

**THE USE OF POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE
AND EVALUATE) STRATEGY TO IMPROVE READING
COMPREHENSION ACHIEVEMENT OF THE EIGHTH
GRADE STUDENTS' OF MTS NURUL ISLAM
BAYUNG LENCIR**

THESIS

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

2021

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THESIS

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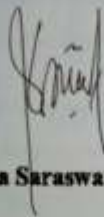
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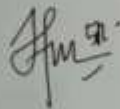
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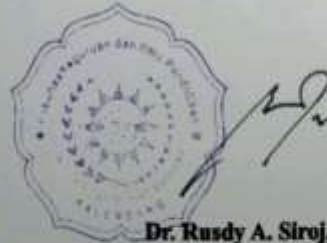
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Palembang, November 2021

Yang menerangkan

Mahasiswa yang bersangkutan



Ayu Siti W

MOTTO AND DEDICATION

Motto :

“Do what you love, not what you think you are supposed to do”

This thesis dedicated to :

- ❖ **My beloved parents (Saibrudin and Suwartini), thanks for all of your love, who always support, pray and everything you give till now, thank you so much.**
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ABSTRACT

Siti W, Ayu. 2021. *The Use of POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy to Improve Reading Comprehension Achievement of the Eighth Grade Students' of MTs Nurul Islam Bayung Lencir*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisors: (I) Sri Yuliani, S.Pd., M.Pd, (II) Dwi Rara Saraswaty, S.Pd., M.Pd.

Keywords : POSSE Strategy, Reading Comprehension, Achievement.

This thesis entitled “The Use of POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy to Improve Reading Comprehension Achievement of the Eighth Grade Students' of MTs Nurul Islam Bayung Lencir”. The problem of this study was “Is it effective to use of POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy to improve the Reading Comprehension achievement of the eighth grade students' of MTs Nurul Islam Bayung Lencir?” The objective of this research was to know whether or not it is effective to use *POSSE (Predict, Organize, Search, Summarize and Evaluate)* strategy to improve Reading Comprehension achievement at the eighth grade students' of MTs Nurul Islam Bayung Lencir. This study used a quasi experimental design. The population of this study was all of the eighth grade students at MTs Nurul Islam Bayung Lencir in the academic years of 2021-2022, with the total number of students were 216 students. The sample of this study was 60 students which were divided into two groups: experimental group and control group. The instruments used in collecting the data were the pretest and posttest. Each test consisted of 30 items. The data was obtained from 30 multiple choice questions. The result of data analysis revealed that the valuable or t-obtained was 5.183 at significant level $p < 0.05$ (5%) for 2-tailed and degree of freedom (df) was 58, t-table was 1.697. Since the value of t-obtained was higher than t-table, so the Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. So it was evident that is effective to teach between students in learning reading comprehension that were using POSSE strategy and those who are not using POSSE strategy.

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The resercher realizes that the thesis is not perfect. There are still many mistakes and weakness. Therefore, the resercher hopes for suggestions and expects that this thesis will be useful for all of us. May Allah SWT, always given guidance and blessing us. *Aamiin Ya Rabbal 'Alamiin.*

Palembang, November 2021

The Researcher,

ASW

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CHAPTER I

INTRODUCTION

This chapter describes (A) background, (B) problem of the study, (C) limitation of the study, (D) formulation of the study, (E) objective of the study, (F) significances of the study, (G) hypothesis of the study.

A. Background of Study

English is an international and a prevalent language used by people from various countries to communicate and relate with others. According to Steve (2017), English is used as a second language by many societies in order to communicate with other people although it is not their own language. In order to master it, Indonesian had to learn English from an early age. Learning English in Indonesia starts from primary school or elementary school until university. They must study hard to make themselves understand about it. Because of this teachers had an important role in supporting Indonesian students in learning English. Not only that, parents must also participate in helping their children. According to Hakiki and Hidayati (2017), Indonesian parents are suggested to assist their children to learn English from an early age as it is innocuous their first language.

There are four basic skills in English. Those are listening, speaking, writing and reading. They should be related to each other, and they cannot be separated mutually. Sadiku (2015) states that for the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way (p.29). So, teacher should developed these four skills to make their students could used the skills to communicate with each other and express their feelings or opinions in English well.

One of the important output skills that should be learned is reading. By increasing reading skill, the students could improved their vocabulary, tenses, and fluency that are related to knowledge especially English. It could encouraged the learners to increase other skills like writing and listening. According to Ambe (2007), reading is an important skill in the world, therefore politicians, educators, administrators, and researchers strive to make reading important in education.

Reading is not only about fluently but also how the students understand the information conveyed by the reseacher. They should know meaning of the text in order to make them knowing thepassage.

Snow (2002) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (p. 11). It means that, reading comprehension is the understanding and interpretation of what is read. To be able to accurately understand material, children need to be able to (1) decode what they read, (2) make connections between what they read and what they already know, and (3) think deeply about what they have read.

According to Rebecca (2003), narrative text is a text, which paints a series of plausible and timeless events experienced by actors. Some keys to understanding a narrative include, among others, the sense of plot, theme, character, event, and how they relate (pp.85-86). Narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). The purpose of narrative text is to entertain the reader or present a story. For example, a fairy tale is a narrative text structure. Narrative text structures should be easy to remember because the structure follows a story with a beginning, a middle, and an end.

Based on the observation, the reseacher found some problems faced by the eighth grade students of MTs Nurul Islam Bayung Lencir in reading especially in reading comprehension. They were still poor in English and most of students think that reading as a boring task. They had limited vocabulary so they were low in the reading comprehension. This also makes students difficult to learn and read, when they are asked directly, they could not answer immediately before looking up at the dictionary, and also students often become sleepy when the teacher taughts reading in class, this is because the method used is only trying to explain continuously which makes students think that reading comprehension is a difficult subject. It makes students' reading habits or interest low because when reading English texts they had to read, understand and also look up for meaning in the dictionary at the same time.

Furthermore, after known the problems faced by the students, the reseacher needs to implemented another strategy that could improved reading comprehension. There are many strategies for teaching reading. The one is POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy is one of the reading strategies that could solved the problems mentioned above. Arianti & Tiarina (2014) states that 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. This strategy incorporates reading and learning practices that effective readers and learners use automatically. Students discussed their reading and used the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend the text.

Shortly, English teacher should be creative in developing their teaching learning process to create good atmosphere to improve the students' reading skill and to make English lesson more exciting. For this reason, the teacher should be more selective to choose the effective strategy which in interesting for their students. Based on the background above, the reseacher was interested in doing a research under the title **“The Use of POSSE (Predict, Organize, Search, Summarize and Evaluate) Strategy to Improve Reading Comprehension Achievement of the Eighth Grade Students’ of MTs Nurul Islam Bayung Lencir”**

B. Problem of the Study

Based on the background above, the researcher would like to identify the problems as follow:

1. The students are not interested in reading the English text.
2. The students have low ability to comprehend the text.
3. Most of students have the difficulties in Reading Comprehension.

C. Limitation of the Study

There were many strategies that could be used to improve reading comprehension achievement in narrative text. But, this research was limited on using POSSE strategy to improve students' reading comprehension.

D. Formulation of the Study

Based on the problem above, the researcher would like to identify the problems were follows: "Is it effective to use of *POSSE (Predict, Organize, Search, Summarize and Evaluate)* Strategy to improve the Reading Comprehension achievement of the eighth grade students' of MTs Nurul Islam Bayung Lencir "?

E. Objective of the Study

Generally, the objective of this research was to know whether or not it is effective to use *POSSE (Predict, Organize, Search, Summarize and Evaluate)* strategy to improve Reading Comprehension achievement at the eighth grade students' of MTs Nurul Islam Bayung Lencir ?

F. Significances of the Study

The result of this classroom action research were expected:

1. For the Researcher

To help the researcher to find out the alternative way of teaching reading, especially narrative and to produced the relevant and valid knowledge for their class to improve their teaching.

2. For the Teachers of English

As a information to English teacher if *POSSE (Predict, Organize, Search, Summarize and Evaluate)* strategy could be effectiveness to improve students' Reading Comprehension achievement.

3. For the Students

As a motivation for the students in learning reading.

G. Hypothesis of the Study

The Hypothesis of this study were started below :

- a. The null hypothesis (H_0) : it is not effective to teach reading comprehension by using *POSSE (Predict, Organize, Summarize and Evaluate)* strategy to improve students' Reading Comprehension achievement.
- b. The alternative hypothesis (H_a) : it is effective to teach reading comprehension by using *POSSE (Predict, Organize, Summarize and Evaluate)* strategy to improve students' Reading Comprehension achievement.

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