read and after read the real text. Students wrote new vocabulary and the meaning. The researcher also guided them to fill the blank in students paper about raflesia arnoldi.

The last Students present their POSSE Sheet. The researcher gave conclusion of the materials The researcher gave follow up to the student At the end of the lesson, the teacher gave the students a short test. This activity was to check students' understanding about this lesson.

## **2) Meeting 2**

Second meeting was done on July 30<sup>th</sup> 2018 the lesson about describing animal. For the first The researcher greeted the students, led a prayer, and checked the students' attendance.

The researcher activated student' background knowledge by brainstorming. The researcher tell about her pet in her home they were enthusiastic if the topic was about a cat. Most of students like to play with cat because cat one of animal liked by prophet Muhammad. The researcher asked them to describe their cat. They enthusiastic to tell about they unique cat.

The next activity was showing a picture of the unique pet "Turtles". The questions related to the picture were given to activate their background knowledge. In this last meeting, most students had understood all the steps of the POSSE strategy well.

They began to write their predictions and to organize their prediction in their POSSE strategy sheets. After all of the students wrote their prediction, a text entitled “my unique pet” was given to each student. The students read the text silently and began to search the main idea of each paragraph. Most of them could do this step smoothly. Then, they were asked to continue the step.

They summarized the text based on graphic organizer provided in the POSSE strategy sheet. They could do this step in less than fifteen minutes. They were continued the last step. They wrote the new vocabulary they found in the evaluating step.

The researcher and the collaborator walked around the class to check their work. Most of them could finish their POSSE strategy sheet. Then, three students presented their POSSE strategy sheets. They could present it smoothly. To check students’ understanding about the text, five multiple questions were given to the students. They did not find any difficulties in answering the questions in which the text has been discussed before. They could do it fast. The time was up, the students were asked to submit their works.

### **3) Meeting 3**

First of all, The researcher greeted the students, led a prayer, and checked the students’ attendance. They all were present.

The researcher said to the student that day was the last meeting they learned with together after that they will learn to their English

teacher. Some students responded, they said they were sad and they are going to miss her.

After that the researcher were started the lesson, the text was about “borobudur temple”, at the same, the researcher showed the pictures about borobudur temple and they were familiar with that place. The researcher asked them to share their idea or predict about this place. Most of students raise their hand and shared their prediction about the place.

The researcher gave them posse strategy sheet and also the text about borobudur temple. They searched what they already predict before in the text . Then, they organized into the sheet.

They summarized the text based on graphic organizer provided in the POSSE strategy sheet. They could do this step in less than fifteen minutes. Then the researcher and students’ evaluated their work some students present the picture and read their sheet in the front of class. After that they wrote the meaning of some words in the white board.

They submitted the task and researcher remembered them to learn what they had studied because there would be test for the last Cycle in the next meeting. Then, the class ended.

### **c. Observation**

In this action, The researcher wrote all of students’s attitudes in the field Notes. The researcher also helped by collabolorator to filled the theacher’ observation cheklist and students’s observation sheet. Furthermore, the researcher concluded improvements by the students.

According to the Students' observation Checklist the students activities were enhanced as follow: The students prepared all needed for the lesson, The students paid attention to the explanation about the material, The students paid attention to the explanation about the strategy (POSSE) Strategy, Students gave comment or ideas about the material, The students participated actively during classroom activity, individually or group, Students got enthusiastic ideas in reading, Students did their task.

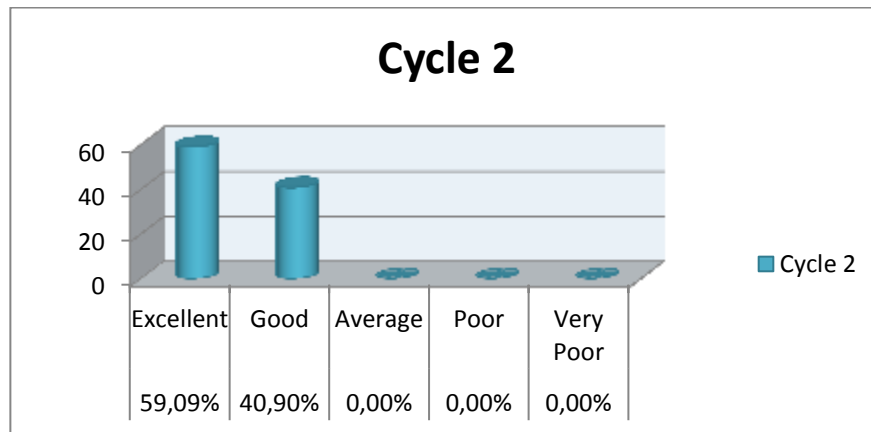
Furthermore, in the field notes the researcher saw their attitude in teaching learning process. Students more cooperative in process, student more respect to the teacher, student could learn in group and did all the task together. In the connection to the students' achievement in reading comprehension could be seen in the table 4.3 below.

**Table 4.3**

**The Result of test in Cycle 2**

No	Score interval	Category	Cycle 2	
			Frequency	Percentage
1	80-100	Excellent	13	59,09%
2	70-79	Good	9	40,90%
3	60-69	Average	-	-
4	50-59	Poor	-	-
5	<49	Very Poor	-	-

From the table above students' score in cycle 2 there were nobody in very poor, poor, and average category. But, 9 or 40,90% students in good category and 13 students or 59,09% in excellent rcategory.



**Chart 4.3**  
**Students' Reading Comprehension score ini Cycle 2**

Based on the chart 4.3 the students' score on reading comprehension were enhanced, most of students' score were excellent or there were 13 students got excellent score and 9 students' got good score. It meant that the implementation of posse strategy was success in enhancing students' reading comprehension.

**d. Reflection**

The reflections of the actions can be elaborated as follows:

- a. Based on the students' score in cycle 2 there were 9 or 40,90% students in good category and 13 students or 59,09% in excellent category. It means all of the students passed the KKM, the researcher and collaborator discussed that we did not need to continue the next cycle.
- b. Based on observations checklist that had been done in the teaching process by collaborator and the analysis of field notes that showed All students prepared what they needed for the lesson, All Students Paid attention when the researcher explained about the material, All students paid attention

when the researcher explained about the strategy and they understood, They have self confidence to read in the front of class, They showed good interaction each other, All students enthusias said their ideas and wrote in white board, Students active in theaching learning process, they asked how to did and what to did, The students did all the instruction and answer the task. It mean that the students motivated in learnning English and this research was succeed.

c. Based on analysis of interviews after actions it could be seen in the interviews transcript as follow:

R :What do you think about the learning activity today?  
Fun?

S1 : Yes miss, it was fun

R : What do you think about reading a text through the  
POSSE strategy?

S2 :It made us More easy to Reading an English text miss

R : Did it help you comprehend the text?

S1&S2: Yes miss.

R : Did both of you enjoy the teaching and learning process  
of reading through the POSSE strategy

S1&S2 : Yes, we enjoy in theaching learning process.

*(Int-cycle2/July, 2018)*

In the interview with the students,the researcher found that there were some improvement in reading comprehension activity, they more understand than before, they were fun in teaching learning activity.

- R : What is your opinion about the implementation today?  
 C : I think the implementation was success  
 R : What do you think about the activities?  
 C : It was fun, and they could follow the instruction.  
 R : What do you think about the interaction between students and students?  
 C : They were active in group. That's good

*Int-cycle2/July, 2018*

To make sure the interview continued with the collabulator. But, the result show the same. Based on the interview the collabulator said that the students followed all the activities, they were active in group and the implementation was succeeded..

#### 4. Post Assessment

In the last day of research, the post-assessment was given to the students, the test was multiple choices that consisted 25 question. This stage aimed to measure students increase from the first until the end. The result of post-assessment could be seen as follow:

**Table 4.4**  
**The result of students' score in post-assessment**

No	Score interval	Category	Post-Assessment	
			Frequency	Percentage
1	80-100	Excellent	15	68,18%
2	70-79	Good	7	31,81%
3	60-69	Average	-	-
4	50-59	Poor	-	-
5	<49	Very Poor	-	-

Data in the table above showed there is no significant enhance just

2 students move to excellent category, but the important point is the score was enhance, some students got high score in the post-test. Then, they looked enjoy did the test.

##### **5. Result for pre-assessment, cycle 1, cycle 2 and post-assessment**

The result of of interview and observation before research the researcher found there were some problem faced by students of second grade especially students of VIII C. In the connection to Pre-Test, the students' reading comprehension before being taught by POSSE strategy was very poor. To make it more easier the researcher divided this discussion into two part, discussion of qualitative data and quantitative data.

Qualitative data was carried out from field notes, observation Checklist and then interview. In the Pre-Test Section at at the first time before implementation, the students seemed confused about the test that because of the lack vocabulary as the English teacher said in the interview before implementation. To evercome this problem the researcher continued the lesson to Cycle 1.

In the cycle 1 the researcher saw there were some students still sleepy in the class and then they still difficult in understanding the strategy. During the lesson, the rearcher saw There were some students more active in conveying their idea and wrote their idea in the white board. On the other hand in the observation showed the result as follow: they did not ready to learn, the class was dirty, Student tried to keep silent and paid attention, Students paid attention to the teacher, Just some students were brave to



showed their ability in reading, some students enthusiastic said their ideas and wrote in white board, the other do their own self, the last Just some student active and were shy to answer when the teacher asked them to read. it meant that they not motivated yet in learning English especially in reading comprehension.

Then, the strategy also have some weakness for example the students did not have background knowledge about the picture in the lesson. Because of that reason the reacher discussed the result of cycle 1 with the collabolator, the difficulties of understanding the strategy is affected by the students background knowledge. So the researcher and collabolator agreed to change the material in teaching learning process, changed to another picture that they have knew.

In the cycle II , before the lesson started the researcher checked students preparation for learning process. the result of the observation sheet and field notes they were prepared all they needed in the learning process. After that the researcher instructed them to make a group and all students paid attention when the researcher explained about the material. Then the researcher gave a task to the students to fill the posse strategy sheet after that they have self confidence to read in the front of class, They showed good interaction each other, all students enthusias said their ideas and wrote in white board, Students active in theaching learning process, they asked how to did and what to did, They did all the task carefully and they interaction each other

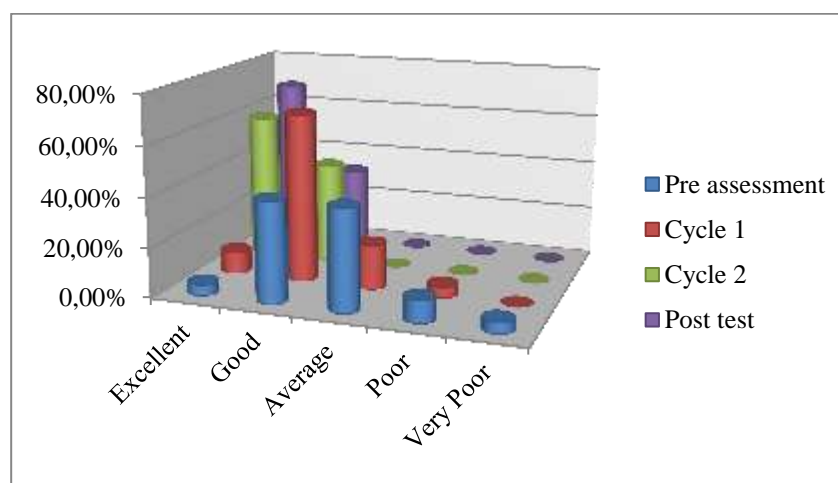
exemplary. It mean the posse strategy motivated them to active in the learning process.

Quantitative data were gained from the students' reading comprehension scores. The scores were based on the pre-test, test Cycle 1 and test cicle 2 that hadbeen done before and after the implementation of the actions. The students' scores arepresented in the following table.

**Table 4.5**

**The Qualification of Students Improvement in Reading Comprehension**

No	Score interval	Category	Pre – Assessment		Cycle 1		Cycle 2		Post-assessment	
			F	P	F	P	F	P	F	P
1	80-100	Excellent	1	4,54%	2	9,09%	13	59,09%	15	68,18%
2	70-79	Good	9	40,90%	15	68,18%	9	40,90%	7	31,81%
3	60-69	Average	9	40,90%	4	18,18%	0	0%	0	0%
4	50-59	Poor	2	9,09%	1	4,54%	0	0%	0	0%
5	<49	Very Poor	1	4,54%	0	0%	0	0%	0	0%



**Chart. 4.4**

**The Result Among Pre-Assessment, Cycle 1, Cycle 2 and Post test**

Based on the result of Pre-assessment There were 4,54% or 1 student in very poor category, 9,09% or 2 students in poor category, 40,90% or 9 students in average category it same with the good category and the last 4, 54% or 1 student in excellent category.

In the Cycle 1 the result showed 9,09%or just two person could achieved excellent category, 68,18% in good category (achieved by 15 students), 18,18% or 4 students in Average category the last 1 students or 4,54% were in poor category. And nobody was student in failed level.

Based on the students' score in cycle 2 there were 9 or 40,90% students in good category and 13 students or 59,09% in excellent category. Then in post-assessment they enhance their score. It mean all of the students passed the KKM, the researcher and collabolator discussed that we did not need to continue the next cycle.

## **B. Discussion**

The result in the pre-assessment of reading comprehension at class C Mts Ja-alHaq in academic year 2018-2019 Bengkulu before being taught by Posse strategy was poor. The mean score in the pre-assessment was 65,81 that meant half of them did not pass the KKM, then according to the observation sheet and field notes they were some students did not pay attention to the explanation and did not follow the rule then there were sleep in the class.

In order to overcome the problem the researcher and collaborator continued to the cycle 1. The result of cycle 1 of mean score enhanced to 72,09. There were 11 students could passed the KKM and half of them yet. Moreover, in the qualitative data that gained from interview, observation sheet and field notes. From interview with some students they said that there were some difficult vocabulary and they could not guess the meaning, but it better than before implementation of cycle 1. It mean that the posse strategy help them in enhance their vocabulary in reading comprehension.

The result of cycle 2 showed that the mean score has enhanced from 72,90 to 79,09 and in the last there was post-assessment with the average 80,18. It mean all of the students passed the KKM. Based on qualitative data from observation result it showed some increasements. First, students were ethusiastic in joining English class. Second, students become more active during teaching learning process and stayed motivated in learning English. Third, students could graps the meaning of the words and comprehend the reading text well. Fourth students could wrote new vocabulary correctly.

From the results above it meant that POSSE strategy could enhance Students' reading comprehension. It related to Englert and marriage in Frevile, POSSE strategy is a multistep teaching strategy that not only assists students in activating the prior knowledge, but also encourages them to organize their existing knowledge and structure, and then summarize and elaborate on the connections between what they already knew and what they have learned. And then POSSE strategy is very suitable for teaching reading comprehension. According to Englert, Marriage and Brownell in Jameel there are has several advantages of using POSSE strategy, as follow:<sup>39</sup>

- 1) Student can activate their prior knowledge about the topic and link it with new information contained in the text
- 2) Student can infer context that is explicit by using background knowledge.
- 6) Students are encouraged to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have already learned.
- 7) *Student can be used to support instruction for a whole group. The student have instruction text with whole group.*
- 8) Students can self-monitor themselves by comparing their first graphic organizer and their second one. It makes the students become active readers that can apply this strategy effectively and automatically.

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<sup>39</sup>Jameel, *The Effectiveness of P.O.S.S.E Strategy onImproving Reading Comprehension of the EFL University Students, University of Anbar*, International Journal of English Literature and Social Sciences,(vol 6, issue 4, 2017), p.126

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **C. CONCLUSION**

After analyzed the data in the previous chapter some conclusions are drawn; First, students were antusiast in teaching learning process, second the posse strategy made the students more interested and enjoyed the activity. last, they followed the instruction from the teacher. It can be seen from the observation sheet, field note, and documentation.

The activity also good impact to the students achievments, it can be seen in the result of mean in Pre-Assessment (65,81) , Cycle 1 (72,90) , Cycle 2 (79,09) the last post-assessment (81,18) there were improve from cycle to cycle. It means that the POSSE Strategy was enhace the students' reading comprehension and suitable to be applied to the students' of junior high school especially in MTS Ja-alHaq Bengkulu.

#### **D. SUGGESTION**

According to conclusion above the researcher would like to give some sugesstions for the teacher, students and any other researcher who interest to use POSSE strategy.

1. For the students;

To read and comprehend a reading text we need a strategy, there are a many strategy can use in reading. However, POSSE Strategy could help students to be better in reading comprehension espically to get a better score. Follow all of activity from your teacher and enjoy the subject and do not sleep to much.

2. For the teacher;

Reading is not easy as pie or we can say that reading is one of boring activity and than many other problem from the students. To solve all of the problem we need a good strategy and comfortable activity to motivate all of students. The POSSE strategy can be a better choosen to enhance students' reading comprehension.

3. For another researcher;

POSSE Strategy could enhance students' reading comprehension, but before implementation The further research needed to make sure all of instruments ready to use.

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