

**THE EFFECT OF USING POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE,
AND EVALUATE) STRATEGY ON THE STUDENTS' READING
COMPREHENSION ACHIEVEMENT IN DESCRIPTIVE TEXT.**

SKRIPSI

*Submitted in Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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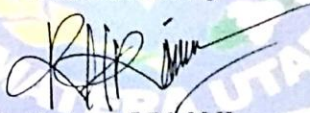
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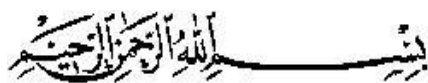
ABSTRACT

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The objective of the research was to find out the effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) Strategy on the students' reading comprehension in descriptive text. This research was conducted in the SMP Muhammadiyah 05 Medan at Jalan Bromo Gang Aman no.38 Medan. The population of this research was the seventh grade students 2019/2020 academic year which consisted 64 students. The researcher used total sampling to take the sample based on Arikunto. In VII-A consisted 32 students as experimental group and VII-B consisted 32 students as control group. The research design in this research was quantitative experimental research. The instrument to collect the data was test by multiple choice test consisted 20 items. There were pre-test, treatment, and post-test in both of groups. The t-test was 2.96 and t-table was 1.67 which used 0.05 as significant level of this research. T-test value was higher than t-table ($2.96 > 1.67$). it means that the alternative hypothesis (H_a) was accepted. Based on this research it can be concluded that there was significant effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text.

Keywords: POSSE Strategy, reading comprehension, descriptive text.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English process as foreign language. There are reading, listening, speaking and writing. In this research mainly focus on reading. Reading is one of the language skill that should be mastered by student. It is important activity in life that can update their knowledge. Student must have skill in reading to make them understand about text that make from difficult words. By using this skill, the readers try to understand what the ideas or information of the text that wants to delivered by the writer.

According Grabe and Stoller (2002:9) state that reading is ability to draw meaning from the printed page and interpret this information appropriately. According to Cline et.al (2006), reading is the process of decoding and understanding a written text. It means that, reading is not only focusing on the printed out but reading is an activity where the readers have to understand the meaning of the written text. Reading to getting meaning from a text is called as reading comprehension.

Reading comprehension is important for the students in grammatically that students automatically learn grammatical from the text, then the students can add new vocabulary through comprehend the text, and the last the students find out the information of the text as an insight and knowledge. Based on the curriculum 2013 students are able to comprehend the short functional texts such as recount, narrative, descriptive, analytical exposition and procedure text in the daily context. It means after learning reading, the students must be able to comprehend the texts easily include the definition, main ideas, content of the text, generic structure, and the language feature of the text.

In reading class, most of the reading activities focused on reading for comprehension. The reason is that the student skill in comprehending the text lead them to develop their knowledge even to gain new information. Moreover, reading comprehension is generally used to measure students achievement in English, like in the national examination, they encounter with many kinds of the text types. If student do not have a good reading comprehension, they may fail to do examination. In order that, it is expected that student are good readers who are able to comprehend a text effectively and efficiently.

Based on researcher in SMP Muhammadiyah 05 Medan, the researcher found some problems of the students in reading comprehension. First, most students did not know the meaning of many words found in the text. Second students difficult to comprehension of the content in descriptive text such finding as topic, main ideas, stated and unstated details, and references. Third, students did not know the way to read. They were not taught reading strategies to comprehend the text effectively. And the last students felt unmotivated to do it.

This phenomenon occurs because teachers gave the text to the students and asked student to translate the whole reading material them to answer the question that related to the text. Without giving how to find the topic, main idea and other things related to reading. In other word the students do not focus on the meaning of the text. They were not interested in reading activity. Finally students only read the text without knowing what they have read.

Thus to overcome those problems above the researcher is interested to solve the students problem in reading comprehension to apply POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy in the students reading comprehension. Harmer (2002) states that teaching reading is taught from elementary school to university by using many

kinds of strategies applied by English teacher. It means the students are able to comprehend the text and can understand about the content the text.

The POSSE strategy is developed by Carol Englert and Troy Mariage in 1991 it is a reading comprehension strategy. POSSE Stands for Predict, Organize, Search, Summarize, and Evaluate. It encompass some reading comprehension techniques such as advance organizer, text structures, self-assessment, activates previous knowledge, encourages the learners to organize their knowledge, and compare between what they knew and what they have learned recently (Aprilia, 2015: 24). This strategy can effectively increase the students reading comprehension skill because this strategy can motivate students to read. In addition to this, freville & Collen (2006:21) stated that the POSSE encourages the students to organize their existing knowledge and then summarize and elaborate on the connections between what they have already knew and what they have learned. As one of the motivational strategies in reading, POSSE teaches the students to make prediction while reading the texts. POSSE helps the students get the key ideas from the texts easily, so that automatically the student could increase their motivation in reading.

Based on the above description, researcher decided to conduct a research entitled “The Effect of using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy on the students reading comprehension achievement in descriptive text.”

B. The Identification of the Problem

1. Students mastery vocabulary were still low
2. Students were difficult to comprehend the meaning of the text
3. Students have difficulties in identifying the content of the text such as topic, main ideas idea and specific information

4. Students unmotivated to read a text

C. The Scope and Limitation

Based on the identifications above, the scope of this research is focused on reading comprehension and it is limited in reading descriptive text.

D. The Formulation of the Problem

The problem of this research is formulated as the following “Is there any significant effect of using POSSE strategy on the students’ reading comprehension achievement in Descriptive Text?”

E. The Objective of the Study

The objectives of this research are follows: to find out the significant effect of using POSSE strategy on students’ reading comprehension achievement in descriptive text.

F. The Significance of the Study

Finding of this study were expected to give both theoretical and practical advantages as the following:

1. Theoretically

The significant of this study for English teacher are to understand the way of reading comprehension in descriptive text.hopefully to give positive information related to the process of teaching and learning. And this result is also useful for those who want to do a research on the same subject in the future.

2. Practically

a. To Students : This research of the study can make the students easily in reading comprehension and hopefully can increase students motivation in learning reading.

b. To Teachers : The result of this research can be used as an alternative strategy in teaching reading comprehension.

c. To Researcher : This research was expected to be able to be used as an exercise in conducting research, and to enrich the researcher's insight and knowledge regarding the appropriate learning activities and methods.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

This study based on the relevant theories and concepts for this study are described as follows:

1. Definition of Effect

Effect in this research mean as any ability improvement after learning something in Oxford Dictionary (2008) said that: “Effect is something that is the produced by a cause or the result action. The effect is language teaching strategy to Richard and Plat (1992:133) said. “effect is defined to changes of ability that students have after being treated by using certain technique of teaching”. It is usually in experimental method in which an idea or hypothesis is viewed by setting up situation in which the relationship between different subject or variable can be determined.

2. Definition of Achievement

Mifflin (2000) states that “The word ‘achievement’ derives from a verb ‘achieve’ which mean something accomplished successfully, especially by means of skill, practice or perseverance. The same point as proposed by Procter (1978) that achievement is finishing successfully, especially for something, anything to get the result as an action to gain something. The researcher can be concluded that students’ achievement is the successful of students in finishing and gaining something through skill, practice or perseverance. It is based on cognitive and psychomotor of the students.

3. Reading

Reading is one of four language skills (listening, speaking, reading, and writing). Reading is the process to get, to understand, to catch the content of the reading. Reading is also a process of getting information from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text. According to Dean (2013) reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text. Gilakjani P. (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

4. Reading Comprehension

Reading comprehension is a part of reading skill. Reading comprehension has a deeper meaning to elaborate. There are many definition of reading comprehension accepted from some writers. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Comprehension is the purpose and the goal of reading, but comprehension depends on students being able to access the text. Reading comprehension is the process of understanding a reading piece (Snow, 2002). It is ability to understand, remember, and communicate meaning from what has been read.

Reading comprehension is a difficult process because students should be able to read the written words and decode the vocabularies and recognize the meanings of the texts

(Ahmadi&Hairul: 2012). English language learning showed that reading comprehension is the main factor which should be focused on English language teaching. Therefore, Reading comprehension is one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education. In addition to this, since reading comprehension is so critical in terms of academic success, it can be argued that motivating a student to read is equally crucial. The motivation to learn is something that is inherent in all people. Moreover, motivated students devote more time to reading; as students read more, both their reading skills and their reading comprehension also improve (Capen: 2010). Therefore, it can be stated that motivation is the key to becoming a skilled reader.

From the definitions above, the researcher can be concluded that reading comprehension is a process of understanding what we read. It also as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

4.1 Types of Reading

There are two different kinds of reading. They are extensive reading and intensive reading.

1). Extensive Reading

Hedge (2003) declared that extensive reading differs based on learners' motivation and School resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their own learners. Hedge (2003) stressed that because extensive reading assists in expanding learners' reading skill, it should be incorporated into the EFL/ESL programmers provided that the chosen texts are valid and

classified. In addition, extensive reading helps learners to gain their independency through reading either in class or at home.

According to Carrell and Eisterhold (1983 as cited in Alyousef (2005), extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. The process of choosing reading texts will be done according to content, level of difficulty, and length. Hedge (2003) mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning.

2). Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003).

Yang, and Gao (2012) expressed that intensive reading is useful to develop reading comprehension. According to Paran (2003), teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies. Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons (2011) said that intensive reading is considered as a significant instrument for improving reading comprehension.

4.2 The Process Reading Comprehension

The process of reading comprehension based on the order how the readers decode the language can be divided into three categories there are : bottom-up, top-down, and interactive reading (Goodman & Brown, 2001). In the bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanism to impose sort of order on these signals. Then, In top-down processing in which we draw on our own intelligence and experience to understand a text. The reader's cognitive and language competence plays a key role in the construction of meaning from printed materials. And the last in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend in the text.

4.3 Strategies For Reading Comprehension

In teaching reading, a teacher may use many different strategies. In order to use any instructional technique effectively. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching learning goals. The strategy can also be defined as a general direction set for the teaching process.

According Brown (200: 306-311) there are ten strategies which can be applied in the teaching reading comprehension in the classroom

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you aren't certain
8. Analyze vocabulary
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

These strategies can help students to read comprehensively and understand a text to achieve the goals of the learning process. Students can choose some strategies that they think more effective to use.

4.4 Students' Difficulties in Reading Comprehension

According to Alyousef (2006) proposes at least six general component skills and knowledge areas involved in reading, they are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content background knowledge, synthesis and evaluation strategies.

In reading comprehension, Lee (2017) stated that there are 6 skills they are:

1. Decoding

Decoding is related to an early language skill called phonemic awareness which is part of a broader skill called phonological awareness. Phonemic awareness enables kids to hear individual sounds in words (phonemes). It also allows them to “play” with sounds at the word and syllable level.

2. Fluency

To read fluently, students need to instantly recognize words. Fluency speeds up when they can read and understand text. It is also important when students find irregular words, like *of* and *the*, which cannot be sounded out.

3. Vocabulary

To understand what is stated in text, people need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction but they typically learn the meaning of words through everyday experience and also by reading.

4. Sentence Construction and Cohesion

Understanding how sentences are built might seem like a writing skill. Connecting ideas within and between sentences, is called cohesion. But these skills are important for reading comprehension as well. Knowing how ideas link up at the sentence level helps students get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

5. Reasoning and Background Knowledge

Most readers relate what they read to what they know. So it is important for students to have background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and extract meaning even when it is not literally written.

6. Working Memory and Attention

These two skills are both part of a group of abilities known as executive function. They are different but closely related. When kids read, attention allows them to

take information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they read. Working memory and attention are part of executive function. The ability to self-monitor while reading is also tied to that. Kids need to be able to recognize when they do not understand something. Then they need to stop, go back and re-read to clear up any confusion they may have.

5. Descriptive Text

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According Pardiyo (2006:163) says that a descriptive text is about the description of something or someone that consist of characteristics, something special, quality and quantity.

5.1 The Generic Structure of Descriptive Text

In the simple words, descriptive text has generic structure as identification and description. Mukarto (2006:19) states that descriptive text has two generic structure as follows:

- a. Identification: identifies phenomenon to described.
- b. Description: describes parts, qualities and characteristics.

5.2 The Language Feature of Descriptive Text

- a. Use simple present tense
- b. Use attribute verb like be (am, is, are) and identifying process
- c. Use adjective and classifiers in nominal group
- d. Only focus to one subject

6. POSSE Strategy

6.1 The Definition of POSSE Strategy

The P.O.S.S.E strategy is developed by Carol Englert and Troy Mariage in 1991, it is a reading comprehension strategy. P.O.S.S.E Stands for Predict, Organize, Search, Summarize, and Evaluate. It encompasses some reading comprehension techniques such as advance organizer, text structures, self-assessment, activates previous knowledge, encourages the learners to organize their knowledge, and compare between what they knew and what they have learned recently (Aprilia, 2015: 24). Freville and Collen (2006 cited in Aprilia, 2015) prove the notion of POSSE strategy, they say it is a multistep instructional strategy which helps learners to organize their knowledge and summarize and elaborate between what they knew and what they have learned. Later, Westwood (2008: 45) states that "POSSE strategy is designed to activate learner's previous knowledge and to link it with new one".

6.2 Teaching Reading using POSSE Strategy

The P.O.S.S.E Strategy consists of three phases, Pre reading, during reading, and post reading. The following are the characteristics and the steps of implementing the strategy. They are:

1. Predict: the students guess what the topic talks about. The learners are forced to activate their previous knowledge. The teacher uses title, pictures, Some lines from the text. (Klinger, et at, 2007)
2. Organize: the learners organize, arrange, the ideas which they have predicted in "Semantic (concept) Map". The teacher discusses with learners what new ideas they have predict (Bergerson: 2001cited in Aprilia:2015: 26)

3. Search: the learner begins reading the topic silently and searches for the main idea of each paragraph, and the new vocabularies that they do not know their meaning. This step confirms learners' predictions by comparing them with the new ideas and vocabularies they found during reading the text (Aprilia, 2009:26)
4. Summarize: Students identify the main idea of each paragraph, then join them to form an acceptable summary of the whole text.
5. Evaluate: The learners do four things in this step, they ask questions, compare between the information they have predicted (in the POSSE sheet) with the new one they have founded, (in the POSSE sheet), then they clarify about new information from the teacher for unknown information or unclear vocabularies, or unfamiliar things (Klinger et at, 2007).
6. At the end, the learner summaries the reading text by reviewing P.O.S.S.E strategy sheet.

6.3 The Advantage of POSSE Strategy

According Englert & Marriage in Weswood (2008:87) states that POSSE strategy is very suitable for teaching reading comprehension because several advantages as follow:

- a. Student can activate their prior knowledge about the topic and link it with new information contained in the text.
- b. Students can infer content that is explicit by using their background knowledge.
- c. Students can implement this strategy in learning new information of a foreign language.
- d. Students have opportunity to share information with whole group.

- e. Students are encouraged to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have already learned.

7. Lecture Teaching Strategy

Lecture is teaching method where an instructor is the central focus of information transfer. Typically, an instructor will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visual for students. Students are expected to take notes while listening to the lecture. Usually, very little exchange occurs between the instructor and the students during a lecture.

Ramsden (2003) describes this didactic method as education through the transmission of information and suggests that this theory of learning assumes that students are passive recipients of knowledge transmitted by the lecturer. The lecture method bases itself upon the transmissive teaching model that is knowledge is an object that can be transferred from the teacher to the learner.

Most of students rated lecture method as the best teaching method. Reasons given by the students included teacher provides all knowledge related to the topic, it is a time saving method and students listen to the lecture attentively and take notes. Heward (2003) argue that the lecture teaching strategy can be improved and become the most appropriate teaching strategy by using guided notes.

According to proponents of the use active learning methods, one main weakness of the lecture method is that it allows students to be passive recipients of information that has been prepared by the teacher (Hansen & Stephen, 2000). Thus, students become dependent

on the teacher to tell them what they need to know and can avoid taking responsibility for their own learning.

B. Relevant Study

There are some previous studies related with the title of this research, namely:

Meljulita (2012) applied POSSE strategy in improving students reading comprehension in the eighth grade students of SMP 2 Jujuhan in academic year 2012/2013. The research finding show that the POSSE strategy improves students' reading comprehension. There is an improvement in students' reading scores as justified by the gain score of students' scores of pre-test and post-test.

And the second research which was conducted by Arianti and Tiarina's (2014) entitles The Effect of POSSE Strategy on Developing Students Reading Analytical Exposition Text to Senior High School Students. The researcher investigated the effect of POSSE strategy in developing students reading analytical exposition text. The participants of this study were from senior high school students. Pre-post test were used to collect the data of the research. The findings reveal that the POSSE strategy has activated students background knowledge and it helps students to comprehend the text easily.

Based on the previous studies above, the researcher has found the research that related to the research that did by the previous researcher. In reference above it can be concluded that the POSSE strategy has been proven as a useful strategy to enhance students' reading comprehension.

C. Conceptual Framework

Reading is one of the four essential skill that language learners to acquire. The ability of comprehending a message or content is the main goal of reading in language instruction. However, comprehending a text message is not easy for the students. It is a solely understanding the meaning of each sentence in the text. It is an understanding the intended meaning of a whole text by the writer. Reading comprehension involves students prior knowledge, experience, and vocabulary which can really help students easily get information from reading text.

Reading comprehension is very important for the students to have in understanding the written language well. But reading comprehension on students is still low, almost the number of students can not comprehend the meaning of the text even though they have done it for many years. They do not know how to comprehend a text and get information from the text, and students have low vocabulary. Students feel bored if they must comprehend the text, and student unmotivated to read a text. So it is a some problem in the classroom.

The POSSE strategy is one of the reading strategies that can solve the problem. This strategy not only activates prior knowledge, but also encourages student to recognize their existing knowledge and then summarize and elaborate on the connection between what they already knew and what they have learned.

POSSE strategy also combines the semantic mapping that was useful to make the students easy to organize their key ideas from the text they have read and see how their ideas were related each other. The strategy is also expected to make the students have more interesting in the class. Moreover, it is expected that the students actively participate and enjoy the reading activities in the class.

D. Hypothesis

The hypothesis of this research is as follows:

Ha: there is a significant effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text.

Ho: there is no significant effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text.

BAB III

METHODE OF RESEARCH

A. Location and Time

This research was conducted at SMP Muhammadiyah 05, at Jalan Bromo Gang. Aman No. 38 Medan. The researcher was conducted at the seventh grade students of the first semester at 2019/2020 year. The reason for choosing this school because based on researcher's observation previously, many students of the school not be interested to the subject of reading, especially in reading comprehension.

B. Population and Sample

The population of this research was taken from seventh grade students academic year 2019/2020 of SMP Muhammadiyah 05 Medan, Sumatera Utara, which consisted of two classes. They were VII-A, and VII-B. Class VII-A consisted 32 students, class VII-B consist 32 students. Total population and sample were 64 students.

To obtain the sample, the researcher took sample by total sampling technique. Arikunto (2006:131) said "if the population of research is less than 100, it is better to include all of them as the sample. In this case, The researcher took VII-A as the experimental group. It caused the students of this class was very low in learning reading comprehension. Then, class VII-B as the control group. The sample can be seen in table 3.1

Table 3.1
Population and Sample

No	Class	Students
1	VII-A	32
2	VII-B	32
TOTAL		64

C. Research Design

The experimental quantitative research applied in this research. The experimental quantitative was study with two different groups, experimental group consisted of 32 students and control group consisted of 32 students. The explanation can be seen in table 3.2

Table 3.2
Research Design

Class	Pre-test	Treatment	Post-test
VII – A Experimental Group	√	POSSE Strategy	√
VII – B Control Group	√	Lecture Teaching Strategy	√

1. Pre- test

The experimental group and control were given pre-test before giving the treatment. It was done to get the first score of the students. The test was administered to measure the similarity or difference of the sample ability in learning reading comprehension.

2. Treatment

Treatment was done after giving first pre-test. The experimental group was taught by using reading comprehension by POSSE strategy, while the control group was taught by using reading comprehension without POSSE strategy. After giving treatment to both groups, the researcher was conducted post-test.

3. Post- Test

Post- Test was given to students after having a treatment. Post-test was given to see whether students have understood about the material. The function of post-test was to know the mean score experimental group and control group were applied.

D. Instrument of The Research

Collecting data in the research was very important to made the result to study to the valid. Both the experimental and control group have been given a same test in pre-test and post-test. The test was conducted by using multiple choice. The test consisted of 20 items. The test was taken on the students' paper base test. Each correct answer was scored 1 and the incorrect answer was scored 0. So, the total of right answer was 20.

E. Technique of Collecting Data

To get accurate data, in this study the researcher was conducted the test in the collecting data, they were:

- 1) Giving pre-test for experimental and control group
- 2) Giving treatment to both groups for experimental group was taught by using POSSE strategy, while control group was taught by using lecturing method.
- 3) Giving post-test to both groups
- 4) Collecting the students' worksheet.
- 5) Scoring the students' answer

F. Technique of Analysis Data

From the data, the calculation was made to find out whether applying POSSE Strategy could be helpful in reading comprehension achievement in descriptive text. The data were calculated by using t-test from Sudijono (2018).

1. Listing the students' score both of groups.

2. finding Mean by using the formula:

a. Mean of Experimental Group

$$M_x = \frac{\sum x}{N} \quad (\text{Sudijono, 2018: 81})$$

b. Mean of Control Group

$$M_y = \frac{\sum y}{N}$$

3. Finding Standard Deviation (SD) by using the formula:

a. Standard Deviation of Experimental Group

$$SD_x = \sqrt{\frac{\sum X^2}{N}} \quad (\text{Sudijono, 2018: 157})$$

b. Standard Deviation of Control Group

c. $SD_y = \sqrt{\frac{\sum Y^2}{N}}$

4. Finding the Standard Error by using formula:

a. Standard Error of Experimental Group

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}} \quad (\text{Sudijono, 2018: 282})$$

b. Standard Error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

5. Finding the Standard Error Differential between M_x and M_y by using the formula:

$$SE_{M1-M2} = \sqrt{(SE_{M1})^2 + (SE_{M2})^2} \quad (\text{Sudijono, 2018: 283})$$

6. Finding t_0 by using the formula:

$$t_0 = \frac{M1 - M2}{SEM1-M2} \quad (\text{Sudijono, 2018: 284})$$

Where:

M_x = Mean score of experimental group

M_y = Mean score of control group

N_1 = Number of students in experimental group

N_2 = Number of students in control group

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

SE_{M1} = Standard Error of experimental group

SE_{M2} = Standard Error of control group

SE_{M1-M2} = Standard Error differential between M_x and M_y

t_0 = Test observation

G. Statistical Hypothesis

In the research statistical hypothesis was used to device whether the hypothesis was accepted or rejected. The statistical formula:

If $t\text{-test} > t\text{-table} = H_a$ is Accepted and H_o is rejected

If $t\text{-test} < t\text{-table} = H_a$ is rejected and H_o is accepted

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this study were the results of reading comprehension on descriptive text. The data were divided into two groups, namely experimental group and control group. That consisted of 32 students in experimental group (VII-A) and 32 students in control group (VII-B). The data were collected by giving the students in pre-test and post test. The result of pre-test and post-test from both of groups could be seen in table 4.1 and 4.2 below:

Table 4.1
The Score of Experimental Group

No.	Initial Students	Pre-test (X1)	Post-test (X2)
1	DA	70	85
2	AA	35	75
3	AP	35	80
4	FA	40	80
5	FS	45	75
6	MF	35	70
7	DH	60	85
8	WL	65	90
9	CA	60	80
10	SR	45	70
11	AS	65	80
12	MA	55	75
13	MP	55	75
14	DN	60	85
15	AA	60	75
16	SK	40	65
17	NT	60	85
18	MH	40	80
19	SS	50	85
20	NV	55	80
21	AT	75	90
22	MN	60	80
23	CR	40	75
24	SN	50	85
25	NA	60	75

26	WH	70	85
27	LS	50	75
28	OW	50	70
29	NS	40	75
30	RA	50	70
31	FA	50	80
32	AG	60	85
	TOTAL	1685	2520

From the table 4.1 above, it can be concluded that the total score in experimental group consisted 32 students in pre-test was 1685 the students got the lowest score 35 were 3 students and the highest score 75 was 1 student. The total score post-test was 2520 the students got lowest score 70 were 4 students and got highest score 90 were 2 students.

Table 4.2
The Scores of Control Group

No.	Initial Students	Pre-test (Y1)	Post-test (Y2)
1	NZ	40	50
2	SY	45	60
3	AA	50	70
4	SN	65	75
5	AA	35	50
6	AS	40	60
7	TH	50	55
8	MR	40	50
9	AN	30	50
10	MF	35	70
11	RA	30	65
12	AN	35	80
13	NR	35	70
14	KA	35	50
15	MI	45	65
16	MW	50	65
17	WP	60	75
18	AP	35	50
19	AR	55	75
20	AD	50	75
21	AQ	45	55
22	AN	65	70
23	YK	50	60

24	ZA	40	75
25	ZR	35	70
26	SF	40	60
27	MA	40	65
28	KA	45	60
29	MF	35	55
30	AR	50	65
31	AS	45	55
32	TA	60	75
	TOTAL	1410	2025

And the from table 4.2 the total score of Control Group consisted 32 students in pre-test was 1410 the students got the lowest score 30 were 2 students and the highest score 65 were 2 students. The total score in post-test was 2025 the students got the lowest score 50 were 6 students and the highest score 75 were 6 students.

B. Data Analysis

1. Mean

a. Mean of Variable X (Variable 1)

After the researcher assessed students' scores, and then they were calculated into formulas to find out mean between the students' score in the experimental group and control group. It could be seen in the table 4.3 and table 4.4 below:

Table 4.3
The Differences Score of Pre-test and Post-test of Experimental Group

No	Initial Students	Pre-test (X1)	Post-test (X2)	X (X2-X1)
1	DA	70	85	15
2	AA	35	75	40
3	AP	35	80	45
4	FA	40	80	40
5	FS	45	75	30
6	MF	35	70	35

7	DH	60	85	25
8	WL	65	90	25
9	CA	60	80	20
10	SR	45	70	25
11	AS	65	80	15
12	MA	55	75	20
13	MP	55	75	20
14	DN	60	85	25
15	AA	60	75	15
16	SK	40	65	25
17	NT	60	85	25
18	MH	40	80	40
19	SS	50	85	35
20	NV	55	80	25
21	AT	75	90	15
22	MN	60	80	20
23	CR	40	75	35
24	SN	50	85	35
25	NA	60	75	15
26	WH	70	85	15
27	LS	50	75	25
28	OW	50	70	20
29	NS	40	75	35
30	RA	50	70	20
31	FA	50	80	30
32	AG	60	85	25
	TOTAL	1685	2520	835

Based on the table 4.3 above, the mean score of experimental group was calculated as follow:

$$M_x = \frac{\sum x}{N}$$

Which :

M_x = The mean score of experimental group

\sum = The score of $X_2 - X_1$

N = the sample of experimental group

$$M_x = \frac{\sum x}{N}$$

$$= \frac{835}{32}$$

$$= 26.09$$

Based on the calculated, the mean score of experimental group was 26.09 And to know the mean score of control group it could be seen in table 4.4

b. Mean of Variable Y (Variable 2)

Table 4.4
The Differences Score of Pre-test and Post-test of Control Group

No	Initial Students	Pre-test (Y1)	Post-test (Y2)	Y (Y2-Y1)
1	NZ	40	50	10
2	SY	45	60	15
3	AA	50	70	20
4	SN	65	75	10
5	AA	35	50	15
6	AS	40	60	20
7	TH	50	55	5
8	MR	40	50	10
9	AN	30	50	20
10	MF	35	70	35
11	RA	30	65	35
12	AN	35	80	45
13	NR	35	70	35
14	KA	35	50	15
15	MI	45	65	20
16	MW	50	65	15
17	WP	60	75	15
18	AP	35	50	15
19	AR	55	75	20
20	AD	50	75	25
21	AQ	45	55	10
22	AN	65	70	5

23	YK	50	60	10
24	ZA	40	75	35
25	ZR	35	70	35
26	SF	40	60	20
27	MA	40	65	25
28	KA	45	60	15
29	MF	35	55	20
30	AR	50	65	15
31	AS	45	55	10
32	TA	60	75	15
	TOTAL	1410	2025	615

Based on the table 4.4 above, the mean score of control group was calculated as follow:

$$M_y = \frac{\sum y}{N}$$

Which :

M_y = The mean score of control group

\sum = The score of $Y_2 - Y_1$

N = the sample of control group

$$M_y = \frac{\sum y}{N}$$

$$= \frac{615}{32}$$

$$= 19.21$$

And the mean score in the control group was 19.21 and to measure standard deviation in experimental group the researcher analyzed the data by using formula. It could be seen as follows:

2. Standard Deviation (SD)

a. Standard Deviation of variable X (Variabel 1)

Table 4.5
The Calculation of Standard Deviation in Experimental Group

NO	Initial Students	X (X2-X1)	X = (X-M _x)	X ²
1	DA	15	-11.09	122.9881
2	AA	40	13.91	193.4881
3	AP	45	18.91	357.5881
4	FA	40	13.91	193.4881
5	FS	30	3.91	15.2881
6	MF	35	8.91	79.3881
7	DH	25	-1.09	1.1881
8	WL	25	-1.09	1.1881
9	CA	20	-6.09	37.0881
10	SR	25	-1.09	1.1881
11	AS	15	-11.09	122.9881
12	MA	20	-6.09	37.0881
13	MP	20	-6.09	37.0881
14	DN	25	-1.09	1.1881
15	AA	15	-11.09	122.9881
16	SK	25	-1.09	1.1881
17	NT	25	-1.09	1.1881
18	MH	40	13.91	193.4881
19	SS	35	8.91	79.3881
20	NV	25	-1.09	1.1881
21	AT	15	-11.09	122.9881
22	MN	20	-6.09	37.0881
23	CR	35	8.91	79.3881
24	SN	35	8.91	79.3881
25	NA	15	-11.09	122.9881
26	WH	15	-11.09	122.9881
27	LS	25	-1.09	1.1881
28	OW	20	-6.09	37.0881
29	NS	35	8.91	79.3881
30	RA	20	-6.09	37.0881
31	FA	30	3.91	15.2881
32	AG	25	-1.09	1.1881
	TOTAL			2336.72

The data of the table 4.5 showed that calculation standard deviation of experimental group as below:

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

Which:

SD_x = the standard deviation experimental group

\sum = the total score standard deviation

N = the sample of experimental group

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum X^2}{N}} \\ &= \sqrt{\frac{2336.72}{32}} \\ &= \sqrt{73.02} \\ &= 8.54 \end{aligned}$$

So the standard deviation in experimental group was 8.54 to know the standard deviation of control group it could be seen in table 4.6 below:

Table 4.6
The Calculation of Standard Deviation in Control Group

No	Iniatial Students	Y (Y2-Y1)	Y = (Y-MY)	Y ²
1	NZ	10	-9.21	84.8241
2	SY	15	-4.21	17.7241
3	AA	20	0.79	0.6241
4	SN	10	-9.21	84.8241
5	AA	15	-4.21	17.7241
6	AS	20	0.79	0.6241
7	TH	5	-14.21	201.9241
8	MR	10	-9.21	84.8241
9	AN	20	0.79	0.6241
10	MF	35	15.79	249.3241
11	RA	35	15.79	249.3241

12	AN	45	25.79	665.1241
13	NR	35	15.79	249.3241
14	KA	15	-4.21	17.7241
15	MI	20	0.79	0.6241
16	MW	15	-4.21	17.7241
17	WP	15	-4.21	17.7241
18	AP	15	-4.21	17.7241
19	AR	20	0.79	0.6241
20	AD	25	5.79	33.5241
21	AQ	10	-9.21	84.8241
22	AN	5	-14.21	201.9241
23	YK	10	-9.21	84.8241
24	ZA	35	15.79	249.3241
25	ZR	35	15.79	249.3241
26	SF	20	0.79	0.6241
27	MA	25	5.79	33.5241
28	KA	15	-4.21	17.7241
29	MF	20	0.79	0.6241
30	AR	15	-4.21	17.7241
31	AS	10	-9.21	84.8241
32	TA	15	-4.21	17.7241
	TOTAL			3055.471

The data of the table 4.6 showed that calculation standard deviation of control group as below:

$$SD_Y = \sqrt{\frac{\Sigma Y^2}{N}}$$

Which:

SD_Y = the standard deviation control group

Σ = the total score standard deviation

N = the sample of control group

$$SD_Y = \sqrt{\frac{\Sigma Y^2}{N}}$$

$$= \sqrt{\frac{3055.47}{32}}$$

$$= \sqrt{95.48}$$

$$= 9.77$$

And standard deviation in control group was 9.77 and the to know the standard error of experimental group it could be seen as follows:

Standard Error of Experimental group:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

Which:

SE_{M1} = Standard Error of Experimental Group

SD_1 = Standard deviation of Experimental Group

N_1 = The sample of Experimental Group

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{8.54}{\sqrt{32 - 1}} = \frac{8.54}{\sqrt{31}} = \frac{8.54}{5.56} = 1.53$$

Standard Error of Control Group:

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

Which:

SE_{M2} = Standard Error of Control Group

SD_2 = Standard deviation of Control Group

N_2 = The sample of Experimental Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}} = \frac{9.77}{\sqrt{32 - 1}} = \frac{9.77}{\sqrt{31}} = \frac{9.77}{5.56} = 1.75$$

And the next the following was implemented to find out the error standard deviation between M_1 - M_2

$$SE_{M1-M2} = \sqrt{(SE_{M1})^2 + (SE_{M2})^2}$$

Which:

SE_{M1-M2} = Standard Error Between Experimental and Control Group

SE_{M1} = Standard Deviation of Experimental Group

SE_{M2} = Standard Deviation of Control Group

$$SE_{M1-M2} = \sqrt{(SE_{M1})^2 + (SE_{M2})^2}$$

$$= \sqrt{(1.53)^2 + (1.75)^2}$$

$$= \sqrt{2.34 + 3.06}$$

$$= \sqrt{5.4}$$

$$= 2.32$$

1. Testing Hypothesis

The result above when was applied to test the hypothesis. The t-test formula was seen below:

$$\begin{aligned}t_o &= \frac{M1 - M2}{SE_{M1-M2}} \\&= \frac{26.09 - 19.21}{2.32} \\&= \frac{6.88}{2.32} \\&= 2.96\end{aligned}$$

In analyzing the hypothesis, it referred to the t-table with the significant 5%. The hypothesis or this research was as follows: If $t_{observe} > t_{table}$, it means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. After measuring the data above by using t-test formula, It show that t-critical value is 2.96. Then after seeking the table of distribution of critical as a basis counting t-critical in certain degree of freedom (df). The calculation showed that:

$$\begin{aligned}df &= (N_1 + N_2 - 2) \\&= (32 + 32 - 2) \\&= 62\end{aligned}$$

After seeking t-table with degree of freedom (df) 62 at level of significance 5%. So t-table was at 1.67 It could be concluded $t_{observe} > t_{table}$ ($2.96 > 1.67$). So Ha this research was accepted and Ho is rejected because t-observe was higher than t-table. There

was the effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text.

C. Research Finding

After doing the research, collecting the data and calculating the data, the researcher got some finding Based on the data analysis above, the students at SMP Muhammadiyah 05 Medan in experimental group mostly were motivated with the treatment by using POSSE Strategy. It was clearly stated that there was an effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text. It was seen from the differences of mean score of Pre-test and Post-test in experimental group. And then based on testing hypothesis the value $t_{-observe} > t_{-table}$ was $(2.96 > 1.67)$. It meant that there was significant effect of using POSSE Strategy on the students' reading achievement in descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding and analyzing the data, there are some conclusion that can be described as follows: There was significant effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text which is proven from the result of the t-test $>$ t-table or $(2.96 > 1.67)$. It means that the result of the analysis t-observe was higher than t-table with the level significant 5% and degree of freedom (df) = 62. And the alternative hypothesis (H_a) is accepted. It can be concluded that there was significant effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text. The students who taught by POSSE Strategy was higher than students who were taught without POSSE Strategy.

B. Suggestion

1. For the teachers can using POSSE Strategy in teaching reading comprehension especially in descriptive text which helps the students more effective, interested, and confident about the story.
2. For the students to use POSSE Strategy it can stimulate their prior knowledge so that they can easier to comprehend the text and can increase students motivation in learning reading.
3. For other researcher can used as an exercise in conducting research in the same field can use this thesis as reference.

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






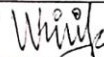
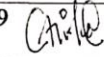
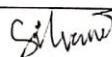



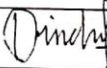


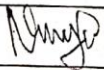

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APPENDIXES

ATTENDANCE LIST EXPERIMENTAL CLASS (VII-A)

No	Nama Siswa	Signature
1	Danu Alfauzi	1 
2	Alfira Amalia	2 
3	Ajie Priyatama	3 
4	Fauzan Aflah Suyatno	4 
5	Fauhan Sahyutri	5 
6	M. Fadhil	6 
7	Dilham Hanif	7 
8	Wiwik Lifvia Putri	8 
9	Chantika Alwi	9 
10	Silvana Rosa	10 
11	Alfisyahri	11 
12	M. Auf Hidayat	12 
13	M. Aldian Praja	13 
14	Dinda Nur Fajriani	14 
15	Arif Ardiansyah	15 
16	Shafa Khairunnisa	16 
17	Nadya Triea Sari	17 
18	Melinda Hayati	18 

19	Salsabila	19 Salsabila
20	Nikita Viranda	20 Nikita
21	Aprila Tri Wahyuni	21 April
22	Mutia Ningsih	22 Mutia
23	Cinderella Rafsanjani	23 Cinderella
24	Salsabila Nazia Asyifa	24 Nazia
25	Najwa Aulia	25 Najwa
26	Widyantika Hsb	26 Widyantika
27	Lira Syafitri	27 Lira
28	Ocah Winata	28 Ocah
29	Niswa Syakira Zidny	29 Niswa
30	Raja Aditya	30 Raja
31	Fadil Alamsyah	31 Fadil
32	Abdi Gusti Awan	32 Abdi

ATTENDANCE CONTROL GROUP (VII B)

No	Nama Siswa	Signature
1	Nadia Zazila	1 Nadia
2	Sopia Yulita	2 Sopia
3	Al Akbar Maulana	3 Al Akbar
4	Siti Nabila Sks	4 Siti Nabila
5	Ardiansyah	5 Ardiansyah
6	Angga Sahputra	6 Angga
7	T.Haikal Ashabul	7 Haikal
8	M. Riyanto	8 Riyanto
9	Alda Nilam Sari	9 Alda
10	M. Fadilah Basir	10 Fadilah
11	Rafsya Ardiansyah	11 Rafsya
12	Annisa Nasution	12 Annisa
13	Norsuci Ramadhani	13 Norsuci
14	Kelvinsyah Afandi	14 Kelvinsyah
15	M. Idris	15 Idris
16	M. Wahyudi	16 Wahyudi
17	Wilyan Poetra	17 Wilyan
18	Adelia Putri	18 Adelia

19	Agus Putra Adenon	19 Agus
20	Andika Dwi Fadillah	20 Andika
21	Abdul Qadir Maula	21 Abdul
22	Anindya Permana	22 Anindya
23	Yesa Kanya Afkar	23 Yesa
24	Zakiah Aini	24 Zakiah
25	Zahra Aini	25 Zahra
26	Syafitri	26 Syafitri
27	M. Alfarizi	27 M. Alfarizi
28	Khalid Aditiya	28 Khalid
29	M. Farel	29 M. Farel
30	Amad Rido Ilahi	30 Amad
31	Almira Sadiqa	31 Almira
32	Tatiya Adawiya K	32 Tatiya

LESSON PLAN

(Experimental Group)

School	: SMP Muhammadiyah 05 Medan
Subject	: English
Class/ Semester	: VII/ First Semester
Topic	: Descriptive Text
Skill	: Reading Comprehension
Time Allocation	: 2 x 45 minute

A. Standard Competence

Mengungkapkan makna teks tulis dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

B. Base Competence

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

C. Indicator

1. Identifying the the generic structure in the text
2. Comprehending the social elements in the text
3. Comprehending the moral values in the text
4. Comprehending the elements of language in the text

5. Comprehending the meaning in the text.

D. Learning Objective

1. The students able to identifying the generic structure in the text
2. The students able to comprehending the social elements in the text
3. The students able to comprehending the moral values in the text
4. The students able to comprehending the elements of language in the text
5. The students able to comprehending the meaning in the text

E. Learning Material

Descriptive Text and example of descriptive text

F. Method of Learning

POSSE strategy

G. Source and Learning Media

1. Media

Text Descriptive text

2. Alat/bahan

- Papan tulis
- Spidol

3. Sumber belajar

- Buku paket bahasa inggris kelas VII
- Teks descriptive text
- LKS

H. Learning Activities

Opening Activities	
<ol style="list-style-type: none">1. Opening the class2. Teacher give greetings.3. Teacher leds prayer.4. Teacher check student's attendance5. Teacher communicate with students and give questions to material will be taught.	10 minutes
Core Activities	
<ol style="list-style-type: none">1. The teacher shows some pictures which is related to the descriptive text.2. The teacher gives another handout to the students about POSSE strategy and explains to the students how to use each step in the strategy.3. Teacher asks students to give questions about what they do not understand.4. The teacher devides students into some group and gives the POSSE sheet to each group.5. The teacher shows a picture/diagram/title/ headings that relate to the text.6. The teacher ask some questions to help students do the prediction7. The teacher asks the students to	70 minutes

<p>write their prediction into such a semantic map in their POSSE sheet.</p> <p>8. The teacher gives a written text that related to the picture and title in the predict step to each group of students</p>	
<p>Closing</p> <p>1. Teacher explains that the next activity will continued in the next meeting</p> <p>2. Teacher reminds the students to bring their POSSE sheet in the next meeting and asks them to study at home.</p> <p>3. Teacher closes the class with motivation and greets the students</p>	<p>10 minutes</p>

1. Attitude

No	Name	ATTITUDE			
		Interest	Attention	Participation	Presentation
1					
2					
3					
4					

Note: 4 = Very Active

3= Active

2 = Quite Active

1 = Passive

2. Knowledge (Reading Comprehension Test)

Multiple choice = 20 questions

The correct answer = 20 points

The incorrect answer = 0 points Total score = 100 points

I. Evaluation

Technique : POSSE strategy

Form : Exercise

Medan, Mei 2019

Known by,

English Teacher

Researcher

Zarina Elfrida S.Pd

Annisa Nurul Karimah

Headmaster of SMP Muhammadiyah 05 Medan

Drs. Luqman Tanjung

LESSON PLAN

(Control Group)

School	: SMP Muhammadiyah 05 Medan
Subject	: English
Class/ Semester	: VII/ First Semester
Topic	: Descriptive Text
Skill	: Reading Comprehension
Time Allocation	: 2 x 45 minute

A. Standard Competence

Mengungkapkan makna teks tulis dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

B. Base Competence

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

C. Indicator

1. Identifying the the generic structure in the text
2. Comprehending the social elements in the text
3. Comprehending the moral values in the text
4. Comprehending the elements of language in the text

5. Comprehending the meaning in the text.

D. Learning Objective

1. The students able to identifying the generic structure in the text
2. The students able to comprehending the social elements in the text
3. The students able to comprehending the moral values in the text
4. The students able to comprehending the elements of language in the text
5. The students able to comprehending the meaning in the text

E. Learning Material

Descriptive Text and example of descriptive text

F. Method of Learning

Lecturing method

G. Source and Learning Media

4. Media

Text Descriptive text

5. Alat/bahan

- Papan tulis
- Spidol

6. Sumber belajar

- Buku paket bahasa inggris kelas VII
- Teks descriptive text
- LKS

H. Learning Activities

Opening Activities	
<ol style="list-style-type: none">6. Opening the class7. Teacher give greetings.8. Teacher leds prayer.9. Teacher check student's attendance10. Teacher communicate with students and give questions to material will be taught.	10 minutes
<p>Core Activities</p> <ol style="list-style-type: none">9. Teacher explains about descriptive text.10. Teacher asks the students to read the text.11. Teacher asks students to find out difficult words from the text.12. Teacher asks students to identify the generic structure of descriptive text.13. Teacher gives a question related to the text.	70 minutes
Closing	
<ol style="list-style-type: none">1. Teacher explains that the next	

<p>activity will continued in the next meeting</p> <p>2. Teacher reminds the students to bring their POSSE sheet in the next meeting and asks them to study at home.</p> <p>3. Teacher closes the class with motivation and greets the students</p>	<p>10 minutes</p>
---	-------------------

I. Assesment Technic

3. Attitude

No	Name	ATTITUDE			
		Interest	Attention	Participation	Presentation
1					
2					
3					
4					

Note: 4 = Very Active

3= Active

2 = Quite Active

1 = Passive

4. Knowledge (Reading Comprehension Test)

Multiple choice = 20 questions

The correct answer = 20 points

The incorrect answer = 0 points Total score = 100 points

J. Evaluation

Technique : Lecturing method

Form : Exercise

Medan, Mei 2019

Known by,

English Teacher

Researcher

Zarina Elfrida S.Pd

Annisa Nurul Karimah

Headmaster of SMP Muhammadiyah 05 Medan

Drs. Luqman Tanjung

Pre-test and Post-test

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

- 1) What kind of the text is the text above?
 - a. Recount text
 - b. Narrative text
 - c. Descriptive text
 - d. Report text

- 2) The generic structure of the text is...
 - a. description - identification
 - b. identification – description
 - c. events – identification
 - d. description – events

- 3) “He has innocent round eyes and a sweet voice”
The sentence is the... of the text.
 - a. Description
 - b. Identification
 - c. Events
 - d. orientation

- 4) “Actually, his voice is not suitable for his giant body.” The antonym of the underlined word is...
 - a. big
 - b. huge
 - c. small
 - d. thin

- 5) “I’m happy to spend my time with him.”
 - a. Pet
 - b. Male cat
 - c. Meow
 - d. Pussy

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work. Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

- 6) What the text about?
 - a. Mr. Teguh's wife
 - b. Mr. Teguh work
 - c. Mr. Teguh family
 - d. Mr. Teguh son

- 7) Where does Mr. Teguh lives?
 - a. Jl. Bromo
 - b. Jl. Merdeka
 - c. Jl. Perjuangan
 - d. Jl. Sutrisno

- 8) What is Mr. Teguh wife?
 - a. A nurse
 - b. A children
 - c. A doctor
 - d. A teacher

- 9) What Kana's hobby?
 - a. Reading
 - b. Swimming
 - c. Cooking
 - d. Sport

- 10) How old is Mr teguh?
 - a. He is a doctor
 - b. He work everyday
 - c. He always read magazines
 - d. He is fourty years old

- 11) How many persons are they in the Mr.Teguh's family?
 - a. 4
 - b. 2
 - c. 5
 - d. 6

- 12) How many children Mr. Teguh have?
 - a. Four children
 - b. Three children
 - c. Two children
 - d. One children
 - e.

- 13) Which sentences is true according to the text above?
- Mr. Teguh's family live at Jl. Merdeka number 9
 - Mr. teguh works everyday except Sunday
 - Mr. Teguh's wife is fat
 - Kana like cooking

Peter is the youngest in our family. He is fourteen years old and four years younger than me. he has long, straight hair bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

- 14) What is the text mostly about?
- Peter
 - Peter's family
 - Peter's elder brother
 - Peter' hobby
- 15) From the text we know that Peter is...
- The writer's elder brother
 - The writer's youngest brother
 - A naughty boy
 - A friendly boy
- 16) "*Peter is interested in sports very much, and at school he plays football and tennis.*" the italic phrase can be replaced with...
- Dislike sport
 - Really likes sport
 - Hates sport very much
 - Finds sport not really entertaining
- 17) Based on the text we know that the writer is ... years old.
- | | |
|-------------|-------------|
| a. Fourteen | c. eighteen |
| b. Sixteen | d. nineteen |

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is the corner and the map is hanged above it. There are twenty four desks and forty eight chairs for students.

18) The colour of the walls is...

- a. White
- b. Green
- c. Blue
- d. Red

19) The map is hanged above the...

- a. Door
- b. Window
- c. Cupboard
- d. Garuda symbol

20) “it is large”

the underlined word refers to...

- a. We
- b. The floor
- c. Our classroom
- d. This

Key Answer

1. C

11. A

2. B

12. C

3. A

13. A

4. C

14. A

5. D

15. B

6. C

16. B

7. B

17. C

8. A

18. B

9. A

19. C

10. D

20. C

nama : M. Fadil

kelas : VII-A

~~Daftar~~

Pre-test
Experimental

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

1) What kind of the text is the text above?

- a. Recount text
- b. Narrative text
- c. Descriptive text
- d. Report text

2) The generic structure of the text is...

- a. description - identification
- b. identification - description
- c. events - identification
- d. description - events

3) "He has innocent round eyes and a sweet voice"

The sentence is the... of the text.

- a. Description
- b. Identification
- c. Events
- d. Identification

4) "Actually, his voice is not suitable for his giant body." The antonym of the underlined word is...

- a. big
- b. huge
- c. small
- d. thin

5) "I'm happy to spend my time with him."

- a. Pet
- b. Male cat
- c. Meow
- d. Pussy

35

B: 7

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work.

Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

- 6) What the text about?
- a. Mr. Teguh's wife
 - b. Mr. Teguh work
 - c. Mr. Teguh family
 - d. Mr. Teguh son
- 7) Where does Mr. Teguh lives?
- a. Jl. Bromo
 - b. Jl. Merdeka
 - c. Jl. Perjuangan
 - d. Jl. Sutrisno
- 8) What is Mr. Teguh wife?
- a. A nurse
 - b. A children
 - c. A doctor
 - d. A teacher
- 9) What Kana's hobby?
- a. Reading
 - b. Swimming
 - c. Cooking
 - d. Sport
- 10) How old is Mr teguh?
- a. He is a doctor
 - b. He work everyday
 - c. He always read magazines
 - d. He is forty years old
- 11) How many persons are they in the Mr.Teguh's family?
- a. 4
 - b. 2
 - c. 5
 - d. 6

12) How many children Mr Teguh have?

- a. Four children
- b. Three children
- c. Two children
- d. One children

13) Which sentences is true according to the text above?

- a. Mr. Teguh's family live at Jl. Merdeka number 9
- b. Mr. teguh works everyday except Sunday
- c. Mr. Teguh's wife is fat
- d. Kana like cooking

Peter is the youngest in our family. He is fourteen years old and four years younger than me. he has long, straight hair bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

14) What is the text mostly about?

- a. Peter
- b. Peter's family
- c. Peter's elder brother
- d. Peter' hobby

15) From the text we know that Peter is...

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- b. The writer's youngest brother
- c. A naughty boy
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16) "*Peter is interested in sports very much, and at school he plays football and tennis.*" the italic phrase can be replaced with...

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

17) Based on the text we know that the writer is ... years old

- a. Fourteen
- b. Sixteen
- c. eighteen
- d. nineteen

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is in the corner and the map is hung above it. There are twenty four desks and forty eight chairs for students.

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- b. Green
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- d. Red

19) The map is hanged above the...

- a. Door
- b. Window
- c. Cupboard
- d. Garuda symbol

20) "it is large"

the underlined word refers to...

- a. We
- b. The floor
- c. Our classroom
- d. This

Aprila Eri

Pre test explanation

7-A

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

1) What kind of the text is the text above?

- a. Recount text
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2) The generic structure of the text is...

- a. description - identification
- b. identification - description
- c. events - identification
- d. description - events

3) "He has innocent round eyes and a sweet voice"

The sentence is the... of the text.

- a. Description
- b. Identification
- c. Events

4) "Actually, his voice is not suitable for his giant body." The antonym of the underlined word is...

- a. big
- b. huge
- c. small
- d. thin

5) "I'm happy to spend my time with him."

- a. Pet
- b. Male cat
- c. Meow
- d. Pussy

75

B. 15

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work.

Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

6) What the text about?

- a. Mr. Teguh's wife
- b. Mr. Teguh work
- c. Mr. Teguh family
- d. Mr. Teguh son

7) Where does Mr. Teguh lives?

- a. Jl. Bromo
- b. Jl. Merdeka
- c. Jl. Perjuangan
- d. Jl. Sutrisno

8) What is Mr. Teguh wife?

- a. A nurse
- b. A children
- c. A doctor
- d. A teacher

9) What Kana's hobby?

- a. Reading
- b. Swimming
- c. Cooking
- d. Sport

10) How old is Mr teguh?

- a. He is a doctor
- b. He work everyday
- c. He always read magazines
- d. He is forty years old

11) How many persons are they in the Mr. Teguh's family?

- a. 4
- b. 2
- c. 5
- d. 6

✓ 12) How many children Mr. Teguh have?

- a. Four children
- b. Three children
- c. Two children
- d. One children

✓ 13) Which sentences is true according to the text above?

- a. Mr. Teguh's family live at Jl. Merdeka number 9
- b. Mr. teguh works everyday except Sunday
- c. Mr. Teguh's wife is fat
- d. Kana like cooking

Peter is the youngest in our family. He is fourteen years old and four years younger than me. he has long, straight hair bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

✓ 14) What is the text mostly about?

- a. Peter
- b. Peter's family
- c. Peter's elder brother
- d. Peter' hobby

X 15) From the text we know that Peter is...

- a. The writer's elder brother
- b. The writer's youngest brother
- c. A naughty boy
- d. A friendly boy

X 16) "*Peter is interested in sports very much, and at school he plays football and tennis.*" the italic phrase can be replaced with...

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

- 17) Based on the text we know that the writer is ... years old
- a. Fourteen
 - b. Sixteen
 - c. eighteen
 - d. nineteen

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is in the corner and the map is hanged above it. There are twenty four desks and forty eight chairs for students.

- 18) The colour of the walls is...

- a. White
- b. Green
- c. Blue
- d. Red

- 19) The map is hanged above the...

- a. Door
- b. Window
- c. Cupboard
- d. Garuda symbol

- 20) "it is large"

the underlined word refers to...

- a. We
- b. The floor
- c. Our classroom
- d. This

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

1) What kind of the text is the text above?

- a. Recount text
- b. Narrative text
- c. Descriptive text
- d. Report text

2) The generic structure of the text is...

- a. description - identification
- b. identification - description
- c. events - identification
- d. description - events

3) "He has innocent round eyes and a sweet voice"

The sentence is the... of the text.

- a. Description
- b. Identification
- c. Events

4) "Actually, his voice is not suitable for his giant body." The antonym of the underlined word is...

- a. big
- b. huge
- c. small
- d. thin

5) "I'm happy to spend my time with him."

- a. Pet
- b. Male cat
- c. Meow
- d. Pussy

70

B. 14

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work.

Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

- 6) What the text about?
- a. Mr. Teguh's wife
 - b. Mr. Teguh work
 - c. Mr. Teguh family
 - d. Mr. Teguh son
- 7) Where does Mr. Teguh lives?
- a. Jl. Bromo
 - b. Jl. Merdeka
 - c. Jl. Perjuangan
 - d. Jl. Sutrisno
- 8) What is Mr. Teguh wife?
- a. A nurse
 - b. A children
 - c. A doctor
 - d. A teacher
- 9) What Kana's hobby?
- a. Reading
 - b. Swimming
 - c. Cooking
 - d. Sport
- 10) How old is Mr teguh?
- a. He is a doctor
 - b. He work everyday
 - c. He always read magazines
 - d. He is forty years old
- 11) How many persons are they in the Mr. Teguh's family?
- a. 4
 - b. 2
 - c. 5
 - d. 6

12) How many children Mr. Teguh have?

- a. Four children
- b. Three children
- c. Two children
- d. One children

13) Which sentences is true according to the text above?

- a. Mr. Teguh's family live at Jl. Merdeka number 9
- b. Mr. teguh works everyday except Sunday
- c. Mr. Teguh's wife is fat
- d. Kana like cooking

Peter is the youngest in our family. He is fourteen years old and four years younger than me. he has long, straight hair bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

14) What is the text mostly about?

- a. Peter
- b. Peter's family
- c. Peter's elder brother
- d. Peter' hobby

15) From the text we know that Peter is...

- a. The writer's elder brother
- b. The writer's youngest brother
- c. A naughty boy
- d. A friendly boy

16) "*Peter is interested in sports very much, and at school he plays football and tennis.*" the italic phrase can be replaced with...

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

17) Based on the text we know that the writer is ... years old

- a. Fourteen
- b. Sixteen
- c. eighteen
- d. ~~nineteen~~

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is the corner and the map is hanged above it. There are twenty four desks and forty eight chairs for students.

18) The colour of the walls is...

- a. White
- b. ~~Green~~
- c. Blue
- d. Red

19) The map is hanged above the...

- a. Door
- b. Window
- c. ~~Cupboard~~
- d. Garuda symbol

20) "it is large"

the underlined word refers to...

- a. We
- b. ~~The floor~~
- c. Our classroom
- d. This

Wilwik lifvia

Post-test
experimental

VIIA

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

- 1) What kind of the text is the text above?
- a. Recount text
 - b. Narrative text
 - c. Descriptive text
 - d. Report text

- 2) The generic structure of the text is...
- a. description - identification
 - b. identification - description
 - c. events - identification
 - d. description - events

- 3) "He has innocent round eyes and a sweet voice"
The sentence is the... of the text.
- a. Description
 - b. Identification
 - c. Events

- 4) "Actually, his voice is not suitable for his giant body." The antonym of the underlined word is...
- a. big
 - b. huge
 - c. small
 - d. thin

- 5) "I'm happy to spend my time with him."
- a. Pet
 - b. Male cat
 - c. Meow
 - d. Pussy

90

B. 18

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work.

Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

6) What the text about?

- a. Mr. Teguh's wife
- b. Mr. Teguh work
- c. Mr. Teguh family
- d. Mr. Teguh son

7) Where does Mr. Teguh lives?

- a. Jl. Bromo
- b. Jl. Merdeka
- c. Jl. Perjuangan
- d. Jl. Sutrisno

8) What is Mr. Teguh wife?

- a. A nurse
- b. A children
- c. A doctor
- d. A teacher

9) What Kana's hobby?

- a. Reading
- b. Swimming
- c. Cooking
- d. Sport

10) How old is Mr teguh?

- a. He is a doctor
- b. He work everyday
- c. He always read magazines
- d. He is forty years old

11) How many persons are they in the Mr. Teguh's family?

- a. 4
- b. 2
- c. 5
- d. 6

12) How many children Mr. Teguh have?

- a. Four children
- b. Three children
- c. Two children
- d. One children

13) Which sentences is true according to the text above?

- a. Mr. Teguh's family live at Jl. Merdeka number 9
- b. Mr. teguh works everyday except Sunday
- c. Mr. Teguh's wife is fat
- d. Kana like cooking

Peter is the youngest in our family. He is fourteen years old and four years younger than me. he has long, straight hair bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

14) What is the text mostly about?

- a. Peter
- b. Peter's family
- c. Peter's elder brother
- d. Peter' hobby

15) From the text we know that Peter is...

- a. The writer's elder brother
- b. The writer's youngest brother
- c. A naughty boy
- d. A friendly boy

16) "*Peter is interested in sports very much, and at school he plays football and tennis.*" the italic phrase can be replaced with...

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

- 17) Based on the text we know that the writer is ... years old.
- a. Fourteen
 - b. Sixteen
 - c. eighteen
 - d. nineteen

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is the corner and the map is hanged above it. There are twenty four desks and forty eight chairs for students.

- 18) The colour of the walls is...
- a. White
 - b. Green
 - c. Blue
 - d. Red
- 19) The map is hanged above the...
- a. Door
 - b. Window
 - c. Cupboard
 - d. Garuda symbol
- 20) "it is large"
the underlined word refers to...
- a. We
 - b. The floor
 - c. Our classroom
 - d. This

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

1) What kind of the text is the text above?

- a. Recount text
- b. Narrative text
- c. Descriptive text
- d. Report text

2) The generic structure of the text is...

- a. description - identification
- b. identification - description
- c. events - identification
- d. description - events

3) "He has innocent round eyes and a sweet voice"

The sentence is the... of the text.

- a. Description
- b. Identification
- c. Events
- d. Events

4) "Actually, his voice is not suitable for his giant body." The antonym of the underlined word is...

- a. big
- b. huge
- c. small
- d. thin

5) "I'm happy to spend my time with him."

- a. Pet
- b. Male cat
- c. Meow
- d. Pussy

30

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work.

Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

- 6) What the text about?
- a. Mr. Teguh's wife
 - b. Mr. Teguh work
 - c. Mr. Teguh family
 - d. Mr. Teguh son
- 7) Where does Mr. Teguh lives?
- a. Jl. Bromo
 - b. Jl. Merdeka
 - c. Jl. Perjuangan
 - d. Jl. Sutrisno
- 8) What is Mr. Teguh wife?
- a. A nurse
 - b. A children
 - c. A doctor
 - d. A teacher
- 9) What Kana's hobby?
- a. Reading
 - b. Swimming
 - c. Cooking
 - d. Sport
- 10) How old is Mr teguh?
- a. He is a doctor
 - b. He work everyday
 - c. He always read magazines
 - d. He is forty years old
- 11) How many persons are they in the Mr. Teguh's family?
- a. 4
 - b. 2
 - c. 5
 - d. 6

12) How many children Mr. Teguh have?

- a. Four children
- b. Three children
- c. Two children
- d. One children

13) Which sentences is true according to the text above?

- a. Mr. Teguh's family live at Jl. Merdeka number 9
- b. Mr. teguh works everyday except Sunday
- c. Mr. Teguh's wife is fat
- d. Kana like cooking

Peter is the youngest in our family. He is fourteen years old and four years younger than me. he has long, straight hair bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

14) What is the text mostly about?

- a. Peter
- b. Peter's family
- c. Peter's elder brother
- d. Peter' hobby

15) From the text we know that Peter is...

- a. The writer's elder brother
- b. The writer's youngest brother
- c. A naughty boy
- d. A friendly boy

16) "*Peter is interested in sports very much, and at school he plays football and tennis.*"

the italic phrase can be replaced with...

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

- 17) Based on the text we know that the writer is ... years old
- a. Fourteen
 - b. Sixteen
 - c. eighteen
 - d. nineteen

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is the corner and the map is hanged above it. There are twenty four desks and forty eight chairs for students.

- 18) The colour of the walls is...
- a. White
 - b. Green
 - c. Blue
 - d. Red
- 19) The map is hanged above the...
- a. Door
 - b. Window
 - c. Cupboard
 - d. Garuda symbol
- 20) "it is large"
the underlined word refers to...
- a. We
 - b. The floor
 - c. Our classroom
 - d. This

Siti Nabila

VII B

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

- 1) What kind of the text is the text above?
- a. Recount text
 - b. Narrative text
 - c. Descriptive text
 - d. Report text
- 2) The generic structure of the text is...
- a. description - identification
 - b. identification - description
 - c. events - identification
 - d. description - events
- 3) "He has innocent round eyes and a sweet voice"
The sentence is the... of the text.
- a. Description
 - b. Identification
 - c. Events
 - d. Events
- 4) "Actually, his voice is not suitable for his giant body." The antonym of the underlined word is...
- a. big
 - b. huge
 - c. small
 - d. thin
- 5) "I'm happy to spend my time with him."
- a. Pet
 - b. Male cat
 - c. Meow
 - d. Pussy

65

B. 13

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work.

Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

6) What the text about?

- a. Mr. Teguh's wife
- b. Mr. Teguh work
- c. Mr. Teguh family
- d. Mr. Teguh son

7) Where does Mr. Teguh lives?

- a. Jl. Bromo
- b. Jl. Merdeka
- c. Jl. Perjuangan
- d. Jl. Sutrisno

8) What is Mr. Teguh wife?

- a. A nurse
- b. A children
- c. A doctor
- d. A teacher

9) What Kana's hobby?

- a. Reading
- b. Swimming
- c. Cooking
- d. Sport

10) How old is Mr teguh?

- a. He is a doctor
- b. He work everyday
- c. He always read magazines
- d. He is forty years old

11) How many persons are they in the Mr. Teguh's family?

- a. 4
- b. 2
- c. 5
- d. 6

12) How many children Mr. Teguh have?

- a. Four children
- b. Three children
- c. Two children
- d. One children

13) Which sentences is true according to the text above?

- a. Mr. Teguh's family live at Jl. Merdeka number 9
- b. Mr. teguh works everyday except Sunday
- c. Mr. Teguh's wife is fat
- d. Kana like cooking

Peter is the youngest in our family. He is fourteen years old and four years younger than me. he has long, straight hair bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

14) What is the text mostly about?

- a. Peter
- b. Peter's family
- c. Peter's elder brother
- d. Peter' hobby

15) From the text we know that Peter is...

- a. The writer's elder brother
- b. The writer's youngest brother
- c. A naughty boy
- d. A friendly boy

16) "*Peter is interested in sports very much, and at school he plays football and tennis.*" the italic phrase can be replaced with...

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

- 17) Based on the text we know that the writer is ... years old.
- a. Fourteen
 - b. Sixteen
 - c. eighteen
 - d. ~~nineteen~~

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is the corner and the map is hanged above it. There are twenty four desks and forty eight chairs for students.

- 18) The colour of the walls is...
- a. White
 - b. ~~Green~~
 - c. Blue
 - d. Red

- 19) The map is hanged above the...
- a. Door
 - b. ~~Window~~
 - c. Cupboard
 - d. Garuda symbol

- 20) "it is large"
the underlined word refers to...
- a. ~~We~~
 - b. The floor
 - c. Our classroom
 - d. This

M. Wahyudi
VII B

Posttest
Control

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

- 1) What kind of the text is the text above?
- a. Recount text
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 - c. Descriptive text
 - d. Report text

- 2) The generic structure of the text is...
- a. description - identification
 - b. identification - description
 - c. events - identification
 - d. description - events

- 3) "He has innocent round eyes and a sweet voice"
The sentence is the... of the text.
- a. Description
 - b. Identification
 - c. Events
 - d. Events

- 4) "Actually, his voice is not suitable for his giant body." The antonym of the underlined word is...
- a. big
 - b. huge
 - c. small
 - d. thin

- 5) "I'm happy to spend my time with him."
- a. Pet
 - b. Male cat
 - c. Meow
 - d. Pussy

50

B = 10

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work.

Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

6) What the text about?

- a. Mr. Teguh's wife
- b. Mr. Teguh work
- c. Mr. Teguh family
- d. Mr. Teguh son

7) Where does Mr. Teguh lives?

- a. Jl. Bromo
- b. Jl. Merdeka
- c. Jl. Perjuangan
- d. Jl. Sutrisno

8) What is Mr. Teguh wife?

- a. A nurse
- b. A children
- c. A doctor
- d. A teacher

9) What Kana's hobby?

- a. Reading
- b. Swimming
- c. Cooking
- d. Sport

10) How old is Mr teguh?

- a. He is a doctor
- b. He work everyday
- c. He always read magazines
- d. He is forty years old

11) How many persons are they in the Mr.Teguh's family?

- a. 4
- b. 2
- c. 5
- d. 6

12) How many children Mr. Teguh have?

- a. Four children
- b. Three children
- c. Two children
- d. One children

13) Which sentences is true according to the text above?

- a. Mr. Teguh's family live at Jl. Merdeka number 9
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- c. Mr. Teguh's wife is fat
- d. Kana like cooking

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- a. Peter
- b. Peter's family
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- a. The writer's elder brother
- b. The writer's youngest brother
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- d. A friendly boy

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- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

17) Based on the text we know that the writer is ... years old.

- a. Fourteen c. eighteen
b. Sixteen d. nineteen

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is the corner and the map is hanged above it. There are twenty four desks and forty eight chairs for students.

18) The colour of the walls is...

- a. White
b. Green
c. Blue
d. Red

19) The map is hanged above the...

- a. Door c. Cupboard
b. Window d. Garuda symbol

20) "it is large"
the underlined word refers to...

- a. We
b. The floor
c. Our classroom
d. This

Wilyan Postira
VII B

Post test
Control

Read the text and choose the correct answer to answer the questions!

This text is for questions 1-5

My Pussy

I have some pets. However, my favorite pet is pussy. Pussy is male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. actually, his voice is not suitable for his giant body.

Pussy is a nice playmate. I'm happy to spend my time with him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bed until I wake up

- 1) What kind of the text is the text above?
 - a. Recount text
 - b. Narrative text
 - c. Descriptive text
 - d. Report text
- 2) The generic structure of the text is...
 - a. description - identification
 - b. Identification - description
 - c. events - identification
 - d. description - events
- 3) "He has innocent round eyes and a sweet voice"
The sentence is the... of the text.
 - a. Description
 - b. Identification
 - c. Events
- 4) "Actually, his voice is not suitable for his giant body." The antonym of the underlined word is...
 - a. big
 - b. huge
 - c. small
 - d. thin
- 5) "I'm happy to spend my time with him."
 - a. Pet
 - b. Male cat
 - c. Meow
 - d. Pussy

15

B: 15

This is Mr. Teguh. He is forty years old. He lives at Jl. Merdeka number 9. He is a doctor. Mr. Teguh is not very tall. He is about 170cm tall. His wife is a nurse, she is fat. Mr. Teguh likes reading books and magazines. His hobby is reading. He always reads magazine after work and reads books when he is off from work.

Mr. Teguh have two children. They are Kana and Hakim. Kana is like her father, her hobby is reading and hakim is like his mother, his hobby is cooking.

- 6) What the text about?
- a. Mr. Teguh's wife
 - b. Mr. Teguh work
 - c. Mr. Teguh family
 - d. Mr. Teguh son
- 7) Where does Mr. Teguh lives?
- a. Jl. Bromo
 - b. Jl. Merdeka
 - c. Jl. Perjuangan
 - d. Jl. Sutrisno
- 8) What is Mr. Teguh wife?
- a. A nurse
 - b. A children
 - c. A doctor
 - d. A teacher
- 9) What Kana's hobby?
- a. Reading
 - b. Swimming
 - c. Cooking
 - d. Sport
- 10) How old is Mr teguh?
- a. He is a doctor
 - b. He work everyday
 - c. He always read magazines
 - d. He is forty years old
- 11) How many persons are they in the Mr. Teguh's family?
- a. 4
 - b. 2
 - c. 5
 - d. 6

12) How many children Mr. Teguh have?

- a. Four children
- b. Three children
- c. Two children
- d. One children

13) Which sentences is true according to the text above?

- a. Mr. Teguh's family live at Jl. Merdeka number 9
- b. Mr. teguh works everyday except Sunday
- c. Mr. Teguh's wife is fat
- d. Kana like cooking

Peter is the youngest in our family. He is fourteen years old and four years younger than me. he has long, straight hair bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

14) What is the text mostly about?

- a. Peter
- b. Peter's family
- c. Peter's elder brother
- d. Peter' hobby

15) From the text we know that Peter is...

- a. The writer's elder brother
- b. The writer's youngest brother
- c. A naughty boy
- d. A friendly boy

16) "*Peter is interested in sports very much, and at school he plays football and tennis.*" the italic phrase can be replaced with...

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

- 17) Based on the text we know that the writer is ... years old
- a. Fourteen
 - b. Sixteen
 - c. eighteen
 - d. nineteen

This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a black board, a door and four windows. The wall is green. On the wall, there are some pictures of our president and vice president. The cupboard is the corner and the map is hanged above it. There are twenty four desks and forty eight chairs for students.

- 18) The colour of the walls is...

- a. White
- b. Green
- c. Blue
- d. Red

- 19) The map is hanged above the...

- a. Door
- b. Window
- c. Cupboard
- d. Garuda symbol

- 20) "it is large"
the underlined word refers to...

- a. We
- b. The floor
- c. Our classroom
- d. This

DOCUMENTATION









MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Annisa Nurul Karimah
NPM : 1502050143
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS
IPK = 3,53

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy on the Students' Reading Comprehension Achievement in Descriptive Text	
	Analysis Slamatan as Tradition of Javanese	
	The Effect of Pentad Strategy to Improving Students' Reading Achievement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 13 Mei 2019
Hormat Pemohon,

Annisa Nurul Karimah

Keterangan :
Dibuat Rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
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Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Annisa Nurul Karimah
NPM : 1502050143
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Using POSSE (Predict, Organize, Search, Summarize and Evaluate)
Strategy on the Students' Reading Comprehension Achievement in Descriptive Text

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Rita Harisma, S.Pd., M.Hum

Acc 

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 13 Mei 2019
Hormat Pemohon,



Annisa Nurul Karimah

Keterangan

- Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2274 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Annisa Nurul Karimah
N P M : 1502050143
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy on The Students' Reading Compehension Achievement in Descriptive Text.

Pembimbing : Rita Harisma, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 20 Mei 2020

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 16 Ramadhan 1440 H
20 Mei 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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SURAT PERMOHONAN

Medan, 20 Mei 2019

Lamp : Satu Berkas
Hal : Seminar Proposal

Yth. Ketua Program Studi
Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmannirrahim
Assalamu'alaikum, Wb. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Annisa Nurul Karimah
NPM : 1502050143
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy on the Students' Reading Comprehension Achievement in Descriptive Text

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu. Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar,
2. Kuitansi biaya seminar dua lembar fotocopy
3. Kuitansi SPP yang sedang berjalan dua lembar fotocopy,
4. Foto kopi K1, K2, K3.

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam
Pemohon,

Annisa Nurul Karimah



MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Annisa Nurul Karimah
NPM : 1502050143
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy on the Students' Reading Comprehension Achievement in Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
09 Mei 2019	Chapter I - Background - Identification of problem - The significance of study	
13 May 2019	Chapter II - Relevant of the studies - Conceptual Framework	
16 May 2019	Chapter III - Population and sample - Research Design	
17 May 2019	Chapter III Instrument of the research	
20 May 2019	Acc to seminar proposal	

Medan, 20 Mei 2019

Diketahui Oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Dosen Pembimbing

Rita Harisma, S.Pd., M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Annisa Nurul Karimah

NPM : 1502050143

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy on the Students' Reading Comprehension Achievement in Descriptive Text

sudah layak diseminarkan.

Medan, 20 Mei 2019

Dosen Pembimbing,

Rita Harisma, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Annisa Nurul Karimah
N.P.M : 1502050143
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy on The Students' Reading Comprehension Achievement in Descriptive Text

Benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 22 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: <http://www.fkip.umhu.ac.id> | <mailto:fkip@umhu.ac.id>

BERITA ACARA SEMINAR PROPOSAL

Pada hari ~~Rabu~~ tanggal 22. Bulan Mei Tahun 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Annisa Nurul Karimah
N.P.M : 1502050143
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy on the Students Reading Comprehension Achievement Descriptive Text

No.	Argument/Komentar/Saran
Judul	OK / Revisi.
Bab I	Revise.
Bab II	Revisi.
Bab III	- Instrument of the Research
Lainnya	- References
Kesimpulan	[] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

FATMAHSAARI SRG, S.Pd, M.Hum.

Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Annisa Nurul Karimah
N.P.M : 1502050143
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy on The Students' Reading Comprehension Achievement in Descriptive Text

Pada hari Rabu, tanggal 22 bulan Mei 2019 sudah layak menjadi proposal skripsi.


Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing


Fatimah Sari Siregar, S.Pd., M.Hum


Rita Harisma, S.Pd., M.Hum

Diketahui oleh
Ketua Program studi


Mandra Saragih S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
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SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Annisa Nurul Karimah
N.P.M : 1502050143
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy on The Students' Reading Comprehension Achievement in Descriptive Text

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,



Annisa Nurul Karimah

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum



UMSU

Hajagil Cerdas Berprestasi
Bila menjawab surat ini agar disebutkan nomor dan langganinya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 5205 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 08 Dzulhijjah 1440 H
09 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 05 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Annisa Nurul Karimah
N P M : 1502050143
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy on The Students' Reading Comprehension Achievement in Descriptive Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH TEGAL SARI - II
SMP SWASTA MUHAMMADIYAH - 5
NPSN : 10257324 NSS : 204076009289 NDS : 2007120189 AKREDITASI : B
Jl. Bromo Gg. Aman No.38 Kec. Medan Denal Telp. 061-7356659
KOTA MEDAN 20226

SURAT KETERANGAN RISET

Nomor : 25 / KET / IV.4 / A / 2019

Yang bertanda tangan di bawah ini :

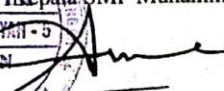
Nama : Drs. LUQMAN
NIP : -
Pangkat / Gol. Ruang : -
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah 5 Medan

Menerangkan bahwa :

Nama : ANNISA NURUL KARIMAH
NPM : 1502050143
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effect of Using POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy on The Students' Reading Comprehension Achievement in Descriptive Text.**

Benar Nama Tersebut Diatas Telah Melaksanakan Riset Dari Tanggal 19 Agustus s/d 31 Agustus 2019 di SMP Muhammadiyah 05 Medan.

Demikian Surat Keterangan ini diberikan Guna Melengkapi Data – Data Dalam Penyusunan Skripsi Untuk Mencapai Gelar S-1

SMP Medan, 31 Agustus 2019
S W A S T Kepala SMP Muhammadiyah 05 Medan

Drs. LUQMAN



**MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Annisa Nurul Karimah
N.P.M : 1502050143
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy on The Students' Reading Comprehension Achievement in Descriptive Text

sudah layak disidangkan.

Medan, 24 September 2019

Disetujui oleh:
Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

Diketahui oleh:

Dean,

Ketua Program Studi,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd

Mandra Saragih, S.Pd, M.Hum

CURRICULUM VITAE

Name : Annisa Nurul Karimah
Place/ Date of Birth : Medan, 23 November 1996
Sex : Female
Religion : Islam
Address : Jl. Ismailiyah Gang Japaris No.33

Parents' Name

- a. Father's Name : Syafrizal
- b. Mother's Name : Ellyda

Education

1. Elementary School at SD 060825 Medan (2003-2009)
2. Junior High School at SMP An-nizam Medan (2009-2012)
3. Senior High School at SMAN 6 Medan (2012-2015)
4. Students of English Departement of FKIP UMSU (2015-2019)

Medan, September 2019

Annisa Nurul Karimah