CHAPTER I

INTRODUCTION

I.1 Background of the Study

Nowadays, no one can argue that English has an important role in international communication. Kirkpatrick and Sussex (2012:79) observe that English has been increasingly used as an international language along with the development of globalization. In addition, Torres (1998) states that English is without a doubt the actual universal language, the official in 70 countries. Therefore, the need to learn and use English is undeniable.

As an international language, English has gained its popularity all over the world, including in Indonesia. Ellis (1994:220) states that English serves as a means of communication between speakers of science, media and arts travel in tourism and literature. Although in Indonesia English does not widely use in society, it is not used as a medium of communication in official domains like government, the law courts, and the education system, and it is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught (Allan Lauder, 2008).

In Indonesia, English is one of the foreign languages being taught from elementary schools up to university. At the elementary level, it is taught as a local content at year one until three, while at year four to six, it becomes a compulsory subject with two class-hours a week. At junior and senior high

schools, it is offered as a compulsory subject with a time allocation of four class-hours a week, whereas at the university or college, it is accorded for two to six credit-hours and the curriculum focus on English for specific purposes. (Abdullah Hasan, 2012)

The main aim of teaching reading at the senior high school level in Indonesia is conducted based on the reading objective in the English curriculum. It is stated in reading competence that the students are expected to understand the meaning of interpersonal and transactional written texts in the form of the recount, narrative, procedure, descriptive new item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review in daily lives contexts (Badan Standar Nasional Pendidikan, 2006:31). In short, the students are really expected to understand and comprehend reading texts that are in accordance with daily life.

In order to make the students to be successful in today's society, it is crucial that students know how to read (Gables, 2008). The ability to read is no longer an option but rather an expectation of all students throughout their career in order to be literate and successful in their community. However, being able to comprehend what is being read is an essential skill that many students are struggling with. (Ness, 2011).

Furthermore, Moats (2004:7) states that the most fundamental responsibility of the school is teaching students to read. Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who does not learn the reading basics early is unlikely to

learn them at all. Low reading achievement is the problems which cause the performing of school is low, it harms the students and make the loss of public confidence in the school system.

King and Stanley (2004:8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences.

In fact, reading is not as easy as people think. McNamara (2009), states that reading passage seems to be too difficult for students because of some conditions. The conditions refer to the failure of understanding the words and the sentences due to the lack of prior knowledge and vocabularies, the difficulty in answering the questions based on the text, and the lack of comprehending the structure of the text. According to Snow (2004), reading comprehension entails three elements. These are the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part. It means that in order to meet an effective comprehension, the students should be the reader who is going to comprehend the text through several comprehending activities. Indonesia for many years in particular is facing the low rate of reading habit.

Comprehension is the main goal of reading process, in line with this, Hennings (1997:245) states that comprehension means interacting and constructing meaning with text. In addition, Fairbairn and Winch (1996:8) affirm that the readers read in order to gain meaning from the text. However,

in teaching learning process there are many students who have problems in comprehending an English text. Even though the readers know or understand about something, it is not guaranteed that he or she comprehends it.

Mustafa (2012) in his journal stated that Indonesian people did not like to read. A few factors suspected to influence these low reading habits were: the low availability of reading infrastructure, among these were the high price books and other library materials that people cannot access them easily; the minimum support and inculcate to children to read books by parents and/or teachers; and the dominant of the oral culture in communication activities among people of Indonesia. In addition, various surveys have indicated very low rates of reading interest in Indonesia. In 2015, National Library released data which showed only 10% of Indonesians, who were above 10 years old, have a keen interest in reading (Wibowo, 2015).

According to Cain and Oakhill (2011), reading influences vocabulary development; however, when students do not read fluently or regularly, their vocabulary skills are impacted. Additionally, Caccamise and Snyder (2005) reported that vocabulary knowledge positively affected reading comprehension and academic performance. During reading, students continually process words to create meaning, and without a strong vocabulary base, students will struggle to understand what they have read. Unfortunately, as students struggle to read, they often avoid reading.

Based on preliminary study carried out at SMA Smart Indonesia Pekanbaru in October 2016, the teacher explained about teaching and learning

process in the class such as; the students' achievement and the condition in teaching and learning process. Based on the data, the minimum standard score of English (KKM) at SMA Smart Indonesia Pekanbaru was 75. However, there were still more students who obtained low English scores which were lower than KKM. It was only 41% of the students who could reach the KKM.

According to the preliminary study, it was shown that the implementation of various strategies was limited. In contrast, Paris et. al. (1991) in Harris and Graham (2007:3) point out that a good reader should set the highly complex and well-developed skills and strategies before, during, and after reading that assist him/her in understanding and remembering what she/he reads. The used of various strategies which the teacher applied in the classroom seemed not appropriate for the students. For example, the group discussion method such as Jigsaw, STAD (Students Teams Achievement Division), and TGT (Team Games Tournament) did not help the students in comprehending the reading material. Based on the observation and interview, it showed that the students were interested in teaching and learning process by using the methods, but at the end of the activity the students could not catch the idea of the text.

In addition, the group discussion method which was usually used by the teachers did not help the students much to comprehend the content of the text. Moreover, the students just got limited information from the text although they already paid attention during the reading activity. According to Anderson (1982:6), he paid attention to the text during reading which was

very important since it could activate the reader's inquiry and help them to gain deep concentration.

Besides, the students were unable to identify the main ideas, specific information, reference and inference of each paragraph of the text. They also found many unknown words in the text. It was difficult for them to make a key connection between words and ideas. This problem led them to spend much time to open their dictionary and to find the meaning of the difficult words.

Secondly, most of the students did not have prior knowledge to make them easier in comprehend an idea from a new information in the text. According to Braunger & Lewis (2006), having adequate background knowledge is a prerequisite. Both world knowledge and literary knowledge provide a bridge to a new text. In short, reading comprehension depends on the student's experience and prior knowledge to organize the idea. Furthermore, Cromley and Azevedo (2007) have discovered that background knowledge is a significant contributor to comprehension. So, the students who have lack of prior knowledge about the content their reading will struggle to make sense of it.

Thirdly, students created incomplete and disorganize study materials. The students were generally not taught tolearn strategies and were left to their own devices. Unfortunately, students' preferred strategies were ineffective. For many students, academic struggles begin with note taking. This is not surprising because note taking, like other strategies, is not explicitly taught to

students (Baker & Brown, 1984). The process of taking notes is effective because it aids attention and facilitates encoding (Mayer, 2008). The product function of note taking is important because it provides an external memory aid for review (Kiewra, 1985; Titsworth, 2001). Incomplete notes are especially problematic because students have only a 5% chance of recalling non-noted information on a test (Howe, 1970).

Furthermore, one mistake that students often make is studying directly from the notes they took during lecture or text learning. Most times, these notes are lack of organization or are organized linearly in an outline (Kiewra, 2005 and Gubbels, 1999). The problem with disorganized or linearly organized notes is that they make it difficult to compare across topics.

The last, the problems associated with lack of vocabulary and prior knowledge, incomplete and disorganized study materials were compounded when students used repetitive strategies to study those materials (Rachal, Daigle, & Rachal, 2007). Repetitive strategies such as rereading, reciting, rewriting, and recopying are ineffective (Anderson, 1995; Kiewra & DuBois, 1997). Many students mistakenly believe that this increased exposure to information, in the form of reciting or rewriting notes word for word, improves performance (Jairam & Kiewra, 2009).

Teachers spent the majority of class time covering content and neglected to equip students with the strategies necessary to learn that content. Teachers probably did not teach students how to learn because they believe strategies develop naturally and therefore do not need to be taught or simply because

teachers as students were never taught strategies themselves (Kiewra, 2005). According to Kustaryo (1988), it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only the read of the text but also their experience to comprehend it. That is why teachers need to give the best strategy to help their students comprehend the text.

One of the factors that can improve the students' reading comprehension is the strategies in learning English. Learning strategies help to make language learning easier, faster, more self-directed, more effective, and more transferable to new situations (Rubin 1987 Oxford 1990). More specifically, learning strategy is a "cognitive strategy" which is used to signify operations and procedures that the student may use to acquire, retain, and retrieve different kinds of knowledge and performance (Schemeck, 1998; Weinstein & Mayer, 1986; Rigney, 1978 in Chang et al, 2007). Bialystok (1983) defined language-learning strategies as an optional means of exploiting available information to improve competence in a second language. Meanwhile, he identified four kinds of language learning strategies: (a) formal practicing; (b) functional practicing; (c) monitoring; and (d) inferencing.

This study concerns with the way how to solve the problem faced by the students. The teaching reading technique is one of the substantial factors that affects students' problem in reading. Actually, the conventional reading technique and monotones strategies cannot give satisfying results. Because of that, the students often found difficulties in comprehending the text.

Therefore, based on those factors above, teachers should pay attention to use appropriate methods, strategies and or techniques. Two strategies; POSSE and PLAN will be applied and compared in this study. Englert and Marriage in Boyle, Joseph (2009:210) say that POSSE strategy is a reading comprehension strategy to model the habits of strong readers to students and teach them how to use the scheme. It is an acronym for: Predict ideas from prior knowledge, Organize the idea, Search for the structure the main idea, Summarize the key ideas, and Evaluate understanding. Furthermore, Caverly (1995) says that PLAN strategy is a graphic organizer that helps students to summarize the content of a reading selection and incorporates a number of reading and learning strategies into a single note-taking tool. It is an acronym for: Predict, Locate, Add, and Note.

Based on these problems, it is assumed that language learning strategy and the application give significant influence on the students' English reading comprehension. So, it is necessary to conduct a research entitled **"A Comparative Study on the Effect of Using POSSE Strategy and PLAN Strategy on Students' Reading Comprehension at SMA Smart Indonesia Pekanbaru"**

I.2 Statement of the Problem

The main aim of this study was to compare between the effect of Predict, Organize, Search, Summarize and Evaluate (POSSE) and Predict, Locate, Add, and Note (PLAN) in reading comprehension. Applying Predict,

Organize, Search, Summarize and Evaluate (POSSE) and Predict, Locate, Add, and Note (PLAN) were expected to solve the problem and to bring good improvement in students' reading achievement.

As mentioned above, the problems of this study related to the students' problems in reading comprehension. Although they have learned some techniques, but they still faced some difficulties in comprehending the text, such as determine main idea, detailed information about the text, supporting detail, reference, inference generic structure and also the main feature of a text.

Based on the problems mentioned above, in order to avoid biases, it is needed to address some questions. Why do the students get difficulties in identifying the main idea of the text? What does the student get difficulties to find the detail information of the text? Why can the students not identify the meaning of vocabulary in context? Why do the students get difficulties in identifying the generic structure of the text? What do the students get difficulties to identify the word reference? Why do the students also get difficulties to make inferences of the text? What makes the students get difficulties in identifying the main feature of the text? How is the influence of POSSE strategy on students' reading comprehension? Is PLAN appropriate strategy to improve students' reading comprehension? Which strategies are better in resulting either POSSE Strategy or PLAN Strategy on students' reading comprehension?

In addition, Gerot and Wignell (1994:208) say that descriptive text is the text depicts a special person, situation or thing; the person is the text usually describes the form of physical structure, attitude, habit, age, bodily function and family. The place is the text usually describes about location, size and content. The affair is the text usually describes shape, location, destiny, content, size, weight, height, width, and hence along. They add that comprehension questions in descriptive generally focus on "generic structures of a descriptive text are identification and description". The identification is to identify phenomenon or subject that is going to be described, and the description is to describe specific parts, qualities, and characteristics of an object that is being described. They also explain the significant lexica-grammatical or language feature of descriptive text, they are; (a) focus on specific participant; (b) use of attributive and identifying process; (c) use adjective to explain noun; (d) use the simple present tense.

POSSE strategy is a mnemonic reading comprehension strategy developed by Carol Englert and Troy Marriage in 1991. The acronym of POSSE stands for Predict, Organize, Search, Summarize, and Evaluate. This strategy is designed to model the habits of strong readers to students and teach them how to utilize these strategies. This reading comprehension strategy 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.

PLAN strategy is a study-reading strategy developed by research conducted by C. Caverly, Thomas F. Mandeville, and Sheila A. Nicholson in 1995. They described the PLAN as a study-reading strategy which helps students develop a strategic approach to reading (Caverly et.al. 1995). PLAN is an acronym for four distinct steps (Predict, Locate, Add, and Note) involved in before, during, and after reading. Through these steps, readers are pushed to use a number of strategies such as relating text to prior knowledge, predicting, questioning, summarizing, using imagery, and setting a purpose for reading.

It can be recognized that POSSE and PLAN are intended to enhance students' reading comprehension. POSSE and PLAN can be considered as strategies that can solve the problems of reading comprehension. POSSE and PLAN are chosen from the previous studies that many researchers have investigated.

I.3 Limitation of the Problem

To make the problems clearly, it was necessary to limit the problems. This research focused on investigating the comparison between the effect of POSSE and PLAN strategy on students' reading comprehension in descriptive text of the first year students at SMA Smart Indonesia Pekanbaru. The limitation of the problem was to investigate which strategy gave better result either POSSE and PLAN strategy for reading comprehension of the tenth grade students at SMA Smart Indonesia Pekanbaru.

The scope of the study is limited as follows:

This research was conducted by using a quasi experimental research design with pre-test and post-test design. There were three variables in this research. The first independent variables of this study were predicting, Organize, Search, Summarize and Evaluate (POSSE) and Predict, Locate, Add, and Note (PLAN) while the dependent variable was reading comprehension. The sample was divided into two experimental groups, one group was taught by using Predict, Organize, Search, Summarize and Evaluate (POSSE) and another one was taught Predict, Locate, Add, and Note (PLAN). Both of the groups were given a pre-test and post-test with the same items. Data of the students' reading comprehension was gathered using a written test. The type of test in this research was limited into an objective test, which consisted of 25 multiple choice items that must be answered based on the text given.

I.4 Purpose and Objectives of the Study

The purpose of this study was to compare the effect of using Predict, Organize, Search, Summarize and Evaluate (POSSE) and another one was taught Predict, Locate, Add, and Note (PLAN) strategies on students' reading comprehension at SMA Smart Indonesia Pekanbaru.

Specifically, the study was done to fulfil the objectives that can be stated as follows:

1. To find out any significant effect of using POSSE on students' reading comprehension at SMA Smart Indonesia Pekanbaru.

2. To find out any significant effect of using PLAN on students' reading comprehension at SMA Smart Indonesia Pekanbaru.

3. To find out any difference between the effect of using POSSE and PLAN Strategy on students' reading comprehension at SMA Smart Indonesia Pekanbaru.

I.5 Research Questions

Based on the limitation of the problem above, the research questions as follows:

1. Is there any significant effect of using POSSE on students' reading comprehension at SMA Smart Indonesia Pekanbaru?

2. Is there any significant effect of using PLAN on students' reading comprehension at SMA Smart Indonesia Pekanbaru?

3. Is there any difference between the effect of using POSSE and PLAN Strategy on students' reading comprehension at SMA Smart Indonesia Pekanbaru?

I.6 Significance of the study

This study focuses on the effects of using Predict, Organize, Search, Summarize and Evaluate (POSSE) and Predict, Locate, Add and Note (PLAN) strategy on the students' reading comprehension of tenth grade at SMA Smart Indonesia Pekanbaru, especially in comprehending descriptive text theoretically and practically. Theoretically, the results of this study are

expected to be a contribution in learning English especially in improving the quality of comprehension English text through Predict, Organize, Search, Summarize and Evaluate (POSSE) and Predict, Locate, Add and Note (PLAN) strategy and the results of the study are as a reference for the future researchers. Practically for students, by applying these strategies, it can be easier for them to improve their comprehension.

For English teachers, it is expected that they can determine which strategy is better to implement in teaching reading comprehension between Predict, Organize, Search, Summarize and Evaluate (POSSE) and Predict, Locate, Add and Note (PLAN) strategy. Furthermore, it is hoped that these strategies can be used as mediums to enrich the teaching and learning activities.

I.7 Rationale for the study

This study has been conducted to find out which strategy is better to implement in teaching and learning process of reading comprehension between using PLAN and POSSE strategies. In reading comprehension, it is very important to use some appropriate strategies in instruction and learning process in order to achieve the learning goals. Applying appropriate learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions

employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language.

Todays' learning, educators and researchers are of the belief that the learning of a second language should be meaningful, reflective and learner-focused so that students can develop learner autonomy in lifelong learning. They stress that learner autonomy can be attained through learner training, i.e. focusing on not only 'what' to learn, but also 'how to learn' through the teaching of learning strategies (Dickinson 1987; Littlewood 1996.).

The research findings support previous researches (e.g. Oxford 1990; O'Malley & Chamot, 1990; Cohen 1998) that successful language learners are those who utilize a wide range of key language learning strategies. One pedagogical implication of this is that less successful language learners can be helped to better their language efficiency through learner training or strategy training. Oxford (1990) stated that learner training is particularly necessary in the field of second and foreign language because language learning in these contexts require active self-management on the part of students.

Moreover, teachers are as a facilitator in the class. The students discover or gain the knowledge facilitated by the teachers. It is known as a student center. When the students get high achievement, it signs that the students get success in achieving or gaining their goal. When the students gain low achievement, it shows that the students do not get success in reaching their goal.

Finally, the research findings are expected to be a good reference, especially for those who concern with the teaching and learning of English as a foreign language, and those who concern with the world of language teaching in general. As the student's concerns, it is hoped this study will be able to give positive information also, how to comprehend a text, to increase their achievement in reading narrative text, and also to encourage them to be more active and high motivates students.

I.8 Definitions of Terms

To avoid misunderstanding and misinterpretation, the definitions of the terms are presented as follows:

1. **Comparative study**

   According to Pentti (2007), comparative study is often used in the early stages of the development of a branch of science. It can help the researcher to ascend from the initial level of general theoretical models, invariance, such as causality or evolution. In this research, comparative study is meant by comparing two strategies on students' reading comprehension.

2. **POSSE** stands for Predict, Organize, Search, and Evaluate (POSSE). This strategy is a reading comprehension strategy that combines text structure mapping, activation of prior knowledge and reciprocal teaching. Englert & Marriage in Westwood (2008: 45) state that POSSE strategy is planned to activate student's prior knowledge about the topic and to relate it with new information incorporated in the textbook. The five letters in the acronym

of POSSE strategy stand for Predict, Organize, Search, Summary, and Evaluate.

3. **PLAN** stands for Predict, Locate, Add and Note (PLAN). PLAN is a study-reading strategy which helps students develop strategic approaches to reading (Caverly, Mandeville & Nicholson, 1995: 190). PLAN allows students who may be visually inclined to record their readings in a map format. PLAN also forces us to imagine the information in our textbook before you approach the text, place information in the context of what we already know, and then search out any holes in our knowledge.

4. **Reading Comprehension** is a fluent process of readers, combining information from a text and their background knowledge to build meaning (Nunan, 2003:68) Reading comprehension requires an interaction between the text and the reader's knowledge. In addition, reading comprehension is determined by readers' access to language, prior knowledge and reading ability.