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# CHAPTER II

# REVIEW OF RELATED LITERATURE

## II.1. The Nature of Reading

Generally, reading can be defined into several definitions. According to Harmer (2002: 199), when the learners read a story or a newspaper, they deploy a range of respective skills. It means that reading is a respective skill that requires the readers' ability to create interaction between the linguistic knowledge and knowledge of the world. Moreover, Nunan (2003:72) adds that in saying the readers do a sole activity in which the reader interacts with the text in isolation. This isolated activity involves many interactions between readers and what they bring to the text or previous knowledge and strategy use, as well as variables related to the text such interest in the text and understanding of the text types. Harris (1980: 8) states that reading is the meaningfulness of printed or written verbal symbols. So, it is believed that reading comprehension is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world.

Pang (2003:14) states that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. This is in line with Patel and Jain (2008, p.113 – 114), they state that "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success". So, Reading is the most important activity

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in any language class. Therefore, reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is also very necessary to widen the mind, again and understanding of the foreign culture.

According to Day and Bamford (1998:12), reading is the construction of meaning from a printed or written message. It means that the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. According to Pang (2003:6), reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. So, the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

In addition, Beatrice S. Mikulecky (2008:1) states that reading is a conscious and unconscious thinking process. The reader applies many strategies to restore the meaning that the author is accepted to have interned. The reader does this by comparing the information in the text to his or her background knowledge and prior experience. Effective reading is essential for success in acquiring a second language. Subsequently all, reading is the basis of education in all views of language learning: using textbooks for language courses, composing, revising, developing vocabulary, acquiring grammar, editing, and applying

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computer-aid language learning plans. Reading instruction, therefore, is an indispensable part of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods are essential for providing effective instruction in reading.

The explanations above indicate that reading can be defined as the instantaneous recognition of various written symbols with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he/she tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

According to Patel and Jain (2008), the types of reading are:

a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining the wrongs of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading, the learner reads the text to get knowledge or

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analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is "only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials." (*ibid*, p. 202 in Hesham) These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them updated.

Hedge in Hesham (2003:218) also states that since extensive reading helps in developing reading ability, it should be built into an EFL/ESL program provided the selected texts are "authentic" – i.e. "not written for language learners and published in the original language" - and "graded". Teachers of EFL/ESL learners at low levels can either use "pedagogic" or "adapted" texts. Moreover, extensive reading enables learners to achieve their ability by reading either in class or at home, through sustained silent reading (SSR). Carrell and Eisterhold in Hesham (1983) argue that SSR activity can be effective in helping learners become self-directed agents seeking meaning provided an SSR program is "based

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on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length."

c. Reading Aloud

It is the basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences, which have not spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. It means reading a book by producing sounds laudable to another. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

d. Silent Reading

Silent reading is a very important skill in the teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary. Silent reading means reading something without producing sounds audible to others. In silent reading, the students can more easily work at their own material pace or speed.

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Harmer (1998) states the principles of reading: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5) teacher has to match the task to the topic when using intensive reading texts, (6) good teacher exploit reading texts to the full.

Finally, according to National Center for Education Statistics. (2000), it is said that reading is a complex and purposeful socio cultural cognitive and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text. Each of these types of knowledge impacts the sense that readers construct through print. Readers easily comprehend text with familiar language but are less successful at comprehending text with unfamiliar language. Readers easily comprehend text on familiar topics but are less successful at comprehending texts on unfamiliar topics. At the same time, the interpretations readers construct with texts as well as the types of text they read are influenced by their life experience.

Based on the definitions above it can be concluded that reading is fluent process of readers combining information from a text and their own background knowledge to build meaning, also an active process which consist of recognition and comprehension skill, this skill allows students to have access to ideas that is communicated by people in different locations and eras, given the opportunity to

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broaden their horizons and increase their knowledge. Furthermore, reading is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading in English is required.

### II.1.1. Reading Comprehension

Reading comprehension has multiple definitions and explanations. According to Klingner (2007:2), reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included 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. He summarizes that reading comprehension has followed a three-step procedure: mentioning, practicing, and assessing. In mentioning procedure, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or worksheets, and finally assess whether or not they use the skill successfully. It means that reading comprehension is a process by the reader to understand the text in finding out the meaning based on the readers' background knowledge.

Alderson (2000:28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003:14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make

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use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts. According to Pardo (2004), reading comprehension is defined as "a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text." Reading comprehension is also defined as "The ability to interact with words and ideas on the page in order to understand what the writer has to say. It involves the meaningful interpretation of written language and it involves an interaction of the reader, the text and the situation, in which the text is read". (Bunner, 2002:51) It can be inferred that reading comprehension is the result of the interaction between the background knowledge of the reader and the text. In other words, comprehension is the end goal of reading, whether an individual reads for pleasure, to learn, or to locate information.

Furthermore, according to Day and Park (2005), 6 types of comprehension help our students become interactive readers.

a. Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations.

b. Reorganization

The next type of comprehension is reorganization which is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. For example, we

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might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In order to answer this question, How old was Maria Kim when she died? The student has to put together two pieces of information that are from different parts of the text. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence by sentence consideration of the text to a more global view.

c. Inference

Making inferences involve more than a literal understanding. The students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction

The fourth comprehension type is predictive. It involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

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e. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

f. Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

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." The theory above can be described as follows:

a) Finding main idea

Reading concerns with meaning to a greater extend that it is to form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate.

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b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purposes, result, comparison, means, identify, time, and amount. In which most of the answers can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e) Making an inference

The importance of reading is to understand what the writer wrote; it is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions.

**II.1.2. Reading Process**

According to Alderson (2000:3), the process of reading is the interaction between reader and the text. During that process, presumably, many things are

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happening. Not only the reader looking at the print, deciphering in some sense the mark on the page, deciding what they mean and how they relate to each other.

Davis (2011:4) says that the processes of reading comprehension can be described as follows:

1. Attending and searching: focusing attention on particular letters and letter clusters and drawing on knowledge of letter sound relationships, identifying words they already know, looking for information in illustrations and diagrams, using analogies (their knowledge of familiar words to work out new words).
2. Anticipating/predicting: drawing on letter sound knowledge, decoding strategies, awareness of patterns in text, using detail in illustrations and diagrams, using prior knowledge.
3. Cross-checking and confirming: drawing on meaning from text, looking at patterns in text, using illustrations and word knowledge to check and confirm, using re-reading strategy to check and confirm.
4. Self-correcting: thinking about what they are reading and the meaning of what they have read and self-correcting when needed.

### 2.1.3. Teaching Reading

Brown (2001, p. 7) defines that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2001, p.7) also says that “teaching cannot be

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defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge. The definitions indicate that teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

It can be inferred that in teaching reading, the teachers' responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create a supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teachers teach in reading class.

In teaching reading comprehension, the teachers need some strategies to make the students comprehend the reading texts. According Brown (2000, p.306-311), the followings are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a) Identifying the purpose in reading

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By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, 2000:306).

b) Using graphemic rules and patterns to aid in a bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with short vowel sound such as (bat, leg, wish, etc.) and the sound words with final silent “e” such as (late, time, bite, etc) (Brown, 2000: 306).

c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2000: 306).

d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas (Brown, 2000: 308).

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e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000: 308).

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2000: 308).

g) Guessing when you are not certain

Brown (2000, p.309) states that guessing is an extremely broad category. Learners can use guessing to their advantages to:

(1) Guess the meaning of a word,

(2) Guess grammatical relationship (e.g., a pronoun reference),

(3) Guess a discourse relationship,

(4) Infer implied meaning (“between the lines”),

(5) Guess about a cultural reference, and

(6) Guess content massages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills

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help the students in all the other subjects and in the personal and professional lives on their future.

**II.1.4 Asessing Reading Comprehension**

Students in the classroom study reading to get information and understand about the text given by the teacher. At the end of teaching learning process, the students will get such a test to make the teacher knows that his students understand about the text or not. The teacher makes some questions to measure the students' comprehension of the text and make sure by answering the questions the students understand about the text.

The Barrett Taxonomy (Clymer, 1968) designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well. Barrett taxonomy consists of five parts:

1) Literal Comprehension: It focuses on ideas and information which are explicitly stated in a reading selection. Literal comprehension divided into 2 parts:
   a. Recognition: it requires students to locate or identify ideas or information explicitly stated in a reading selection.
   b. Recall: it requires students to produce from memory ideas and information explicitly stated in a reading selection.
2) Reorganization: It requires the students to analyze, synthesize, and / or organize ideas or information explicitly stated in the reading selection.
3) Inferential comprehension

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It is demonstrated by the student when he/she uses the ideas and information explicitly stated in the reading selection, his/her intuition, and his/her personal experiences as a basis for conjectures and hypothesis.

4) Evaluation

Students may compare idea presented in the reading selection with external criteria provided by the teacher, other authorities.

5) Appreciation

It involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of selection on the reader.

In conclusion, Barrett taxonomy is important to be used by the teacher as a guidance to make relevant questions to develop students' reading comprehension. It is stated that to increase your comprehension you must do:

1. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.
2. Making inferences: This means that the information is never clearly stated. Writers often tell you more than they say directly by giving clues. Using these clues will give you a deeper understanding of your reading.
3. Antonym and contrasts: When the meaning of a word is not implied by the general sense of its context or by examples, it may be implied by an antonym or by a contrasting though in a context.

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According to Riabtseva and Arestova (2006, p.309), they say that there are different types of reading activities that may be used for checking reading comprehension skills of students. They are as follows:

1. Reading for Details.
2. Reading for Reference and Vocabulary.
3. Reading for Main Ideas.
4. Reading for Inference.

As ***Reading for Details,*** we should speak about working with Detailed Questions. Detail questions ask the students about specific information in the passage. This type of detail question asks about what is not in the passage or what is not true according to the passage. The following are examples of such questions:

-*Which of the following is NOT mentioned in the passage?*
-*According to the passage, all of the following are true EXCEPT…*

As ***Reading for Reference and Vocabulary****,* we can distinguish two types of questions: Reference Questions and Vocabulary questions.

**Reference Questions** ask what certain reference words, such as “they” or “this”, refer to. Instead of repeating words or phrases, the second time we use them we refer to them by **reference** words. Reference words are in many cases pronouns such as “it”, “them”, “they’, or “this”.

**Vocabulary Questions** ask about a word in the passage. Many times the meaning of a word is given in the sentences around the word in the form of synonyms or paraphrases.

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***Reading for Main Ideas.*** For this type of activity we use **Main Idea Questions**. One of the most frequently asked questions in Reading Comprehension is about the main idea of the passage. There is usually one such question for each reading passage. The followings are examples of main idea questions:

*-What is the main idea of the passage?*
*-What does the passage mainly discuss?*
*-The primary idea of the passage is. . . .*
*-The main topic of the passage is. . . .*

As **Inference Questions**, which are meant for checking skills of ***Reading for Inference,*** they are perhaps the most difficult questions to answer in Reading Comprehension. The answers to these questions are not directly stated in the passage but are understood, or implied. The following are examples of inference questions:

*-Which of the following can be inferred about . . . ?*
*-From the passage, it can be inferred that . . .*
*-The passage implies that . . .*
*-The passage suggests that . . .*

In short, if we want to know the students have already understood or comprehend about a passage, we can give some questions that can measure their comprehension such as main idea, specific information, vocabulary, reference and inference.

**II.1.5 Reading English Text**

John M. Swales states that "Genre involves a more functional and differentiated structuring of texts that serves important social and communicative

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purposes"(1990, p.58). An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writers of text also use genre as the way to present the information logically.

Every genre of the text contains the text organization pattern or called the generic structure. It explains the purposes of the writers in writing the text. It also shows how the writers organize every idea and makes the ideas into the unity of the text.

In teaching genre, the English teachers should give the basic materials about the genre. According to Pardiyono M.Pd, "the basic materials in teaching genre of text to the students in the class are about (2007, p.2):

1. The clear communicative purpose.
2. The information, messages, or ideas that are packaged effectively into a certain text with the kind of elements of text that have to be arranged well into a good rhetorical structure or called.
3. The generic structure, the generic structure that should be shown in the sentences with the use of appropriate and effective grammatical patterns.

The concept of genre also explains that an English text has the different purposes and different rhetorical structure or generic structure. In addition, the concept of genre also explains the different language features, for example: the difference in the use of tenses and sentence patterns. When the English teachers ask their students to identify the genre of texts, the English teachers have to

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remember with the three criteria in the form of text above. This is because every genre of text has a different purpose, the generic structure and language features.

In teaching reading English text, the teacher introduced the text types based on the curriculum in Nurul Falah Senior High School, the text types for the second grade in the first semester were reported, narrative and analytical exposition texts. In the second semester were narrated, spoof, and analytical exposition.

**II.2. Descriptive Text**

The Gerot and Wignell (1995: 208) state that descriptive text is the text has a social function to describe and reveal a particular person, place, or thing. In descriptive text, the relationship between the researcher and the readers is like an authority person versus unknown readers or listener. The text will be found easily around us. It can be found in encyclopedias, scientific magazines, and history texts.

Descriptive text is often completed with pictures, diagrams, maps, etc. Descriptive text usually uses vocabularies that cover the word such as the name of places including location, destination, function, and performance. For the people, the vocabularies used are the word describing the name, ages, address, job, etc. Moreover, the language use is neutral or objective language.

Descriptive text is usually found in our daily life. In various contexts such text will be easily obtained. In fact, we often communicate by using descriptive text such as; when we watch something interesting then we are amazed of it, so we want to tell other people about it. Describing something means that we make

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other people “see, listen, feel, or smell” something we see, listen, feel, or smell. We will describe it in our story in the hope that the listener can imagine what we talk about.

Gerot and Wignell (1995) claim the generic structure and significant lexicogrammatical feature of descriptive text are as follows: First, the generic structure of descriptive text, which include:

1) Identification: Identifying the phenomenon to be described.
2) Description: Describing the phenomenon in parts, qualities, characteristics.

On the other hand, significant lexicogrammatical features of descriptive text are as follows:

a) Focus on specific participants
b) Use of attributive and identifying process.
c) Frequent use of epithets and classifiers in nominal group.
d) Use of the simple present tense.

**II.3. Predict, Organize, Search, Summarize, and Evaluate (POSSE).**

**II.3.1. The concept of POSSE**

POSSE strategy is one of the best strategies to teach reading comprehension. It was developed by Carol Englert and Troy Marriage in 1991. It is designed to model the habits of strong readers to students and teach them how to use the scheme. The acronym of POSSE stands for Predict, Organize, Search, Summarize, and Evaluate. To aid reading comprehension, it includes many

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reading activities, such as using graphic organizers, text structures, stimulation of student background knowledge, and self-monitoring.

Englert & Marriage in Westwood (2008: 45) also state that POSSE strategy is planned to activate student's prior knowledge about the topic and to relate it with new information contained in the textbook. This also supported by Freville & Collen (2006:21) by saying that POSSE is not only assists students in activating the prior knowledge, but also helps 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 discovered.

Smith (2007:82) states the POSSE strategy utilizes a mixture of reading strategies for comprehending the text. In applying POSSE strategy, the students scan the material and to know the information in the text. Students also can find the topic, main idea, and supporting details of the text.

It is clear that POSSE strategy is designed for readers or students to activate their background knowledge, linking their existing knowledge with the new information, and using graphic organizers in order to increase students' reading comprehension.

### II.3.2. Using POSSE strategy in teaching Reading Comprehension

The POSSE strategy is applied in three stages; Pre-reading, whilst-reading, and post-reading. In pre-reading, Predicting and organizing steps are implemented in the pre-reading stage. In whilst and post-reading, the steps searching,

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summarizing, and evaluating are implemented. All steps are explained in the followings:

**a. Predict**

In this step the teacher asks students to predict what the text to be read. Students can predict it by brainstorming activity. It helps students to activate their background knowledge or their experiences to get clues such as the title, headings, pictures/diagrams or initial paragraphs from the textbook. Students can connect what they already knew to the new knowledge, acquire through reading (Klinger, et al., 2007).

**b. Organize**

In this step, the students arrange their brainstormed ideas in the prediction step into a semantic map in order to organize their ideas, and to search for the structure of the text.

**c. Search**

In this step, the teacher asks students to search for the main idea of the text. Then, explains the students to read the text carefully to confirm their predictions about the new information in the text.

**d. Summarize**

Summarize is a summarizing activity. In this step, students summarize the texts to identify the key ideas. They are encouraged to make use of heading, subheading, and the main idea of each paragraph in summarizing the texts they read.

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**e. Evaluate**

The final step of POSSE strategy is "Evaluate". In this step, the students compare their existing knowledge and the new information they have. And clarify to evaluate their understanding. Students present the answer in front of class, after the students have their ideas, the teacher can give more question related to topic to students.

**II.3.3. The procedures of teaching POSSE**

1. The teacher distributes the POSSE sheet strategy to the students and explains about the text and the POSSE strategy in general.
2. The teacher asks students to do vocabulary exercises related to the text.
3. The teacher gives a description of the topic, and gives eliciting questions to help students predict the text.
4. The teacher asks the students to predict the text.
5. The teacher asks the students to organize their ideas into some categories in their POSSE strategy sheets/ graphic organizer.
6. The teacher asks the students to search for the main idea of the text.
7. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.
8. The teacher asks students to summarize the text by identifying the key idea of the text.
9. The teacher also encourages them to make use of heading, subheading, and the main idea of each paragraph to summarize the texts they read.
10. The teacher asks the students to write the new words and their meanings.

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11. The teacher lets the students evaluate their understanding by doing the comparing and clarifying.
12. The teacher asks students to present their posse sheet strategy.
13. The students answer the comprehension questions related to the text.

### II.3.4. The Advantages of POSSE strategy

POSSE strategy is an appropriate strategy for teachers in teaching reading comprehension and it has several advantages, Englert & Marriage in Westwood (2008: 87), the advantages are in the followings:

1. POSSE provides a visual guide that shows direction, structure, and activate their existing knowledge about the topic and link it with new information contained in the text.
2. This strategy also helps the students be active to participate to get ideas in support their opinion and opposing point of view of the text material.
3. 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.

## II.4. Predict, Locate, Add, and Note (PLAN)

### II.4.1. The Concept of PLAN

PLAN is one of the strategies which supports students in teaching learning process. PLAN involved readers are pushed to use a number of strategies such as relating text to prior knowledge, predicting, questioning,

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purpose for reading. It helps the students to attend to the text, select the texts, and to transfer their knowledge to many different learning situations. According to Klemp and McBride in Novita PLAN has provided a structure to help students organize their reading and reflect on the text in short chunks. It means that PLAN makes the students can know how to arrange their reading ability and also can expand their comprehension about the text in short chunks.

According to Caverly, et.al (1995), PLAN is a study – reading strategy for informational text that helps students read strategically. It also can be taught in pre reading, during reading and after reading. In addition, Cohen & Cowen in Yanda (2012) state, PLAN is a four- step strategy that is used to increase comprehension of informational text such as nonfiction and textbooks. Thus, this strategy has four steps in applying in the class. Advantages of the strategy are an important thing that should be considered by the teachers in applying the strategy. PLAN encourages students to evaluate what they know about a topic. PLAN provides an opportunity for students to explain and elaborate on what they know or have learned through their reading.

**II.4.2. Using PLAN strategy in teaching Reading Comprehension**

As indicated by the authors, the first step in the PLAN reading strategy was Predict (Caverly et aI., 1995; Radcliffe et aI., 2004). During this stage it was explained that students would skim the assigned reading

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for main headings and then predict the content of the text (Radcliffe et aI.). In executing this step the authors pointed out that the students created a tentative concept map, which could be modified as the process continued. Fordham, Wellman, and Sandmann (2002) suggested that the importance of this step was that the integrated reading/writing approach allowed for a deeper understanding of the material. Casteel and Isom (1994) offered another key benefit to the Predict step in stating that, when students were engaged in the prediction of text content, that they were simultaneously developing cognitive abilities and interest in the content. By developing an interest in the content, the authors indicated that reading motivation was increased (Casteel & Isom, 1994).

The next step of the PLAN reading strategy identified in the professional literature was Locate (Caverly et aI. , 1995; Radcliffe et aI., 2004). During this step, the authors explained that students would place check marks next to topics that were known and question marks by topics that were unknown. The authors elaborated that this marking system gave students a clear list of the topics to focus on during the reading. Caverly et aI. (1995) revealed that the Locate step enabled students to determine the speed of their reading and depth to which they must read to fully complete the reading task.

The authors described the next step, Add, as validating check marks and clarifying questions marks (Caverly et AI., 1995; Radcliffe et AI., 2004). In doing this, the authors noted that students explored the text

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and recorded key words and phrases that applied to each topic. Caverly et aI. (1995) noted that students were responsible for verifying the accuracy of their prior knowledge for the check marked topics and building their knowledge of the topics that were question marked. The value in this step, as espoused by Caverly et al. (1995), was Meta comprehension. The authors clarified that this step required reading to be an active form of learning as the students confirmed their comprehension.

The final step of the PLAN reading strategy, as reported by Caverly et aI. (1995) and Radcliffe et aI. (2004), was Note. The authors established that during this step students would demonstrate reading comprehension by revising the concept map, writing a summary, or completing some other relevant task. Caverly et aI. (1995) explained that this step was of particular importance because the students took notice of their understanding and applied it to complete the learning task.

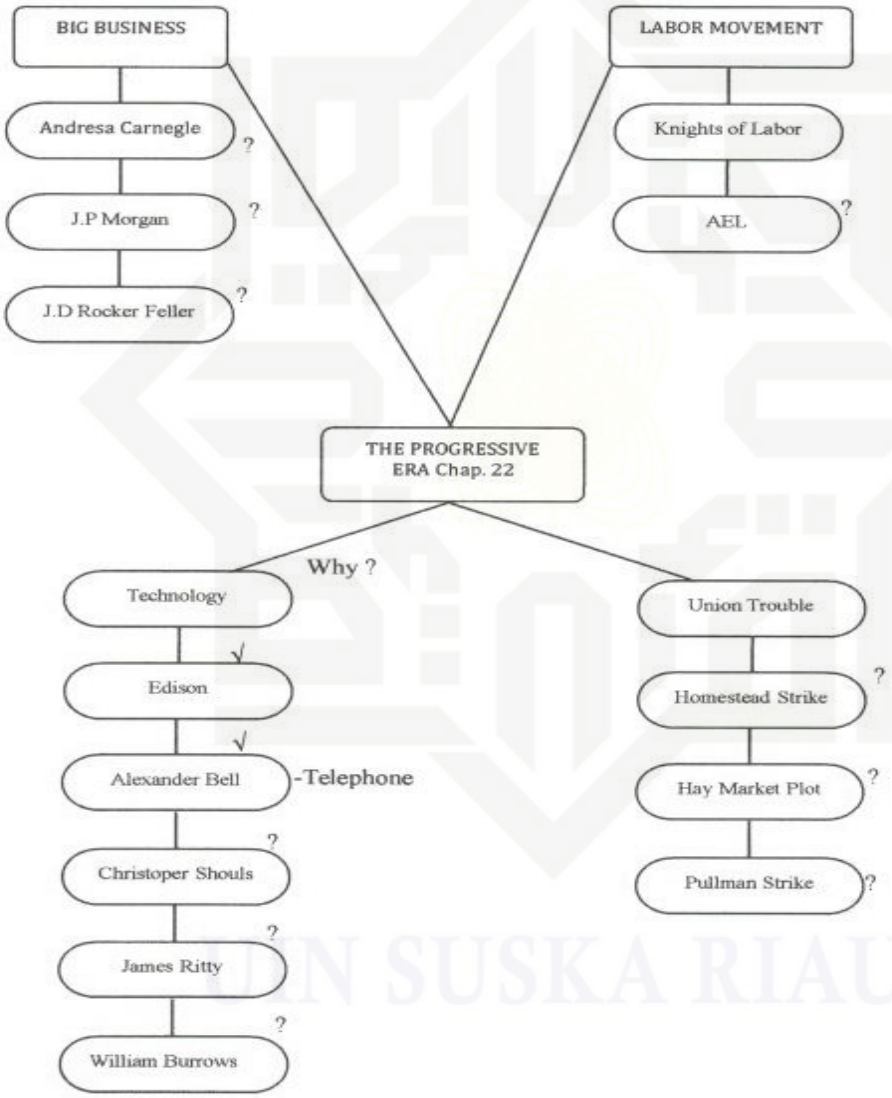
In summary, a review of the professional literature provided the researcher with an explicit definition of the PLAN reading strategy. The PLAN reading strategy was designed to increase reading comprehension by activating prior knowledge, creating graphic representations of a selected text, and proceeding through sequential steps that foster active reading (Caverly et aI. , 1995).

The authors stated that beginning with pre-tests and continuing through the steps of Predict, Locate, Add, and Note, students were

interacting with the text in order to promote a deeper understanding of the written word (Caverly et aI., 1995; Radcliffe et aI., 2004).

An example before completing PLAN:

Figure II.1. Before PLAN

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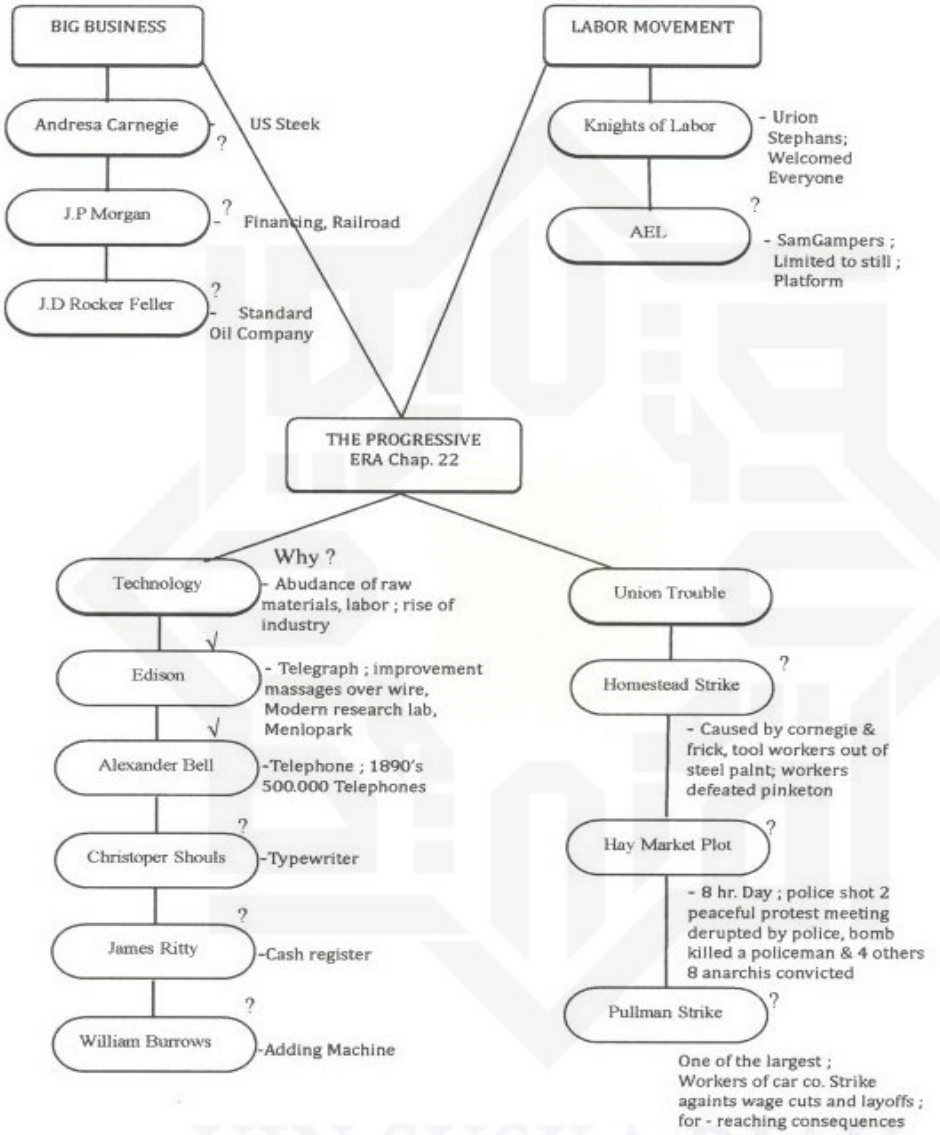
An example after completing PLAN:

Figure II.2. After PLAN




The images above have been reproduced from the following article: Caverly, D.C, Mandeville, T. F., & Nicholson, S. (1995). "PLAN: A study-reading strategy for informational text." *Journal of Adolescent & Adult Literacy,* 39 (3): 190-199.

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### II.4.3. The Advantages of PLAN strategy

Several benefits to implementing the PLAN reading strategy were indicated in the professional literature. These benefits included an increase in mean test scores, enhanced recognition of text structure, and the engagement of prior knowledge (Mayers & Savage, 2005; Caverly et al., 1995). Three studies (Caverly et al., 1995; Caverly et al., 2004; Radcliffe et al. , 2004) defined the benefits as reported by the educator and students involved in the studies. Educator reported benefits included accurate concept mapping, increased content knowledge, and improved attitudes toward textbook reading (Radcliffe, et al.). Benefits experienced by students included an increased amount of completed reading assignments, greater pleasure when reading, and generally performing better in science (Caverly et al., 1995)

## II.5. Related Studies

According to Reyes (2014), related studies refer to research studies conducted by other researchers which serve as a foundation and give relevance to the current study. There are several researches which have relevancy for this study, especially in analyzing what the points that focus on, inform the design, and find the conclusion of the previous researches, as follows:

**Nur, Johari** (2016) carried out a research entitled "A Comparative Study between the Use of POSSE Strategy and PQ4R Strategy on Students' Reading Comprehension at Language Development Center of State Islamic University of

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SUSKA Riau Pekanbaru". This study aimed to investigate the comparison between the use of Predict, Organize, Search, Summary, and Evaluate (POSSE) strategy and Preview, Question, Read, Reflect, Recite, and Review (PQ4R) strategy on students' reading comprehension at Language Development Center of UIN SUSKA Riau, Pekanbaru.

This research was carried out based on a quasi-experimental design by comparing two strategies of two experimental groups and one control group pretest - posttest design. It involved 93 participants that consisted of two experimental groups and one control group. Three research questions and nine hypotheses were posed in this study in order to find out the significant difference between the use of POSSE and PQ4R strategies on the students' reading comprehension. Pre-test and post-test were administered to collect the data. Then, independent sample t-test and paired sample t-test were used to analyze the collected data.

The research finding showed that there was no significant difference of post-test mean scores between the experimental class 1 (using POSSE strategy) and the experimental class 2 (using PQ4R strategy) on the students' reading comprehension. POSSE strategy contributed 78% of their reading comprehension improvement; while PQ4R contributed 74% of the improvement; on the other hand, the control class contributed 12%. In conclusion, both POSSE and PQ4R strategies could be applied in teaching reading comprehension at the Language Development Center.

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The similarities his study with this current study lied on the research design (both were experimental research) and the strategy used in reading comprehension also the finding of the research. His study showed that there was no significant difference of post-test mean scores between the experimental class 1 (using POSSE strategy) and the experimental class 2 (using PQ4R strategy) on the students' reading comprehension. And the difference of his study with this study lied on the sample was taken by the researcher. He took the heterogeneous sample, but this research took a homogenous sample. In addition this study compare the use of two strategies in two classes who have equal abilities.

Moreover, **Aprilia**, **Nindya** (2015) carried out a research entitled "Improving Reading Comprehension of the Eighth Grade Students at SMPN 6 Yogyakarta through POSSE strategy in the academic year of 2014/ 2015. The objective of this research was to improve reading comprehension of the eighth grade students at SMP N 6 Yogyakarta through POSSE strategy.

This research was categorized as Classroom Action Research (CAR) employing the four steps namely: planning, action, observation, and reflection. The types of data were qualitative and quantitative. The qualitative data were obtained through classroom observation and interviews. The quantitative data were obtained from the pre-test and post-test. They were presented in the form of scores and analyzed by using descriptive statistics in SPSS 17 program.

In reference to the actions conducted in two cycles, the use of POSSE strategy improved students' reading comprehension as justified in the following results. First, most of the students showed their enthusiasm and active

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participation in the teaching and learning process of reading. Second, the use of POSSE strategy facilitated students to enrich their vocabulary. Third, the POSSE strategy allowed students to have practices in predicting the text, organizing the prediction, searching the main idea, summarizing the text, and evaluating their understanding of the text. Fourth, there was an improvement on students' reading comprehension as displayed in the increase of the gain score (17,05) gained by deducting the mean score of the pre-test from the mean score of post-test. She has proved that POSSE strategy can improve students' reading comprehension. By using POSSE strategy, students became more active in the learning activities. Students discussed their reading and used the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend text.

The similarity his study with this study lied on the strategy used in reading comprehension. The difference of his study with this study lied on the research methodology. This study by Nindya Aprilia was used Classroom Action Research. She mixed methods which were quantitative and qualitative method in analyzing the data. The questionnaire and standardized reading pre-test, post-test and interviews were used to gather the data.

**Berlin Sibarani** (2013) also conducted a research entitled "The Effect of Applying Predict, Organize, Search, Summarize, and Evaluate (POSSE) on the Students' Reading Comprehension of SMA 2 Medan". The research design was a quasi-experimental research. The population of this study was the students of SMA Negeri 2 Medan. There were sixty students taken as the sample of the research. This study was conducted with two randomized groups namely

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experimental and control group. The experimental group was taught by applying POSSE strategy while control group was taught without applying POSSE strategy. The instrument of collecting the data was a multiple choice test which consists of 40 items. To obtain the reliability of the test, the researcher used Kuder-Richardson (KR-21). The calculation showed the reliability was 0.81(high).

The data were analyzed by using t-test. The calculation showed that t-observed (4.76) was higher than t-table (2.00) at the level of significance (α) 0.05 with the degree of freedom (df) 58. The null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) were accepted. She concluded that there was a significant effect of applying POSSE strategy on students' reading comprehension. It meant that POSSE strategy could improve students' reading comprehension. It helped the students activate their background knowledge and connect it with the new information provided in the text.

The similarities to her study with this study lied on the research design (both are experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of her study. She investigates the effectiveness of Predict, Organize, Search, Summarize, and Evaluate (POSSE) towards the students' reading comprehension achievement. While this study to investigate what was a useful strategy that can be used in teaching and learning process and how to improve reading comprehension.

In addition, **Meljulita** (2012) carried out a research entitled "The Effect of Applying Predict, Organize, Search, Summarize, Evaluate (POSSE) toward

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Students' Reading Comprehension" in the eighth grade students of SMP N 2 Jujuhan in academic year of 2012/2013. The research design was a quasi-experimental research. It was carried out based on a quasi-experimental design by comparing two strategies of two experimental groups.

The research finding showed that the mean score for post-test of the experimental class was (73) with standard deviation (10.90). The mean score of control class was (62) with standard deviation (9.88). The researcher found that the standard deviation of both classes was (10.41) and the result of t-test was (4.06). The researcher found that t-test (4.06) was higher than t-table (2.00) at the degree of freedom (55) and the significance level (0,05).

This study concluded that POSSE strategy was better than Question Answer strategy toward students' reading comprehension at the eighth grade students of SMPN 2 Jujuhan Rantau Ikil. The researcher found item difficulty of pretest consisted 25 easy, 10 moderate, 5 difficulty, too easy 3 and too difficult 7. Item too easy and too difficult would be revised. Then item difficulty of posttest consisted 24 easy, 12 moderate, 4 difficulty, too easy 3 and too difficult 7. It was concluded 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.

The similarities to her study with this study lied on the research design (both are experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of her study. She investigates the effectiveness of Predict, Organize, Search, Summarize, and

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Evaluate (POSSE) towards the students' reading comprehension achievement. While this study to investigate what is a useful strategy that can be used in teaching and learning process and how to improve reading comprehension.

**Arianti, Gusnila and Yuli Tiarina** (2014) carried out a research entitled "Teaching Reading Analytical Exposition Text to Senior High School Students by Using POSSE Strategy" In order to achieve the aim of the study, the researcher adopted an experimental research design. The sample of the study consisted of (82) students and it was purposefully chosen from the eight students level. The experimental group included (41) students who were taught by POSSE strategy, while the control group included (41) students who were taught reading lessons through the ordinary way of teaching. The experiment was accomplished in two months during the second term of the school year (2014). A content analysis card was designed to choose the reading comprehension skills to be developed. An achievement test was also designed to serve as a pre-posttest. The validity of the test was refereed by specialists and the reliability of the test was measured by Alpha Cronbach formula and Kuder Richardson 21 equation.

The results of the achievement test were statistically analyzed by using T-test paired Sample measured the differences between the performance of the experiment group in the pre and the post tests. T-test independent sample was used to measure the differences in reading comprehension skills at each level of the four levels (literal, eliciting, evaluative, and creative) for the experimental group and the control group in the post test. The effectiveness of POSSE on the levels of the reading comprehension skills was measured by "Effect Size"

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technique by Eta square. The study results indicated that there were statistically significant differences at (á≤0.05) between pre and posttest of the experimental group in reading comprehension skills in favor of the post test. The results also proved that there were significant differences at (á≤ 0.05) between the levels of reading comprehension skills for the experimental group compared with the control group.

The similarities to her study with this study lied on the research design (both were experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied on the purpose of her study. They examining the effectiveness of using (POSSE) strategy on developing reading comprehension skills. While this study to investigate what is useful strategy that can be used in teaching and learning process and how to improve reading comprehension.

**Fastilla and Amir** (2012) has written an article entitled Using Predict Locate Add Notes (PLAN) in Teaching Reading Report Text to Senior High School Students. This research was intended to measure and to investigate whether there was significant improvement of students' reading comprehension achievement after being taught using PLAN.

The research was pre-experimental design. The data of this research were mainly in the forms of the students' scores in answering both pre-test and post-test assessments. The finding of this research was that students' English reading ability was significantly difference at 0.01 level after learning through PLAN. The scorer of students' post-test (M=14.59) was higher than the scores of students'

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pre-test (M=8.52). The main gain difference between the pre-test and post-test was 6.07. In their research, they said that "PLAN strategy was a great strategy to help readers read informational texts actively and strategically. PLAN Strategy is a good strategy to foster students to be an active and critical reader".

This article discussed the use of reading strategies in teaching PLAN read the text report. The plan was a strategy that could help students read the text actively and strategically. In applying this strategy, there were four steps of reading they must be followed. First , students will predict the information that will derive from the text and then pour it into a concept map Predict Then , students identify information on a map concepts by means a check mark beside the known information and a question mark in addition to the missing information or unknown (Locate) . After that, students read the text while correcting the predictions that have been made (add). Lastly, the students do the tasks that are relevant for checking their understanding (Note).

The researcher employed purposive sampling technique and applied one group pre-test and post-test design. The data were collected through a pre-test and a post-test and were analyzed statistically. The mean scores of the students in the pre-test was 64.5 and the post-test was 78.2. By applying one-tailed test with 0.05 level of significance and the degree of freedom (df) was (25-1) 24. It was found out that the t-counted was 6.75 greater than t-table 1.711. Based on the results of the analysis, the hypothesis was accepted because the researcher found that there was a significant difference from the development of the students' reading comprehension through PLAN.

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The similarity in their study with this study lied on the strategy used in reading comprehension. The difference of his study with this study lied on the research methodology. This study was pre-experimental research with one group pretest-posttest design. This research only took one class to be experimented.

**Yanda, Sisra** (2012) carried out a research entitled "Teaching Reading Comprehension by Combining Predict, Locate, Add, Note (PLAN) and Snowball Fight Strategy at the Senior High School". The research design used was Quasi-Experimental Research with Post Test Only Design. This research began by conducting a preliminary study by interviewing the English teacher of the eleventh grade students of SMAN 1 Besuki. The Degree of Relative Effectiveness (DRE) was 3,94% which indicated that the use of PLAN Strategy was 3,94% more effective than Snowball Fight Strategy used in the control group.

In this study, she said that in using PLAN strategy, the students can be easy in learning, reading because they are helped by graphic organizer which is created by them. This paper aimed to help students to overcome one of the problems faced by students and teachers in the teaching of reading (reading) at the upper secondary school (SMA). In addition, the paper also meant as an input or guidance for teachers of English in the teaching of reading so that students can better understand material provided by the teacher, especially recount text.

In this project paper, the authors discussed how to teach reading with combining two strategies, namely strategies and strategies PLAN Snowball Fight. The combination of these two strategies was expected to help students in reading and allowed students to understand the reading well. PLAN strategies could help

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students in understanding, reading by creating a graphic organizer and a summary of the literature on the understanding they each. Then in Snowball Fight strategy, continuing the procedure of strategy PLAN which each student makes the ball (snowball), which contained a summary about the material they have learned, then the students made a circle in the classroom and each student throw their balls into the middle of the circle. Then, they discussed the content summary with teachers and classmates. The goal of merging the two strategies was that the students become more active and enthusiast for reading. The author hoped that a combination of these strategies can be a guide for teachers in teaching reading text recount.

The similarity in their study with this study lied on the strategy used in reading comprehension. The difference of his study with this study lied on the research methodology. This study was pre-experimental research with one group posttest design. This research only took one class to be experimented.

**Seagrave, Lindy J. (2006)** carried out a research entitled *"Implementation of The Plan Reading Strategy in a secondary science classroom".* The purpose of this project was to determine if a textbook reading comprehension increased when the PLAN reading strategy was implemented in a tenth grade biology classroom.

This strategy involved before, during and after reading activities. Instruments used for data collection during this study included analysis of the base and PLAN scores for each student, a post-PLAN student survey, and field notes. Twenty-six tenth grade biology students enrolled in a small, Midwestern school district participated in this study. Results showed marginal increases in the

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achievement level of all students, but seemed to have a larger effect on the lower achieving students. They indicated that they were largely undecided as to the benefits of the PLAN reading strategy. While overall results showed a slight increase in reading comprehension, a longer study time may result in more favorable results.

On the other hand, Seagrave, Lindy J. (2006) conducted one strategy to increase the students' reading comprehension level; PLAN, in the same group of participants. In contrast, this current study compares two strategies in different group of participants to identify whether these two strategies give significant differences in reading comprehension or not. Besides, two strategies both POSSE and PLAN will compare in this current study while this study was only focused in applying PLAN. Another difference is this study was focused on Twenty-six tenth grade biology students enrolled in a small, while this current study is focused on three classes of senior high school students. Both of the strategies are used in the same classroom twice a week after school. The result of this study was by applying PLAN showed marginal increases in the achievement level of all students, but seemed to have a larger effect on the lower achieving students. They indicated that they were largely undecided as to the benefits of the PLAN reading strategy.

**Edy Susanto, Sofian, Rismaya Marbun (2013)** carried out a research entitled "*The students' problem which was their difficulty in comprehending the narrative text".* This research showed that the student's reading comprehension improved from the first cycle to the last cycle. The mean score of student's achievement improved from 63.70 (poor to average), the second cycle was 71.85

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(average to good) the third cycle was 78.67 (average to good) and the fourth cycle was 85.78 (good to excellent).

Based on the result of the first cycle up to the last cycle, PLAN reading strategy helped students in comprehending narrative text. Therefore, they concluded that student's reading comprehension of narrative text improved very well by applying Predict, Locate, Add, and Note reading strategy.

The research which conducted by Edy Susanto, Sofian, Rismaya Marbun (2013) was very useful for this current study especially in applying PLAN Strategy in the classroom. There were 45 students of SMA St. Fransiskus Asisi Pontianak, especially on class XI IPS I, while in the current research there were 65 students of the first grade at SMA Smart Indonesia Pekanbaru. Another difference was Classroom action research used as research design in this study while in the current research used Comparative experiment that compare two strategies between POSSE and PLAN. In addition, this current study was only focused on Descriptive text while this study focussed on narrative text. Therefore, they concluded that student's reading comprehension of narrative text improved very well by applying Predict, Locate, Add, and Note reading strategy.

**Cromley, Grace J. (2005)**, carried out a research entitled, *Reading Comprehension Component Processes in Early Adolescence.* This current dissertation study replicated a comparison of the Construction-Integration (CI), Verbal Efficiency (VE), and Inferential Mediation (IM) models of reading comprehension, the latter model based on an extensive literature review. It then tested the fit of four variations on the IM model. Ninth-grade students ranging

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from 1st to 99th percentiles on comprehension completed measures of background knowledge, inference, strategies, vocabulary, word reading and comprehension. Researcher-developed measured of background knowledge, inferencing and strategies.

This study validated and refined a new model of reading comprehension. Results suggested that both the direct and indirect effects of the components are important for comprehension. Results also suggested that vocabulary and background knowledge might first be targeted for interventions with 11th grade students who struggle with reading comprehension. Implications for future research were also discussed.

This study was mostly discussed about reading comprehension processes in early adolescence which is very suitable with the participants of this current study, the early adolescent students. This study had three models in improving reading comprehension, while this current study only focused on two strategies; POSSE and PLAN Strategies. Another difference is the participants of this study were chose by simple-random sampling, which was based on individual ability, while this current study is used cluster-random sampling which both of the groups have homogenous ability. This study showed that there were six reading comprehension components; background knowledge, inference, strategies, vocabulary, word reading and comprehension – but there two components which be the first target of 11th grade students who struggle with reading comprehension, they are; vocabulary and background knowledge. According to the findings of this study, it could be taken that there were some overviews to be considered to

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conduct this current research related to the grade of the students and the appropriate reading comprehension component targets to the students' level.

**Alvermann, Donna E.** (2014), conducted a correlational research entitled *"The Compensatory Effect of Graphic Organizer on Descriptive Text."*This study used experimental research design. The study investigated the use of graphic organizers to compensate for text that was less than optimal in its organization. The sample of this research was 128 students from a larger pool of tenth graders enrolled in Regents and non-Regents courses at a small city high school in upstate New York. These students had been given *Standford Diagnostic Reading Test* (Blue level) as part of a routine school procedure during the semester in which the study was conducted. The result supported assimilation encoding theory and suggested that organizers aid recall when readers must reorganize information but do not help when reorganization is unnecessary. All students, regardless of reading level, benefited from the use of graphic organizers.

This study was mostly discussed the use of graphic organizers to composite for text that. The difference is the participants of this study were chose by random assignment by reading comprehension, while this current study is used cluster-random sampling which both of the groups have homogenous ability. This study showed that students at both the upper and lower levels of the reading comprehension continuum appeared to benefit from the use of graphic organizers.

**Meral Ozkan Gurses** and **Oktay Cem Adiguzel** (2013), Department of Foreign Languages, Eskisehir Osmangazi University, Turkey and Department of Educational Sciences, Faculty of Education, Anadolu University, Turkey

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conducted a research entitled *"The Effect of Strategy Instruction Based on the Cognitive Academic Language Learning Approach over Reading Comprehension and Strategy Use."* The study investigated the effects of reading strategies instruction based on the Cognitive Academic Language Learning Approach over students' skill to comprehend what they read in French and their use of reading strategies.

This was an action research design. Eighteen students studying at French Preparatory Program at Eskisehir Osmangazi University, during the academic year of 2009-2010 participated in the study. Data for the study was collected through Reading Comprehension Achievement Test, Reading, Strategy Scale, and Think-Aloud Technique. The findings indicated that strategies instruction had positive effects on students' reading comprehension in French and their use of reading strategies. After strategy instruction, students employed more frequently several reading strategies and alternated the strategies they used. In conclusion, the Cognitive Academic Language Learning Approach may be implemented as an effective model in teaching reading strategies for French as a foreign language at higher education level.

Meral Ozkan Gurses and Oktay Cem Adiguzel (2013) conducted the classroom action research which was about the effects of reading strategies instruction based on the Cognitive Academic Language Learning Approach over students' skill to comprehend what they read in French and their use of reading strategies. The data of their research were collected through Reading Comprehension Achievement Test, Reading, Strategy Scale, and Think-Aloud

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Technique. The findings indicated that strategies instruction had positive effects on students' reading comprehension in French and their use of reading strategies.

**Manoochehr Jafarigohar** (2012), Payame Noor University, Tehran, Iran, conducted a correlational research entitled *"The Effect of Anxiety on Reading Comprehension among Distance EFL Learners."* This study investigated the correlation between the construct of Foreign Language Reading Anxiety (FLRA) and reading comprehension skill among Iranian distance EFL learners with age and gender serving as moderator variables.

The research was carried out with a group of 112 male and female junior and senior students studying English at Mashhad Payame Noor University. A 33-item Likert-style Foreign Language Reading Anxiety Scale, a 28-item reading comprehension test, and a demographic questionnaire was completed by the participants. The Pearson product moment correlation, t-Test, and one-way ANOVA were used to analyze the data.

The results indicated that there was a significant negative relationship between FLRA and reading comprehension. He found that no such relationship was found between foreign language, reading anxiety and age; and finally compared to males, females suffered more from anxiety.

Referring to the process of the collecting data of this study, there are some inspiring ideas which can be applied during the class, such as give some information that there is no such relationship was found between foreign language, reading anxiety and age; and finally compared to males, females suffered more from anxiety. Although this current study is limited on reading

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comprehension, but this idea can be used as a tribute to students who succeeded with their lesson.

This study investigated the correlation between the construct of Foreign Language Reading Anxiety (FLRA) and reading comprehension skill among Iranian distance EFL learners with age and gender serving as moderator variables. In contrast, this current study only focused on students' reading comprehension. Another difference was demographic questionnaire and a 28-item reading comprehension test used to collect the data, while this current study used pre and post test and observation checklist.

**Stanfield, Gayle M.** (2010) conducted a research entitled, *The Effects on Reading Attitude and Reading Behaviors of Third-Grade Students of Senior High School.* The purpose of this study was to find whether third grade literacy students who receive incentive rewards as part of their instruction will exhibit significantly higher reading habits and attitudes toward recreational reading than they did before the incentives were introduced.

The study examined 19 third grade students with fairly high intellectual abilities. Weekly data were kept on the number of Accelerated Reader (AR) books read as well as scores on the AR tests. Baseline was the first four weeks of school, the incentives (prizes) were given the next four weeks. Findings indicated that students' attitudes became worse over the entire length of the study. Prizes included certificates, food, books, pencils, bookmarks, or anything that might be attractive to the recipient. The conclusion was that the reading incentives were

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counterproductive even though the number of books read and the scores on the test remained the same.

Referring to the process of the collecting data of this study, there were some inspiring ideas which can be applied during the class, such as give some incentives (prizes) to the students who can achieve the goal of the lesson. Although this current study is limited on reading comprehension, but this idea can be used as a tribute to students who succeeded with their lesson. This study focused on the psychological factors in students' reading attitude and behaviors. In contrast, this current study is only focused on students' reading comprehension. Another difference was the participants of this study are chosen by simple-random sampling, which was based on individual ability, while this current study used cluster-random sampling which both of the groups had homogenous ability.

## II.6. Operational Concepts and Indicators.

### II.6.1. Operational Concepts

The operational concept is the concept to give explanation about the theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are three variables used in this research, they are variable $X_1$ and $X_2$ as independent variables (POSSE and PLAN) and variable Y as the dependent variable (students' reading comprehension). The indicators compared are about students' reading comprehension before and after being taught by using Predict, Organize, Search, Summarize, and Evaluate strategy and Predict, Locate, Add, and Note strategy.

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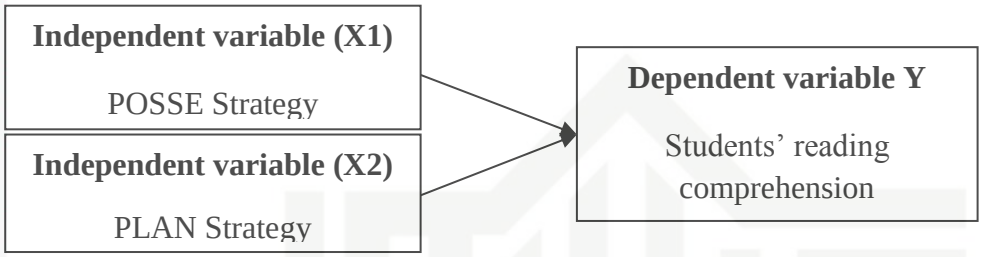
The illustration of operational concept of this research can be drawn as follows:

**Figure II. 3: Operational Concept**




**Hatch and Farhady, (1982, p.27)**

### II.6.2. Indicators

1. **Predict, Organize, Search, Summarize, and Evaluate (POSSE) Strategy as variable X1**
   a. The teacher gives the POSSE sheet strategy to the students and explains about the text and the POSSE strategy in general.
   b. The teacher asks students to do vocabulary exercises related to the text.
   c. The teacher presents a picture of the description about the topic and gives eliciting questions to help students predict the text.
   d. The teacher asks the students to predict the text
   e. The teacher asks the students to the students to organize their ideas into some categories in their POSSE strategy sheets.
   f. The teacher asks students to search for the main idea of the text.
   g. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.
   h. The teacher asks students to summarize the text by identifying the key idea of the text.

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i. The teacher also encourages them to make use of heading, subheading, and the main idea of each paragraph to summarize the texts they read.
j. The teacher asks the students to write the new words and their meanings.
k. The teacher lets the students evaluate their understanding by doing the comparing and clarifying.
l. The teacher asks students to present their posse sheet strategy.
m. The teacher asks the students to the students answer the comprehension questions related to the text.

**2. Predict, Locate, Add, Note (PLAN) Strategy as variable X2**

a. The teacher introduces about the Predict, Locate, Add, and Note (PLAN) Strategy and explains it to the students.
b. The teacher gives one example to the students in using, Predict, Locate, Add, Note (PLAN) Strategy in reading comprehension.
c. The teacher gives explanation to the students about, Predict, Locate, Add, and Note (PLAN) Strategy briefly.
d. The teacher asks the students to apply that strategy in reading comprehension.
e. The teacher gives chance to the students to make questions about; Locate, Add, Note (PLAN) Strategy and they discuss it.
f. The teacher gives chance to the students to make questions about; Locate, Add, Note (PLAN) Strategy and they discuss it.

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g. The teacher asks the students to do a task related to the text given.

h. The teacher monitors the students and gives them assistance.

i. Finally, the teacher guides the students to take a conclusion of the lessons that they have learned.

**3. Students' Reading Comprehension.**

The students are able to identify:

a. The main idea of the text

b. The detailed information about the text

c. The synonym/antonym in descriptive texts.

d. References, and

e. Inferences of the text.

## II.7 Assumptions and Hypotheses

### II.7.1 The Assumption

In this research, there were many strategies known which the teacher can use in teaching and learning process to build the students' capability in English. It was assumed that using Predict, Organize, Search, Summarize, And Evaluate (POSSE) and Plan, Locate, Add, and Note (PLAN) were suitable strategies to teach a reading comprehension for the students and to increase their capability in reading comprehension, especially reading descriptive text.

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### II.7.2. Hypotheses

Ho1 : There is no significant difference of students' reading comprehension pretest mean score between an experimental group 1 and an experimental group 2 at SMA Smart Indonesia Pekanbaru.

Ha2 : There is a significant difference of students' reading comprehension pretest mean score between an experimental group 1 and a control group at SMA Smart Indonesia Pekanbaru.

Ho3 : There is no significant difference of students' reading comprehension of pretest mean score between an experimental group 2 and a control group at SMA Smart Indonesia Pekanbaru.

Ho4 : There is no significant difference of students' reading comprehension posttest mean score between an experimental group 1 and an experimental group 2 at SMA Smart Indonesia Pekanbaru.

Ha5 : There is a significant difference of students' reading comprehension posttest mean score between an experimental group 1 and a control group at SMA Smart Indonesia Pekanbaru.

Ha6 : There is a significant difference of students' reading comprehension of posttest mean between an experimental group 2 and a control group at SMA Smart Indonesia Pekanbaru.

Ho7 : There is a significant difference of students' reading comprehension mean score of pretest and posttest mean score between an experimental 1 at SMA Smart Indonesia Pekanbaru.

Ha8 : There is a significant difference of students' reading comprehension mean score between pretest and posttest mean score of an experimental 2 at SMA Smart Indonesia Pekanbaru.

Ha9 : There is a significant difference of students' reading comprehension mean score between pretest and posttest mean score of a control group at SMA Smart Indonesia Pekanbaru.

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