

**THE USE OF POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE,  
AND EVALUATE) STRATEGY TO IMPROVE STUDENTS' READING  
COMPREHENSION IN RECOUNT TEXT AT THE ELEVENTH GRADE  
STUDENTS' OF SMA PLUS NEGERI 7 BENGKULU  
IN ACADEMIC YEAR 2015/2016**



**THESIS**

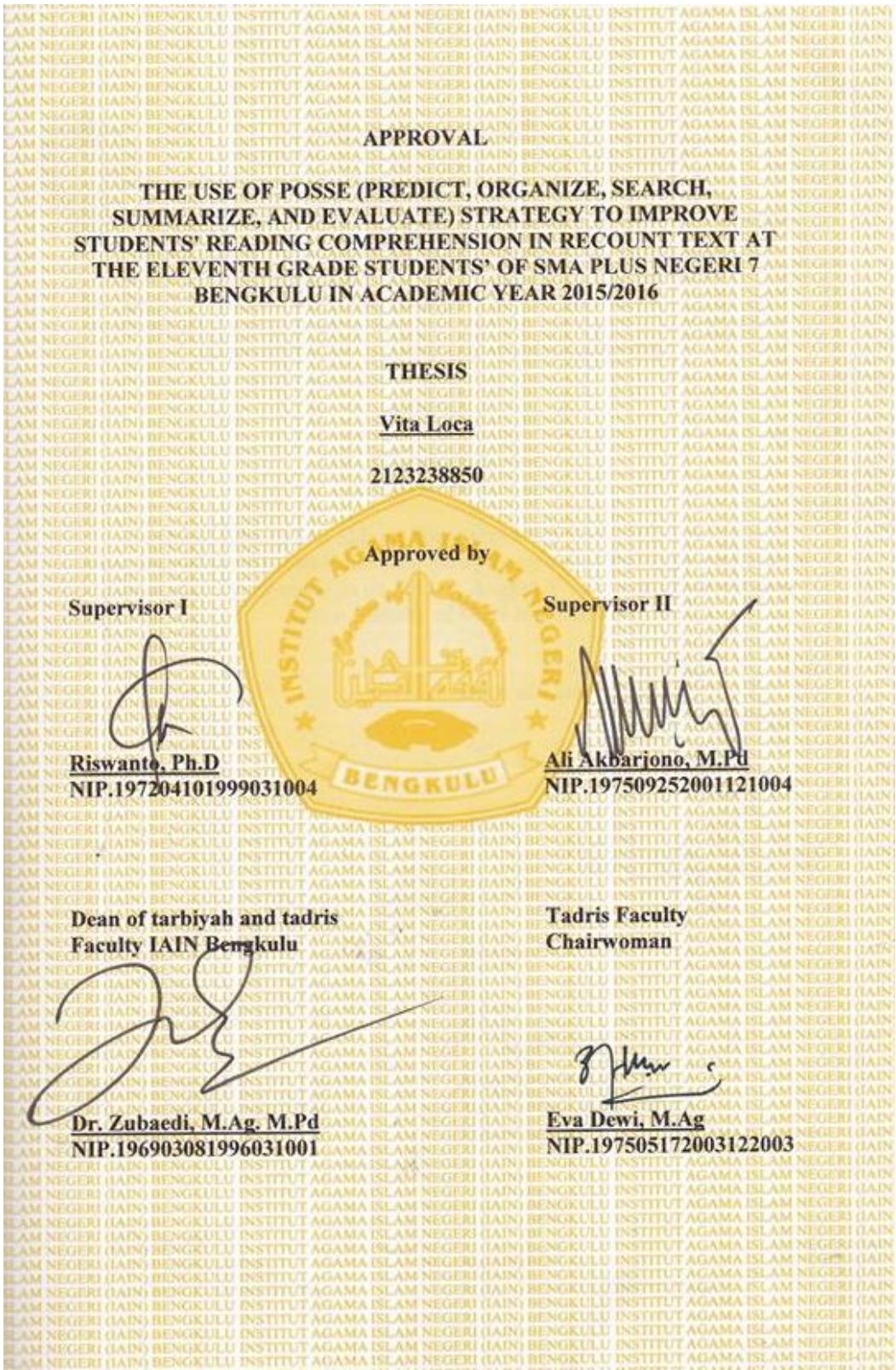
**“Presented as A Partial Requirements for “Sarjana” Degrees (S.Pd) in  
English Study Program”**

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2016**



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## **DEDICATION**

Bismillahirrahmaanirrahiim

In the name of Allah, the most gracious and merciful. All praise and gratitude to Him who has given strength and patience to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends.

This thesis is dedicate to:

1. My lovely mother (Yasni) and my father (Zainal) who always sincere to grow me up, educate, accompany, pray and support me at all until I can finish this thesis. I do really sorry for all of my mistakes to you. I love you so much.
2. My lovely brother Hadyansah, Hardi Fadila that always give me spirit. My younger sister Mardha Juliani, thank you for always making me laugh everyday.
3. All of cousins, my aunt, my uncle, and my big family thank you so much for your support.
4. All of my lecturer in IAIN Bengkulu.
5. All of my friends PBI B 2012, especially para gembel: Meliya Sari, Rona Oktami PH, Fenyda Anggraini, Mayank Anisa, and Wida Khairinia who always accompany me in the process and give me support to finish this thesis.
6. Special Thanks you for Kharisma Al'an S who always accompany me in the process and give me support to finish this thesis.
7. Thanks for my almamater.

## **MOTTO**

*"We must be knowledgeable to everything because we are living in a competitive world."*

*"The winners in life think constantly of I can, I will, I am'."*

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

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Dengan ini saya menyatakan:

1. Skripsi dengan judul: " The Use Of POSSE Strategy To Improve The Students' Reading Comprehension Of Recount Text At The Eleventh Grade Students' SMA Plus Negeri 7 Bengkulu In Academic Year 2015/2016".
2. Karya tulis ini murni gagasan dan pemikiran sendiri tanpa bantuan yang tidak sah dari pihak lain, kecuali dari tim pembimbing I dan pembimbing II.
3. Didalam skripsi ini tidak terdapat hasil karya atau pendapat yang telah dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas atau dicantumkan acuan didalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini dibuat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Bengkulu, 20 Juli 2016

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## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled ” The Use Of POSSE (Predict, Organize, Search, Summarize, And Evaluate) Strategy To Improve Students' Reading Comprehension In Recount Text At The Eleventh Grade Students' Of SMA Plus Negeri 7 Bengkulu In Academic Year 2015/2016” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajudin. M, M.Ag, MH, the head of the State Islamic Institute of Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the dean of Islamic Education and Language Faculty.
3. Eva Dewi, M.Ag as head of Tadris Department
4. Fera Zasrianita, M.Pd as chief of English Department.
5. Riswanto, Ph.D as the first supervisor for her guidance, precious advices, and motivation for the researcher.

6. Ali Akbarjono, M.Pd as the second supervisor for her guidance, precious advices, corrections and help to revise the mistake during the entire process of writing this thesis.

The Researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu,.....2016

The researcher

Vita Loca



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## ABSTRACT

**Vita Loca. 2016. "The Use Of POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy To Improve The Students' Reading Comprehension In Recount Text At The Eleventh Grade Students' Of SMA Plus Negeri 7 Bengkulu In Academic Year 2015/2016." Study Program of English Education, Tarbiyah and Tadris Faculty, State Islamic Institute of Bengkulu.**

Advisor: 1. Riswanto, Ph. D 2. Ali Akbarjono, M.Pd

Keyword : Reading Comprehension, Recount text, POSSE Strategy

There were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. It caused by teacher does not used appropriate learning strategy. POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy is one of the strategy that used to improve reading achievement in reading comprehension. Therefore, the objective of the study was to investigate can POSSE strategy improve students' reading comprehension.

The Research was a classroom action research. It was aimed to explain whether using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy can improve students' reading comprehension at grade XI IPA 5 of SMA Plus Negeri 7 Kota Bengkulu in academic year 2015/1016. The subjects of this research were 34 students, consisted of 23 females and 11 males. The instruments of this reseach were reading tests, interview, students' observation checklist and field notes, teacher observation sheets, and documentation. The research was conducted in two cycles and evaluation test every end cycles.

From the result of the average students' score in every cycle there were improvement toward students achievement in reading, in cycle one there were students score reached 67,8 in cycle two reached 78,3. Then post assessment reached 83, that means students score increase and got standardization of school. Based on the result in cycle two it indeed POSSE strategy could increasing students' achievement in reading recount text.

## ABSTRACT

**Vita Loca. 2016. “The Use Of POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy To Improve The Students' Reading Comprehension Ability Of Recount Text At The Eleventh Grade Students' SMA Plus Negeri 7 Bengkulu In Academic Year 2015/2016.” Program Studi Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri IAIN Bengkulu**

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Kata Kunci : Pemahaman membaca, Teks recount, Strategi POSSE

Ada beberapa fakta yang menunjukkan masalah. Pertama, minat siswa membaca masih rendah. Kedua, siswa mengalami kesulitan dalam memahami teks. Mereka mendapat kesulitan dalam memahami kalimat, menemukan arti dari kalimat atau hanya memahami garis besar isi teks. Ini disebabkan oleh guru tidak menggunakan strategi pembelajaran yang tepat. Strategi POSSE merupakan salah satu strategi yang digunakan untuk meningkatkan membaca prestasi dalam membaca pemahaman. Oleh karena itu, tujuan dari penelitian ini adalah untuk menyelidiki dapatkah strategi POSSE meningkatkan pemahaman membaca siswa.

Penelitian ini merupakan penelitian tindakan kelas. Hal itu bertujuan untuk menjelaskan apakah menggunakan Strategi POSSE dapat meningkatkan pemahaman membaca siswa di kelas XI IPA 5 dari SMA Plus Negeri 7 Kota Bengkulu pada tahun akademik 2015/1016. Subyek penelitian ini adalah 34 siswa, terdiri dari 23 perempuan dan 11 laki-laki. Instrumen dari penelitian ini adalah tes, wawancara, observasi siswa dan catatan lapangan, lembar observasi guru, dan dokumentasi. Penelitian ini dilakukan dalam dua siklus dan tes evaluasi setiap akhir siklus.

Dari hasil skor rata-rata siswa dalam setiap siklus ada perbaikan terhadap prestasi siswa dalam membaca, dalam satu siklus ada siswa skor mencapai 67,8 pada siklus dua mencapai 78,3. Kemudian penilaian pasca mencapai 83, itu berarti siswa mencetak kenaikan dan mendapat standarisasi sekolah. Berdasarkan hasil pada siklus dua itu memang strategi POSSE bisa meningkatkan prestasi siswa dalam membaca recount text

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## CHAPTER I INTRODUCTION

### A. Background

Language is the most important aspect in the life to human beings. The people use language to express their thoughts and emotions to make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain culture. In this era of globalization, people have to accept English as an international language, because many important things to use English for a variety of fields such as business, education and so on.

In Indonesia, English as an international language for communication has been considered as an important subject from elementary school to senior high school. This subject do in the school least four hours per week. Moreover, English become the only foreign language which is included in National Examination (UN) from Junior High School to Senior High School. Then, it became one of subject to make decision for the students' graduation to know how well they understand English during their study. Thus, learning English has been important to do. Based on the English curriculum, the objective of Course Outlines Junior High School stated that the students of Junior High School are expected to have some language skills, such as Reading, Listening, Speaking, and Writing<sup>1</sup>.

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<sup>1</sup>Akyun Durotu, "*Improving Students' Reading Comprehension Ability In Recount Text By Using Semantic Mapping Of The Eight Grade At Smpn 1 Durenan In The Academic Year 2013/2014*," (S1 thesis, IAIN Tulungagung, 2014).



In the teaching and learning of English, teachers should teach based on standard of competence and basic competence or SKKD (*Standar Kompetensi dan Kompetensi Dasar*). There are four skills for learning English based on this standard. They are listening, speaking, reading, and writing skills. In listening skill, learners are expected to make sense spoken texts. Then, they can improve vocabulary through reading skill. By having much more vocabulary, they can write or speak to express their mind. Therefore, all skills in learning English are interrelated<sup>2</sup>.

Reading is a very important skill that must be mastered by students of senior high school because reading can make the people get an information from what they read, and information from a text, it needs a thinking process in order to be able to reach the comprehension. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>3</sup>. But some of people argue that reading some article or textbook is easy but read with comprehension is more difficult. Actually, reading skill is very important for students such as ; the students can get information from they read, the students can add their knowledge, students can enlarge the way of their thinking by reading any text. So the students should have skill in reading to add their information and enrich their knowledge.

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<sup>2</sup> Dian Mudita Kurniawan, "*Improving Students' Reading Comprehension Through Recognizing Text Organisations At SMPN 3 Polokarto Sukoharjo.*" (S1 thesis, Universitas Negeri Yogyakarta, 2012).

<sup>3</sup> Nunan David, *Practical English Language Teaching*. (New York: The McGraw-Hill Companies, Inc, 2003), p. 68

Reading comprehension is the core of the reading activity. By having comprehension, students are able to make sense what the texts tell about. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>4</sup>. They can also catch the general or detail information what the questions ask the students. Therefore, comprehension is the purpose of reading.

In preparing the students for having good ability in reading, teachers are demanded to be creative in using the variety of ways in teaching reading. Using interesting strategy in teaching reading will make students become motivated and active in learning process. Also teaching reading is prepared to make the students reach good comprehension of the lesson which is being taught. The goal of teaching reading is how to make students understand what they have read. Because of this case, reading is one activity of language skills that should be acquired by the students

Nowadays, English teaching-learning processes of senior high school have been using genre-based approach. This approach requires students to learn based on texts-oriented. The texts are classified into two kinds of text based on standard of competence and basic competence of junior high school. The first one is genre texts. They are narrative texts, recount texts, descriptive texts, report texts, and procedure texts. The next one is functional texts. They

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<sup>4</sup> Catherine E Snow, *Reading for Understanding: Toward Research and Development Program in Reading Comprehension*. (Santa Monica: Rand, 2002), p. 11

are cautions, notices, warnings, greeting cards, letters, labels, short messages, advertisements, announcements, and invitations.

Each text has a different purpose and function in use. It is based on the context in which the text is created. By understanding it, students can use the text to communicate their ideas. These two aspects are represented into the language that is used. In addition, they can also recognize the language features in each text. Thus, they can comprehend the texts easily after knowing the patterns of texts. For example, recount texts have some characteristics such as using simple past, using chronologically time, and retelling past events.

Recount Text, basically it is written out to make a report about an experience of a series of related event<sup>5</sup>. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers<sup>6</sup>. Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

However, many students face many difficulties to make sense English texts. They cannot recognize the pattern of the text to comprehend the text.

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<sup>5</sup> Peter Knaap, *Genre, Text, and Grammar* (Sydney: University of New South Wales, 2005), p. 224

<sup>6</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 9

The texts are usually constructed in topics, main ideas, references, sequences etc. They usually neglect the patterns organization. Therefore, they often miss the information of the texts.

Students often neglect a pattern organization of text. Each text is constructed by a pattern that can be used to comprehend it. The patterns are such as listing, sequence, comparison/contrast, cause/effect, description, and problem/solution. Students also feel bored and get difficulties to understand certain texts. They usually read the whole text, but they do not care about the patterns organization of texts. It makes them difficult to find the information of the paragraphs well. Moreover, when they are required to find specific information, they often make a mistake.

In preliminary reseacher the writer made an interview to the English teacher, Ivika Anggraini, S.Pd. From the result after interview, it revealed that the eleventh grade of senior high school students had a problem in reading. When the writer asked about the students' reading comprehension, the teacher said that the students weak in reading comprehension. From the pre observation and interview done in pre-research, the researcher found the fact that the eleventh grade of senior high school students of SMA Plus Negeri 7 Kota Bengkulu had a problem with reading that was the students' reading comprehension was still low. It could be seen from the students' achievement reading score. There were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences,

finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.

In teaching reading there are many strategies which can be applied by teachers such as: POSSE, Selective Underlining, Anticipation Guide, REAP, and PQRSST. All of those strategies are very important to improve teaching in learning process of English in classroom in order to effective and efficient.

Shortly, English teacher should be creative in developing their teaching learning process to create good atmosphere to improve the student writing skill and to make English lesson more exciting. For this reason, the teacher should be more effective to choose effective strategy which is interesting for their students. One of effective strategies is POSSE strategy.

POSSE strategy is a reading comprehension strategy that combines text structure mapping, activation of prior knowledge and reciprocal teaching. POSSE strategy is designed to activate student's prior knowledge about the topic and to link it with new information contained in the text<sup>7</sup>. The five letters in the acronym of POSSE strategy stand for Predict, Organize, Search, Summarize, Evaluate.

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<sup>7</sup> Westwood Peter, *What Teachers Need To Know About Reading And Writing Difficulties*. (Victoria: ACER Press, 2008), p. 45

Based on background above, the research will do the research with entitle, **“The Use Of POSSE Strategy To Improve The Students' Reading Comprehension In Recount Text At The Eleventh Grade Students' Of SMA Plus Negeri 7 Bengkulu In Academic Year 2015/2016.”**

#### **B. Identification of Problem**

Reading comprehension is the important skill in english learning, because from reading students can get more information, but there are some problem that can be identified in reading comprehension such as, students difficult to find main ideas, keys concepts, and details of a reading, students also confuse about target, reduce and distill the needed information from a text and still low in reading comprehension.

#### **C. Limitation of Problem**

There are many strategies that can be used to improve reading comprehension. But, this research is limited on using POSSE strategy to improve students' reading comprehension.

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

Based on the problem above, the research question can be formulate as follow : How can POSSE strategy improve students' reading comprehension in recount text at eleventh grade students' of SMA Plus Negeri 7 Kota Bengkulu in academic year 2015/2016 ?

#### **E. Objective of the Research**

The objective of this research is to investigate can POSSE strategy improve eleventh grade students' reading comprehension at SMA Plus Negeri 7 Kota Bengkulu in academic year 2015/2016.

## **F. Significance of Study**

### **1. Theoritically**

To help the researcher to find out the alternative way of teaching reading, especially recount and to produce the relevant and valid knowledge for their class to improve their teaching. Students get the case of organizing ideas or the information they have a coherent into a text recount. Teachers know exactly the needs and problem faced by English language learning by students. Furthermore, they can provide appropriate measures to overcome them.

### **2. Practically**

It can be used as a model to improve the students' reading comprehension in recount text and it may guide, help and encourage students to express their ideas, opinion, and thought into paper.

## **G. Definition of Keys Term**

The definition of key terms based on the title about are:

- a. Reading comprehension is process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency.
- b. 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.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of Reading**

Reading is one of skills in English to make the people get an information from what they read, and information from a text, it needs a thinking process in order to be able to reach the comprehension. But some of people argue that reading some article or textbook is easy but read with comprehension is more difficult. Actually, reading skill is very important for students such as ; the students can get information from they read, the students can add their knowledge, students can enlarge the way of their thinking by reading any text. So the students should have skill in reading to add their information and enrich their knowledge.

In preparing the students for having good ability in reading, teachers are demanded to be creative in using the variety of ways in teaching reading. Using interesting strategy in teaching reading will make students become motivated and active in learning process. Also teaching reading is prepared to make the students reach good comprehension of the lesson which is being taught. The goal of teaching reading is how to make students understand what they have read. Because of this case, reading is one activity of language skills that should be acquired by the students.

Furthermore, in School Based Curriculum (SBC) – Kurikulum Tingkat Satuan Pendidikan 2006, students demanded to comprehend several types of the text that related to genre based approach, such as narrative, descriptive, recount, procedure, report, analytical exposition spoof and so forth.



Especially for the second grade of Junior High School, the standard, competence stated that the students should be able to respond only three types of the text they are descriptive, narrative and recount texts. It means that the students are expected to understand those types of text in order to achieve the level of comprehension<sup>8</sup>.

Reading is one of the important skills which should be achieved in learning English. There are some definitions of reading which are mentioned by the experts. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>9</sup>. In this case, the readers take the meaning from the text by combining information existed in the text and their experienced knowledge. In other words, it can be said that there is a correlation between the text and readers' background knowledge for understanding the meaning of the text read.

Reading as the process of obtaining or constructing meaning from a word or cluster of words<sup>10</sup>. It means that, reading is a process in which the readers get the meaning from the words which they read. In addition, the readers can generate the idea from the certain words in the text. So, in reading the readers should be active participants in catching the meaning from the text.

Based on the explanation of some experts above, it can be concluded that reading is an activity of communication process between the readers and

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<sup>8</sup> Desti Fardila, "Teaching Reading Comprehension By Using Combining Selective Underlining And Opinion-Proof Strategy For Junior High School Students," Vol. 2 No. 2, (2013), p. 2

<sup>9</sup> David Nunan, *Op.Cit*, p. 68

<sup>10</sup> Seyler Dorothy U, *The ReadingContext: Developing College Reading Skills*. (New York :Pearson Education, Inc, 2004), p. 3

written words for getting the ideas or information and derives meaning based on their own background knowledge. Based on the reading process, readers are hoped to get the understanding of the information which is talking in the text. The aim of reading is getting the comprehension of all information existed in the text read.

## **B. Type of Reading**

### **1. Extensive Reading**

Extensive reading is a form of reading instruction. Its definition and purpose are expressed as follows: “Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading<sup>11</sup>. Although there are various ways of implementing extensive reading in educational settings, the top ten principles provide a good guideline for conceptualizing extensive reading in a teaching/learning process<sup>12</sup>.”

- 1) The reading material is easy.
- 2) A variety of reading material on a wide range of topics must be available.
- 3) Learners choose what they want to read.
- 4) Learners read as much as possible.
- 5) The purpose of reading is usually related to pleasure, information and general understanding.
- 6) Reading is its own reward.
- 7) Reading speed is usually faster rather than slower.
- 8) Reading is individual and silent.
- 9)

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<sup>11</sup> Richards J C and Schmidt R, *Longman Dictionary of Language Teaching and Applied Linguistics, third ed.* (Pearson Education, London, 2002), p. 193–194

<sup>12</sup> Day R and Bamford J, *Top ten principles for teaching extensive reading. Reading in a Foreign Language* (14,136–141. 2002)

Teachers orient and guide their students. 10) The teacher is a role model of a reader.

The primary characteristic of extensive reading is, as the name implies, the large amount of reading compared with the amount that readers would read in different types of reading programmes (e.g., intensive reading). There is no absolute criterion for deciding how much reading is regarded as “extensive”.

## **2. Intensive Reading**

In reading comprehension there are many ways of how to improve reading skill. Intensive reading activity is one of the effective ways that can be used in reading passage. This reading activity is one of the way to appear and develop reading ability critically.

Reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity<sup>13</sup>. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads.

That is a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. Intensive reading activity is a usual classroom-oriented activity in which students focus

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<sup>13</sup> Snow Catherine E, *Op.Cit*, p. 15

on the linguistic or semantic detail of the passage. Intensive reading calls students' attention to grammatical form, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical, relationship and the like<sup>14</sup>.

Intensive reading is related to further progress in language learning under the teacher's guidance<sup>15</sup>. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. 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. Then they begin the lesson each day by asking student to translate what they have prepared, sentence by sentence around the class. Intensive reading is text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is carried out to get specific information.

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<sup>14</sup> Brown H and Douglas, *Principles of Language Learning and Teaching: Fourth Edition*. (New York: Pearson Education, 2000), p. 312

<sup>15</sup> Patel and Jain, *English Language Teaching: Methods, Tools, and Technique*. (New York: Sunrise Publisher and Distribution, 2008), p. 117-119

There are few characteristics of intensive reading are as follows<sup>16</sup>: 1) This reading helps learner to develop active vocabulary. 2) Teacher plays main role in this reading. 3) Linguistics items are developed. 4) This reading aims at active use of language.

Intensive reading is basically and essentially reading for information. Thus, through the act of intensive reading the students are surely hoped to find out something new in order to do something with the information they got from the reading text.

### C. Teaching Reading

There are many explanation of teaching reading. In this part the writer quote three definition of teaching reading. Teaching reading comprehension is instruction as something to help a teacher in helping students to acquire the ability to understand the printed material. Thought reading, readers will be able to get information that they need. It means that there are interactions between the teachers and students. The teacher guides the students to catch up the ideas in the text by using specific reading strategies. Indirectly, the teacher has invited students to get comprehension of what they are reading.

There are three activities which are generally recommended in order to make teaching reading more realistic and interesting<sup>17</sup>. They are pre-reading activity, whilst-reading activity and post-reading activity.

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<sup>16</sup> Ibid., P. 119

<sup>17</sup> Davies Paul and Eric Pearse.. *Success In Language Teaching*. (New York: Oxford University Press, 2000), p. 92

1. Pre-reading activity

This activity is done to prepare the students for what they are going to read by exploring their knowledge about the material which will be learnt. This activity includes the introduction of the topic which be learnt.

2. Whilst-reading activity

Whilst-reading activity includes the teacher guidance for the students during reading. this is the core activity in teaching reading.

3. Post-reading activity

This is the final activity in teaching reading. in this activity, the teacher helps the students to connect what they have read with their own ideas or experience. It is purposed to make them are able to get the conclusion of the text and ask them to make a relationship between the content of the text with their own knowledge.

These activities will help the students to increase their comprehension well. Because the teacher helps them to comprehend the text more and gives the chances for the students to discuss about their difficulties in understanding the text. Thus, by doing this activity, students can enrich and build their own knowledge based on the reading process.

Based on the explanation above, the writer conclude in teaching reading there are several stages which help the students to improve their reading ability. They are : pre-reading activity, whilst-reading activity and post-reading activity. At pre-reading stage, students are introduced about the material which will be learnt and they also brainstormed about the topic. At

the while-reading stage, teacher guides the students to catch the information from reading activity. At post-reading stage, teacher asks students to connect the information which they have gotten from the text with their own knowledge. At last, teacher also helps them to conclude the content of the text at the end of the learning. It is done for improving students' reading ability.

#### **D. The Importance of Teaching Reading**

Reading component of an English language course may include a set of learning goals for<sup>18</sup>: 1) the ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. 2) building a knowledge of language which will facilitate reading ability. 3) building schematic knowledge. 4) the ability to adapt the reading style according to reading purpose (i.e. skimming, scanning). 4) developing an awareness of the structure of written texts in English. 5) taking a critical stance to the contents of the texts.

The last goal can be implemented at an advanced level. Students, however, should be kept aware that not all Internet content is authentic since there are no "gate keepers" and anyone can post whatever he/she likes in this cyberspace. Consequently, students can check the authenticity of the text by looking at the following indicators: whether the article gives the name of the author or no, the date of publication, the aim of the article, etc.

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<sup>18</sup> Hedge Tricia, *Teaching & learning in the language classroom*. (UK: OUP, 2003)

## E. Reading Comprehension

For many students, reading is the act of saying word to their teacher and their friend by looking at the passage. They have not learned that reading is a division of the main idea between the author and them. Reading is a one of the complex and the combination of both lexical and text-progressing skills that are widely be acquainted interactively. Two major approaches have been used to developing reading skill, known as extensive and intensive reading. These both approaches have important role play to gain knowledge in reading comprehension skill<sup>19</sup>.

Before the students would learn how to comprehend their reading, the teacher should give some definition what is reading comprehension and how they do to apply in learning process. Reading refers to the ability to comprehend or make meaning from written text<sup>20</sup>.

A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words. Comprehension, then, is at the heart of any conventional definition of reading. Comprehension is the process of deriving meaning from connected text<sup>21</sup>. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning.

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<sup>19</sup>Loucky J. P, *Enhancing students' English reading and vocabulary skills using CALL innovations*. (Seinan Women's University: Tandai Kiyō, Vol. 49,2003), p. 1

<sup>20</sup>Brassell Danny, et all, *Comprehension that Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension* . (Huntington Beach: Corrine Burton, 2008), p. 15

<sup>21</sup>Elizabeth S Pang, *Educational Practices Series -12: Teaching Reading*. (Geneva: International Bureau Educational. 2003), p. 14



This active engagement includes making use of prior knowledge. Comprehension is the essential goal of reading and reading instruction<sup>22</sup>. Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about texts, to think critically about the material they read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging for students and teachers.

A great deal of research has explored and supported the notion that comprehension is a process demanding strategic approaches. Good comprehenders have learned that they have control of the reading process. They actively construct meaning as they read, and they also direct their own comprehending<sup>23</sup>.

Reading comprehension is the activity where the students actually understand what they read about. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>24</sup>. He uses the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Reading is an important

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<sup>22</sup> Brassell Danny, et all, *op. Cit.* P. 11

<sup>23</sup> Blachowic, *Reading Comprehension: Strategies for Independent Learners: Second Edition* . (New York: The Guilford Press, 2008), page 33

<sup>24</sup> Catherine E Snow, *Op.Cit*, p. 11

activity in life with which one can update his or her knowledge<sup>25</sup>. Reading skill is an important tool for academic success for students.

Reading comprehension capacity builds on successful initial reading instruction and the fact that children who can read words accurately and rapidly have a good foundation for progressing well in comprehension<sup>26</sup>.

Reading comprehension involves much more than readers' responses to text<sup>27</sup>. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Furthermore, Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved<sup>28</sup>. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.

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<sup>25</sup> Patel and Jain, *English Language Teaching: Methods, Tools, and Technique*. (New York: Sunrise Publisher and Distribution, 2008), p. 113

<sup>26</sup> Snow, *op. Cit.* P. 8

<sup>27</sup> Janette Klingner & Vaughn, Sharon, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guildford Press, 2007), p. 8

<sup>28</sup> Lems, et al, *Teaching Reading to English Language Learners Insights from Linguistics*, (New York: The Division of Guilford Publications, Inc, 2010), p. 170

## **F. Recount Text**

### **1. Definition and Purpose of Recount**

Recount Text, basically it is written out to make a report about an experience of a series of related event<sup>29</sup>. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers<sup>30</sup>. Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

### **2. Types of Recount Text**

The types of recount text are:<sup>31</sup>

#### a. Personal recount

Retelling of an activity that the writer / speaker has been personally involved in (e.g. oral anecdote, diary entry)

#### b. Factual recount

Recording the particulars of an incident (e.g. report of a science experiment, police report, news report, historical account).

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<sup>29</sup> Peter Knaap, *Genre, text, and grammar*. (Sydney: University of New South Wales, 2005), p. 224

<sup>30</sup> Sanggam Siahaan and Kisno Shinoda, *Generic text structure* (Yogyakarta: Graha Ilmu, 2008), p. 9

<sup>31</sup> Dr. Mukarto, M.Sc and Sujatmiko B.S.,S.Pd, *English on Sky 2 for Junior High School Students Year VIII*, (Jakarta: Erlangga, 2007), p. 26

c. Imaginative recount

Taking on an imaginary role and giving details of events (e.g. a day in the life of a Roman slave, how I invented....)

### 3. The Generic Structure of Recount Text

A text covers some generic structure. The generic structure of recount text are:

a. Title (optional)

It usually summarizes the text and informs specific participants.

b. Part 1: setting or orientation

Giving the reader/listener the background information needed to understand the text ( i.e who was involved, where it happened, when it happened ).

c. Part 2: list of events

It presents events what people do? It tells the events chronologically. It uses conjunction or connectives like: first, second, then, next, first, second, next, finally, etc.

d. Part 3: reorientation

It shows the concluding comments on the incident. It expresses the writer's personal opinion regarding the events described.

### 4. Language Features of Recount Text

The features can be :

First, the use of nouns and pronouns. Second, the use of action verbs. Third, the use of past tense. Fourth, the use of time conjunctions. Fifth, the use of adverbs and adverb phrases. The last, adjectives.

Moreover, recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. They also explained characteristic of recount text: (orientation) tells who involved, what happened, where the events took place, and when it happened. (events) tell what happened and what sequence. (re-orientation) consists of optional-closure of events/ending. Based on the experts above, it can be concluded that recount text is a text that is written to telling an activity or story in the past.

## **G. The Concept of POSSE Strategy**

### **1. Definition of POSSE Strategy**

POSSE strategy is a reading comprehension strategy that combines text structure mapping, activation of prior knowledge and reciprocal teaching. POSSE strategy is designed to activate student's prior knowledge about the topic and to link it with new information contained in the text<sup>32</sup>. The five letters in the acronym of POSSE strategy is stand for Predict, Organize, Search, Summarize, Evaluate. 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<sup>33</sup>. Moreover, POSSE strategy guides students to arrange their ideas in the semantic map that is useful to help students get the

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<sup>32</sup> Westwood Peter, *What Teachers Need To Know About Reading And Writing Difficulties*. (Victoria: ACER Pres, 2008), p. 45

<sup>33</sup> Freville C.Ben& Reardon, Colleen. *Supporting The Learning Of Students With Disabilities: A Guide to the Use of Digitized Primary Sources*. Web. Received 20 September 2015. (<http://tps.nl.edu/AAM%20Guide%20-%203-17-06.pdf>, 2006), p. 21

key ideas easily from the text. In the POSSE strategy, the students will be guided through pre-reading, during reading, and post reading activities designed to facilitate comprehension. It is clear that, learning reading comprehension through POSSE strategy is taught by activating the background knowledge of the students and combining the existing information with the new information provided in the text.

In teaching reading comprehension using POSSE strategy, the students will follow five steps Predict, Organize, Search, Summarize, and Evaluate. The students first *predict* what the text will be about based on their existing knowledge, and then *organize* their thought. Next, Students *search* for the structure of the text, after that they *summarize* the main idea in their own words. Finally, they *evaluate* their understanding by comparing, clarifying, and predicting.

## 2. Steps in Teaching POSSE Strategy

There are five steps in implementing POSSE strategy. They are Predict, Organize, Search, Summarize, and Evaluate.

### a. *Predict*

Predict is guessing what the text will be about. In this step, the students do the prediction about the text by brainstorming activity. The teacher asks the students to predict what the text will tell about using text clues such as the title, headings, pictures/diagrams or initial paragraphs, etc. The brainstorming

activity allows the students to tap into their prior knowledge<sup>34</sup>. The teacher can also guide students in the prediction step by asking questions like “What do you think this text is going to be about?” or “What clues from the text helped you make your prediction?” these questions can encourage the students to be aware of their own metacognitive processes. It is clear that the prediction step has the purpose to activate the students’ prior knowledge while doing the brainstorming activity.

**b. Organize**

Organize is the step when the students arranging their brainstormed ideas in the prediction step into their first semantic map. This semantic map assists the students in organizing their thoughts and searching for the structure of the text<sup>35</sup>. Moreover, Semantic maps are used to help students learn important words and to make connections with related key words or ideas<sup>36</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 will prepare themselves for reading. The teacher also discusses with students what new ideas they have learned about the topic.

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<sup>34</sup> Boyle Joseph& Scanlon David.. *Methods and Strategies for Teaching Students with Mild Disabilities*. (Belmont: Wadsworth, Cengage Learning, 2010), p. 210

<sup>35</sup> Bergeson, Terry, et al. *Adaptations Are essential: Early Years reading, A Resourse Guide For Adapting Learning And Assessment Tasks For Students With Mild Disabilities*, September 2015. Web. Received 20 September 2015. (<http://www.k8accesscenter.org/accessinaction/documents/EARLYwritingadaptations.pdf>, 2001), p. 78

<sup>36</sup> Janette Klingner & Vaughn, Sharon, *op. Cit* . p. 8

**c. *Search***

Search is the step when the students begin reading the text. In this step, the students also search for the text structure of the text. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.

**d. *Summarize***

Summarize is the step when the students identifying the main ideas in the text and then developing a question to ask about the main idea. In this step, the teacher first, placed the main idea that has been agreed in the circle of the semantic map. After that, the student takes main idea and converts it into a question. The responses from the students to the question become the details in the semantic map. At the end of the text, the students finally create the second semantic map.

**e. *Evaluate***

Evaluate is the final step of POSSE strategy. In this step, the students evaluate their understanding by doing the comparing, clarifying and predicting. In the comparing, the students compare the two semantic maps generated before reading the text with the semantic map that is completed after the reading of the passage. This stage supports the students in comparing prior knowledge with new information and supports them in making more in-depth connections<sup>37</sup>. In the clarifying, the students asked the questions about

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<sup>37</sup> Reardon, Colleen. *Increasing the Accessibility of primary sources thorough activation background knowledge, vocabulary development and strategic*



unknown vocabulary or unclear information that was not provided by the writer in the text. Then, the students predict what the next section of the text will be about. This prediction is based on the previous information they have read or listened to and the semantic map developed in the Organize step. Once the students have read the entire selection, they summarize, and make connections among new knowledge and prior conceptions. At this point they can look to see which of their predictions were supported by the reading of the text and which were disconfirmed

#### H. Previous Study

There are some study using POSSE strategy. First, the research by Wiwi Andaleni “Combining Posse (Predict, Organize, Search, Summarize, Evaluate) Strategy And Reciprocal Teaching Strategy For Teaching Reading Comprehension of Expository Text In Senior High School”<sup>38</sup>. The result of research show that, this strategy is very useful, especially for high school students. Application of this combination strategy is able to make teachers and students play an active role and be able to improve students' motivation to read the text, especially text exposition. And in the end, the level of understanding of students increased as the end point of the objectives of this strategy is implemented.

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*instruction*. January 2009. Web. 20 September 2015. (< <http://tps.nl.edu/TPSJJournalreardon11.htm>>, 2009)

<sup>38</sup> Wiwi Andaleni, “*Combining Posse (Predict, Organize, Search, Summarize, Evaluate) Strategy And Reciprocal Teaching Strategy For Teaching Reading Comprehension of Expository Text In Senior High School*”, (Thesis S1 English Education), (2013).

Second, Eka Rejeki Maha and Berlin Sibarani “The Effect of Applying POSSE (Predict- Organize-Search-Summarize-Evaluate) On The Students’ Reading Comprehension”<sup>39</sup>. The purpose of this study was to find out if the Predict, Organize, Search, Summarize, and Evaluate ( POSSE) strategy can create a significant effect in learning succes compare to the classical method. A pretest-posttest equivalent control group reseach model was used. The study was composed of 60 students enrolled in senior high school teacher-training program in 2012-2013 fall terms. Data were obtained qualitatively. Accordings to findings, there was a significant effect of applying POSSE strategy on the students’ reading comprehension.

Third, *Meljulita Meljulita and Herfina Agusni* “The Effect of Using Predict, Organize, Search, Summarize, Evaluate (Posse) Strategy Toward Students’ Reading Comprehension (A Study at the Grade VIII Students of SMPN 2 Jujuhan Rantau Ikil)”<sup>40</sup>. The purpose of this study was to find out if the Predict, Organize, Search, Summarize, and Evaluate ( POSSE) strategy can create a significant different in learning succes compare to the Question Answer Strategy. A pretest-posttest equivalent control group reseach model was used. The study was composed of 60 students enrolled in senior high school teacher-training program in 2012-2013 fall terms. Data were obtained

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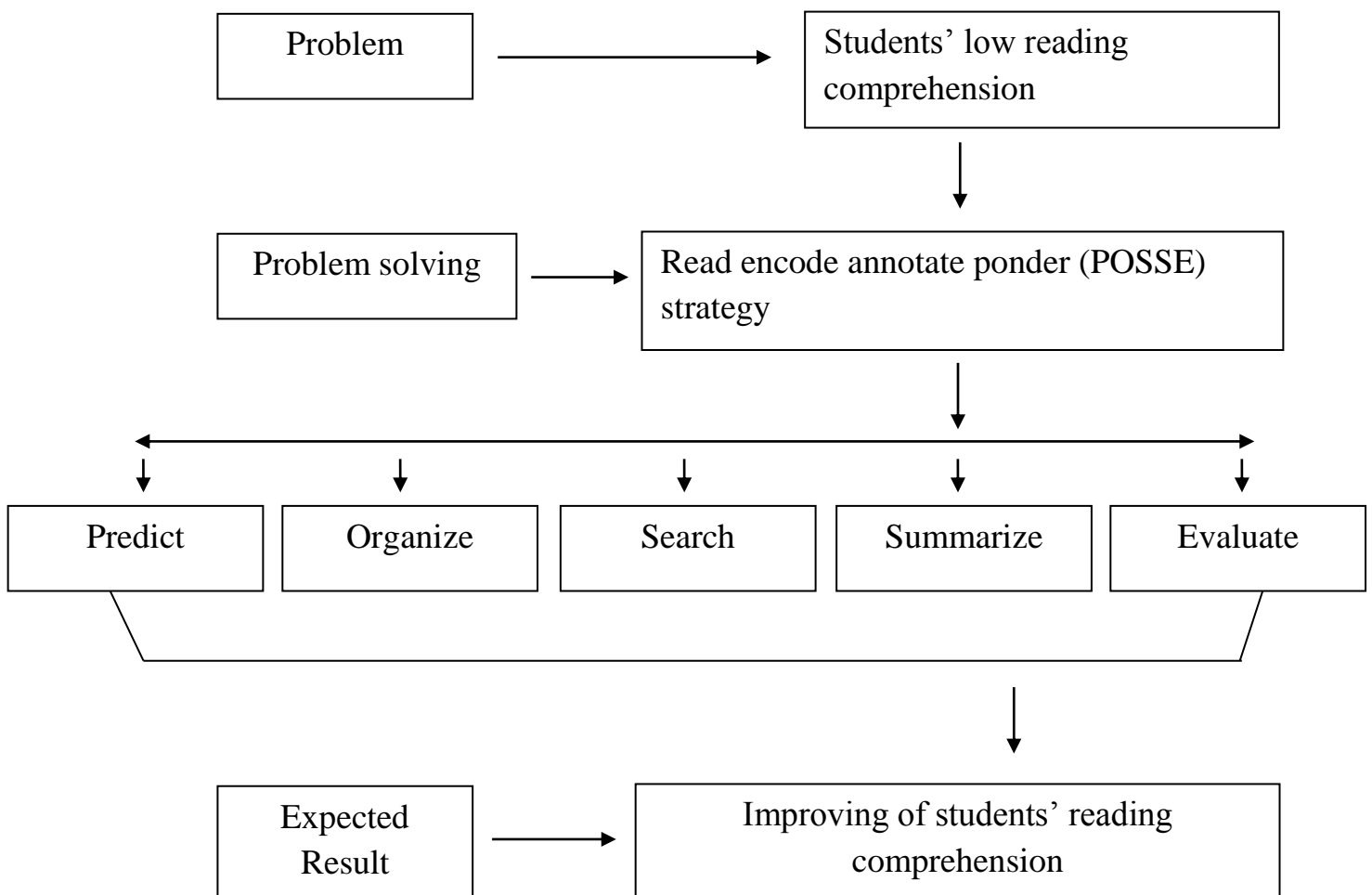
<sup>39</sup> Eka Rejeki Maha and Berlin Sibarani, “*The Effect of Applying POSSE (Predict- Organize-Search-Summarize-Evaluate) On The Students’ Reading Comprehension*”, (Thesis S1 English Education), (2013).

<sup>40</sup> *Meljulita Meljulita and Herfina Agusni*, “*The Effect of Using Predict, Organize, Search, Summarize, Evaluate (Posse) Strategy Toward Students’ Reading Comprehension (A Study at the Grade VIII Students of SMPN 2 Jujuhan Rantau Ikil)*”, (Thesis S1 English Education), (2013).

qualitatively. According to findings, students' learning success level were significantly higher in the group in which POSSE strategy were used, compared to Question Answer Strategy.

## I. Conceptual Framework

**Figure 1 : Conceptual Framework**



Based on the POSSE strategy, hopefully students can improve their ability through reading, writing, and thinking. There are some steps done in

research. The first step is the researcher prepare about material by brainstorming and students guessing what the text will be about. The second, students arranging their brainstormed ideas in the prediction step into their first semantic map, after that the students begin reading the text and search for the text structure of te text. Moreover the students identifying the main ideas in the text and then developing a question to ask about the main idea and the last the students evaluate their understanding by doing the comparing, clarifying and predicting. This research will be done some cycle, if the first and second do not success. So, it will be done until success.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Design

The researcher used classroom action research method and qualitative approach. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning<sup>41</sup>. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

The goal of Classroom Action Research is to improve the students' achievement in the classroom. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance. Findings are usually disseminated through brief reports or presentations to local colleagues or administrators.

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<sup>41</sup> Julian Hermida, "*The What, Why and How of Classroom Action Research*", JoSoTL Vol. 2, Number 1, (2001).

## **B. Research Setting**

This research have done by researcher at grade XI IPA 5 of SMA Plus Negeri 7 Kota Bengkulu on Jln. Sadang, Kota Bengkulu. This class consistes of 34 students. Twentythree (23) females and eleven (11) males students. The reason why researcher choosed that class because based on observation was done on November 16<sup>th</sup> 2015, this class has mean score under average in a minimum completeness criteria (KKM) is 73. The problem faced by students are difficult in identifying information of the texts, topic, main idea, and another information of the reading text.

## **C. Research procedure**

In Classroom Action Research (CAR), the prosedure were started from Pre-assessment and cycles. The cycle were aimed to give improvement to the students' skill. The research prosedures could be as the following chart<sup>42</sup>:

### **1. Pre-assessment**

Before giving the action, the researcher would give a pre-assessment to the students. The aim of the assessment was to know the students beginning or starting ability in reading comprehension. After knowing the ability of the students, then the result of assessment would be analyzed. So, from the result of the pre-test or pre-assessment, researcher would know the students' problem in reading comprehension. In this reseacher focused on teaching about reading comprehension by using recount text throught POSSE strategy.

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<sup>42</sup> Iskandar, *Metodologi Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif)*, (Jakarta: GP Press, 2009), p. 63

## 2. Cycle

In classroom action research, there more than one cycle. It depended on the situation and conduction of the sample, if on the two cycle the students have increased and improved their mastery of reading comprehension achievement, so the action would be stopped. There were four components in classroom action research that sholud be considered. They are planning, implementing, observing, and reflecting. In every cycle, there would be:

### a. Planning

In this phase the researcher identifies a problem or issue and develops a plan of action in order to meet the expect improvments in the research context. Futhermore, describes the action in this phase<sup>43</sup>:

- 1) Arranging a schedule for preparing time allocation of the research.
- 2) Arranging an observation checklist for teachers.
- 3) Arranging an observation checklist for students.
- 4) Preparing a lesson plan:
  - a) Making a learning material/resources for students.
  - b) Preparing teaching and learning a POSSE strategy.
  - c) Arranging test.

### b. Action

From the beginning, the researcher gave a text to students. Then the researcher explain about POSSE strategy in front of the students for several

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<sup>43</sup> Suharsimi Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktis)*, (Jakarta: Rineka Cipta, 2006)

times and hope they can understand text well. After the researcher explain about POSSE strategy, the students are allowed to answer the test to measure their comprehension in reading. So, researcher hopes the students can improve their reading comprehension using POSSE strategy. Explain about POSSE strategy: 1) Predict, 2) Organize, 3) Search, 4) Summarize, 5) Evaluate.

**c. Observation**

In this stage, the researcher would collect the data from the action planning that is made, including all of what the students do in the classroom based on instruments that made by the researcher. Observation is the direct method toward students' attitude in social situation<sup>44</sup>. The researcher and English teacher would conduct observation to find the effect of the action from students' score and observation sheet. Then the researcher will conduct an evaluation by using observation sheet.

**d. Reflection**

This is the last stage of the cycle. In this phase, the result of observasion and evaluating step will be collected and analyzed to measure the success level of the implementation in cycle. The researcher identify the thing that do not reach yet and the researcher make planning to repair it. The result of this reflection will be tajen as considerationto the next treatment for the next cycle and to determinee wheather the next cycle will be needed or not.

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<sup>44</sup> Purwanto M. Ngalim, *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: PT Remaja Rosdakarya, 2009).



## **D. Technique for Collecting Data**

In this phase, there are several techniques in collecting data, such as giving test, interview, etc.

### **1. Test**

Test is a process to measure students' ability and knowledge about material that is given, competence, intelligence and talent that can belong to individual or group<sup>45</sup>. Test may be constructed primarily as devices to reinforce learning and to motivate the students or primarily means of assessing the students' performance in language. In this researcher is conduct pre-assessment, and evaluating in each cycle.

### **2. Interview**

The collection of data by asking people question and following up or probing their answer, interview can be defined as a way to get information from the participants of a research through face to face interactions, interview can be used to investigate a range of issues including developmental aspects of learner language and learning-style preference.

### **3. Observation**

Observation is the way to collecting the data by directly to an object. The observation in this research will be conduct by researcher and the English teacher. It is to get implementation of learning data.this data were obtained

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<sup>45</sup> Trianto, *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. (Jakarta : Prestasi Pustaka, 2007), page 62

from the result of the result of the researcher and the teacher observation which was taken in each cycle.

### E. Technique for Analyzing Data

Data analyzing is the last step in research, in the step researcher will interpretation of data that has result in the subject. There are two stage of data analysis technique, such as;

#### 1. Quantitative Data

Quantitative data is analysis through the following steps :

- a. The individual score of the students' reading comprehension test by researcher will be done following the formula :

$$S = \frac{\varepsilon x}{\varepsilon y} \times 100$$

Exp :

S = Score

X = Total of the correct item

Y = Total of item

Research would count the mean score after completing the scoring process by

using this formula :

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

Exp :

M = Mean score

X = Total of students' score

N = Total of students

- b. In additional, the researcher will take frequencies of the data and make the total percentage o the data as well.

**Table 1**  
**Table of Students' score interval**

INTERVAL	QUALITATIVE
86-100	Very Good
71-85	Good
56-70	Fair
≤55	Poor

The level of achievement above is taken from Leo<sup>46</sup>. In additional, he stated that score interval is used to determine the level of students' achievement in every cycle.

- c. To see improvement from the first cycle and last cycle, the researcher used the formula below:

$$Y = X_n - X_1$$

Exp :

Y = Improvement

X<sub>1</sub> = The mean score

X<sub>n</sub> = The mean score of last

## 2. Qualitative Data

Qualitative methodology as a research procedure, which procedure descriptive information in the form of written or oral symbols from people

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<sup>46</sup> Agustino Leo, *Dasar-Dasar Kebijakan Publik*, (Bandung: CV. Alfabeta. 2006)

and their behaviour which can be observed, the technique for analyzing qualitative proposed by Gay and Airasian<sup>47</sup>. The techniques are as follows:

a. Data Managing

The first step in data analysis in order to organize the data and to start process of analyzing and interpreting the data. All of the data would be managed and would be examined as well, so the researcher could be detail explanation about the data in improving reading comprehension by using Predict, Organize, Search, Summarize, and Evaluate strategy.

b. Reading

The researcher read the data carefully to find out indicator that could be mastered by the students.

c. Describing

The researcher to classify all the qualitative the data into categories that represent differences aspect of the data.

d. Interpreting

The researcher determine and make some interpretations from the result of the findings of students reading comprehension solving by using Predict, Organize, Search, Summarize, and Evaluate strategy.

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<sup>47</sup> Moleong Lexy J, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2004), page 3-5

**F. Indicator of Success**

1. This classroom action research will be success if the the using of POSSE strategy will improve student's reading comprehension in eleventh grade students in SMA Plus 7 Kota Bengkulu with mean score of reading comprehension test is 73.
2. The teaching and learning process in improving students' reading comprehension can be effective and can motivated student in learning English especially student's reading comprehension.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. RESULT**

This chapter explain about the result of this research. Data for this research was collected from SMA Plus Negeri 7 Kota Bengkulu. Subject of this research consisted of 34 students, the reseacher identified some problem that concern with reading in teaching and learning process, they were lack in reading ability achievement. Their ability on reading comprehension abiiti was poor, because of that the researcher tries to improve students reading comprehension in recount text by using POSSE strategy. The result shows that the students reading comprehension in recount text was improved. The improvement students reading comprehension could be seen by the result students' score reading comprehension in pre-assessment, cycle I, cycle II, and post-assessment. After that in this result of this research support by observation checklist and interview that had been finished by researcher and collaborator.

##### **1. Pre-assessment**

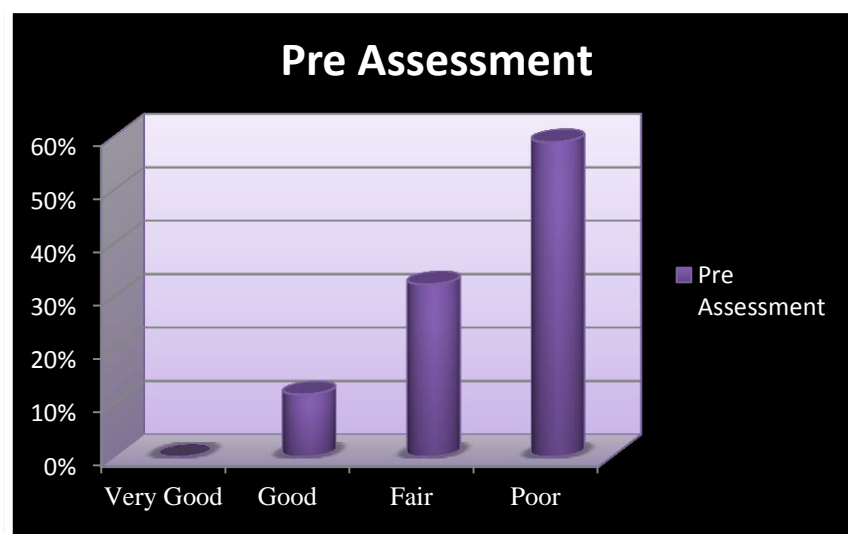
Pre-assessment was given on February, 4<sup>th</sup> 2016. The test consist of 40 questions. The text was multiple choises in recount text form. The test was given to 34 students at eleventh grade of SMA Plus Negeri 07 Kota Bengkulu. The function of pre-assessment was to know their background knowledge. The result of pre-assessment was:

**Table 4.1**  
**The Result of students' Pre-assessment Test**

No	Score Interval	Categories	Frequency	Percentage (%)
1	<b>86-100</b>	<b>Very Good</b>	-	-
2	<b>71-85</b>	<b>Good</b>	<b>4</b>	<b>11,7%</b>
3	<b>56-70</b>	<b>Fair</b>	<b>11</b>	<b>32,3%</b>
4	<b>≤ 55</b>	<b>Poor</b>	<b>20</b>	<b>58,9%</b>

Based on the table above, it showed that there was not students' got very good category. There were only 4 or 11,7% students got good categories, and students' got poor categories that there were 11 or 32,3% students. The students' score in pre-assessment were average 58,9%. After researcher knew students ability in reading comprehension has poor categories that the researcher applied POSSE strategy to improving students' reading comprehension. Based on the table above, the researcher got the result of students' score distribuion as follow:

**Chart 4.1**  
**The Result of Pre-Assessment**



## **2. Description of Cycle I**

After seeing the result of pre assessment, the researcher prepared POSSE strategy in recount text to applying in developed students reading comprehension at cycle I. It was conducted on Monday, May, 2<sup>nd</sup> 2016, Monday, May, 9<sup>th</sup> 2016, Thursday, May, 12<sup>th</sup> 2016, Monday, May 16<sup>th</sup> 2016.

The researcher tried to choose an easier material to the students in apply of POSSE strategy. In this cycle there were four phases:

### **a. Planning**

In this stage, the researcher prepared students POSSE strategy that taught, like: lesson plan for every meeting, recount text, teacher and students observation checklist and field note, worksheet, interview and question for reading test to know increasing of students reading comprehension that it choose multiple choice of recount text were consist of 40 items.

### **b. Action**

In this phase, the researcher applied POSSE strategy which taken to solve the problem, the first meeting on Monday, May 2<sup>nd</sup> 2016 at class XI IPA 5 of SMA Plus Negeri 07 Kota Bengkulu, the researcher gave recount text of Our Trip to the Blue Mountain. Beore explained about this text, the researcher explain about definition, sosial function, generic structure, types and language features of recount text. After that the researcher explained about how to applying of POSSE strategy. Almost



of students still confused about the strategy, because it was new strategy for students.

The second meeting was done on Monday, May 9<sup>th</sup> 2016. The researcher gave apperception and motivation before gave students recount text. The researcher asked students' knowledge about recount text and POSSE strategy which almost students did not understand but there were some students understand so that it can help the researcher to explain again that strategy. The researcher asked some students to make group like first meeting and then the reseacher taught and gave a lot picture. It for each meeting with another pictures of recount text so that students were being more interested.

The third meeting was Thursday, May 12<sup>th</sup> 2016. The researcher gave material about recount text like at each meeting before, but in this meeting the researcher explained the strategy more easy such as following:

- Predict

Students made some group and each group consisted of five people. In this step, the students do the prediction about the text by brainstorming activity.

- Organize

The students tried to make semantic map from their predict and prepared themself for reading.

- Search

In this step, the students also search for the text structure of the text. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.

- Summarize

In this step, the teacher first, placed the main idea that has been agreed in the circle of the semantic map. After that, the student takes main idea and converts it into a question.

- Evaluate

Evaluate is the final step of POSSE strategy. In this step, the students evaluate their understanding by doing the comparing, clarifying and predicting.

The last meeting in cycle I was Monday, May 16<sup>th</sup> 2016. In this meeting the researcher gave reading test about recount text that it consist of 20 items multiple choice to measure their improved and to prepare applying in next cycle.

### **c. Observation**

In this phase, the researcher asked the collaborator to notice all activities that has done by researcher in classroom for instance the reseacher' perfomance, students' respond in class activity and class situation. The collaborator used observation checklist to collected data, the observation checklist were consisted into two kind, they were

students' observation checklist and teacher's observation checklist (see Appendices). Moreover, by the observation, the researcher saw that there were some improvement that are showed by the students, such as: they were enthusiast, some of students gave the question to the researcher if they got confused about material and they felt more interesting with the strategy were applied, but the researcher still found the students were not focus.

And then, the students gave positive respond when the researcher explained about POSSE strategy, during the explanation the students asked researcher to explained it more detail and at the end each meeting, students discussed with the researcher about some problem that they faced in learning process.

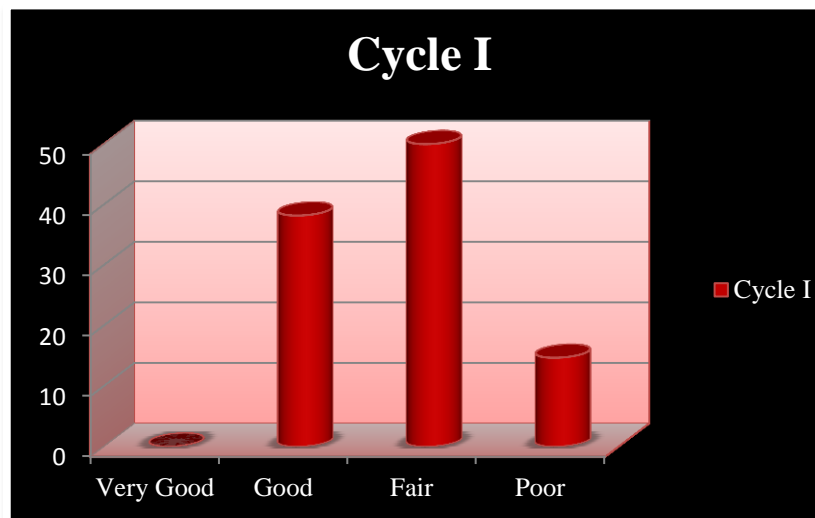
**Table 4.2**  
**The Result of Students' Reading Comprehension Test in Cycle I**

No	Score Interval	Categories	Frequency	Percentage (%)
1	<b>86-100</b>	<b>Very Good</b>	-	-
2	<b>71-85</b>	<b>Good</b>	<b>13</b>	<b>38,2%</b>
3	<b>56-70</b>	<b>Fair</b>	<b>17</b>	<b>50%</b>
4	<b>≤ 55</b>	<b>Poor</b>	<b>5</b>	<b>14,7%</b>

From the table above it could seen above that the result of the students' reading comprehension test consisted of there was not students got very good category, 13 or 38,2% students who got good categories, 17 or 50% students who got fair categories and 5 or 14,7% students who got poor categories. The mean score was 67,3. Based on calculated

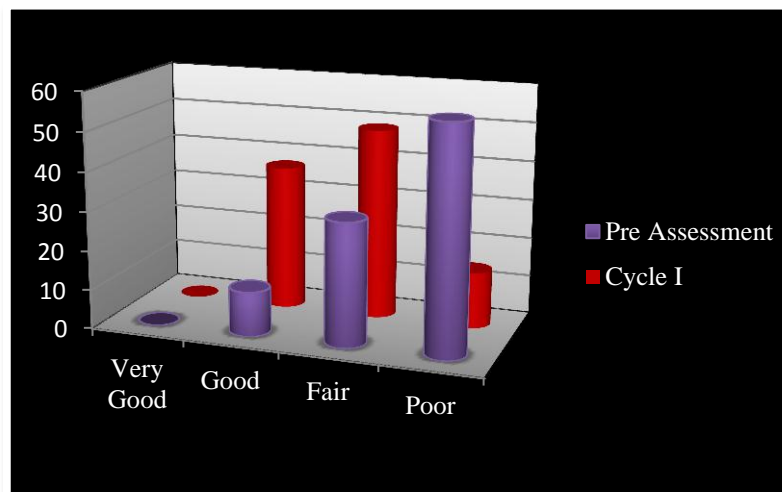
above, it could be showed between the result of pre assessment and cycle I, there were improved of result of their reading comprehension in cycle I showed in chart 4.3

**Chart 4.2**  
**The Result of Reading Comprehension Test Cycle I**



After collected and analyzed the result of reading comprehension test in cycle I reseacher and collaborator conclude that the result of cycle I was better that the result in pre assessment. It could be showed that almost half of all students who got good categories with persentage 38,2%.

**Chart 4.3**  
**Result of Pre Assessment And Cycle I**



From the chart above, it showed there was raising between pre assessment and cycle, very good was constant 0%, good in pre assessment got 11, 7%, in Cycle I students who got 38,2%. Meanwhile, in fair Pre Assessment got 32,3%, in Cycle I got 50%. And then, in Pre Assessment students' who got poor categories 58,9%, in Cycle I got 14,7%.

#### **d. Reflection**

In this reflection section, the researcher tried to compare the result of pre-assessment and cycle I. The reflection was very beneficial to analyze everything related to the students. Improvement in their reading comprehension. The information from this reflection section used by the researcher as the reference from the next cycle so that the process of teaching and learning by using POSSE strategy in the next cycle would be better than in cycle I but in this cycle the students were unfamiliar with using POSSE strategy yet.

Based on analysis of teacher' and students' observation checklist of cycle I (see appendices). By using POSSE strategy, students do not pay attention to the teacher when she explained about recount text, strategy and material, gave passive maximal answer, opinion or ideas.

Based on analysis of reading test, there were some improvement from pre-assessment and cycle I. It can be seen in chart 4.3 (see appendices) for more detail.

Based on analysis of interview that the researcher did with students of XI IPA 5, reading recount text by using POSSE strategy still confused. Students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content.

### **3. Description in Cycle II**

After the reseacher apply POSSE strategy in cycle I, the reseacher prepared to apply in cycle II. It was done Thursday, May, 19<sup>th</sup> 2016, Monday, May, 23<sup>th</sup> 2016, Thursday, May, 26<sup>th</sup> 2016, Monday, May 30<sup>th</sup> 2016.

#### **a. Planning**

In this phase, the researcher identified the problem which seen in teaching and learning process and found an alternative way to solve the problem. Based on the students' score on cycle I that it showed some students' comprehension on reading was still low. It showed that 22 students got under of indicator success. It was assumed the reseacher needed to be more creative in applied POSSE strategy to improving the

students' motivation and comprehension in learning reading. The researcher also designed the teaching material more interested and appropriated with POSSE strategy. In this step, the researcher focused on giving clear explanation of POSSE strategy and gave more interesting example of recount text. It could make students more interested to learn. The similar with cycle I the researcher prepare all of needed, such as: Lesson Plan, Teacher observation checklist, students' observation checklist, interview and all material to support in applying POSSE strategy.

#### **b. Action**

After preparing English teaching material and the instrument used in action 2, the researcher did the action with the produce below:

- 1) Pre Reading Activities
  - a. The teacher greeted and checked students' attendant list.
  - b. The researcher gave brainstorming about English material which it was taught before come directly to the material. Then, POSSE which had been revised was applied with the steps as follows:
- 2) Predict

Students made some group and each group consisted of five people. In this step, the students do the prediction about the text by brainstorming activity.

### 3) Organize

The students tried to make semantic map from their predict and prepared themselves for reading.

### 4) Search

In this step, the students also search for the text structure of the text. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.

### 5) Summarize

In this step, the teacher first, placed the main idea that has been agreed in the circle of the semantic map. After that, the student takes main idea and converts it into a question.

### 6) Evaluate

Evaluate is the final step of POSSE strategy. In this step, the students evaluate their understanding by doing the comparing, clarifying and predicting. After applying the step of POSSE strategy, as in cycle I which in cycle II also, that done test for reading comprehension, to know the result of students. Comprehension of reading recount text.

## **c. Observation**

In this step, researcher was helped by the collaborator to observe the teaching and learning process. All of data from observation stage in cycle II was also collected by using observation checklist of student and teacher' observation checklist. Futhermore, the result of observation



checklist of students in cycle II was good categories; the student's attitude during the learning process and teacher's performance were improved.

Based on the the result observation there were some improvement of students' in teaching and learning process in the classroom. Thr first, based on the observation checklist of students' activity, the students' preparation of POSSE was checked "yes" category. Most of the students showed that well preparation both in facing the learning process and preparing all the things needed in learning activity.

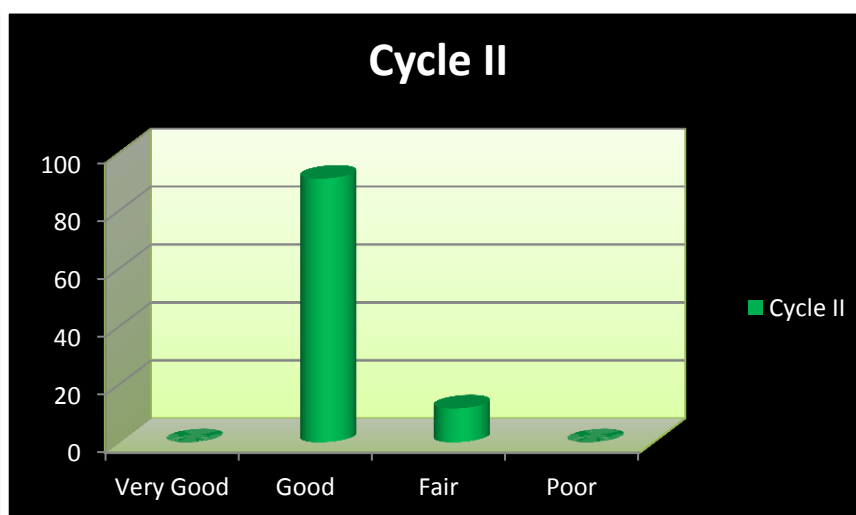
Second, students' interests toward POSSE strategy and towar the material given were good enough. The students' attention toward the explanation of recount text was checked "yes". They were more inteerested and gave positive feedback to the explanation about POSSE strategy. Some students were brave t share their knowledge or asked something about material and the strategy used.

Third, the observation about the students' attitude toward POSSE strategy. The first step was about sitting in their group. In this step, the students' attitude was good. They directly sat with their group when the researcher asked them to sit in their group. The result of cycle II showed that there was significant improvement from cycle I to cycle II. Beside, reading test was given at the end of cycle II, the students' score presented by used the following table:

**Table 4.3**  
**The Result of Students' Reading Comprehension Test in Cycle II**

No	Score Interval	Categories	Frequency	Percentage (%)
1	<b>86-100</b>	<b>Very Good</b>	-	-
2	<b>71-85</b>	<b>Good</b>	<b>31</b>	<b>91,1%</b>
3	<b>56-70</b>	<b>Fair</b>	<b>4</b>	<b>11,7%</b>
4	<b>≤ 55</b>	<b>Poor</b>	-	-

**Chart 4.4**  
**The Result of Reading Comprehension Test Cycle II**



From the chart above, it could be showed that there was no students got very good in cycle I that it same with cycle II. However, in cycle I there were 13 students got good categories, and in cycle II there were 31 students' or 91,1% got good categories. Futhermore, 17 students got fair categories in cycle I and 4 students' or 11,7% who got fair categories in cycle II. There were 5 students got poor categories in cycle I and in cycle

II there was no students' got poor categories. And the mean score in cycle II was 78,3.

#### **d. Reflection**

As mentioned in the observation above, there were progresses of students in reading comprehension that caused by the condition in the classroom and the students. It could be seen on the result of cycle II and result of the students' score in comprehension the text.

The result of cycle II (see Appendices) for more detail and chart 4.4 above showed that there were improvements on the students' reading comprehension compared to that showed in cycle I.

Based on analysis of teacher' and students' observation checklist of cycle I (see appendices). By using POSSE strategy, students paid attention to the teacher when she explained about recount text, strategy and material, gave active maximal answer, opinion or ideas.

Based on analysis of interview that the researcher did with students of XI IPA 5, reading recount text by using POSSE strategy help them to understanding the text. They got understanding sentences, finding the meaning of the sentences or understood the broad outline of the text content. In other words, the students' reading comprehension in this cycle was better that in the cycle I. It could be seen from the improvement or the gain percentages in this cycle compared to the result of cycle II and I. Then the mean score in cycle II was 78,3 from 67,8 in cycle I. See appendices for more detail.

#### 4. Description of Post Assessment

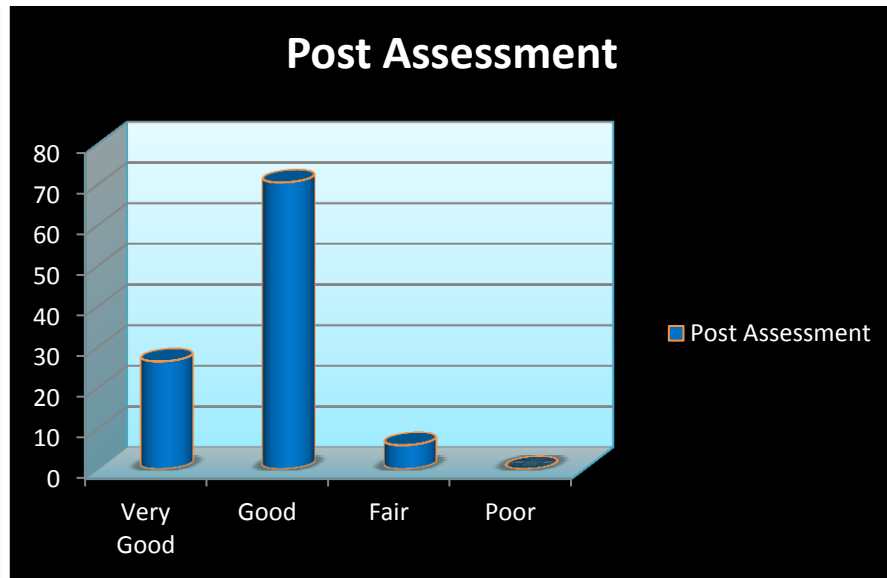
The post assessment was given on Thursday, June 2<sup>nd</sup> 2016. The test consisted of 40 questions, the text was multiple choices that it same with pre assessment. The purpose of post assessment was to know students' improve from pre assessment, cycle I, cycle II, and post assessment. The result of post assessment was:

**Table 4.4**  
**The Result of Students' Reading Comprehension Test in Post Assessment**

No	Score Interval	Categories	Frequency	Percentage (%)
1	<b>86-100</b>	<b>Very Good</b>	<b>9</b>	<b>26,5%</b>
2	<b>71-85</b>	<b>Good</b>	<b>24</b>	<b>70,5%</b>
3	<b>56-70</b>	<b>Fair</b>	<b>2</b>	<b>5,9%</b>
4	<b>≤ 55</b>	<b>Poor</b>	<b>-</b>	<b>-</b>

Based on the table above, the result of students' reading comprehension test consisted of 9 students' or 26,5% who got very good categories, 24 students' or 70,5% who got good, 2 or 5,9% students. Was got fair categories, and then there was no students has poor category in this cycle from the average of students' score was 83. It means that there was improve the result of pre assessment, cycle I and cycle II.

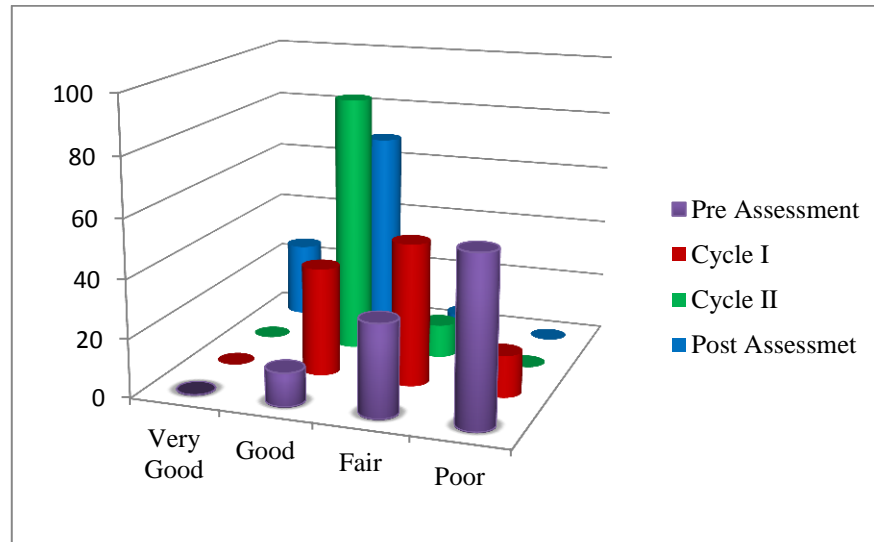
**Chart 4.5**  
**The result of Post Assessment**



**e. Result**

Based on the data analyzed, that it in pre assessment, cycle I, cycle II and post assessment were showed improving of reading test from pre assessment was 55,8, cycle I was 67,8, cycle II was 78,3, and post assessment was 83. So that, it concluded there was 27,2 increasing from pre assessment to post assessment.

**Chart 4.6**  
**The Charts were Compared of Result Among Pre Assessment, Cycle I, Cycle II and Post Assessment**



Finally, from discussion above, the researcher concluded that POSSE strategy was effective to improve the students' reading comprehension and also make the students interested, motivated and enjoyed in teaching and learning process.

## B. Discussion

The students' reading comprehension in pre-assessment at XI IPA 5 class before implementing the concept POSSE strategy was poor. The result showed that there was no students achieved very good score. It means score of pre-assessment was 55,8 from 34 students. However, the percentage of students get good categories in reading comprehension of SMA Plus Negeri 7 Bengkulu was 11,7%.

The result of the first cycle was improved 38,2% from pre-assessment, but in this cycle the students were unfamiliar with using POSSE strategy yet, so they found some difficulties in doing this strategy. It can conclude that the students were not clear enough in implying the concept POSSE strategy.

During cycle II the problem in cycle I was clear, the students were familiar and able to use POSSE strategy. The result of cycle II showed a better improvement. The improvement was 91,1% from 31 students. The students had become more familiar with this strategy.

The result showed that, students' abilities in reading comprehension were very good, good level and four students got average. There were not students achieved poor. Students score of cycle II was 91,1% in Good level from 31 students. Then their achievement in class XI IPA 5 of SMA Plus Negeri 7 Bengkulu had significant improvements.

The result of this research showed that the students' achievement in reading comprehension after giving the action for two cycle was improved.

In other words, POSSE strategy has significant influencing in teaching reading comprehension.

The reseacher compared the result of this research and some previous studies, the first previous study is Wiwi Andaleni (2013) “*Combining Posse (Predict, Organize, Search, Summarize, Evaluate) Strategy And Reciprocal Teaching Strategy For Teaching Reading Comprehension of Expository Text In Senior High School*”. The result of research show that, this strategy is very useful, especially for high school students. And in the end, the level of understanding of students increased as the end point of the objectives of this strategy is implemented.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the analysis in previous chapter, the researcher conclude that POSSE strategy can effectively in improving students reading comprehension. POSSE strategy made the students interested in learning english and feeling easy in comprehending the text in reading material. The students were more interest to learn engling lesson. It can be seen from pre assessment and two cycle. The result mean score in pre assessment 55,8. it was proved 67,8 of students reading comprehension mean score result in cycle I which improve into 78,3 in cycle II. It mean that POSSE strategy was suitable to be applied the students senior high school because it can improved students very well in reading comprehension and it could be applied when teach in classroom.

#### **B. Suggestion**

In this suggestion part, the reseacher would like to give some suggestion to apply POSSE strategy in teaching to motivate students reading comprehension in learning English and make class was active and they were easy to understand the material or text in reading. Moreover, ehen teaching, the teacher should emphasize students mistake in learning is fine and they can learn from mistake.

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# A P P E N D I C E S

### Appendix 1

#### The Result of Students' Reading Comprehension Test (Pre Assessment) Taken on February 4<sup>th</sup> 2016 Class XI IPA 5 SMA Plus Negeri 7 Kota Bengkulu

No	Nama	L/P	Nilai
1	A A M	P	65
2	A F N S	P	60
3	A A M	L	75
4	A D R	P	75
5	A R	L	65
6	C A F	P	60
7	D	L	65
8	D S	L	55
9	E S	P	60
10	F T	P	65
11	F R	P	40
12	I N	L	75
13	M D S	P	65
14	M F A	L	50
15	M F	L	75
16	M W I	L	55
17	M W	L	45
18	N L A	P	55
19	N W H	L	40
20	S I	P	60
21	S A L	P	45
22	S R Z	P	50
23	S A I	P	50
24	S C	P	55
25	S D C	P	55
26	T R A	P	55
27	T H A	P	40
28	T J	L	45
29	T M	P	55
30	T	P	45
31	T D W	P	40
32	U N	P	55
33	U P S	P	54
34	V F	P	50
		Average	55,8

## Appendix 2

### The Result of Students' Reading Comprehension Test (Cycle I) Taken on May 16<sup>th</sup> 2016 Class XI IPA 5 SMA Plus Negeri 7 Kota Bengkulu

No	Nama	L/P	Nilai
1	A A M	P	65
2	A F N S	P	55
3	A A M	L	75
4	A D R	P	80
5	A R	L	65
6	C A F	P	60
7	D	L	50
8	D S	L	70
9	E S	P	80
10	F T	P	75
11	F R	P	75
12	I N	L	80
13	M D S	P	45
14	M F A	L	65
15	M F	L	80
16	M W I	L	65
17	M W	L	65
18	N L A	P	80
19	N W H	L	65
20	S I	P	75
21	S A L	P	55
22	S R Z	P	65
23	S A I	P	75
24	S C	P	80
25	S D C	P	60
26	T R A	P	75
27	T H A	P	75
28	T J	L	60
29	T M	P	55
30	T	P	60
31	T D W	P	60
32	U N	P	65
33	U P S	P	65
34	V F	P	70
		Average	67,3

### Appendix 3

#### The Result of Students' Reading Comprehension Test (Cycle II) Taken on May 30<sup>th</sup> 2016 Class XI IPA 5 SMA Plus Negeri 7 Kota Bengkulu

No	Nama	L/P	Nilai
1	A A M	P	80
2	A F N S	P	80
3	A A M	L	75
4	A D R	P	75
5	A R	L	80
6	C A F	P	85
7	D	L	85
8	D S	L	65
9	E S	P	80
10	F T	P	85
11	F R	P	80
12	I N	L	80
13	M D S	P	75
14	M F A	L	75
15	M F	L	85
16	M W I	L	80
17	M W	L	75
18	N L A	P	65
19	N W H	L	75
20	S I	P	85
21	S A L	P	75
22	S R Z	P	75
23	S A I	P	80
24	S C	P	75
25	S D C	P	85
26	T R A	P	75
27	T H A	P	85
28	T J	L	85
29	T M	P	80
30	T	P	65
31	T D W	P	75
32	U N	P	85
33	U P S	P	80
34	V F	P	80
		Average	78,3



#### Appendix 4

#### The Result of Students' Reading Comprehension Test (Post Assessment) Taken on June 2<sup>nd</sup> 2016 Class XI IPA 5 SMA Plus Negeri 7 Kota Bengkulu

No	Nama	L/P	Nilai
1	A A M	P	90
2	A F N S	P	85
3	A A M	L	90
4	A D R	P	90
5	A R	L	65
6	C A F	P	85
7	D	L	80
8	D S	L	80
9	E S	P	65
10	F T	P	85
11	F R	P	85
12	I N	L	90
13	M D S	P	75
14	M F A	L	80
15	M F	L	95
16	M W I	L	80
17	M W	L	85
18	N L A	P	95
19	N W H	L	70
20	S I	P	80
21	S A L	P	90
22	S R Z	P	80
23	S A I	P	75
24	S C	P	80
25	S D C	P	95
26	T R A	P	75
27	T H A	P	85
28	T J	L	95
29	T M	P	85
30	T	P	85
31	T D W	P	90
32	U N	P	85
33	U P S	P	75
34	V F	P	75
		Average	83

## Appendix 5

Interview :

1. What do you think about differences between reading before and after using POSSE Strategy?
2. What do you think about predict, organize, search, summarize, and evaluate (POSSE)? Do you interest or not?
3. Do you agree if POSSE helpful when you read and analysis a recount text? If agree or no, give explain!
4. Did you get problem when you read a recount text by using POSSE Strategy? What is that? Give explain!
5. What are your suggestions for POSSE in reading recount text later?

## Appendix 6

(Cycle 1)

### The Result of Student's Observation Checklist and Field Note

No	Students' Preparation	Yes	No	Note
1.	The students prepare themselves to learn and prepare all the things need in learning activity.	✓		
2.	<b>Students' Interest toward Using Predict Organize Search Summarize and Evaluate and the Material give</b>			
	- Students paid attention to the explanation about recount text.	✓		
	- Students paid attention to the explanation about the steps of using POSSE strategy		✓	
	- Students show their interest toward using POSSE strategy and the material give.		✓	
	- Students give comments or ideas toward the material give.		✓	
3.	<b>Students' Attitude toward Using Predict Organize Search Summarize and Evaluate Strategy</b>			
	- Students give active participation during read a recount text.	✓		
	- Students get enthusiastic ideas in reading a recount text by using POSSE Strategy	✓		
	- Students active teaching learning process and gave		✓	

	maximal answer, opinion or ideas in answering step.			
	- Students has good interaction and respectable toward other group.		✓	

Bengkulu, Mei 2016  
Research Collaborator

Ivika Anggraini, S.Pd  
NIP. 197910272003122005

## Appendix 7

(Cycle 2)

### The Result of Student's Observation Checklist and Field Note

No	Students' Preparation	Yes	No	Note
1.	The students prepare themselves to learn and prepare all the things need in learning activity.	✓		
2.	<b>Students' Interest toward Using Read Encode Annotate Ponder and the Material give</b>			
	- Students paid attention to the explanation about recount text.	✓		
	- Students paid attention to the explanation about the steps of using POSSE strategy.	✓		
	- Students show their interest toward using POSSE strategy and the material give.	✓		
	- Students give comments or ideas toward the material give.	✓		
3.	<b>Students' Attitude toward Using Predict Organize Search Summarize and Evaluate Strategy.</b>			
	- Students give active participation during read a recount text.	✓		
	- Students get enthusiastic ideas in reading a narrative text by using POSSE strategy.	✓		
	- Students active teaching learning process and gave	✓		

	maximal answer, opinion or ideas in answering step.			
	- Students had good interaction and respectable toward other group.		✓	

Bengkulu, Mei 2016  
Research Collaborator

Ivika Anggraini, S.Pd  
NIP. 197910272003122005

## Appendix 8

## (Cycle 1)

## The Result of Teacher's observation Checklist and Field Note

No	Teachers, observed activity	Yes	No	Note
<b>1.</b>	<b>The teacher deliver the material will be teach</b>			
	- The teacher greet and prepare the students to learn	✓		
	- The teacher give apperception and ask the students to predict the material that will be learned	✓		
	- The Teachers explain about the generic structure and language features of the narrative text.	✓		
	- Students give comments or ideas toward the material rive.		✓	
<b>2.</b>	<b>- The Teacher explain of using Predict Organize Search Summarize and Evaluate Strategy</b>			
	- The teachers explain what is Predict Organize Search Summarize and Evaluate Strategy.	✓		
	- The teachers' explain the procedure in Reading comprehension Recount Text through POSSE Strategy.		✓	
<b>3.</b>	<b>Teacher Teach Reading Comprehension in Recount Text By Using POSSE Strategy</b>			
	- The teacher guide and assist the students to do their activity		✓	

	- The teacher makes some group and every group consist of five or four students.	✓		
	- The teacher gives students material about recount text.	✓		
	- The teacher monitor and control the activity in the classroom	✓		
	- The teacher guide. Monitored, and controlled the students in answering step.		✓	

Bengkulu, Mei 2016  
Research Collaborator

Ivika Anggraini, S.Pd  
NIP. 197910272003122005



## Appendix 9

(Cycle 2)

### The Result of Teacher's observation Checklist and Field Note

No	Teachers, observed activity	Yes	No	Note
<b>1.</b>	<b>The teacher deliver the material will be teach</b>			
	- The teacher greet and prepare the students to learn	✓		
	- The teacher give apperception and ask the students to predict the material that will be learned	✓		
	- The Teachers explain about the generic structure and language features of the narrative text.		✓	
	- Students give comments or ideas toward the material rive.	✓		
<b>2.</b>	<b>- The Teacher explain of using Predict Organize Search Summarize and Evaluate Strategy</b>			
	- The teachers explain what is Predict Organize Search Summarize and Evaluate Strategy.	✓		
	- The teachers' explain the procedure in Reading comprehension Recount Text through POSSE Strategy.	✓		
<b>3.</b>	<b>Teacher Teach Reading Comprehension in Recount Text By Using POSSE Strategy</b>			
	- The teacher guide and assist the students to do their activity	✓		

	- The teacher makes some group and every group consist of five or four students.	✓		
	- The teacher gives students material about recount text.	✓		
	- The teacher monitor and control the activity in the classroom	✓		
	- The teacher guide. Monitored, and controlled the students in answering step.	✓		

Bengkulu, Mei 2016  
Research Collaborator

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## Appendix 10

### Reading Comprehension Test

**Multiple Choice (choose the correct answer by crossing (x) a, b, c, d, or e on the answer sheet)**

**Read the text carefully and answer the questions no. 1 to 8**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

Source : <http://www.caramudahbelajarbahasainggris.net/2015/12.html>. retrieved on Monday, desember 21<sup>st</sup> 2015

1. The text above mainly discusses about.....
  - a. the writer's trip to Yogyakarta
  - b. the writer's first visit to Prambanan
  - c. the writer's impression about the guide
  - d. the writer's experience at Yogya Kraton
  - e. the writer's impression about Borobudur
  
2. The text is written in the form of a/an.....
  - a. Recount
  - b. Narrative
  - c. Report
  - d. Anecdote
  - e. Spoof
  
3. The purpose of the text is to.....
  - a. tell past events
  - b. entertain readers
  - c. describe the smugglers
  - d. report an event to the police
  - e. inform readers about events of the day
  
4. What are the big temples in Prambanan?

- a. angkor wat, syiwa, and sudra temples
  - b. paria, brahmana, and temples
  - c. brahmana, syiwa, and wisnu temples
  - d. wisnu, syiwa, and borobudur temples
  - e. borobudur, syiwa, and brahmana temples
5. When did they go home?
- a. On Saturday morning
  - b. On Friday evening
  - c. On Thursday evening
  - d. On Friday afternoon
  - e. On Saturday evening
6. Why did they only visit Brahmana and Syiwa temples?
- a. because there was no wisnu temple
  - b. because wisnu temple was amazing
  - c. because wisnu temple was too small
  - d. because wisnu temple was being repaired
  - e. because wisnu temple was being destroyed
7. Which temple was being renovated ?
- a. Syiwa
  - b. Brama
  - c. Borobudur
  - d. syiwa and wisnu
  - e. wisnu
8. Which of the following statements is true ?
- a. the writer and the student went to jogyakarta for having a research
  - b. the writer went to borobudur first ant them to kraton
  - c. the writer was very disappointed with the guide
  - d. the writer left for Jakarta on Friday
  - e. malioboro is very from dirgahayu hotel

**Read the text and answer questions 9 to 12.**

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did

not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

Source: <http://abidinfaz.blogspot.co.id/2015/01/kumpulan-contoh-recount-text-dan-soal.html> retrieved on Monday, desember 21<sup>st</sup> 2015

9. What is the purpose of the text?
  - a. To explain about something wrong
  - b. To inform about the writers activities
  - c. To entertain the readers about the funny story
  - d. To discus about how to overcome the problem
  - e. To retell about the writer's terrible day
  
10. The generic structure of the last paragraph is called .....
 

a. reason	d. orientation
b. re-orientation	e. complication
c. events	
  
11. What made everything went wrong?
 

a. He got up late in the morning his teacher	d. He got punishment from
b. His came to school on time him	e. His father was late to ride
c. His bag was left at home	
  
12. Which of the following statement is NOT TRUE according to the text?
 

a. The writer didn't sleep a wink at that night	d. He fell down the stairs
b. He didn't hand in his homework school	e. His father rode him to
c. He had breakfast before leaving for school	

**Read the text and answer questions 13 to 16.**

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew'- because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

Source: <http://abidtinfaz.blogspot.co.id/2015/01/kumpulan-contoh-recount-text-dan-soal.html> retrieved on Monday, desember 21<sup>st</sup> 2015

13. Which of the following sea animals is known as 'killer'?
  - a. Sea lions
  - b. Dolphins
  - c. Seals
  - d. Turtles
  - e. Whales
  
14. What is the main idea of paragraph two?
  - a. There was a water-ski show held on a lake.
  - b. The sea animals performed fantastic things in the water.
  - c. The writer had lunch in one of the restaurants at the park.
  - d. The Oceanorium displayed all sorts of fish and animals under water
  - e. The writer visited the Oceanorium to watch all sorts of fish and performance
  
15. Which of the following had made the writer very excited?
  - a. Watching a girl riding on a back of a turtle
  - b. Watching a girl riding on a back of a whale
  - c. Watching a man feeding the shark

- d. Riding the roller coaster
- e. Water skiing on the lake

16. “There were huge turtles, sharks, and a beautiful tropical sea fish.” (Paragraph 2)

The antonym of the underlined word is .....

- a. tiny
- b. enormous
- c. heavy
- d. massive
- e. wide

### Text for questions 17 to 19

That morning I got dressed as usual. I was just leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, my mother was on the lawn picking flowers. Somebody yelled, “Tsunami!” We thought it was an April Fool’s joke. Then, I looked up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we’d been hit by a train.

The wave picked up the house, and we floated away. Seawater came up to my knees. I decided to changed clothes, in case we had to swim. When I opened the closet, the back wall was gone! All I could see past my hanging clothes were waves and dead fish. It looked liked a strange painting.

Through the windows we could see people floating by, holding onto whatever they could. A boy was clinging to a piece of lumber. The waves carried us far out into Hilo Bay and back again three times.

Our family was fortunate. And I’m not nervous about tsunamis anymore. But when I got married, I told my husband, “We’re not leaving at the beach. We are going to live in the mountains!”

Source : [http://abidinfaz.blogspot.co.id/2015/04/soal-pilihan-ganda-multiple-choice\\_53.html](http://abidinfaz.blogspot.co.id/2015/04/soal-pilihan-ganda-multiple-choice_53.html) retrieved on Monday, desember 21<sup>st</sup> 2015

17. When did the tsunamis happen?

- a. In March
- b. In April
- c. One morning
- d. Long time ago
- e. Some years ago

18. Where did the writer finally shelter from the tsunamis?

- a. In a factory wall
- b. At the beach
- c. In a factory
- d. In the mountain
- e. In her house

19. “Our family was fortunate” (Paragraph 6)

The underlined word can be replaced by .....

- a. lucky
- b. famous
- c. prosperous
- d. miserable
- e. lack of

**Text for questions 20 to 22**

Late in the afternoon, the boys put up their tent in the middle of a field. As soon as this was done, they cooked a meal over an open fire. They were all hungry and the food smelt good. After a wonderful meal, they told stories and sang songs by the camp fire. But sometime later it began to rain. The boys felt tired so they put out the fire and crept into their tent. Their sleeping-bags were warm and comfortable, so they all slept soundly. In the middle of the night, two boys woke up and began shouting. The tent was full of water! They all leapt out of their sleeping-bags and hurried outside. It was raining heavily and they found that a stream had formed in the field. The stream wound its way across the field and then flowed right under their tent.

Source : [http://abidinfaz.blogspot.co.id/2015/04/soal-pilihan-ganda-multiple-choice\\_53.html](http://abidinfaz.blogspot.co.id/2015/04/soal-pilihan-ganda-multiple-choice_53.html) retrieved on Monday, desember 21<sup>st</sup> 2015

20. The purpose of the text is .....
- |   |   |
|---|---|
| a. to retell about camping in the field     | d. to tell what happened to the boys        |
| b. to explain why the night was wet camping | e. to present a point of view about camping |
| c. to persuade readers to believe event     |   |
21. Where did the stream flow? It flowed .....
- |                               |                         |
|-------------------------------|-------------------------|
| a. in the middle of the field | d. near the boys' tent  |
| b. across the field           | e. under the boys' tent |
| c. in front of the boys' tent |                         |
22. They told stories and songs after .....
- |                                    |                               |                     |
|------------------------------------|-------------------------------|---------------------|
| a. they had a meal                 | c. they slept soundly         | e. it began to rain |
| b. the stream was across the field | d. the tent was full of water |                     |

**Read the text carefully and answer the questions no. 23 to 24**

Last week, I and my dad went to a store. We went there to buy some candies. In the store, the candies looked so good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.



23. 'Last week, I and my dad went to a store'.  
The sentence is the .... of the text.
- Description
  - Orientation
  - Identification
  - Events
  - Complocation
24. "I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies."  
The sentences is the ... of the text
- Description
  - Orientation
  - Identification
  - Events
  - Complocation

**The following text is for questions 26 to 31**

I remember the day when I first got Sandy, my 7 year old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn't walk away, I would just have to hug her. I even slept at the end of my bed, so I can hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier, and Sandy would chase after us. When I was scared or mad, I would just hug Sandy and everything wouldn't be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn't come in, so I thought she maybe went inside my neighbor's house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn't find her. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back tomorrow.

The next day was the worst. My mom woke us early and told me and my sister, Michelle, that Sandy died last night. I was so sad and did not want to do anything that day. When I was going to school, I could not stop crying. At school all my friends made me cards and tried to make me stop crying, but I couldn't. my teacher would always look at me and ask why I was crying. Even my friends was crying with me.

When I got home I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. Then, she was trying to find a new cat on the internet. But I did

not want another cat. I want Sandy. She never found one that looked like Sandy or at the same age or even in the same kind.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed closed to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and wish she could come back.

Source: <http://www.mertonschool.com> retrieved on Monday, desember 21<sup>st</sup> 2015

25. The type of the text is ...

- a. Spoof
- b. Newsitem
- c. Recount
- d. Narrative
- e. Report

26. What is the main idea of the text ...

- a. Sandy's dead
- b. The lost of beloved cat
- c. The careless of the writer's mom
- d. Looking for Sandy
- e. The writer slept with her mom

27. How could the cat got lost?

- a. The cat played with another cat
- b. The neighbour kept the cat in his/her house
- c. Someone took the cat to the remote area
- d. The thief took the cat
- e. The writer's mom let the cat out one night

28. What did the writer's mom do to support the writer?

- a. She slept with the writer
- b. She supported to the policeman
- c. She was trying to find a new cat on the internet
- d. She bought a new cat
- e. She gave the writer money

29. What is the purpose of the text?

- a. To tell you about past event
- b. To describe a place
- c. To tell you a joke
- d. To tell you a story
- e. to persuade you to do something

30. Which step does the writer use to write the text?

- a. Thesis > argument > recommendation

- b. Orientation > events > re-orientation
- c. Abstrak > orientation > crisis > reaction > coda
- d. Orientation > evaluation > complication
- e. Newsworthy events > background events > sources

31. What is the main idea of third paragraph?
- a. I went to bed hoping she was safe
  - b. She would back tomorrow
  - c. Mom and dad went outside to look for Sandy
  - d. The writer's mom went to call Sandy back in
  - e. The writer's mom let Sandy out

**Read the text carefully! Questions 32 to 35**

One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got of the bus to get a cup of coffee, but my friend didn't. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone! Shocked and confused. I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes, my wish came true. The bus came back! Got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

I asked my friend why she didn't tell the driver that I was still outside.

"I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet," my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.

Source: <http://andriantanjungenglish.blogspot.co.id/2012/05/soal-recount-pilihan-ganda.html> retrieved on Monday, desember 21<sup>st</sup> 2015

32. What did the story tell us about ....?
- a. The writer was left by the bus on his trip to Bandung
  - b. The writer arrived in Cianjur to visit his relatives
  - c. The writer could contact his friend with the cell phone
  - d. The writer got of the bus to get a cup a coffee
  - e. The writer and his friend enjoyed their trip to Bandung
33. What did the writer do when the bus stop for a rest in Cianjur ....?
- a. drank a cup of coffee and prayed
  - b. bought souvenir and went to the toilet

- c. drank a cup of coffee
- d. drank a cup of milk and bought souvenir
- e. drank a cup of coffee and went to the toilet

34. Why couldn't the writer call his friend?

- a. He didn't bring his cell phone
- b. The battery was running low
- c. The writer's cell phone was stolen
- d. The writer's cell phone was broken
- e. There was not any signal in his cell phone

35. How did the writer feel?

- a. He felt happy
- b. He felt awful
- c. He felt sad
- d. He felt angry
- e. He felt shy

The following text is for questions 36 to 40

### TESSIE

We were moving house and dad asked me to help him sort out all the boxes in the storeroom. I hadn't been in the storeroom for aged and wondered what we would find. One wall was line with shelves, stacked with boxes almost to the ceiling there were many other wrapped up objects of different shafts and size Dad open the boxes and rummaged through them. I moved over to a wooden box and was just about to lift the lid when it toppled over. Everything fell out into a heap.

Be careful!' shouted dad, There may be something fragile in there

Then I saw it! My heart began to pound and my knees began to shake. It was a rubber ring. It had belonged to my beloved dog. Tessie. She died two years ago.

I was only four when we got Tessie. I chose her from among other puppies. She was my best friend. Although she had a basket in the kitchen she would creep up to my room at night and sleep in the bottom of the bed. If I was cold she would snuggle up next to me.

Tessie could do anything. She could beg and sit and shake a paw. I taught her to fetch things. One Christmas I bought her a rubber ring I wrapped it up in shiny paper and place it under Christmas tree. She played with it everyday. Tessie would wait at the front door when she knew it was time for me to come home from school. She would howl the panting with the rubber ring in front of her If didn't play, she would howl and wouldn't stop until I did. In the weekend we would take the ring to ihe playground and play for hours and hours until neither of us could run anymore.

Then one day Tessie fell ill. She didn't wait for me by the front door anymore and she didn't want to play with the ring I tried to encourage her, "Come on, Tessie. Come and play.

Seemed out of breath She couldn't walk very well and she wasn't eating properly. Mum and I took her to the vet. The vet shook her head and told us that Tessie was really sick

There,nothing they can do for her, 'mum whispered to me.

I went to the room where Tessie was waiting and said my goodbyes I felt her warm fur for the last time on my face and then I ran out side and cried. . . .

What's the matter, son?' asked Dad. He put an arm around my shoulder. We all miss her, 'said Dad sadly, 'She was a good dog, a really good dog. I nodded and put the ring hack in the box.

36. What kind of the text is that ?
- Recount
  - Narrative
  - Procedure
  - Report
  - news item

37. What is the generic structure of the text?
- orientation > event > re-orientation
  - orientation > evaluation > complication > resolution > re-orientation
  - goal > material > step
  - newsworthy event > background event > source
  - orientation > event > complication
38. What is the form of the text?
- Diary
  - personal recount
  - letters
  - factual recount
  - imaginative recount
39. What causes the boy have the flashback?
- he was moving house
  - he found a rubber ring
  - he found a dog
  - he bought christmast tree
  - he met a vet
40. The statement here is true
- the writer was moving home
  - the writer bought Tessie a rubber ring
  - Tessie had an accident
  - Tessie was the writer's best friend
  - Tessie died two years ago

**Appendix 11****LESSON PLAN**

School	: SMA Plus Negeri 7 Kota Bengkulu
Subject	: English
Material	: Recount Text
Skill	: Reading and Writing
Class/semester	: XI IPA 5 / 2
Time allocation	: 2 X 45 minutes

**A. Standard Competence :**

Reading:

1. To understand the short functional written text and the simple essay in the form of recount text in the daily living context and to access the science.

Writing:

1. to express the meaning in the simple essay in the form of recount text in the daily living context.

**B. Basic Competence :**

Reading

1. To respond the meaning and the rhetorical step in written text accurately, fluently and accepted in the daily living context and to access the science in the form of the text : recount text.

Writing

1. To express the meaning and the rhetorical steps in the written text accurately, fluently and accepted in the daily living context and to access the science in the form of the text : recount text.

**C. Indicators**

1. Cognitive

Product

- a. Identifying element of recount text.

Process :

- a. To discuss about definition of the text.
- b. To identify the the social function of the text.
- c. To identify generic structure of recount text.
- d. To identify types of the text.
- e. To identify the language features of the text.

## 2. Affective

- a. Characters : Honest, creative, critical and logical, responsible.
- b. Social skill : Asking question, giving idea and opinion, communicating in a good manner.

## 3. Psychomotor

Students retell of the text using their self language.

### **D. Teaching and Learning Objectives**

#### 1. Cognitive

Product

- a. Students are able to identify element of recount text.

Process

- a. Students are able to discuss about definition of the text.
- b. Students are able to identify the the social function of the text.
- c. Students are able to identify generic structure of recount text.
- d. Students are able to identify types of the text.
- e. Students are able to identify the language features of the text.

#### 2. Affective

- a. Students are actively involved in teaching and learning activities showing the particular characters (honest, creative, critical and logical and responsible).
- b. Students can work cooperatively in teaching and learning actuatesby asking questions, giving idea and opinion and communicates in a good manner.



### 3. Psychomotor

Students are able to practice retell of the text using their self language.

## E. Material :

### Materia I

#### 1. Recount Text

What is recount text ?

##### a. Definition of Recount

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred.

##### b. Purpose of Recount

The Purpose of Recount Text is to entertain or inform about the past activity to the reader or listener

##### c. Generic Structure of Narrative

1. **Orientation** : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
2. **Events** : Describing series of event that happened in the past. Telling what happened and in what sequence.
3. **Reorientation** : Consists of optional-closure of events/ending.

##### d. Types of Recount Text

The types of recount text are:

##### d. Personal recount

Retelling of an activity that the writer / speaker has been personally involved in (e.g. oral anecdote, diary entry)

##### e. Factual recount

Recording the particulars of an incident (e.g. report of a science experiment, police report, news report, historical account).

f. Imaginative recount

Taking on an imaginary role and giving details of events (e.g. a day in the life of a Roman slave, how I invented...)

e. Language Features of Recount

1. Using Past Tense
2. Using past action verb
3. Using time connectives and Conjunctions
4. Using dialogue to elicit an emotional response from the reader

**Example of Recount Text :**

<b>Our trip to the Blue Mountain</b>	
Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.
Events	On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation	In the afternoon we went home.

## Material II

### **My First Experience to Ride Motorcycle**

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

## Material III

### **Differences Between Recount and Narrative**

Something which happened in the past is the main resource to compose both recount and narrative text. In writer's point of view, the thing is an experience. It can be what the writer has done, hear, read, and felt. Composing recount and narrative is retelling the experiences of the past event to be a present event.

### What does recount differ from narrative?

The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in order of time or place; what happened on Sunday, then on Monday, then on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. On the other hand, narrative introduces crises and how to solve them. Narrative text always appear as a hard potrait of participant's past experience. It reveals the conflict among the participants. Cinderella's conflicts with her step mother and sister are the example. The conflict is the most important element in a narrative text. Narrative without conflicts is not narrative any more.

#### Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

### My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

### **Material IV**

#### **My Holiday Unpredictable but Fun**

It was Sunday, the end of my holiday indeed, when friends of mine suddenly came to my home and picked me up. They told me that we were going to go out of town. That was unpredictable and really surprised me because there was no any confirmation before.

At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. Then, we decided to take freeway to save the time. For about thirty minutes later, we were out. But not arrived yet. We tried to find a store to buy some food and drink as our provisions. After we got them, we continued our trip to Boyolali. Well, it took approximately two hours to get there.

In the afternoon, we arrived and came in to one of my friend's house first. There, we could take some rest and had lunch together. After

that, according to the plan, we had to continue our trip to go to Tlatar. But, my friend's mother asked us to take some fruit as gift. The fruit such as mangoes, rambutans and guava. It was out of our meant, but we accepted it. Of course, moreover, they could complete our provisions, right?.

After we got a lot of gift, we went to Tlatar, a special nature park and pond in Boyolali. The way to get there was really nice, we could see the fields and woods around us with the beautiful mountain behind them. Furthermore, we could feel the fresh air which was difficult to be found in Semarang. In Tlatar, we could swim and fishing. While some of us were swimming, the others were fishing or just enjoyed the view. We also ordered some food and drink.

The other and the last place we visited was Badhe Dam. It was big dam in Boyolali. We got there when it was getting afternoon around at five o'clock. Well, the situation there was really amazing. It was the right place to calm our self and mind. The beautiful dam with the blue sky were really a wonderful mixture of nature. We relaxed and felt calm. And did not forget to take pictures together.

At six, we realized that it was getting to dark, we had to back to Semarang. So, we decided to departed right away. We were very glad and enjoyed our trip together. We would never forget it.

**Material V****Bus was Flowing Right Behind Me**

I stayed a night at Sakhuwa of Gati VDC because a landslide near Baseri had blocked the road. The next morning, I hopped onto the bus with registration number Ba 2 Kha 4013 that was on the way to Barhabise from Tatopani.

I took a seat by the doorside and remember that there were around 35 passengers, including me. The driver started the bus. A kilometer into the journey, I noticed a ditch on the road.

The driver tried to avert the ditch. Before I could know what was going on, the bus started hurtling towards the Bhotekoshi. I had given up hope of surviving, but found a ventilator glass broken. I came out of the shattered glass and plunged into the Bhotekoshi.

The river carried me for about 35 kilometers and left me on the shallow surface. I passed out after that. The rescuers took me to a hospital when I regained consciousness. I heard later that all except four passengers had survived. I have sustained injuries on the face, hands and other body parts. Nonetheless, I feel that surviving was my destiny.

## Material VI

### My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.



### Questions

1. When did the writer attend the funeral?
2. How long did the writer and his family hold the ceremony?
3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?

### F. Teaching Method / Technique

1. Method : Predict, Organize, Search, Summarize and Evaluate (POSSE)
2. Technique : Cooperative Learning

### G. Activities Plan

1. Opening Activities (10 minutes)

<b>Students Activities</b>
a. Teacher greets the students.
b. Teacher checks students' attendance.
c. Teacher gives a brainstorming related to the materials that will be explained.

2. Main Activities (70 minutes)

<b>Students Activities</b>
a. Students define what recount text is.
b. Students define the social function of the recount text.
c. Students identify the generic structure of the recount text.
d. Students identify types of the text.
e. Students identify the language features of the recount text.

3. Closing Activities (10 minutes)

<b>Students Activities</b>
a. Teacher asks the students to summarize the lesson.
b. Teacher delivers learning plan for next

- meeting.  
c. Teacher closes the meeting.

## H. Learning Sources

1. Internet
2. English Alive book of XI class

## I. Evaluation

1. Technique : Performance and answering the question of the recount text.
2. Form : Reading and written

## Rubrik Penilaian

No	Decription	Score
1	Reading the text with the correct intonation	50
2	Answer the question	50

Research Collaborator

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**Appendix 12**

**The researcher explain about recount text and explain about how to apply POSSE strategy**



**The researcher ask students' knowledge about recount text and POSSE strategy**



**Students' make some group and each group consist of five and four people**



**The reseacher give test in cycle I and monitor when the students work the test**



**The students' try to work by themselves to solve the problem**



**The reseacher help and guide the students' to finish their work**



**The students ask to the reseacher about the text**



**The reseacher give the students post assessment in last meeting**