

**THE IMPLEMENTATION OF POSSE (PREDICT, ORGANIZE, SEARCH,
SUMMARIZE, EVALUATE) STRATEGY TO IMPROVE STUDENTS'
ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

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

By

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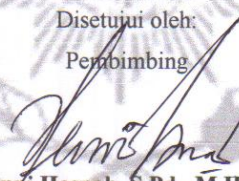
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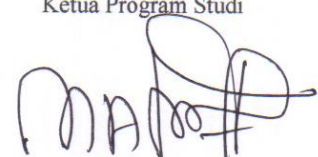

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ABSTRACT

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This study dealt with improving the students' achievement in reading comprehension of narrative text by using POSSE Strategy. This research had been conducted by applying Classroom Action Research (CAR). The subject of this research was the tenth grade students in SMK TI Harapan Mekar 1 Medan academic year 2016/2017 which consisted of 33 students. This research involved quantitative and qualitative data. The quantitative data were taken from the students' scores on reading comprehension, while the qualitative ones were gotten from observation of students' activities and teacher's performance in learning process. Those data were analyzed quantitatively and qualitatively. The research finding showed that there was improvement of students' scores after applying POSSE strategy. In the pre-test the mean of students' score was 57.27 (9.01% of students got score more than 75). It increased in the post test of first cycle at 76.67 (54.55% of students got score more than 75) and at 89.70 (100% of students got score more than 75) in the second cycle. It indicated that, the students' scores kept improving in every test. It was also found that the students' activities and teacher's performance increased in every cycle. In the first cycle, the average percentage of students' activities in the learning process was 49.43% and it increased to 85.80% in the second cycle. While, the teacher's performance in learning process had improved well, with average percentage at 56.97% in first cycle and at 83.28% in the second cycle. Based on the results of qualitative and quantitative data analysis, it was proven that there was effective improvement of applying POSSE strategy on the students' achievement in reading comprehension.

Keywords: POSSE Strategy, reading comprehension, students' achievement.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a skill that works as communication way of a written text between a writer and a reader. By using this skill, the readers try to understand what the ideas or information of the text that want to delivered by the writer. 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. Gupta (2008) states that “Reading comprehension is the process of understanding and constructing meaning from a piece of text”. The statements emphasizes that to be able to accurately understand a text, students need to decode what they read and then make connections between what they read and what they already know.

Based on the explanation above it was clear that reading comprehension was an ability that involved the experience and the background knowledge of students while they comprehend a text. Through reading comprehension students could get more information, develop their knowledge, skills, get experiences they must have, and to grasp meaning from the printed text. Moreover, reading comprehension is generally used to measure students’ achievement in English, like in the national examination in which reading has a relatively a large portion.

Most of the test in an examination has many kinds of text types. If students did not have a good reading comprehension, they may failed to do the examination. It means that, reading comprehension is very important to be mastered by students, beside it is one of the important skill in learning English, through reading students can get many information, knowledge, experience and enjoyment.

Reading Comprehension is one of the skills which is taught in English subject of curriculum 2013. Based on the curriculum, The competency standard of reading for Senior High School of expects that the 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. Furthermore, in the curriculum, the ideal criterion of students' exhaustiveness for each indicator in one basic competence is 75%. It means the minimum score (KKM) of the students that is created by the teacher is approximately 75 up to 80.

In fact, students' reading comprehension was still far from what is being expected. Almost the number of the students can not comprehend the meaning of the text and they failed to interpret the meaning that the writers want to convey. The students are difficult to comprehend the text because they are not familiar with the text, they also have problem to understanding the words and sentences in the text. However, comprehending a text message is not easy for students, especially for Indonesian students. Many students can not reach the

KKM of English subject that was created by the teachers. It was showed from a research conducted by Mardawasti (2011) in SMA Negeri 1 Rengat that states from 30 students in one class, only 10 students reach the KKM in Reading Comprehension. In addition, the survey conducted by organization for Economic Cooperation and Development's Program for International Student Assessment 2012 (PISA) shows that Indonesia ranks second from the bottom in an international education survey conducted to assess students' skill in reading. It was obvious that students' achievement on the reading comprehension was still low.

The problem of teaching reading and the failure of reading comprehension were also found on the researcher's experience during the teacher training practice (PPL) at SMK TI Harapan Mekar 1 Medan in 2017/2018. 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 weren't familiar with the text. It made them difficult to determine the important information implied in narrative text such 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.

The students' problem above were caused by several factors internally and externally. The internal factors came from the students them selves. The students were not interested in reading activity. It was showed when they asked to read the text they were lazy and only read the text without knowing what they have read. And then, external factors come from the teacher. The teacher was still used a

conventional teaching strategy. Teacher usually asked the students to translated the whole reading material or the teacher would shortly explain the text in the textbook and asked students to answer questions related to the text. In short, the teacher did not let their students to analyze and understand the meaning. Finally, students felt unmotivated and bored to do it. It was not effective enough to promote language acquisition. All those problems need to be solved because they give impact on students' reading achievement.

A teaching technique, method, or strategy needs to be implemented to solve the students' problems above. Harmer (2002) states that teaching reading is taught from elementary school to university by using many kinds of strategies applied by English teacher. Researcher comes up with the idea of applying appropriate strategy in teaching reading to make the students able to comprehend the text, the strategy was POSSE strategy. It was believed to improve the student's achievement in reading comprehension.

Predict Organize Search Summarize Evaluate (POSSE) strategy which was developed by Englert & Mariage (1991) is an active reading comprehension strategy. This strategy can effectively increase the students' comprehension because this strategy helps students active their prior knowledge while reading the text. Moreover, this strategy is not only activates prior knowledge, but also encourages students to organize their existing knowledge and then summary and elaborate on the connections between what they already knew and what they have learned. Smith et al. (2007) states that the POSSE strategy utilizes a variety of reading strategies for comprehending material. It includes many reading practices

that have been shown to aid reading comprehension, such as graphic organizers, text structures, stimulation of student background knowledge, and self monitoring. Those practices effectively to help students comprehend the text. The effectiveness of this strategy has been proved by the previous research which was done by Maha and Sibarani (2013) found that there was a positive influence in improving their reading comprehension with applying this strategy.

Based on the explanation above, the researcher was interested to conduct a research entitles “The Implementing of POSSE (Predict, Organize, Search, Summarize, Evaluate) Strategy to Improve Students’ Achievement in Reading Comprehension.

B. The Identification of the Problem

Based on the background of the study above, the problem of the study were identified as the following:

1. Students were difficult to comprehending a text.
2. Students had low vocabulary.
3. Students were unfamiliar with the text.
4. Students didn’t know the way to read.
5. Students was not interested in reading process.
6. The teacher still used conventional teaching strategy.

C. The Scope and Limitation

The scope of this research was focused on reading comprehension and it was limited on inferential comprehension in reading narrative text.

D. The Formulation of the Study

In reference to the limitation of the problem, the research problems were formulated as follows:

1. Was POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy able to improve the students' achievement in reading comprehension?
2. How did the students' activities in reading comprehension improve through the implementation of POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy?

E. The Objective of the Study

The objectives of the study were stated as follows:

1. To investigate whether the POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy improving students' achievement in reading comprehension.
2. To describe the students' activities in reading comprehension through implementation of POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy.

F. The Significance of the Study

The findings of this research were expected that the research gave theoretical and practical benefit. The specifications of the significances of this research as follows:

1. Theoretical Significance

The results of this research will be hoped to give valuable information and add knowledge to others. This information is also useful as reference for other researcher who want to do a research on the same subject in the future.

2. Practical Significance

a. Students

This research will be expected to help students in increasing their skill in English especially in reading comprehension and hopefully can increase student' motivation in learning reading.

b. Teachers

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

c. Researcher

This research will be 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.

d. School

This study will be expected to be beneficial as the input and model in the implementation of English reading activities. Besides, the results will be expected to be consideration of the school in determining policies regarding the learning process, including curriculum, and facilities.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories will be needed to explain some concept in research concern. In this chapter, the researcher discusses some related theories on reading comprehension used in this research. These important theories should be clarified in order to avoid misinterpretation, misunderstanding, and confusion in comprehending ideas especially for readers. It also will be given the same perception between the researcher and the readers about the concept of this research. Researcher presents this chapter in order to strengthen this research. The theories will be classified in the followings

1. 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. Klingner (2007) define reading comprehension is “the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning, and the relationships between ideas conveyed in a text.

According to schumm (2006) reading comprehension is a complex task that involves processing information at the word, sentence, paragraph, and passage or

book levels. It involves an active engagement of the reader before, during, and after reading when the reader takes in the author's message, interprets the message, responds to the message, and retains the message for a variety of different purpose. It refers to the students' ability in to interprate the message of the text.

In addition Wong (2004) indicates that reading comprehension is conceptualized as an interactive process requiring the dinamyc combination of a reader's background knowledge with the information decoded from the text. It means, in reading comprehension the use of experience or background knowledge that the reader has on the topic of the text as well as the text itself in order to create the meaning. Moreover, Juan & Flor (2006) also state that background knowledge plays an important role in reading comprehension. It is clear that readers will comprehend text better when the text is culturally familiar or when the text relates to well develop disciplinary knowledge of the readers.

Based on the definitions above, the researcher concluded that in reading comprehension the reader's background knowledge and information decoded from the text should be possessed by the reader and those two aspects process both interactively and simultaneously. It also refers as the ability to find the stated or unstated writer's idea in the text, understanding all information delivered by the writer, and the relationships between ideas conveyed in a text. It meant that in reading comprehension beside the readers have to understand about the words, phrases, or sentences in the text, the readers also have to involve their experience or their prior knowledge to help them understand the content of the text.

1.1 Levels of Reading Comprehension

Level of comprehension refers to the degree in which a reader can be categorized as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieved. Ayala et.al (2006) divides comprehension into three levels, namely literal comprehension, inferential comprehension, and evaluative comprehension.

a. Literal Comprehension

Literal comprehension refers to the understanding of information that is explicitly in the text. The information includes finding main ideas, details, causes, effects, and sequence of events that are explicitly stated in the text. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. Literal comprehension requires the students to have the necessary background information including knowledge of vocabulary that is used in the text.

b. Inferential Comprehension

Inferential comprehension refers to the understanding of the information that is not explicitly in the text. The information is implied within the text. In inferential comprehension, the students must simply read between the lines and make inferences about things not directly stated and the students need to understand the anaphora, or the use of one word or phrase in place of another one that has been previously used. It can be said that interpretative comprehension is the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage. Inferential comprehension could

also involve identifying cause-effect relationship, making prediction, interpreting figurative language, drawing conclusions, determining the mood, and judging the author's point of view.

c. Evaluative Comprehension

Evaluative comprehension refers to the ability to use critical thinking skills and logical analysis to evaluate text. The support from teachers is needed to develop evaluative comprehension skills of the students. Skills for evaluative comprehension including the following:

- 1) Detecting contradictions and weakness how the writers develop their arguments.
- 2) Judging the accuracy, of the information in a text based on prior knowledge, reasoning, and information from other texts.
- 3) Differentiating facts and opinions, evidence from conclusions, and relevant/irrelevant information in the text.
- 4) Recognizing the authors' ideology, moral, and intentions.

From the explanations above, it was concluded that all levels of reading comprehension were important, but in this research the researcher only focused on the one level, namely was inferential comprehension, as stated previously, Inferential comprehension refers to the understanding of the information that was not explicitly in the text. The information includes get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage that usually involve identifying cause-effect relationship, making

prediction, interpreting figurative language, drawing conclusions, determining the mood, and judging the author's point of view.

1.2 The Process of Reading Comprehension

Reading is a process of decoding text, and then receiving information. So, it is seen that reading activity involves more than one process. According to Hampton & Resnick (2008) state that there are two fundamental components of reading comprehension process, namely developing a text base and building a mental model

a. Developing a text base

Developing a text base means the reader try to make connections within the text. Understanding the information and ideas that the text presents is the essential undergirding for understanding what it meant. The students must understand the meaning of the word, phrases, sentences, and paragraph and link these ideas coherently. In this process, readers worked with the information and ideas presented by the text. When students were reading well, developing the text base was likely to be automatic, they might not even be aware they were doing. It was clear that developing a text base was the network of the ideas that connects the meaning drawn from phrases, clauses, and sentences into the larger ideas.

b. Building a mental model

Mental model is representation from the ideas in the text base that was developed by existing knowledge of the readers. In building a mental model, the readers tried to make meaning from the text. In this process, the readers built a

word or create an image in their minds based of the situation that is described in the text. They try to relate it into the prior knowledge, experiences, and purposes they already have.

The movement between developing a text base and building a mental model was simultaneously done by the readers when they are process the text. Transfer and adjust their understanding in the act of reading. These were dynamic interplays in the reader's mind between the text base and the mental model. When reading the text, the reader's check accurately reflects what the text said and it was also match with the reader's knowledge base. Shortly, the thinking process of developing a text base and building a mental model interact and depend on each other.

1.3 Factors Affecting Reading Comprehension

Students' reading comprehension is affected by many factors as stated by Antonacci & O'Callaghan (2011) there are three major factors affecting the reading comprehension. They are the reader, the text, and the context or situation in which the reading occur.

The first factor is the reader. Readers bring to the text a range of differences including knowledge about the text, personal experiences related to text, cognitive, and metacognitive strategies for reading and motivation to read that can affect the comprehension. In addition, Kingen (2000) says that there are five factors from the readers that influence the comprehension. They are:

- a. The readers' knowledge of textual convention. How the readers understand the ideas in the text can affect the meaning. For instance, the readers need to understand how the writers use the punctuation in the text.
- b. The readers' prior experiences both with reading in topic. The readers will get the disadvantages when they do not understand the printed material that is supposed to make sense or the material organized in some logical function. Besides, the reader who is unfamiliar with the concepts may also find it hard to create the meaning.
- c. The readers' cognitive processes. The development of readers' thinking skills can affect how the readers create meaning from what they read. The understanding can break down if the readers cannot monitor their own comprehension. Comprehension may also be slowed down if the readers do not predict well, fail to set a purpose of reading, or do not question during the reading.
- d. The readers' perception of social context. Readers may not see that they are capable in reading or may not see reading as personally worthwhile and valuable. These personal perceptions can affect the readers' attitude. The motivation in reading can also decrease if the readers' peers do not value reading. However, if the readers see themselves as part of a community of readers (example: a supportive group of individuals who share positive attitudes about reading and each other) in the classroom, the climate for successful reading can be much more positive.

e. The readers' cultural situation. The readers may have little reason to participate or to see reading as useful, if the culture from which the reader comes does not value reading. The culture and community that surrounds the reader supports or discourages reading may have a powerful effect on performance.

The second factor that affects the comprehension process is the text. The sentence length, content knowledge, author's writing style, and the level of reading difficulty including vocabulary have comprehension difficulties for obvious reason. They do not know the meaning of many words on page, unless the text is very simple.

The last factor that affects the comprehension is the context. The context in which the text is being read can influence on what the reader comprehend. Part of the context includes the goals or purpose for reading as well as the time and the place in which reading occurs. Besides, the socio situational context like the events that occurred before or during the reading of the text will contribute how the reader constructs meaning.

1.4 Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. The stages of teaching reading according to Davies & Pearse (2000) can be done through three stages. They are pre-reading, while-reading, and post reading activities. These three stages of reading comprehension are recommended to make reading more realistic and interesting.

a. Pre-Reading activities

This stage is useful to prepare the students before they are going to read text. Pre-reading activities do the following:

- 1) Guess the topic of the text from heading, illustration, etc.
- 2) Brainstorm around the topic word.
- 3) Predict what the text will say.
- 4) Write question that might be answered by the text.

In addition Mccune and Alexander (2012) state that when readers prepare to read, they activate background of knowledge (schemata), set purpose, and plan for reading. Students often make predictions about the content of the text and preview the selection during the pre-reading stage. It can be concluded that the most important thing in pre-reading stage is helping the students to tap their prior knowledge and making predinctions about the text.

b. While Reading activities

This stage is useful for the students to help their understanding of the text. Students use their knowledge of decoding and word identification, high frequency words, strategies, and skills to understand what they are reading. In this stage, the learners may first do an easy scanning or skimming task, then a task requiring more through comprehension. While reading activities do the following:

- 1) Scan for two to four items of information.
- 2) Skim for the general idea.
- 3) Answer the question.
- 4) Complete a table, map, or picture.

5) Ask each other question.

c. Post-Reading activities

In the post reading activities the students connect what they have read with their own ideas and experience. This stage helps students clarify their understanding about the text and synthesize the newly developed knowledge. In this stage do following:

- 1) Discuss what was interesting or new in the text.
- 2) Discuss or debate the topic of the text that is controversial.
- 3) Do tasks on the language or structure of the text.
- 4) Summarize the text, either orally or writing.

1.5 Students' Difficulties in Reading Comprehension

Students' difficulties in comprehending a reading text can be caused by several factors. This is in line with the statement of Wong (2004) which states that students can experience reading comprehension problem because of some difficulties. They are: appropriate use background knowledge, vocabulary, fluency, and strategy

a. Appropriate Use of Background Knowledge

The appropriate use of background knowledge is a crucial element in extracting meaning from text. Structured pre-reading activities serve to make the text accessible to students and enable them to remember what they have learned. Indeed, the activities of background knowledge can mean the difference between being able to understand and apply new concept and

conclusion and lack of comprehension. When students are not familiar with the topic of the text, they are likely to find the concepts in it difficult and confusing.

b. Vocabulary

In reading it is important for one to have vocabularies. A lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also be a cause of reading comprehension difficulties. Knowledge of word meaning is important contribution to reading ability because knowing word meanings enable the reader to assemble and intergrate proposition from text and make sense of what is read.

c. Fluency

Fluency related to reading is most often conceptualized in terms of speed and accuracy. Students with learning disabilities often struggle to read fluently. Slow reading is debilitating because it prevents students thinking about the text while reading. Fluency is a critical but neglected factor in many reading programs. Accurate decoding is not enough, readers need to remember words and read quickly if they understand the connections between ideas in print.

d. Strategy

Strategy instructions are concerned with students' awareness of their own thinking and their ability to regulate strategy use while working to comprehend printed material. It is important for students to monitor their own comprehension and to take dteps in regaining clarity of understanding when meaning breaks down or becomes confusing. Comprehension strategies can

explicitly teach students how to draw inferences from text, summarize, information, predict what will happen next in a text, formulate and answer question about the text, and visualize what they read in order to improve comprehension.

1.6 Assesing Reading Comprehension

To see whether the students do make progress in reading comprehension or not, an assessment should be done. Here, assessment is different from testing. Testing is prepared administrative procedure whereas assessment is not. As Brown (2004) states that, assessment is the process of measure that is done by the teacher whenever students practice language skills. The teacher can assess the students during the learning process and after the learning process. Moreover, Caldwell (2008) says “Assessment and instruction can happen at the same time.” It can be said that the assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson; when students respond to a question, give comment, and ask questions.

Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his/her students' competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson (2000), as follows:

1) Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

2) The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

3) Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

4) Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

5) Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

6) Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

7) The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

2. Narrative Text

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. As Rebecca (2003) explains that a narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. Its social function is to tell stories or past events and to entertain the readers. The purpose of narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions, in well-written narration, creativity, drama, suspense, humor, or fantasy to create a central theme or impression.

2.1 Generic Structure of Narrative Text

In constructing a good narrative text, it must be based on the orderliness. The orderliness in narrative text refers to the generic structures. The generic structures of narrative text according to Anderson and Anderson (2003) there are three namely: orientation, complication, and resolution.

- a. Orientation is introducing the participants and informing the time and the place.

- b. Complication is describing the rising crises which the participants have to do with.
- c. Resolution is showing the way of participant to solve the crises, better or worse.

2.2 Language Feature of Narrative Text

Narrative text has some language feature in its delivery. As stated by Anderson and Anderson (2003) that narrative usually include the following language features:

- a. Focus on specific participants
- b. Using processes verbs
- c. Using temporal conjunction
- d. Using simple Past Tense

3. The POSSE Strategy

POSSE strategy is a reading comprehension strategy which was developed by Carol Englert and Troy Marriage (1991). Englert & Marriage in Westwood (2008) state that POSSE strategy is designed to activate student's prior knowledge about the topic and to link it with new information contained in the text. POSSE strategy is stand for **Predict, Organize, Search, Summarize, Evaluate**. This strategy can effectively increase the students' comprehension because this strategy helps students active their prior knowledge and then make connection between what they already know and what they are learned.

According to Freville & Collen (2006) POSSE is a multistep teaching strategy that not only assists students in activating the prior knowledge, but also encourages them to organize their existing knowledge and structure, and then summarize and elaborate on the connections between what they already knew and what they have learned. It means that POSSE strategy not only activate the prior knowledge but also encourages students to organize their existing knowledge and then summary and elaborate on the connection between the existing knowledge with the new knowledge in the text.

In addition Arianti and Tiarina (2014) defined POSSE strategy is a strategy that encompassed some reading comprehension techniques such as advance organiaer, 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. It is clear that, POSSE strategy is an active reading comprehension strategy which combining the prior knowledge and students' experience.

In conclusion, POSSE strategy was an active reading comprehension strategy designed to model habits of strong readers to students by activating the background knowledge of the students and combining the existing information with the new information provided in the text.

3.1 Steps in Teaching POSSE Strategy

It has been mentioned previously that teaching reading comprehension can be taught through three stages those are pre-reading, whilst-reading, and post-reading. The POSSE strategy is applied in all of the stages. Predicting and organizing steps are implemented in the pre-reading stage. While searching, summarizing, and evaluating steps are implemented during the whilst-reading and the post- reading stages. The following are the explanations of the each step:

a. Predict

In predicting activity, the students predict what the text will be about by activating their previous knowledge based on title, heading, related pictures, or initial paragraphs. According to Gersten et al in westwood (2008) states that it is much easier to read with understanding if the readers already possess some prior knowledge of the topic.

b. Organize

Organize is the activity when the students arranging their ideas in the prediction step into their first semantic or concept map. This semantic map assists the students in organizing their thoughts and searching for the structure of the text (Bergerson, 2001). Moreover, Klingner and Vaughn(2007) also state that Semantic maps are used to help students learn important words and to make connections with related key words or ideas. It means that semantic mapping activity has the purpose to introduce key terms, activate prior knowledge, and as a pre-assessment. In organize step also, the students can see the main ideas forthcoming text based on their prediction.

c. Search

Search is the activity when the students begin reading the text silently and searches for the main idea of each paragraph, and the new vocabularies that they do not know the meaning. In this activity, the students confirm their predictions by comparing them with the new idea and vocabularies they found during reading the text.

d. Summarize

Summarize is the activity when the students identify the main ideas of each paragraph in the text and then developing the main idea to form an acceptable summary of the whole text..

e. Evaluate

Evaluate is the final activity of POSSE strategy. In this activity, the students evaluate their understanding by doing the comparing, clarifying and predicting. In the comparing, the students compare the two semantic maps generated before reading the text with the semantic map that is completed after the reading of the passage. In the clarifying, the students asked the questions about unknown vocabulary or unclear information that was not provided by the writer in the text. Then, the students predict what the next section of the text will be about. This prediction is based on the previous information they have read or listened to and the semantic map developed in the Organize step. Once the students have read the entire selection, they summarize, and make connections among new knowledge and prior conceptions. At this point they can look to see which of their predictions were supported by the reading of the text and which were disconfirmed.

3.2 Advantages of POSSE Strategy

The followings are some advantages of applying POSSE strategy in teaching reading comprehension. As Englert & Marriage in Westwood (2008) states that POSSE strategy is very suitable for teaching reading comprehension because it has several advantages, as follow:

- a. Students can activate their prior knowledge about the topic and link it with a specific topic to predict new information contained in the text.
- b. Students can infer context 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 the 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.
- f. Students can self-monitor themselves by comparing their knowledge before acquiring the new information (first graphic organizer in prediction step) and after the instructional process (the second graphic organizer in search step). It makes the students become active readers that can apply this strategy effectively and automatically.
- g. Students have the opportunity to learn how to summarize a text successfully, without missing necessary information. This activity develops student's comprehension of the new information, and enlarge the vocabularies bank.

4. The Implementation of POSSE Strategy in Teaching Reading Comprehension

POSSE strategy has five main strategies, namely predict, organize, search, summarize, and evaluate. All the steps will be implemented on reading comprehension process and can encourage students' comprehension in reading. The implementation of using POSSE strategy in teaching reading comprehension as follow:

a. Step 1

The first step to apply this strategy is the teacher divided students into some group. Then, teacher distributes POSSE sheet and POSSE cue card and explains how to use the sheet and purposes of them before apply POSSE strategy. The sheets include concept or thinking maps to help them organize their thoughts. Show students that the strategy sheet is divided into two activities to complete before reading (predict and organize background knowledge) and three activities to complete during and after reading.

b. Step 2

Predict: the teacher activate background knowledge by brainstorming what the text will be about using text clues such as the title, headings, pictures/diagrams or initial paragraphs. The teacher can also guide students in the prediction step by asking question like "what do you think about the text?" or "What clues from the text helped you make your prediction?". These question can encourage the students to be aware of their own metacognitive processes. Then, the teacher asks students to predict what the text will be about based on

the text clues that have presented by teacher. The students can use their own information or their previous knowledge to predict the text. After that, students write their prediction in predict part in the POSSE sheet in prediction stage cue card.

c. Step 3

Organize:the students arrange their brainstormed ideas in the prediction step into a semantic map that have provided in POSSE sheet. Semantic mapping activity has the purpose to introducekey terms, activate prior knowledge, and as a pre-assesment. By organizing their prediction, the students have to know what the forthcoming generic structure. The students is also prepared themselves for reading and discusses with teacher what new ideas they have learned about the topic.

d. Step 4

Search:the students begin reading the text to find informations from the text. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.The students also find the main idea of the text in each paragraph and place it in a semantic map.

e. Step 5

Summarize:the students summarize the text. In summarizing the text, the students required to identify the key idea of each paragraph. The leader of each group takes the main ideas and convert them in teacher-like question and other member of group respond them. After that, the students write the main idea sentences, questions and answers in the summarize stage POSSE sheet, and the

response of other member of group become the detail semantic map. After that, students write the result of search and summarize activity in search and summarize stage cue card. It should be noted that summarizing helps readers delete unnecessary and redundant information, compose words and paragraphs to replace original texts, and then produce new paragraphs with their own words.

f. Step 6

Evaluate: the students evaluate their understanding about the text by doing comparing, clarifying, and predicting. In comparing, students compare the ideas in the first semantic map before reading with semantic map after reading. In the clarifying activity, the students ask unfamiliar words and any unclear information that is provided in the text. In predicting, students predict what the next section by reviewing their strategy sheet. Then, the students write the result of comparing, clarifying, and predicting in the POSSE cue card.

g. Step 7

The teacher asks some question about the text to check whether the students comprehend the text easily after apply POSSE strategy it can be used multiple choice or essay question.

B. Relevant Study

POSSE strategy has been proven to be helpful to improve the students' achievement in comprehending reading material (Englert & Marriage in Westwood, 2008). The followings are some of the relevant studies which

investigated the effectiveness of using POSSE strategy in teaching reading comprehension.

First, a 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.

Second, a research was from Meljulita (2012) entitles *The Effect of Using Predict, Organize, Search, Summarize, Evaluate (Posse) Strategy Toward Students' Reading Comprehension*. In conducted this research the researcher used the experimental method (posttest only group design) which using one experimental class and one control class. The research finding showed that the POSSE strategy improves students' reading comprehension. There was an improvement in students' reading scores as justified by the gain score of students' scores of pre-test and post-test.

Based on the two relevant studies above, it was seen that both of the studies have the similarities with this present study. The two studies have same statement of research problem that analyzing strategy of reading comprehension and to see the effectiveness of implementing POSSE strategy. In this research, the researcher was discussed the strategy of reading comprehension and how to implement

the POSSE strategy that was believed to help the students in understanding and comprehending the content of the text. So, it was clear that all of the studies concern on POSSE teaching strategy. There were some differences between the two studies before and this study. First, both of the studies before used experimental research design while this study applied Classroom Action Research design. Second, the differences were showed in the subjects of the research. On the first study that was done in senior high school students at grade eleventh and the second study the subject was in junior high school students at grade eighth, while this present study is the students of senior high school at grade tenth . The next difference was in term of the purpose of the study, the purpose of this present studies is to increase the students motivation in reading comprehension while the the purpose of the two studies were to know is there any significance difference between students taught by POSSE strategy and the conventional strategy.

C. Conceptual Framework

Reading comprehension is an active process by which the readers take the information encoded from the text and use it to construct the meaning that writers want to convey. Reading comprehension involves student's 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 student 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 some information from the text, also the students have low vocabulary and they are not familiar with the text. Consequently, the students become slow down and passive. Not infrequently, the students feel bored if they must comprehend the text. For them, reading comprehension is a task of little concern. So it is a problem for teacher in teaching in the classroom.

Based on the problem above, a teaching strategy needed to be implemented to help students easy to comprehend the text or to let the students achieve better understanding in reading a text. The strategy used should be a strategy that involves the students in the process of reading activity. Therefore, the students experience the learning. Researcher found an effective strategy in teaching reading comprehension that was POSSE strategy. Researcher believed that POSSE strategy was one of the reading strategies that can solve the problems understanding in reading a text to help students easy to comprehend the text.

In its application, POSSE was effected to enhance the reading comprehension of the students because this strategy was an active strategy which encouraged the students to activate their background knowledge with the new information provided in the text, by doing the process of predicting, organizing, searching, summarizing, and evaluating to comprehend the text. POSSE strategy was 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. This strategy was trusted can make students enjoy in reading class because POSSE strategy is easy to remember, the steps were easy

to implement in the classroom, and it can make the activity of reading will not waste time. Therefore, it was assumed that the application of Predict, Organize, Search, Summarize, Evaluate (POSSE) strategy improved students' achievement in reading comprehension.

CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

This research was conducted by applying Classroom Action Research (CAR). The researcher chose CAR because the problem came from teaching and learning in the class. It focused on a particular group of a student in a certain classroom. The researcher adopted an action research of Kemmis and McTaggart Model (2010). The design of the research was described in detail in the following chart:

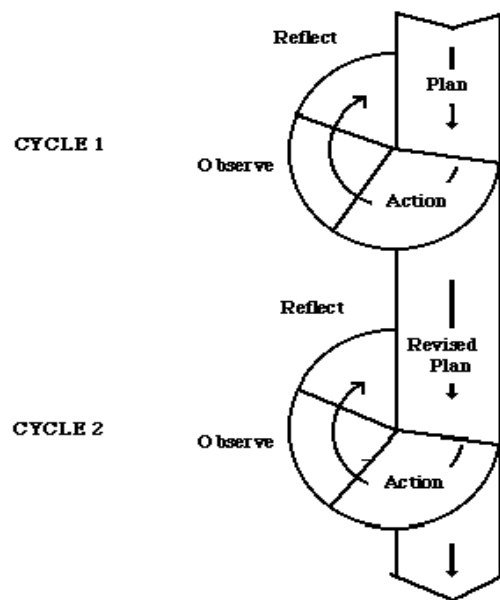


Chart 3.1

Classroom Action Research Model by Kemmis and Mc. Taggart (2010)

This research was applied in two cycles. According to Burns (2010), there are four procedures in doing this classroom action research, namely: (1) planning, (2) action, (3) observation, (4) reflection.

1. Planning, an early stage that the researcher and the teacher might be done before doing anything. It meant that the researcher and the teacher made the plans regarding to the implementation of the research related to this strategy.
2. Action, was an implementation of the action plan that had been created which could be either a specific application of learning models that aim to improve or enhance the model taht was being executed.
3. Observation, was activity that consisted of gathering data to identify the result action.
4. Reflection, was a feedback process of the action. It was used to help teacher made a decision because the reflection was done in order to analyze the situation and made conclusion what to do next.

B. Subject of the Research

The subjects of this research were the teacher and the students of X-TKJ¹ SMK TI Harapan Mekar 1 Medan, which was located on Jalan Marelan Raya No. 77 Medan, Marelanin academic year 2017/2018. This class had 33 students, that consisted of 17 boys and 16 girls. This subjects were chosen as a place of study because it was experienced by the researcher based on the consideration that : (1) many students were still difficult to understand the text, so the students in this class were not able to comprehend the reading comprehension text, they difficult

to determine the important information from a text. (2) the way of the teacher taught the students still used conventional teaching strategy. The teacher only asked students to translate the written text and then asked them to answer the related question of the text. The problems made the students lose their interest and motivation in reading subject. So, students' reading comprehension should be improved immediately.

In conducting this research, the researcher collaborated with the English teacher in applying the strategy. The position of the researcher was as an observer while the implementation of learning process done by the teacher.

C. Instrument of the Research

In this study, the instruments of data collection consisted of observation and reading comprehension test.

1. Observation Sheet

Observation sheet was used to observe all activities happened during the teaching learning process. The activities were included teacher's performance and students' activities during the learning process by using the POSSE strategy. The observation sheet was arranged and filled by the researcher by ticking the checklist during the teaching-learning process.

2. Reading Comprehension Test

To get the data the researcher gave the reading comprehension test, especially in narrative text. The test were in the form of multiple choice question. The test consisted of 10 questions. The items were about students' ability in finding the main idea, finding the topic, identifying the specific information, deducting the meaning of unfamiliar words, describing communicative functions

of the text, and finding generic structure of the text. The subjects answered the items by crossing the choices among (A, B, C, D, or E). For the correct answer got 10 point and incorrect answer got 0 point. The results of the scores were used to see the improvement of students' achievement in reading comprehension.

D. Procedure of the Research

It had been mentioned previously that this research was conducted through classroom action research. The procedures of each cycle were elaborated below:

1) Cycle 1

a. Planning

In this first stage, the researcher identified and analyzed the problems or issues and developed a plan in order to bring improvement in students' reading comprehension. Observation and test was used to draw the problems those students encounter when they were having reading activities. After drawing the problems and reviewing some theories of reading comprehension and methods in teaching reading comprehension, the lesson plans were designed using the POSSE strategy. A discussion with the English teacher was also done in reference to what the text that was used, how to manage students, how long the treatment would take, what properties that was needed, and prepared the reading test.

b. Action

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

- 1) The first step was predict. In this step, the teacher gave the POSSE sheet to the students and explained to the students what they must do in the POSSE sheet. The teacher used brainstorming activity to activate students' background knowledge, by using of text clues such as the title, headings, pictures/diagrams or initial paragraphs to predict what the story might be (by predicting many ideas relate to the topic), and mentioning vocabularies based on their background.
- 2) The second step was organize. The students organized their predictions into such a semantic map in their POSSE strategy sheet. This semantic map assisted the students in organizing their thoughts and searching for the structure of the text.
- 3) Search was the step when the students began reading the text. In this step, the students also identified the main idea of each paragraph in the text, searched for new vocabularies, and unfamiliar information and then wrote on POSSE sheet.
- 4) Then, summarize was the step when the students summarized the text based on the "advanced organizer" present in POSSE sheet. The students used the main ideas of each paragraph which have been written during the search step and joined them to form a suitable summary. This step helped students to comprehend the text effectively.
- 5) Then, evaluate was the final step of POSSE strategy. In this step, the students evaluated their understanding.

c. Observation

Observation was done to collect data namely, teacher and students activity during the teaching learning process. In this section the researcher was an observer for English teacher and the students of the class. The observation sheet and the students' score were made to collect the data of observation.

d. Reflection

Reflection was a feedback process from the action that was done. In this final step, the researcher reflected, evaluated, described, and provided explanation of the impact of POSSE strategy on the students' achievement in reading comprehension. Reflection was also used to help teacher to make decision. The teacher and researcher analyzed all recording information learning process.

2) Cycle 2

The researcher applied cycle 2, if the result in cycle 1 still needed improvement. In cycle 2 also had four stages; they were planning, action, observation, and reflection. Every weakness in cycle 1 was revised in cycle 2.

E. Technique of Analyzing Data

The data of the research included qualitative and quantitative data. In analyzing the qualitative data, the researcher analyzed based on students' activities and teacher's performance in learning process through observation sheet. The qualitative data was analyzed by using a category as proposed by Arikunto (2007).

1) Students' Activities in Learning Process

The value of students' activities in learning was analyzed by using a formula as follows:

$$P = \frac{R}{SM} \times 100\%$$

Where:

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicators

After getting the percentage of each individual activity, the result was used as determination of the criteria level of students activities in learning process according to Arikunto (2007) as the following table.

Table 3.2

The Criteria of Students Activities in Learning Process

Value Range	Categories
81-100%	Very Active
61-80%	Active
41-60%	Quite Active
21-40%	Less Active
0-20%	Passive

2) Teacher's Performance in Learning Process

The teacher's performance was analyzed based on the category as proposed by Arikunto (2007). It was presented in table.

Table 3.3

The Category of Teacher's Performance in Learning Process

Value Range	Categories
81-100	Very Good
61-80	Good
41-60	Enough Good
21-40	Not Good
0-20	Very Bad

The quantitative data in this research involved the students' learning achievement. It was analyzed by using formula as follow:

$$\bar{x} = \frac{\sum x}{N} \quad (\text{Arikunto, 2013})$$

Where :

\bar{x} : The mean of the students' getting score more than 75

$\sum x$: The total score of students who got score more than 75

N : The number of the students who did the test

Next, to categories the number of the students who passed the test successfully, the teacher applied the following formula:

$$P = \frac{R}{T} \times 100\% \quad (\text{Arikunto, 2013})$$

Where :

P : The percentage of those who getting score

R : The number of Students' getting score

T : Total number of the students

After getting the percentage of the above analysis result, the result was used as determination the criteria of success level of students in the class proposed by Arikunto (2007) as the following table.

Table 3.4

Criteria of Success Level of Students' Learning in Percent

Value Range	Categories
81-100%	Very High
61-80%	High
41-60%	Moderate
21-40%	Low
0-20%	Very Low

F. Success Indicator

This classroom action research was said to be successful if there was an enhancement in the percentage of the students' activities and the teacher's performance in each cycle, then if $\geq 75\%$ of the total students reach the minimum score at 75 or with good criteria.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research consisted of qualitative and quantitative data. The qualitative data were analyzed based on the students' activities and teacher's performance in learning process through observation sheet. In detail students' activities data on cycle 1 and cycle 2 were presented in Appendix 7 and Appendix 8. For the data of teacher's performance in each cycle were presented in Appendix 9 and Appendix 10. The quantitative data were taken from the students' score in a reading comprehension test in pre-test, cycle 1 and cycle 2. For the detail data were shown in Appendix 5.

B. Data Analysis

This research was accomplished in two cycles. Every cycle was conducted in two meeting but before running to the treatment in cycle 1, the researcher did pre-test to measure the students achievement in reading comprehension. The researcher gave multiple choice questions which consisted of 10 question. The result of pre-test was shown in the chart below.

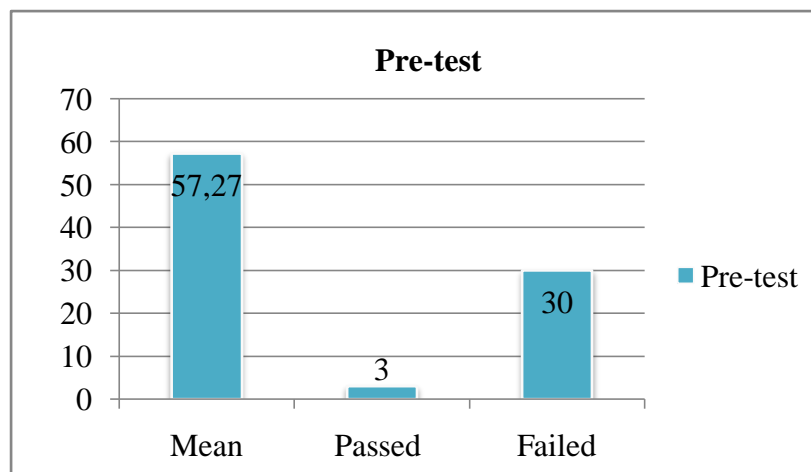


Chart 4.1
The Students' Score in Pre-Test

The chart shows that the mean of students score was 57,27 and the students who got score more than 75 was 9,09% or 3 students and the students who got score less than 75 was 90,91% or 30 students. So, the students frequency in the pre-test was 15.9% (Appendix 5). Based on the result, it was concluded that the students' achievement in reading comprehension was classified as very low category and it should be improved. So, to improve the students' achievement in reading comprehension, the cycle 1 was continued. In the cycle 1, the teacher gave a strategy in teaching reading and the researcher as an observer. After applying the strategy, the teacher gave them a test.

1. Cycle 1

The first cycle was conducted in two meetings, in the first meeting the teacher explained about narrative text and POSSE strategy without giving a test because the time was over before the students finished their POSSE sheet. In the second meeting the activity in the previous meeting was continued and multiple

choice test was given in the end of the meeting. There were many activities that were done in this cycle. All the activities were observed by researcher as follow:

a. Planning

Planning is arrangement for doing something. In planning, it is considered everything that is related to the action that is done and prepared everything that is needed teaching and learning process. In planning, the researcher did:

- 1) The researcher prepared lesson plans which used POSSE strategy.
- 2) The researcher prepared the research instrument which was used in teaching English through POSSE strategy, such as observation sheet, example of narrative texts completed with pictures, and multiple choice tests.
- 3) The researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened.

b. Acting

Implementation of the first cycle was done in 2 meetings. Learning activity in this cycle were implemented in accordance with a plan designed at the planning stage action. First of all the teacher explained about POSSE to the students. It was about the explanation of what POSSE strategy is, each step of the strategy, and how to implement the strategy in reading process. After the students clearly understood about the strategy, the teacher explained about the material that was used during the research that was Narrative Text. After that, the researcher divided the students into eight groups in which each group consisted of four or five students. The teacher gave the POSSE sheet to each group and than a picture

which related to the text was showed by the teacher. The students were guided to predict what the story might be about by brainstorming activity and the title of the text was written in the white board. Then students predicted the story by answering the researcher's questions and mentioning as many ideas as possible related to the picture and the title. The researcher asked the students to write their ideas into their POSSE strategy sheet.

After the students wrote their ideas, the students did the second step of the POSSE strategy that was organizing. The researcher asked the students to write their prediction into such a semantic map in their POSSE strategy. The teacher could be categorized the ideas based on the generic structure, language feature, or main idea of narrative text.

The next step was search, each group of students was given a written text that related to the picture and title in the predict step. And then all the students asked to read the text silently and tried to comprehend the text. The activity was followed by finding the main idea of each paragraph in the text, search for new vocabularies, and unfamiliar information and then write on their POSSE sheet. After that, the activity was continued to the summarize step. The teacher asked the students to look at the graphic organizer provided in their sheets and asked them to summarize the text by looking at the main idea of each paragraph that they had found. The researcher wrote some conjunctions such as *but, so, then, and finally* which can help the students to summarize the text. The next step was evaluate, in this step students wrote the new vocabulary they found in the text and their meanings. Then, they were asked to present their POSSE strategy sheet. After they

present their POSSE sheet, the students were given multiple choice question to evaluate their understanding about the text.

The application of this strategy in the learning activities in the first cycle has not been done up according to plan. It was caused by several factors, namely (a) most of the students did not understood well about the concept of POSSE strategy and what they should do in each step (b) some students were not interested in the reading activities they were lazy in reading. To resolve the problems, the teacher was actively helping the students who did not understand the steps in POSSE strategy.

c. Observing and Evaluating

1. The observation of students' activities in learning process. Students' activities were observed after the each cycle based on the criteria of very active, active, quite active, less active and Passive. Students' Activities in cycle 1 was presented in the following table:

Table 4.1
Score of Students' Activity in the Learning Process of Cycle I

No	Aspect of Observation	Percentage
1	Interest	54,55%
2	Attention	45,45%
3	Partisipation	55,30%
4	Presentation	42,42%
Mean		49,43%

Based on the table, it shows that the students' activities in learning process with POSSE strategy was still low at 54,55% of interest, 45,45% of attention, 55,30% of participation, and 42,42% of presentation. The data showed that the

highest percentage of students' activities in learning on the participation aspect at 55,30%, and the lowest was on presentation aspect at 42,42%. The total means level of students' activities in the first cycle was 49,43%. Based on the mean percentage, it was concluded that the students' activities in cycle 1 was classified in quite active category.

2. The observation of teacher's performance in learning process. Teacher's performance was observed after the each cycle based on the criteria of very good, good, quite good, not good and bad. Teacher's performance in cycle 1 was presented in the following table:

Table 4.2
Teacher's Performance Score in Teaching Process of Cycle 1

No	Activity	Percentage
1	Apperception	65,91%
2	Material Explanation	60,61%
3	Explanation of Learning Method	62,88%
4	Technique of Dividing Groups	55,30%
5	Clasroom Management	56,06%
6	The use of Media	57,58%
7	Voice	59,85%
8	Management of Discussion	54,55%
9	Guidance of Group	53,79%
10	Giving Question or Quiz	49,24%
11	Ability to Evaluate	51,52%
12	Giving Reward to Individual and Group	46,97%
13	Determining the Scores of Individual and Group	58,33%
14	Concluding Learning Material	60,61%
15	Closing the Learning	61,36%
Means		56,97%

From the table above, it shows that the ability of teacher in applying the POSSE strategy in reading comprehension of narrative text already enough

good. The data showed that the highest percentage of teacher's performance in learning on the apperception activity at 65,91% and the lowest percentage was on giving reward to individual and group activity at 46,97%. The total means percentage of the teacher's performance in the first cycle was 56,67%. It was concluded that the activities of teacher's performance in first cycle was classified as quite good category.

3. The result of students' Achievement in cycle 1. The mean of students score in cycle 1 was 76,67, the students who got score more than 75 was 54,55% or 18 students and the students who got score less than 75 was 45,45% or 15 students. So, the number of students' who were competent in reading comprehension test in the cycle 1 was 54,55%. Based on the the explanation, there was any improvement from pre-test to cycle 1 test. The improvement can be seen from the students mean and the number of students' who were competent in reading comprehension test. The improvement of students mean was about 19,40 and the improvement of students' who were competent in reading comprehension test was about 45,54%. Based on the number of students' who were competent in reading comprehension test in the cycle 1, it was concluded that the students' achievement in reading comprehension of narrative text was still classified as moderate category and still has not reached the ideal value of success. Therefore, the next action was continued on cycle 2.

d. Reflecting

After all the activity was done in the cycle 1, the researcher reflected on everything that she had done and made conclusion. Here the successes and failures in cycle 1 namely:

- 1) Many students did not understood well about the concept of POSSE strategy and what they should do in each step.
- 2) The level of students' achievement in reading comprehension were not yet maximal. In other words, the level of students' achievement still has not succeeded, with the means value of only 54,55% (moderate).
- 3) Some students were not enthusiastic and did not enjoy the reading activities provided. It was seen from the result of the students' activities in observation sheet most of them in the less active category with the means percentage of the students' activities was 49,65% (quite active).
- 4) The teacher still not familiar to created an atmosphere of active learning using POSSE strategy in reading narrative text. It was seen in the observation sheet of the teacher's performance. The means percentage of the teacher's performance only 56,97% (quite good).

2. Cycle 2

Based on the result that had been done in first cycle, it was necessary to do the second cycle in order to get the better result of the students'. All the activities were observed by the researcher as follow:

a. Planning

In the second cycle, the action plan are a follow up of problems encountered in the implementation of the first cycle. The main issues contained in the first cycle with regard to students' achievement in reading comprehension, the level of students' activities, and the teachers' performance in learning process. The second cycle was conducted to improved students' achievement in order to achieved the specified indicators. Implementation of the second cycle was conducted almost similarly to the planning in the previous cycle.

b. Acting

Implementation of the action in the second cycle is in principle same as the implementation of action in the first cycle. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, the students were reminded about POSSE strategy. It was about the explanation of what the POSSE strategy is, each stage of the strategy, and how to implement the strategy in reading situation. In explaining the strategy, a discussion about the students and the teacher was held. A question-answer method was used by the teacher to check the students' understanding. This action was aimed to make the students clearly understand about the strategy, so that they would not get confused when they apply the strategy in the teaching and learning process. After the students clearly understood about the strategy, the teacher explained the material which was Narrative text. Because the text had also been explained in the previous cycle, it was only a review about the text that was conducted by the

researcher. Then, the next learning process is similar to previous meetings, with the same learning materials.

c. Observing and Evaluating

1. The observation of students' activities in learning process. The development of the level of students' activity in the learning process in the second cycle are presented in the following table:

Table 4.3
Score of Students' Activity in the Learning Process of Cycle 2

No	Aspect of Observation	Score
1	Interest	91,67%
2	Attention	87,88%
3	Partisipation	83,33%
4	Presentation	80,30%
Mean		85,80%

From the table, it shows that the students' activities in the learning process in cycle 2 increased significantly from the previous cycle. The increasing was seen based on the means percentage of students' activity. In the first cycle the means percentage was 49,43% and in the second cycle the means was 85,80%, it increased about 36,37 %. It meant that the students' activities in the learning process of the cycle 2 have shown a very good development. Based on the means of percentage, the students activities in cycle 2 was classified as very active category. Based on the table, the interest aspect was the highest percentage that was 91.67%, and the lowest percentagewas the presentation aspect with a value at 80,30%. It meant there were increased of students'

activities in learning process between the first and second cycles, either individually or in groups ability.

2. The observation of teacher's performance in learning process. The development of the level of activity of students in the learning process in the second cycle are presented in the following table:

Table 4.4
Teacher's Performance Score in Teaching Process of Cycle 2

No	Activity	Score
1	Apperception	90,91%
2	Material Explanation	88,64%
3	Explanation of Learning Method	84,85%
4	Technique of Dividing Groups	85,61%
5	Clasroom Management	87,12%
6	The use of Media	86,36%
7	Voice	81,06%
8	Management of Discussion	83,33%
9	Guidance of Group	81,82%
10	Giving Question or Quiz	79,55%
11	Ability to Evaluate	75,76%
12	Giving Reward to Individual and Group	77,27%
13	Determining the Scores of Individual and Group	78,79%
14	Concluding Learning Material	82,58%
15	Closing the Learning	85,61%
Percentage		83,28%

From the data, it was seen that the teacher's performance in the process of learning was improved from the previous cycle, with the means percentage score at 83,28.%. Based on the means of percentage, the teacher's performance in cycle 2 was classified as very good category. In the cycle 2, the teacher's performance in teaching process has increased significantly from the previous cycle with the first cycle at 56,97%, it increased about 26,31%. Meanwhile, the highest percentage of teachers' performance in second cycle on the apperception activity at 90,91% and the lowest percentage was on the ability to

evaluate activity at 75,76%. So, it was clear that the ability of teacher's performance in second cycle showed a very good development.

3. The result of students' achievement in cycle 2. Students' achievement in the second cycle was better with the means value at 89,7, and all the students were able to passed the test or all of the students got score more than 75. So, the percentage of students' score who were competent in reading comprehension test was 100%. It concluded that the students' achievement in reading comprehension of narrative text in cycle 2 was classified as very high category and it reached the ideal value of success.

d. Reflecting

As in the Cycle 1, after the implementation of all actions in Cycle 2 the researcher did reflection. The reflection was described as follows:

- 1) Most of students had understood well about the concept of POSSE strategy and what they should do in the each step.
- 2) The mean of the pre-test was still low that was 57,27. After doing the action through POSSE Strategy in cycle I, The result of the first had increased from the pre-test (76,67). Then, after giving action in cycle II, the result of the second competence test had increased significantly (89.70). It proved that POSSE Strategy was effective to improve students' achievement in reading comprehension in narrative text.
- 3) The students' activities in learning process through POSSE strategy in reading narrative text was more attractive. The students were more interest in reading a text and they did not have problem to comprehend the narrative

texts through POSSE Strategy. This condition can be seen from the increased of students' activities that was 49,43% in the first cycle to 85,80% in the second cycle.

- 4) In the teaching activity, the teacher was able to created an atmosphere of active learning using POSSE strategy in reading narrative text. It could see in the observation sheet of the teacher's performance which was increased in each cycle from 56,97% in the first cycle into 83,28% in the second cycle.

Based on the explanation, the researcher took a conclusion that the application of the POSSE strategy in cycle 2 was successfull in improving the students' achievement, increasing the students' activities and techer' performance in learning process especially in teaching learning of reading narrative text. As a result, the researcher and the teacher agreed to end the research in cycle 2.

C. Research Finding

Based on the data analysis above, the research findings were described as follows:

1. The implementation of POSSE strategy in teaching reading comprehension was effective to improve the students' achievement in reading. It was shown based on the data of students' mean score in the pre-test, cycle 1, and cycle 2 that had been done before and after the implementation of the actions. The mean score in pre-test was 57,27. After doing the action through POSSE strategy in cycle I, the result of the first had increased from the Pre- Test with the mean score was 76.67. Then, after giving action in cycle II, the result of the

second competence test had increased significantly from cycle I with the means score was 89,70. It implied that. There was an improvement on the students' achievement in reading comprehension of narrative text by using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy.

2. The students' activity observation, indicated that the students became more active, motivated, and attractive during learning process. It was proven based on the increased of mean percentage of the students' activities in cycle 1 into cycle 2. In the first cycle, The total means percentage of students' activities was 49,65%, it was classified in quite active category. In the second cycle, the students' activities increased significantly with a means percentage at 85,42%, it classified in very active category. In addition, during the implementation of the strategy, the students were encouraged to be active in giving their ideas. They discussed their reading in group and used the strategies of predicting, organizing, searching, summarizing, and evaluating to comprehend the text. So these activities allowed the students to improve their interaction with their classmate.
3. The teacher's performance in learning process was also improved in applying the POSSE strategy in cycle 1 into cycle 2. It was showed from the means percentage of the observation of the teacher's performance. In cycle 1 the means percentage at 66,7% and in the second cycle at 83,3%, it was increased about 16,6%.

D. Discussion

Based on the research findings above, it was seen that there was an improvement of students' achievement in reading comprehension by implementing POSSE strategy. This was in line with a theory of Englert and Marriage in Westwood (2008) which states that this strategy can effectively increase the students' achievement in reading comprehension. Then it was supported by the research finding of Arianti and Tiarina (2014) that this strategy effective to enhance the students' achievement in reading comprehension, made the students think more active and critical in understanding the text, and helped students to comprehend the text easily.

From the explanation, the researcher took a conclusion that the application of POSSE strategy in learning process can increase the achievement of students in the learning, especially in the learning of reading comprehension. Then, reading comprehension using this strategy was believed to improve students' reading ability and can increase students' motivation in learning English, especially in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion can be drawn as the followed:

1. The implementation of POSSE strategy in reading comprehension narrative text increased the achievement of students in the learning process. It shown based on the students' achievement in reading comprehension of narrative text by using POSSE Strategy. It was shown by the mean of the students score. In the pre test showed 57,27 with 9,01% (three students) who got score more than 75 and the first cycle showed 76.67 with 54,55% (eighteen students) who got score more than 75. It means there was an improvement about 46%. The second cycle showed 89.70% with 100% (thirtythree students) who got score more than 75. The improvement was about 54%. There was increased significantly of the students' achievement in each cycle.
2. The results of the students' activity observation shows that an increase in activity of students in learning process from the first cycle to the second cycle, the means value in first cycle was 49,43% I and in the second cycle the means was 85,80% so the increased was about 36,37 %.
3. The implementation of the POSSE strategy improved the teacher's performance during learning process. It was seen from the means percentage of the observation on the teacher's performance. In cycle 1 the means percentage was 56,97% and in the second cycle was 83,28%, it was increased about

26,31%. The teacher also could interact closely with the students when the teacher gave guidance and assistance during the discussion activities.

B. Suggestion

In connection with the conclusions, suggestions were staged as follows:

1. For the English teacher, it is better to apply POSSE strategy in teaching reading especially in narrative text because this strategy was a strategy which has a pleasant learning condition, in order to make the students feel more motivated and interested in learning reading narrative text. By implementing this strategy could make the teaching learning process more active and could improve the students' participation and students' interaction.
2. The students should use POSSE Strategy to comprehend a text, because this strategy could drive students' read strategically such as predicting the text, organizing the prediction, searching the main ideas of each paragraph, summarizing the text, and evaluating their understanding and it make them more easily in comprehend a text so, they can improve their reading skill and also their English achievement. It also
3. For the other researcher, it is suggested that POSSE strategy should be researched more in other type of research such as experimental or correlational ones.

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Appendix 1

Lesson Plan

(Cycle 1)

School	: SMKTI HARAPAN MEKAR 1 MEDAN
Subject	: English
Class / Semester	: X-TKJ / II
Topic	: Narrative Text
Time Allocation	: 2 x 45 menit
Skill	: Reading

A. Core Competencies

KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4: Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

B. Basic Competency and Indicators

3.10 Analyzing social function, the structure of the text, and linguistic elements in simple narrative texts in the form of legends, according to the context of use.

1. Students can identify the characters that exist in a folktale
2. Students can identify social elements of folklore
3. Students can identify the moral values that exist in folklore

4. Students can identify linguistic elements in folklore
- 4.15 Responding the meaning of oral and written narrative texts in the form of simple legends.
1. Students can answer questions related to the text of folklore.
 2. Students can retell a folktale that is read both orally and in writing.

C. Learning Objectives

After finishing the lesson, the students are supposed to be able to:

1. Demonstrate the seriousness of learning English related to simple narrative texts in the form of folklore.
2. Demonstrate caring behavior, confidence and responsibility in implementing communications related to simple narrative texts in the form of folklore
3. Identify social fugsi, text structure and language elements of simple narrative texts in the form of folklore.
4. Responding to the meaning of simple narrative text in the form of folklore.

D. Learning Material

Narrative Text:

Narrative text is a kind of text to retell the story that happen in the past time. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The Generic Structure of Narrative text

1. Orientation : Sets the scene. Where and when the story happened and introduces the participants of the story, who and what is involved in the story.
2. Complication : Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution : The problem (the crisis) is resolved, either in a happy ending or in sad ending (tragic).

Language Feature:

1. Vocabulary which related in the story.
2. Verb / Tenses (Past Tense).
3. Pronunciation, stress, intonation in presentation.

E. Teaching Method

POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy

F. Media, Tools, and Sources Learning

1. Media
 - Gambar
2. Alat/ bahan
 - a) Papan Tulis
 - b) Spidol
3. Sumber Belajar
 - a) Buku kumpulan cerita rakyat
 - b) Buku Paket kelas X : Bahasa Inggris/Kementrian Pendidikan dan Kebudayaan. Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.
 - c) LKS

G. Learning Activities

1) First Meeting

Opening Activities (10 minutes)	
Phase	Activities
Opening the class	<ol style="list-style-type: none"> 1. Teacher give greetings. 2. Teacher leds prayer. 3. Teacher check student's attendance 4. Teacher communicate with students and give questions to material will be taught.
Core Activities (70 minutes)	
Observation (20 minutes)	

Teacher	Students
1. The teacher shows some pictures which is related to the narrative text	1. The students observe the pictures and guess what kind of text that will they learned
2. The teacher distributes handout to the students about the narrative text	2. Students try to comprehend the handouts that teacher gives to them about narrative text. 3. Students observe examples of the text in the handout 4. Students observe the social functions, generic structure, and language features of the text
3. The teacher gives another handout to the students about POSSE strategy and explains to the students how to use each step in the strategy	5. The students try to understand about the strategy in the handouts 6. The students give attention by making note about the teacher explanation.
Question (10 minutes)	
Teacher	Students
Teacher asks students to give questions about what they do not understand.	Students give some question about narrative text and POSSE strategy that they have not been understood
Exploration (40 minutes)	
Teacher	Students
1. The teacher divides students into some group and gives the POSSE sheet to each group 2. The teacher shows a picture/diagram/title/ headings that relate to the text. 3. The teacher ask some questions to help students do the prediction	1. The students predict what the text will tell about by looking the picture. 2. Students predict the story by answering the teacher's questions and mentioning as many ideas as possible related to the picture and the title. 3. Students write down their predictions about the story in predict part in the POSSE sheet
4. The teacher asks the students to write their prediction into such a semantic map in their POSSE sheet.	5. The students organize all the ideas that have been done in the predict step into the first semantic Map on their POSSE sheet. 6. The students can categorize the ideas based on the generic structure,

	language feature, or main idea of narrative text.
5. The teacher gives a written text that related to the picture and title in the predict step to each group of students	7. The students start to read the text and try to comprehend the text 8. The activity is followed by finding the main idea of each paragraph in the text.
Closing Activities (10 minutes)	
1. Teacher explains that the next activity will continued in the next meeting 2. Teacher reminds the students to bring their POSSE sheet in the next meeting and asks them to study at home. 3. Teacher closes the class with motivation and greets the students.	

2) Second Meeting

Opening Activities (10 minutes)	
Phase	Activities
Opening the class	1. Teacher give greetings. 2. Teacher leds prayer. 3. Teacher checks student's attendance 4. Teacher reminds students about the previous meeting. 5. Teacher asks students about their POSSE sheet in the previous meeting.
Core Activities (70 minutes)	
Exploration (15 minutes)	
Teacher	Students
1. The teacher asks students to continue their activities in the previous meeting.	1. Students continue their activities in the previous meeting they are find the main idea of each paragraph in the text.
Association (20 minutes)	
2. The teacher asks students to compare their first and second semantic map.	1. Students compare their two semantic maps generated before and after reading the text and join them to form a good summary of the text. 2. Students write the new vocabulary which they found in the text and their meanings.

	3.Students write some unfamiliar information that they get from the text.
Communications (35 minutes)	
Teacher	Students
<ol style="list-style-type: none"> 1. Teacher asks students to presents their POSSE sheet. 2. Teacher gives individul test in the form of multiple choice question to evaluate the students' understanding about the text. 	<ol style="list-style-type: none"> 1.Each group of students present their POSSE sheet. 2.Students done the multiple choice question individually.
Closing Activities (10 minutes)	
<ol style="list-style-type: none"> 1. Teacher collects the students' answer sheet. 2. Teacher and students together make a conclusion about the material and the strategy. 3. Students give question about the material or strategy that they have not been understood. 4. Teacher closes the class with motivation and greets the students. 	

H. Appraisal

Assesment Technique:

1. Attitude (through observation sheet of students's activities in learning process)

No	Students' Name	Interest				Attention				Participation				Presentation			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	
1																	
2																	
3																	
4																	
5																	
6																	

33																			
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Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

2. Knowledge (Reading Comprehension Test)

Multiple choice = 10 questions

The correct answer = 10 points

The incorrect answer = 0 points

Total score = 100 points

3. Skill : Skill of completing the POSSE sheet

Medan, January 2018

Known by,

English Teacher

Researcher

Kasih Indriyanti, S.Pd.

Nur Qomariah

Headmaster of SMK TI Harapan Mekar 1 Medan

Martua Nasution, ST

Appendix 2

Lesson Plan

(Cycle II)

School	: SMKTI HARAPAN MEKAR 1 MEDAN
Subject	: English
Class / Semester	: X-TKJ / II
Topic	: Narrative Text
Time Allocation	: 2 x 45 menit
Skill	: Reading

I. Core Competencies

KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4: Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

J. Basic Competency and Indicators

3.10 Analyzing social function, the structure of the text, and linguistic elements in simple narrative texts in the form of legends, according to the context of use.

5. Students can identify the characters that exist in a folktale
6. Students can identify social elements of folklore
7. Students can identify the moral values that exist in folklore

8. Students can identify linguistic elements in folklore
- 4.15 Responding the meaning of oral and written narrative texts in the form of simple legends.
3. Students can answer questions related to the text of folklore.
 4. Students can retell a folktale that is read both orally and in writing.

K. Learning Objectives

After finishing the lesson, the students are supposed to be able to:

1. Demonstrate the seriousness of learning English related to simple narrative texts in the form of folklore.
2. Demonstrate caring behavior, confidence and responsibility in implementing communications related to simple narrative texts in the form of folklore
3. Identify social fugsi, text structure and language elements of simple narrative texts in the form of folklore.
4. Responding to the meaning of simple narrative text in the form of folklore.

L. Learning Material

Narrative Text:

Narrative text is a kind of text to retell the story that happen in the past time. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The Generic Structure of Narrative text

4. Orientation: Sets the scene. Where and when the story happened and introduces the participants of the story, who and what is involved in the story.
5. Complication : Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

6. Resolution : The problem (the crisis) is resolved, either in a happy ending or in sad ending (tragic).

Language Feature:

4. Vocabulary which related in the story.
5. Verb / Tenses (Past Tense).
6. Pronunciation, stress, intonation in presentation.

M. Teaching Method

POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy

N. Media, Tools, and Sources Learning

1. Media
 - Gambar
2. Alat/ bahan
 - c) Papan Tulis
 - d) Spidol
3. Sumber Belajar
 - d) Buku kumpulan cerita rakyat
 - e) Buku Paket kelas X : Bahasa Inggris/Kementrian Pendidikan dan Kebudayaan. Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.
 - f) LKS

O. Learning Activities

3) First Meeting

Opening Activities (10 minutes)	
Phase	Activities
Opening the class	<ol style="list-style-type: none"> 5. Teacher give greetings. 6. Teacher leds prayer. 7. Teacher check student's attendance 8. Teacher communicate with students and give questions to material will be taught.
Core Activities (70 minutes)	
Observation (20 minutes)	

Teacher	Students
1. The teacher shows some pictures which is related to the narrative text	4. The students observe the pictures and guess what kind of text that will they learned
5. The teacher distributes handout to the students about the narrative text	5. Students try to comprehend the handouts that teacher gives to them about narrative text. 6. Students observe examples of the text in the handout 7. Students observe the social functions, generic structure, and language features of the text
6. The teacher gives another handout to the students about POSSE strategy and explains to the students how to use each step in the strategy	7. The students try to understand about the strategy in the handouts 8. The students give attention by making note about the teacher explanation.
Question (10 minutes)	
Teacher	Students
Teacher asks students to give questions about what they do not understand.	Students give some question about narrative text and POSSE strategy that they have not been understood
Exploration (40 minutes)	
Teacher	Students
4. The teacher divides 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 prediction	1. The students predict what the text will tell about by looking the picture. 2. Students predict the story by answering the teacher's questions and mentioning as many ideas as possible related to the picture and the title. 3. Students write down their predictions about the story in predict part in the POSSE sheet
9. The teacher asks the students to write their prediction into such a semantic map in their POSSE sheet.	10. The students organize all the ideas that have been done in the predict step into the first semantic Map on their POSSE sheet. 11. The students can categorize the ideas based on the generic structure,

	language feature, or main idea of narrative text.
6. The teacher gives a written text that related to the picture and title in the predict step to each group of students	12. The students start to read the text and try to comprehend the text 13. The activity is followed by finding the main idea of each paragraph in the text.
Closing Activities (10 minutes)	
1. Teacher explains that the next activity will continued in the next meeting 2. Teacher reminds the students to bring their POSSE sheet in the next meeting and asks them to study at home. 3. Teacher closes the class with motivation and greets the students.	

4) Second Meeting

Opening Activities (10 minutes)	
Phase	Activities
Opening the class	6. Teacher give greetings. 7. Teacher leds prayer. 8. Teacher checks student's attendance 9. Teacher reminds students about the previous meeting. 10. Teacher asks students about their POSSE sheet in the previous meeting.
Core Activities (70 minutes)	
Exploration (15 minutes)	
Teacher	Students
2. The teacher asks students to continue their activities in the previous meeting.	3. Students continue their activities in the previous meeting they are find the main idea of each paragraph in the text.
Association (20 minutes)	
4. The teacher asks students to compare their first and second semantic map.	4. Students compare their two semantic maps generated before and after reading the text and join them to form a good summary of the text. 5. Students write the new vocabulary which they found in the text and their

	meanings. 6.Students write some unfamiliar information that they get from the text.
Communications (35 minutes)	
Teacher	Students
3. Teacher asks students to presents their POSSE sheet. 4. Teacher gives individul test in the form of multiple choice question to evaluate the students' understanding about the text.	3.Each group of students present their POSSE sheet. 4.Students done the multiple choice question individually.
Closing Activities (10 minutes)	
5. Teacher collects the students' answer sheet. 6. Teacher and students together make a conclusion about the material and the strategy. 7. Students give question about the material or strategy that they have not been understood. 8. Teacher closes the class with motivation and greets the students.	

P. Appraisal

Assesment Technique:

1. Attitude (through observation sheet of students's activities in learning process)

No	Students' Name	Interest				Attention				Participation				Presentation			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	
1																	
2																	
3																	
4																	
5																	
6																	

33																			
----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

2. Knowledge (Reading Comprehension Test)

Multiple choice = 10 questions

The correct answer = 10 points

The incorrect answer = 0 points

Total score = 100 points

3. Skill : Skill of completing the POSSE sheet

Medan, January 2018

Known by,

English Teacher

Researcher

Kasih Indriyanti, S.Pd.

Nur Qomariah

Headmaster of SMK TI Harapan Mekar 1 Medan

Martua Nasution, ST

Appendix 3

Instrument of the Research

I. Pre-Test

Read the text below and choose the right answer by crossing (X) A, B, C, D, or E in the answer sheet!

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightning flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

“It won’t take long to find that out,” thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses. That was where the princess was to spend the night.

In the morning they asked her how she had slept. “Oh, dreadfully! said the princess. “I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I’m black and blue all over.”

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

1. What kind of the text is it?
 - a. report
 - b. recount
 - c. narrative
 - d. descriptive
 - e. news item

2. The generic structure of the text is.....
 - a. Orientation > Complication > Resolution
 - b. Orientation > Events > Re- Orientation
 - c. General Classification > Description
 - d. Identification > Description
 - e. Newsworthy Events > Background Events > Sources

3. What is the purpose of the text ?
 - a. to inform about princess and the pea
 - b. to describe the story of the princess and the pea
 - c. to give information that the prince looked for the real princess
 - d. to amuse the reader with the story of the princess and the pea
 - e. to describe how the princess could feel the pea on the bottom boards of the bed

4. What is the dominant structure used in the text ?
 - a. the simple present tense
 - b. the simple past tense
 - c. the present continuous tense
 - d. passive voice
 - e. imperative

5. No one but a real princess could have such a tender skin as that. The synonym of 'tender' is?
 - a. hard
 - b. light
 - c. weak
 - d. strong
 - e. soft

Jack and the Beanstalk

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?" Hastily the giantess opened a very big cupboard and hid Jack there.

6. Where did Jack sell his cow?
 - a. At a castle
 - b. At the market
 - c. At the giant's castle
 - d. At the butcher's house
 - e. On the way to the market

7. What is the story about?
 - a. Jack and a butcher
 - b. Jack and the giantess
 - c. Jack and the beanstalk
 - d. A poor widow and his son
 - e. The giantess and her husband

8. "Oh! It's my husband!" cried the giantess" (paragraph 7) "What on earth shall I do?" From the sentence we know that the giantess is her husband.
 - a. afraid of
 - b. angry with
 - c. fed up with
 - d. annoyed with
 - e. displeased with

9. Jack's mother looked very furious when Jack told that?
 - a. the beans were precious
 - b. the butcher bought his cow
 - c. he had sold his cow to a butcher
 - d. he traded his cow for the beans
 - e. he met a butcher on the way to the market

10. What do we learn from the text?
 - a. Sincerity makes Jack get something precious
 - b. Jack's mother was a furious mother
 - c. Poverty makes people hopeless
 - d. The giantess took pity on Jack
 - e. Jack was an innocent boy

II. Cycle 1 Test

Read the text below and choose the right answer by crossing (X) A, B, C, D, or E in the answer sheet!

One upon a time there was an office worker whose name was Charles. He worked in the same insurance office for many years. But during that time, he became more and more unhappy. While he worked, he dreamed constantly, and in his dream he was always a hermit, he stayed in his room. He didn't like people. He

especially didn't like people when they talked. He wanted peace and quiet. Life went on for Charles in this way until he became desperate.

His big opportunity came when he learned about a sea voyage the two of his friends were planning. They expected to make the trip during their summer vocation. Charles asked to join them. While they were sailing, our hero talked to his friends about the joys of hermits' life. He talked until he finally convinced them and they decided to stop at the First Island that they found.

A few days after this decision, they saw the island in the distance where they decided to live. Before they went ashore, Charles asked the other two make a promise not to say a word after they reached the island. They were to remain perfectly quit during their stay.

During the first few days after they landed, they built a little house where they planted a garden. The island was paradise for Charles because this was the peace and quiet that he wanted.

1. What kind of text is the text above?
 - a. a narrative text
 - b. an anecdote text
 - c. an description text
 - d. an analytical exposition
 - e. a recount text

2. The purpose of the text is?
 - a. to persuade the readers to be a hermit
 - b. to tell the past experience of Charles
 - c. to entertain the readers
 - d. to describe Charles' experience
 - e. to evaluate the past experience

3. They expected to make the trip....(paragraph 2) The underlined word means?
 - a. asked
 - b. wanted
 - c. had
 - d. aimed
 - e. hoped

4. Which of the following statements is true according to the text?
 - a. Charles liked people when they talked
 - b. Charles disliked the noisy condition
 - c. Charles wanted to be a sea voyage
 - d. Charles disliked peace and quiet
 - e. Charles dreamed to live in the city

5. Which paragraph is the orientation?
 - a. paragraph 1
 - b. paragraph 2

- c. paragraph 3
- d. paragraph 4
- e. paragraph 5

A boy stole a lesson-book from one of his school fellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commended him. The youth, advanced to adulthood, proceeded to steal things of still greater value.

At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, "I wish to say something to my mother in her ear." She came close to him, and he quickly seized her ear with his teeth and bit it off. The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death."

6. What is the text about?
 - a. The effect of supporting bad attitudes
 - b. What a mother must do to the children
 - c. The life experiences of a professional thief
 - d. The relationship between a son and the mother
 - e. How a boy became a thief
7. What did the mother do to his son when he stole in the first time?
 - a. She encouraged him
 - b. She bit him
 - c. She bound his arms
 - d. She bit his ears
 - e. She advised him
8. Why did the mother violently beat her breast in sorrow?
 - a. She wanted to show the people that she was sorrowful
 - b. She wanted the people to think that she had educated his son well
 - c. She wanted the people to support her as the mother
 - d. She wanted to hurt herself
 - e. She wanted her son to be set free
9. Why did the thief blame his mother for what happened to him? Because?
 - a. He was actually a good man
 - b. He wanted his mother to die first
 - c. She had encouraged him to steal again and again
 - d. She had taken all the things that he stole
 - e. She was angry when he stole things.

10. "She not only abstained from beating him," What is the synonym of the underlined word?
- gained
 - let
 - bound
 - obscure
 - forbade

III. Cycle 2 Test

Read the text below and choose the right answer by crossing (X) A, B, C, D, or E in the answer sheet!

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories?
 - Another village
 - Mountains
 - Forests
 - Hills v
 - Towers and logs
2. Who was Ah Tim ?
 - The young woman's brother
 - The young woman's son
 - The young woman's brother and nephew

- d. The young woman's brother's son
 - e. One of the men who fetched a stick
3. Who walked in front when they were in the forest ?
- a. Ah Tim
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
 - e. The baby and his mother
4. How could the wolves catch Ah Tim ?
- a. He was afraid
 - b. He was stumbled by a stone
 - c. He ran slowly
 - d. The woman cried
 - e. The wolves were good runners
5. The woman gave her son to the wolves because
- a. She loved her nephew than her son.
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She was crazy
 - e. She kept a grudge on his brother
6. What did the villagers bring sticks for ?
- a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods.
 - d. For play
 - e. For building a house for the woman.
7. "all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to?
- a. Received
 - b. Caught
 - c. Got
 - d. Hit
 - e. Lifted
8. From the passage we learn that the villages were?
- a. Located in one huge area
 - b. Situated in a large district
 - c. Wild and unsafe
 - d. Separated by untamed jungles.
 - e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because?
 - a. Ah Tim wanted to see the wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored to live with his parents
 - d. The baby was too cute to be alone
 - e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?
 - a. To describe the danger of the villages
 - b. To entertain the readers of the story
 - c. To tell the villagers' relationship
 - d. To explain how important a relative is
 - e. To narrate how the wolves were playing with the baby.

Appendix 4

Answer Key

I. Pre-Test

1. C
2. A
3. D
4. B
5. E
6. E
7. C
8. A
9. D
10. A

II. Cycle 1 Test

1. A
2. C
3. E
4. B
5. A
6. E
7. A
8. D
9. C
10. B

III. Cycle 2 Test

1. C
2. D
3. A
4. B
5. B
6. A
7. C
8. D
9. E
10. B

Appendix 5

The Result of Students' Score of Reading Comprehension Test

No	Students' Name	Pre-Test	Cycle 1	Cycle 2
1	A	40	80	90
2	AN	50	70	90
3	AL	80	90	100
4	ARP	50	70	90
5	AS	60	90	90
6	AS	50	60	90
7	BM	70	90	90
8	BDP	40	70	80
9	DKS	50	80	90
10	DR	60	80	90
11	FP	50	70	100
12	HS	80	80	90
13	KG	70	80	100
14	LBH	50	80	80
15	M	50	70	90
16	MR	60	70	80
17	MTHS	60	90	100
18	NT	40	80	90
19	PNU	60	80	80
20	RAHL	50	70	90
21	RA	50	80	80
22	RS	60	80	80
23	RS	40	70	90
24	RA	70	80	90
25	SAO	50	70	100

26	SA	70	90	90
27	SW	80	80	90
28	S	60	70	90
29	TG	60	60	80
30	WP	50	70	90
31	WMN	70	90	100
32	YI	50	70	90
33	Z	60	70	90
Total Σx		1890	2530	2960
The Mean Score		57,27	76,67	89,70
Percentage		9,01%	54,55%	100%
Criteria		Very Low	Moderate	Very high

Appendix 7

Observation Sheet of Students' Activities in Learning Process (Cycle 1)

School : SMK TI Harapan Mekar 1 Medan

Academic Year : 2017/2018

Class/Semester : X TKJ¹ / II

Sub ject : English (Narrative Text)

Cycle : Cycle 1

No	Students' Name	Aspects			
		Interest	Attention	Participation	Presentation
1	A	2	2	2	1
2	AN	2	2	2	2
3	AL	3	2	2	1
4	ARP	2	1	2	2
5	AS	3	2	1	2
6	AS	1	2	2	1
7	BM	1	2	3	1
8	BDP	2	2	2	1
9	DKS	2	1	2	1
10	DR	2	1	2	2
11	FP	3	2	3	2
12	HS	2	2	1	2
13	KG	2	2	3	1
14	LBH	3	2	2	2
15	M	2	2	3	2
16	MR	3	2	2	1
17	MTHS	2	1	3	3
18	NT	2	2	3	1
19	PNU	2	1	2	1
20	RAHL	3	3	2	3
21	RA	2	2	1	3
22	RS	3	2	2	3

23	RS	1	2	2	1
24	RA	3	2	3	2
25	SAO	1	2	3	1
26	SA	3	2	2	3
27	SW	3	2	2	2
28	S	2	2	3	3
29	TG	1	2	3	1
30	WP	2	1	2	1
31	WMN	3	2	3	2
32	YI	2	1	2	1
33	Z	2	2	1	1
Total Score		72	60	73	56
Percentage		54,55%	45,45%	55,30%	42,42%
Mean		49,43%			
Criteria		Quite Active			

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

Appendix 8

Observation Sheet of Students' Activities in Learning Process (Cycle 2)

School : SMK TI Harapan Mekar 1 Medan

Academic Year : 2017/2018

Class/Semester : X TKJ¹ / II

Sub ject : English (Narrative Text)

Cycle : Cycle 2

No	Students' Name	Aspects			
		Interest	Attention	Participation	Presentation
1	A	4	4	3	4
2	AN	4	4	3	4
3	AL	4	4	4	3
4	ARP	4	3	4	3
5	AS	3	4	4	3
6	AS	4	4	3	3
7	BM	4	3	3	4
8	BDP	3	4	4	3
9	DKS	4	3	4	3
10	DR	3	3	4	3
11	FP	4	4	3	2
12	HS	3	4	3	4
13	KG	4	3	3	4
14	LBH	4	4	3	3
15	M	4	3	3	4
16	MR	4	4	3	4
17	MTHS	3	3	4	3
18	NT	4	3	3	4
19	PNU	4	3	4	3
20	RAHL	4	4	3	4
21	RA	3	3	4	3
22	RS	4	4	3	4
23	RS	4	3	3	2

24	RA	4	3	4	2
25	SAO	3	4	3	3
26	SA	4	4	4	2
27	SW	4	3	4	3
28	S	3	4	3	4
29	TG	4	3	3	2
30	WP	3	4	3	3
31	WMN	4	4	3	3
32	YI	3	3	3	4
33	Z	3	3	2	3
Total Score		121	116	110	106
Percentage		91,67%	87,88%	83,33%	80,30%
Mean		85,80%			
Criteria		Very Active			

Note:

4 = Very Active

2 = Quite Active

4 = Active

1 = Passive

Appendix 11

Students' Attendance
SMK TI Harapan Mekar 1 Medan
X TKJ¹

No	Students' Name	Signatures			
		Cycle 1		Cycle 2	
		1	2	3	4
1	Aisyah				
2	Ananda Natasya				
3	Andi Lesmana				
4	Andrea Ramadhan P.				
5	Anita Syahrani				
6	Ari Sumanda				
7	Bella Mauliza				
8	Bima Dwi Pamungkas				
9	Desi Kartika Sari				
10	Dicky Rahmatsyah				
11	Fandi Pradana				
12	Hajratun Sakdiah				
13	Khalil Gibran				
14	Laily Bil Husna				
15	Mahanum				
16	M. Ridho				

17	M. Taufik Hidayat S.				
18	Novi Tamara				
19	Pinta Nuri Utami				
20	Raka Al'Hakim Lubis				
21	Rico Affandi				
22	Rindiani Syahpitri				
23	Riski Syahputra				
24	Russiska Anjani				
25	Sabila Alya Okta				
26	Siska Aprilyani				
27	Suci Wulandari				
28	Sulaiman				
29	Tomy Gauryfa				
30	Wira Praja				
31	Wiwik Malina Nst.				
32	Yoppy Irawan				
33	Zulfikri				

Appendix 12

Research Documentations



1. Students did the pre-test

Learning Process in Cycle 1



2. Teacher explained about the POSSE strategy and the material that was used in learning process.



3. Students did the post-test in cycle 1

Learning Process in Cycle 2



4. Students discussed in doing the POSSE sheet



5. Students presented their POSSE sheet



6. Students did post-test in cycle 2

CURRICULUM VITAE

Name : Nur Qomariah
Place/Date of Birth : Bahtera Makmur, 4 September 1997
Gender : Female
Religion : Moslem
Hobby : Reading and Sleeping
Hp : 0823 – 8973– 3419
Parents' Name
Father : Chairani
Mother : Priani
Address : Jl.Lintas Riau KM.10 Dusun Jaya Makmur RT. 01
RW.01, Kec. Bagan Sinembah, Kab. Rokan Hilir, Riau
Education
2003-2009 : SD Negeri 006 Bagan Sinembah
2009-2011 : SMP Al-Azhar Padang
2011-2014 : SMA Negeri 1 Bangko
2014-2018 : Student of English Department Faculty of Teacher Training and
Education, Umsu 2013 Until Reaching The Degree of Sarjana
Pendidikan.

Medan, March 2018
The Researcher

NUR QOMARIAH