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State Islamic University of Sultan Syarif Kasim Riau

THE EFFECT OF USING PREDICT, ORGANIZE, SEARCH AND SUMMARIZE (POSSE) STRATEGY ON STUDENTS READING COMPREHENSION OF THE SECOND YEAR AT SMA PGRI PEKANBARU



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State Islamic University of Sultan Syarif Kasim Riau



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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

UIN SUSKA RIAU

**DEPARTMENT OF ENGLISH EDUCATION
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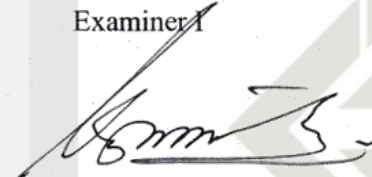
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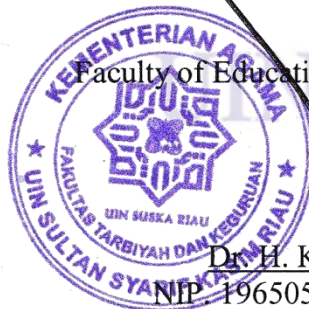

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I certify that this skripsi entitled **“The Effect of Using Predict, Organize, Search, Summarize, and Evaluate (POSSE) Strategy on Students Reading Comprehension of Second Year at SMA PGRI Pekanbaru”** is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, June 12th, 2023



Kherma Aryani
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Nothing is perfect but Allah SWT and neither in this work. This paper is not perfect scientific writing yet. Therefore, comments, critics and suggestion for the improvement of this thesis will be highly appreciated. Hopefully this thesis gives some contributions for the improvements of the English teaching and learning for the readers.

Pekanbaru, Maret 2023

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ABSTRACT

Khurma Aryani (2023): The Effect of Using Predict, Organize, Search, Summarize and Evaluate (POSSE) Strategy on Reading Comprehension of the Second Year Students at SMA PGRI Pekanbaru.

Based on the researcher's preliminary study, it was found that the students could not comprehend the text. This problem was caused by some factors. So, the researcher was interested in carrying out the research about this problem. The purposes of the research were to find out the significant effect of POSSE to on students' reading comprehension of the second year at SMA PGRI Pekanbaru. This research was an experiment research. There were six meeting in giving treatment. The instruments of this research were try out and test. The sample of this research was Science major from thesecond year students of SMA PGRI Pekanbaru. The research findings show that the score of t-test. Before giving treatment the mean of their point of the experiment class is 55.95 and the control class is 54.25. After giving the treatment in experiment, their point got 70.71. While the control class got 59.00 only. Based on data analysis of t-test formula, the sig. value is 0.004. it could be stated that $0.004 < 0.005$. it means null hypothesis (H_0) is rejected. While the alternative hypothesis (H_a) is accepted. Then the effect size is 0.19 categorized into large level. It can be concluded there was significant effect of using POSSE strategy on students reading comprehension of second year at SMA PGRI Pekanbaru.

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ABSTRAK

Kherna Aryani (2023): Pengaruh Penggunaan Strategi Predict, Organize, Search, Summarize and Evaluate (POSSE) Pada Pemahaman Membaca Siswa Tahun Kedua SMA PGRI Pekanbaru.

Berdasarkan studi pendahuluan peneliti, ditemukan bahwa siswa tidak dapat memahami teks. Masalah ini disebabkan oleh beberapa faktor. Misalnya, beberapa siswa tidak dapat mengidentifikasi informasi rinci dari teks. Sehingga peneliti tertarik untuk melakukan penelitian tentang masalah ini. Tujuan dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa yang diajar dengan strategi POSSE dan tanpa strategi POSSE serta untuk mengetahui pengaruh signifikan POSSE terhadap pemahaman membaca siswa tahun kedua di SMA PGRI Pekanbaru. Penelitian ini merupakan penelitian eksperimen. Terdapat enam kali pertemuan dalam pemberian treatment. Instrumen penelitian ini berupa try out dan tes. Sampel penelitian ini adalah jurusan IPA dari siswa kelas 2 SMA PGRI Pekanbaru. Hasil penelitian menunjukkan bahwa skor t-test. Sebelum diberikan perlakuan rata-rata nilai mereka kelas eksperimen adalah 55,95 dan kelas kontrol adalah 54,25. Setelah diberikan perlakuan dalam eksperimen, poin mereka menjadi 70,71. Sedangkan kelas kontrol mendapat nilai 59,00 saja. Berdasarkan analisis data rumus uji-t, sig. nilainya adalah 0,004. dapat dinyatakan bahwa $0,004 < 0,005$. artinya hipotesis nol (H_0) ditolak. Sedangkan hipotesis alternatif (H_a) diterima. Kemudian ukuran efeknya adalah 0,19 dikategorikan ke dalam level besar. Dapat disimpulkan ada pengaruh yang signifikan penggunaan strategi POSSE terhadap pemahaman membaca siswa kelas dua di SMA PGRI Pekanbaru.



ملخص

خيرما أرياني، (٢٠٢٣): تأثير استخدام استراتيجية التنبؤ والتنظيم والبحث والتلخيص والتقييم على فهم المقروء لدى تلاميذ الصف الثاني بالمدرسة الثانوية لاتحاد المدرسين الإندونيسيين بكنبارو

بناء على الدراسة التمهيديّة للباحثة، وجد أن التلاميذ لا يستطيعون فهم النص. هذه المشكلة ناتجة عن عدة عوامل حتى أن الباحثة مهتمة بإجراء بحث حول هذه المشكلة. والهدف من هذا البحث معرفة تأثير استخدام استراتيجية التنبؤ والتنظيم والبحث والتلخيص والتقييم على فهم المقروء لدى تلاميذ الصف الثاني بالمدرسة الثانوية لاتحاد المدرسين الإندونيسيين بكنبارو. وهذا البحث هو بحث تجريبي. كانت هناك ستة لقاءات في تقديم العلاج. كانت أداة البحث في شكل تجارب واختبارات. وعينات البحث تلاميذ الصف الثاني لقسم العلوم الطبيعية بالمدرسة الثانوية لاتحاد المدرسين الإندونيسيين بكنبارو. ونتيجة البحث دلت على قيمة اختبار-ت. فقبل الإجراء، كان متوسط نتائج تلاميذ الفصل التجريبي ٥٥,٩٥ والفصل الضبطي ٥٤,٢٥. وبعد الإجراء ترقى متوسط نتائج تلاميذ الفصل التجريبي إلى ٧٠,٧١. ومتوسط نتائج تلاميذ الفصل الضبطي ٥٩,٠٠. بناء على تحليل البيانات وصيغة اختبار-ت، قيمة سيغ ٠,٠٠٤. فيمكن أن يقال إن $٠,٠٠٤ > ٠,٠٠٥$. فالفرضية المبدئية مردودة والفرضية البديلة مقبولة. وأما حجم التأثير فـ ٠,١٩ أي يكون في مستوى كبير. استنتج بأن هناك تأثير استخدام استراتيجية التنبؤ والتنظيم والبحث والتلخيص والتقييم على فهم المقروء لدى تلاميذ الصف الثاني بالمدرسة الثانوية لاتحاد المدرسين الإندونيسيين بكنبارو.

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LIST OF CONTENTS

SUPERVISOR APPROVAL	i
ACKNOWLEDGMENT	iii
ABSTRACT	v
ABSTRAK	vi
المؤلفين.....	vii
LIST OF CONTENT	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER I: INTRODUCTION	
A. Background of the Problem.....	1
B. Problem of the Research.....	6
1. Identification of the Problem.....	6
2. Limitation of the Problem.....	7
3. Formulation of the Problem.....	7
C. Objectives and Significances of the Research.....	8
1. Objectives of the Research.....	8
2. Significances of the Research.....	8
D. Definition of the Terms.....	9
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Theoretical Framework.....	10
1. Reading Comprehension.....	10
2. Components of Reading Comprehension.....	13
3. Teaching Reading Comprehension.....	16
4. Level of Reading Comprehension.....	17
5. Factors Influencing Reading Comprehension.....	18
6. The Concept of POSSE Strategy.....	20
7. Teaching Reading by Using POSSE Strategy.....	21
B. Relevant Research.....	25
C. Operational Concept.....	29
D. Assumption and Hypothesis.....	30



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CHAPTER III: RESEARCH METHOD

A. Research Design.....	32
B. Location and Time of the Research	34
C. Subject and the Object of the Research.....	34
D. Population and Sample of the Research.....	34
E. Technique of Collecting Data	36
1. Pre- Test	37
2. Post-Test.....	39
3. Validity of the Test.....	38
4. Reliability of the Test	40
F. Technique of Data Analysis	41

CHAPTER IV: FINDING AND DISCUSSION

A. Finding	43
1. Data of Students Reading Comprehension Taught by Using POSSE Strategy	44
2. Data of students Reading Comprehension Taught Without using POSSE Strategy	47
3. The Effect of Using POSSE Strategy on Students' Reading Comprehension.....	49
a. The result of mean and standard deviation of pre-test in experimental and control group.....	49
b. The result of mean and standard deviation of post-test in experimental and control group.....	50
c. Normality of the Data	50
d. Data Analysis.....	51
B. Discussion.....	54

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	56
B. Suggestion	57

REFERENCES

APPENDICES

CURRICULUM VITAE

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LIST OF TABLES

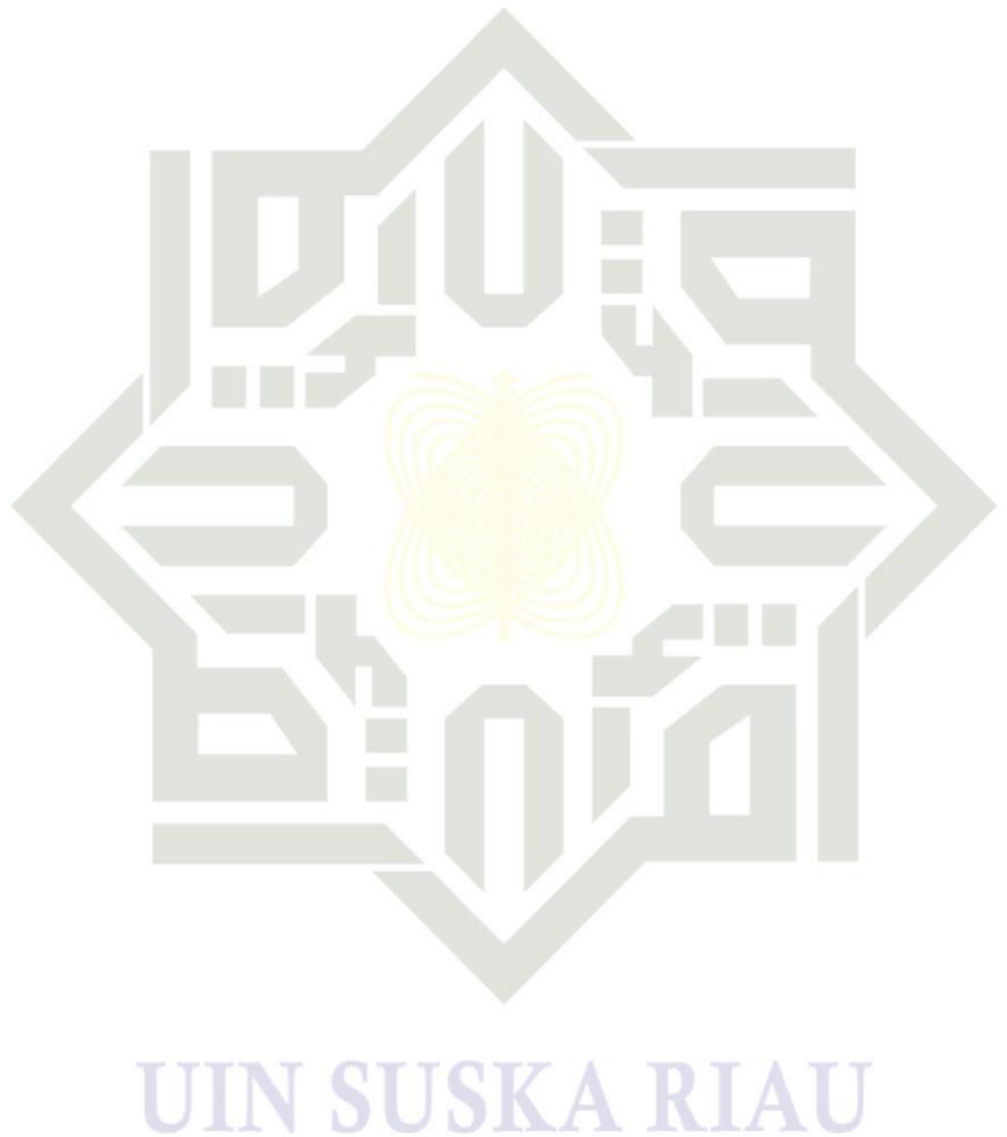
Table III.1	Research Design.....	33
Table III.2	Total Population of the Research	34
Table III.3	Total Sample of the Research	35
Table III.4	The Blueprint of the Test	37
Table III.5	The Validity of Students’ Reading Comprehension	39
Table IV. 1	The Category of Score	44
Table IV. 2	The Result of the Experiment Class in Pre-Test and Post-Test.....	45
Table IV. 3	The Result of the Control Class in Pre Test and Post Test.....	47
Table IV. 4	Static of Pre Test (Experiment and Control Group).....	49
Table IV. 5	Static of Post Test (Experiment and Control Group)	50
Table IV. 6	Test of Normality	51
Table IV. 7	Static of Post Test (Experiment and Control Group).....	52
Table IV. 8	Independent Sample T-test	53

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LIST OF FIGURES

Figure IV. 1	Result of the Experiment Class in Pre-Test and Post-Test.....	46
Figure IV. 2	The Result of Control Class in Pre-test and Post-Test	48



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LIST OF APPENDICES

Appendix 1	Syllabus of Second Year Students at SMA PGRI Pekanbaru
Appendix 2	Lesson Plan of Second Year Students at SMA PGRI Pekanbaru
Appendix 3	Instrument of the Research
Appendix 4	Recommendation Letters
Appendix 5	Documentations



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CHAPTER I

INTRODUCTION

A. Background of the problem

Reading comprehension is the degree to which we understand what we read. The understanding that results is called reading comprehension. Comprehending what students read not only recognizing the words but also understanding the words in the text. According to Klingner (2007, p.2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency. In other hand comprehending the text means thinking while students read. Therefore reading comprehension is activity to catch the meaning from the text. The purpose of reading activity is determined the specific knowledge, skills and strategies that readers need to apply in achieving comprehension.

Reading comprehension is the core of the reading activity. By having comprehension, students are able to make sense what the texts tell about. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Hasibuan and Ansyari (2007, p.55) state that reading comprehension is thus much more than decoding. It means when a person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not



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need to identify main idea and supporting details. According to Larry (2003, p.2) the resulting from reading is comprehension. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. In conclusion reading comprehension result when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose.

The success of learning English, especially reading is instilled by several factors. There are four dominant that involve it, namely teacher, teaching material, method of teaching and students. Even though both teacher and learner are in different in role, but they are mutually complemented one to another. Dealing with this, Brown (2002, p.175) explains that in teaching learning process the teacher helps the students achieve learning. In other hand, the teacher has role as play facilitator, instigator of the action, teaching materials and methods of teaching as the tools in which both between teacher and learners can achieve the goal. Therefore the teacher should be able to guide students in their learning in order to get students' achievement in teaching reading.

In addition, the teaching of English reading as a foreign language must create students to be active and focused in their reading.



For this reason, the teacher should apply various technique, strategy and the material that are relevant and interest to the students in comprehending the passage well. Talking about teaching reading means talking about a part of teaching English, it needs to know for what English subject should be taught by teachers. In Indonesian schools, reading is categorized as a language skill that has to be mastered by all students in English teaching and learning process of junior and senior high school.

Reading is an activity that gives many advantages to readers or students. All the lessons learned by students in schools will be more easily understood if they have a good comprehension of reading. Hasibuan and Ansyari have stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Lems (2010, p.77) explains in the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension. Based on the opinions above, the researcher concludes that students' reading comprehension can be influenced by the use of effective strategy for teaching and learning process.

Starsser (200, p.32) states that teaching strategies is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. Teachers strategies often expect

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students to develop their reading skill by *osmosis* (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension.

The teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation, reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading comprehension. There are many teachers teach about reading comprehension by explaining about the text, main idea, and purpose of the text. SMA PGRI Pekanbaru is one of school that also uses 2013 Curriculun (K13) as their guidance in teaching learning process. The KKM (criterion based curriculum) of English lesson is 75.

In this school, the basic competence stated in the syllabus of SMA PGRI Pekanbaru for second year is that students will be able to express the information of genre of texts, such as monologue of narrative, spoof, hortatory, report and analytical exposition. Based on preliminary research in SMA PGRI Pekanbaru, the teacher used question answer relationship strategy. This strategy uses some question to easier comprehend the text. Raphael (2006, p. 3) states that this strategy as a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be

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strategic about their search for answers based on an awareness of what different types of questions look for. Even more important understands where the answer will come from. However it can help students comprehend the text. It is very absolutely expected to involve students actively in learning process by enabling them to get information from the text. Ideally, the students in SMA PGRI Pekanbaru should be able to comprehend the text. But, contrary to the fact the teacher found many students have difficulties to comprehend the text. It looks from symptoms: some of the students get difficulties to find main idea, detail information, and reference from the text. Some of the students get difficulties in making inference and some of the students get difficulties in organizing the word to be meaningful sentences.

Thus, to overcome those problems above, the researcher is interested in reading comprehension to apply POSSE strategy in the students reading comprehension. Paul (2009, p.35) states this strategy can be used to maximize their acquisition and retention of curricular material. It means the students are able to comprehend the text and can understand about the content of the text. In addition, this strategy is enable student to make sense and develops their prior knowledge.

Finally, based on the symptoms there is an effective strategy to be applied to the students' reading comprehension, called POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy. According to Reardon (2012, p.23) this POSSE strategy is able to

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activate prior knowledge and the multi-faceted comprehension strategy that combines structure mapping, prior knowledge and reciprocal teaching. POSSE strategy has applied by previous researcher such as Vita Loca (2016) and Sabah Ali (2017) by using action research methodology. In this research, the strategy applied by using experimental research. Tareq Al-Yatim (2020) and Pesa and Somers (2007) has implemented in international students, in this research applied in Indonesian students. Novia and Darmawan (2020) has implemented in Public High School, in this research applied in private school.

Therefore the researcher is interested to conduct the study entitled **“The Effect of Using Predict, Organize, Search, Summarize, and Evaluate (POSSE) Strategy on Students Reading Comprehension of Second Year at SMA PGRI Pekanbaru”**

B. Problem of the Research

1. Identification of the problem

Based on the background and phenomena of the students' difficulties and complexities, the problems of this research are identified on the following identifications:

- a. Why do the students can not able to identify main ideas from the text?
- b. Why do the students can not able to identify specific information from the text?



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- c. Why do the students can not able to organize the word to be meaningful sentences?
- d. Why do the students get difficulties to find the reference word from the text?
- e. Why do the students get difficulties in making inference?

2. Limitation of the problem

In this research, the researcher focused on the effect of POSSE strategy on reading comprehension of the Second Year Students at SMA PGRI Pekanbaru.

3. Formulation of the problem

Based on the problem above, the researcher formulated the problem in the following questions:

- a. How is student's reading comprehension taught without using POSSE Strategy of the secondyear at SMA PGRI Pekanbaru?
- b. How is student's reading comprehension taught by using POSSE strategy of the second year at SMA PGRI Pekanbaru?
- c. Is there any significant effect student's reading comprehension taught without using POSSE Strategy between taught by using POSSE strategy of the second year at SMA PGRI Pekanbaru?

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C. Objectives and Significance of the Research**1. Objectives of the Research**

- a. To find out student's reading comprehension taught without using POSSE strategy of second year students at SMA PGRI Pekanbaru
- b. To find out student's reading comprehension taught by using POSSE strategy of the second year students at SMA PGRI Pekanbaru
- c. To find out the significant effect of using POSSE strategy on reading comprehension of second year students at SMA PGRI Pekanbaru

2. Significance of the Research

- a. This research is hopefully contributing to the researcher in term of learning research as a novice researcher.
- b. This research finding is also expected to give positive contribution related to the process of teaching and learning English, especially in term of reading at SMA PGRI Pekanbaru.
- c. This research finding is also expected to develop the theories on teaching and learning English as a foreign language, and for those who are concerned very much in the world with language teaching and learning in general.
- d. This research is also expected to enhance the researcher's knowledge about teaching reading comprehension by using POSSE strategy.



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D. Definition of the Term

1. Reading Comprehension

According to Grabe and Stoller (2002) reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading without comprehension is nonsense and useless. In this research, reading comprehension is ability in comprehending the text of the second year students at SMA PGRI Pekanbaru.

2. POSSE Strategy

According to Reardon (2012) POSSE strategy is design to activate students' prior knowledge about the topic and to link it with new information contained in the text. POSSE strategy is a strategy that is applied in reading comprehension of the second year students at SMA PGRI Pekanbaru.

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CHAPTER II**REVIEW OF RELATED LITERATURE****A. Theoretical Framework****1. Reading Comprehension**

Reading is one of the four language skills (listening, speaking, reading, and writing). Joseph (2001, p.23) states reading is important to be learned and mastered by every individual person. Reading is a natural passage of ideas and concepts from one person to another (mind-to-mind communication). It means reading is the communication between the author and the readers and they can interpret what the authors imagine. In addition, Nunan (2003, p.68) states that reading is a fluent process of readers to combine information from a text and their own background knowledge to build meaning. The readers can integrate their background knowledge with the text to create the meaning. A reader's background knowledge can influence reading comprehension. So, to comprehend the text own background knowledge is one of the important parts to read the text meaningfully.

The purpose for reading also determines the appropriate approach to reading comprehension. Klingner, Vaughn and Boardman (2007, p.2) argue that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. In reading



activity, it is important for the reader to understand or comprehend the reading text, because one of the purpose of reading itself is to get information or knowledge. Margaret said that in reading comprehension, thinking is a basic component of comprehension, when we are reading a book we have to see relationship, make comparison, follow sequence of events, and engage in any number of similar. So, it should hardly seem necessary to persuade you that reading involves thinking.

According to Williams (2000, p.51) there are three main phases needed to follow in reading activity, namely:

1. Pre – reading: aim to introduce and arouse learners’ interest in the topic. Giving reason to read and some questions that are related to the learners’ background knowledge ideas and opinion would motivate learners’ eagerness to read the whole text.
2. Whilst reading: aim to help students understand the purpose and texts’ structure and to clarify texts’ content. Some activities like answering comprehension question, completing diagram or maps, making list and taking notes are whilst reading type work.
3. Post – reading: aim to consolidate what has been read with learners’ own knowledge, interest, or ideas.

Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. If the readers cannot understand what the text means, we are not reading. Based on the

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Gerald (2009, p.14) explanation comprehension is the essence of reading because the goal of written language is communication message. On the other hand, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a researcher. It is an interaction between reader and author. Harris and Smith (2000, p.48) state that there are five factors of reading comprehension. They are:

a. Background experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

b. Language Ability

In the process of reading comprehension, language ability is important. One must have basic knowledge of english language such as syntax, semantic, etc.

c. Thinking Abilities

Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

d. Affection

Affective factors are important to comprehension. Educators are increasingly recognizing that the students' interest, motivations,

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attitudes, beliefs and feeling are important factors that cannot be taken for granted or ignored in educational process.

e. Reading Purpose

The purpose of reading is important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story.

In conclusion, reading comprehension means basic of component person to activity involving skill, knowledge, understanding of words, seeing the relationship among words and concept, and organizing the ideas.

2. Components of Reading Comprehension

There are some components of reading comprehension that should be focused on comprehending reading text. According to Nuttal (2008, p.34) there are five components that may help the students to read carefully, they are:

a) Main idea

Determining an idea is the ability to grasp and find the point of a passage by summarizing the passage and looking for repetitions of the idea/word.

b) Specific information or part of the text

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Finding the specific information or part of the text means looking for the information related to the target and ignoring irrelevant ones.

c) Reference

Reference is the intentional use of one to indicate something else, one providing the information needed to interpret the other. Finding a reference means interpreting one linguistic expression into another to determine it.

d) Inference

The inference is a good guess or conclusion based on the logic of the passage. The inference means that the reader implies that the sentence or sentence is understood and logically complete.

e) Understanding Vocabulary

Understanding Vocabulary means understanding the meaning of a word. As your vocabulary improves, your understanding will deepen. Understanding is the ultimate goal of reading, so readers cannot overestimate the importance of vocabulary development.

According to King and Stanley (1998, p. 93) here are the components of reading comprehension:

a) Finding Factual Information

Finding factual information is one of components of reading comprehension that is suitable for Junior and Senior High School. While reading, the Reader must be able to recognize the factual



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and certain information in details such as Person, places, events and times.

b) Finding Main Idea

Identify the main idea is an important activity in reading text because if it can find the main idea it can know the text is talking about what. It can find the main idea not only on the first paragraph but also in the middle, and in the last paragraph. So, it has to precise to see and identify where the main idea it self on the text.

c) Understanding the Text

Understanding the text is the students' ability in comparing the text with other kinds of text. It also asks students to know the definition, the communicative purpose, the generic structure and grammar that are used in the text.

d) Identifying References

The reference used to avoid the repeated the same word or phrase in several time. After one word it used, it can refer that word than repeat it. Recognizing and identify the reference will help the reader understand the reading passage. Reference is usually such as she, he, it, this, etc

e) Identifying Inferences

Inference is important activity in reading comprehension. Inference is a skill where the reader has to be able to read between lines. As divide into attentions, draws logical inferences, and make



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accurate prediction. After the reader reads all of the text, he or she should be able to make inference by their own words and from their own thinking based on the text that they have read.

In this research, the researcher used principle from Nuttal as foundation and indicators for variable X.

3. Teaching Reading Comprehension

Reading is a way to understand what the researcher conveys to the reader. William (2009, p.15) explains reading is centrally a comprehension process. The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the student will understand the text. The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore teaching reading comprehension include as follow;

- a. Identify meaning
- b. Build Vocabulary
- c. Understand about the text.

Karen explains (2003, p. 90) comprehension is the center of reading. In reading, the students need comprehension skill. Reading comprehension is defined as the level of understanding of a written language. Based on Reading Study Group (2002, p. 25) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with



written language. It requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning.

4. Level of Reading Comprehension

According to Clymer in Brasswel and Rasinski (2008, p.16) there are three levels of comprehension. The three levels of comprehension are important and needed to be fostered. They are;

a. Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text.

b. Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning- drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension. It refers to the ability of a reader to take the information that is inferred or implied within the text.

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c. Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

In this research, the level of reading comprehension included in literal comprehension. Literal comprehension means understanding a text, including facts, ideas, vocabulary, events, and stated information. It involves getting specific answers to questions or information gathering for questions that start with “what, where, when, who,” etc.

5. Factors Influencing Reading Comprehension

Judith (2000, p.102) explains there are several factors that influence reading comprehension. They are:

a. Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculates can often account for a large portion of the difference between successful and unsuccessful comprehension. Teachers must begin by assessing whether or not this is true by providing background information and vocabulary instruction when necessary, and by helping students to select what information they will need to apply and when to apply it.

b. Motivation and Interest



Comprehension is also improved when the students are motivated and interested. To some extent, teachers facilitate motivation each time they make the task easier by making sure that the students have the requisite skills and schemata. Being interested in the material leads to more motivation and the students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural differences

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to the differences in prior knowledge, vocabulary, and interest. Moreover, teachers should be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding fluency

Students cannot be expected to comprehend passage when they are devoting large amounts of attention to identify individual words. They should be given material they can decode fluently if they develop their comprehension skill.

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6. The Concept of POSSE Strategy

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 from the several researchers. Paul (2007, p.666) states POSSE strategy is used to teach students of sequence of steps that can be used to maximize their acquisition and retention of curricular material. POSSE strategy is the variety of steps. Joseph and David (2010, p.210) explain this strategy corporate of variety of strategies that include Predicting, Organizing, Searching, Summarizing, and Evaluating reading passage. This strategy is able to be used before, during, and after reading. Mastropieri and Scruggs in Freville and Reardon (2006, p.21) this is a multistep teaching strategy that not only assists students in activating prior knowledge, but also encourages them to organize their existing knowledge and structure, and then summarize and elaborate on the connections between what they already knew and what they have learned.

A limited ability to organize information and to recall important information, failure to distinguish relevant from irrelevant information, retain information, or identify the main idea, all lead to a limited ability to read with meaning. Reardon (2012, p.3) says that due to their more limited experiences with reading, they may lack the background knowledge of other students. Lack of background knowledge has been



linked with difficulty making inferences and more generally comprehending the text.

In this research, this strategy used for practicing to the students activate prior knowledge at second year students of SMA PGRI Pekanbaru.

7. Teaching Reading by Using POSSE Strategy

Boyle and Scanlon (2010, p.210) state that as the students complete the steps, the teacher simultaneous constructs a cognitive map to display visually the text structure and organization of ideas. The POSSE training consists of two pre reading strategies-Search, and Organize- and three strategies to use during reading-Search, Summarize, and Evaluate. The POSSE steps include the following:

P = *Predict* what ideas are in the story

O = *Organize* your taught

S = *Search* for structure.

S = *Summarize* the main idea in your own words.

E = *Evaluate* : compare, clarify, and predict.

In POSSE strategy, each word is a step of strategy. It is begun from pre-reading, during reading, and until evaluate reading. To be more understanding in teaching POSSE strategy could be seen in summarizing from Reardon (2012, p.3) below. The step to complete the strategy:

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- a. *Predict*, the teacher asks students to predict what the article will be about based on the title, headings, related pictures and possibly the reading of the first paragraph. Students are encouraged to be aware of their own metacognitive processes as the teacher asks questions such as “What clues helped you make that prediction?”
- b. *Organize* strategy step, the teacher assists the students in organizing their brainstormed ideas into a semantic map by looking to see which ideas might go together. Following the reading of the passage, students begin the Search/Summarize step.
- c. *Search* step is completed as students search for the text structure as they begin reading.
- d. *Summarize* step, the students identify the main idea for a short passage in the primary source or expository text and then develop a question to ask about the main idea. These main ideas become the organizing features for a more in-depth semantic map. Students are then led to list related details.
- e. The final step, *Evaluate*, the students use the three reading strategies of compare, clarify and predict. In the *compare* stage, the students compare the semantic map generated before reading with that completed following the reading of the passage. This stage supports the students in comparing prior knowledge with new information and supports them in making more in-depth connections. In the *clarification* stage, the students seek

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clarification of ambiguous information, concepts or vocabulary. In the final step, Evaluation, the students predict what the next section of the text will be about based on the previous information they have read or listened to and the semantic map developed in the Organize step. Once the students have read the entire selection, they summarize, and make connections among new knowledge and prior conceptions. At this point they can look to see which of their predictions were supported by the reading of the text and which were disconfirmed.

The procedures of POSSE strategy consists of several steps. The first is *Predict*, it means that the teacher asks to the students to predict about the text from the title, heading, or others. The second is *Organize*, it means that the teacher assists to the students in organizing the ideas into semantic map. Two steps above include in pre-reading process. The third is *Search*, that the students began reading and search the information from the text. The fourth is *Summarize*, that the students identify the main idea, develop the question into semantic map and then they led to list related details about their new information. Two steps above includes in during reading process. And the last step is *Evaluate*, that the students evaluate with using three steps. They are; *Compare* their new information and their prior knowledge, *Clarify* the ambiguous information, and *predict* the text will be about for next meeting.

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Paul (2007, p.666) says about teaching POSSE Strategy:

- a. *Predict*. Students are taught to scan the text for heading, boldface print, pictures, and any other information they can use to invoke preparatory set, activity background information, and generate preparing information.
- b. *Organize*. Students brainstorm their pre-reading question into a set of categories of information that the passage will contain. Students might schemize this, using semantic map, or visual organize.
- c. *Search*. Students read the passage with their questions and organize in mind. Students look for the information they highlighted their pre-reading questions.
- d. *Summarize*. Students give an oral summary of the passage, stating the main idea, supporting ideas, and most salient details. Students ask additional questions.
- e. *Evaluate*. Students identify gaps in their understanding. Students compare what they learned with what they predicted, clarify misunderstanding they encountered, and predict the topic of the next section of the passage.

Paul's explanation is similar with Reardon's explanation, but there is a few differences that is compare, clarify, and predict in evaluation steps. From the explanation above the teaching procedure are the same. But the researcher takes Reardon's statement, because it is clearer than



Paul explanations for teaching POSSE Strategy to the second yearstudents at SMA PGRI Pekanbaru. Reardon gives more explanations in the kinds of stages in evaluate steps.

The procedures of using POSSE strategy are; The teacher asks students to predict what the article will be about based on the title, headings, related pictures and possibly the reading of the first paragraph. The teacher assists the students in organizing their brainstormed ideas into a semantic map by looking to see which ideas might go together. The teacher asks the students to search for the text structure as they begin reading. The teacher asks the students to identify the main idea for a short passage and ask about the main idea. The last step is the teacher asks the students to make connections among new and prior knowledge. In conclusion the researcher used Reardon's theory, because it is clearer than Paul explanations for teaching reading by using POSSE Strategy to the second year students at SMA PGRI Pekanbaru.

B. Relevant of the Research

According to Syafi'i (2007, p. 122), relevant research is required to observed some previous researchers conducted by other researcher in which they are relevant to our research itself. Besides, we have to analyze what the point that was focussed on, inform the design, finding and concluding of the previous research, that of: Vita Loca (2016) research entitled The Use Of POSSE (Predict, Organize, Search, Summarize, and

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Evaluate) Strategy To Improve The Students' Reading Comprehension In Recount Text At The Eleventh Grade Students' Of SMA Plus Negeri 7 Bengkulu In Academic Year 2015/2016. The instruments of this research were reading tests, interview, students' observation checklist and field notes, teacher observation sheets, and documentation. The instruments of this research were reading tests, interview, students' observation checklist and field notes, teacher observation sheets, and documentation. From the result of the average students' score in every cycle there were improvement toward students achievement in reading, in cycle one there were students score reached 67,8 in cycle two reached 78,3. Then post assessment reached 83, that means students score increase and got standardization of school.

The second researcher is Sabah Ali (2017) entitled The effectiveness of P.O.S.S.E Strategy On Improving Reading Comprehension of The EFL University Students. The researcher conducted an action research. The total number of the participants is 69 (Male and Female Students). An observation checklist, Pre-post tests were used to collect the quantitative and qualitative data of the study. The results showed that there was positive statistical significance difference on the students' scores on the posttest due to the treatment.

The third researcher conducted by Pesa and Somers (2007) conduct a study to investigate the effect of POSSE Strategy on 7th and 8th Chicago Middle School. The participants of the study were exposing to reading

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comprehension strategies; one of them was POSSE Strategy. Pre and Post text were used to collect the data of the study. The results revealed that students do not use all steps of the strategy. This leads to only 21% of the students being able to comprehend the text.

The fourth researcher conducted by Novia and Darmawan (2022) entitled applying POSSE strategy in teaching reading descriptive text to the senior high school. This research was conducted in the SMA Negeri 11 Palembang. The experimental group's mean score increased from 68.10 in the pre-test to 75.87 in the post-test. Furthermore, the results of independent t-tests from the experimental and control groups revealed that the t-value obtained was 3.060, which was higher than the t-table value of 1.664. It means that the POSSE strategy was effective in improving reading comprehension.

The last researcher Tareq et.al entitled "The Effect of Using POSSE strategy in Training and Development Comprehension Reading skills amongst Sixth Graders". This study aims to measure the effectiveness of using P.O.S.S.E strategy in the development of teaching to improve reading comprehension skills for sixth-grade. The procedure used is an experimental method based on Stratified Sampling which consists of 43 students divided into two groups – a control group of 21 students and an experimental group of 22 students- and a lesson plan was designed as a tool. It is an essential reference in the development of teaching and training teachers to adapt to the P.O.S.S.E strategy for teachers, student

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educators. The result of this study is consistent with previous studies, which investigated the efficacy of POSSE strategy on the development of reading comprehension skills. The outcomes of the study indicated that the POSSE strategy has a positive effect on the development of reading comprehension skills over its five levels among the representative sample of sixth graders.

In conclusion, the research above has similarity in using the strategy that is POSSE strategy. These relevant researches which were conducted by previous researchers give contribution toward the research that will be conducted by the researcher. They are as references to the researcher because the previous researchers show that POSSE strategy is effective to improve comprehension. The differences between previous researches and the research that will be conducted by the researcher are different location of the research. This strategy never apply in private school. The other differences from previous research are subject and object of the research, different material, different situation that will be faced, different research design because the researcher's design is quasi experiment design. In addition, in vocational high school there is no special English class. So, it is different in result of the research.

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C. Operational Concept

The operational concept, the researcher would like to explain briefly about variable of the research itself. There are two variables used in this research. The first is POSSE strategy on students' reading comprehension(variable X), the second is students' comprehension in reading (Variable Y).

1. Indicator Variable X (POSSE Strategy)

POSSE strategy is an independent variable and reading comprehension is a dependent variable to operate the investigation on the variable. Based on Reardon (2012, p.3) teaching procedure of POSSE strategy are:

- a) The teacher asks students to predict (**P**) what the article will be about based on the title, headings, related pictures and possibly the reading of the first paragraph. Students are encouraged to be aware of their own metacognitive processes as the teacher asks questions such as "What clues helped you make that prediction?"
- b) The teacher assists the students in organizing(**O**) their brainstormed ideas into a semantic map by looking to see which ideas might go together.
- c) The students search(**S**) for the text structure as they begin reading.
- d) The students give an oral summary(**S**) of the passage, stating the main idea, supporting ideas, and detail information. Students ask additional questions

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e) The students evaluate (**E**) their comprehension by doing comparing and clarifying. Comparing occurs when the students compare their semantic map in organizing step with semantic map in searching step. This step supports the students in comparing their prior knowledge with the new information in the text they read. Clarifying occurs when the students encounter with comprehension breakdowns or confusion and when they attempt to get the meaning, like the unclear reference terms or difficult vocabulary or unfamiliar.

2. Variable Y (Reading Comprehension)

In this research, reading comprehension is as a variable Y. The indicators of Variable Y (Reading Comprehension) used Nuttal (2008, p. 34) theory. They are:

- a) The students are able to identify main ideas
- b) The students are able to find out detail information
- c) The students are able to identify pronominal reference
- d) The students are able to infer meaning
- e) The students are able to understand the vocabulary

D. Assumptions and Hypotheses

1. Assumption

In this research, the researcher assumes that the students' reading comprehension is various and the better using POSSE strategy is the better students reading comprehension will be.

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2. Hypotheses

H_0 : There is no significant effect of student's reading comprehension between those students who are taught by using POSSE strategy of the second year students at SMA PGRI Pekanbaru and those who do not.

H_a : There is a significant effect of student's reading comprehension between those students who are taught by using POSSE strategy of the second year at SMA PGRI Pekanbaru and those who do not.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative research or numeric description of trends, attitudes, or opinion of a population by studying a sample of that population. Creswell (2014, p. 27) states that quantitative research identifies a research problem based on trends in the fields or on the need to explain why something occurs. The statement above shows that quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques.

The type of the research is an experimental research. According to Gay and Airaisian (2000, p. 332) experimental research is “the only type of the research that can test hypotheses to establish causeandeffect relationship”. This design involves a single group that is pretest, exposed to a treatment, and post tested. The success of the treatment is determined by comparing pretest and post test score. This research examined the effect of using POSSE strategy on students’ reading comprehension

Both groups control class and experimental class administered a pretest at the beginning, different treatment in the middle and posttest at the end of the research. The pretest and posttest result compared in order to determine the effect of the treatment. Both experimental and control group treated in the same test.

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This research is a quasi-experiment. Creswell (2008, p.330) states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly. The researcher used intact groups, the first class is as the experimental groups and the second class is as the control group.

This research was non-equivalent control group design. In the non-equivalent control group design, we most often use intact groups that we think are similar as the treatment and control groups. It is also supported by Campbell and Stanley (2000, p. 67). They state that non-equivalent control group design involves an experimental group and a control group both given a pretest and a posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence.

Table III.1
Research Design

No.	Classes	Time		
		Pre-Test	Treatment	Post-Test
1	Experiment Class	Yes	Yes	Yes
2	Control Class	Yes	No	Yes

In conducting this research, the researcher assigned intact groups the experimental and control treatments, using pretest and post-test to both groups, conducting experimental treatment activities with the experimental group only. The test was used to measure the students' reading comprehension before and after using POSSE strategy.

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B. Location and the Time of the Research

The researcher conducted the research at the second year students of SMA PGRI Pekanbaru located at Brigjen Katamso street Pekanbaru, Riau Province. This research was done during two months, start on January until February 2023.

C. Subject and Object of the Research

Subject of the research was the second year students at SMA PGRI Pekanbaru. The object of this research was the effect of POSSE strategy on students' reading comprehension.

D. Population and the Sample of the Research**1. Population of the Research**

The population of this research was the second year students of SMA PGRI Pekanbaru in 2022-2023 academic years. The number of the second year students of SMA PGRI Pekanbaru was 74 students. It consists of three classes. There were one classes for social department and two classes for science department.

Table III. 2
Total Population

No	Classes	Population		Total
		Female	Male	
1	XI. IPA I	11	10	21
2	XI. IPA II	10	10	20
3	XI. IPS I	18	15	33
Total Population				74

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2. Sample of the Research

In this research, the researcher used purposive sampling, According to Sugiyono (2012, p.85), purposive sampling is a technique to choose sample based on specific considerations. The researcher selected the sample which location is nearby to researcher's house as consideration about limited funds, energy, and time in conducting the research. Based on those considerations, there were two classes as a sample of the research. The spesification of the research sample can be seen on the table below:

Table III. 3
Total Sample of the Second Year
Students At SMA PGRI Pekanbaru

No	Classes	Sample		Total
		Female	Male	
1	XI. IPA II	11	10	21
2	XI. IPA III	10	10	20
Total Sample				41

In this research, the researcher took two classes. They were XI IPA.I that consisted of 21 students as experimental group, and XI IPA.II that consisted of 20 students as control group. So, the total of sample was 41 students. To decided which one the population that will take as sample, the sample is taken based on the population that is specified. The sample of the research is 21 students taken from XI IPA I and 20 students from XI IPA. II.



E. Technique of Collecting Data

In this research, the researcher used the test as an instrument to collect the data.

1. Test

The researcher gave test; pre-test and post-test to the students. This test aims to measure students' literal reading comprehension. In teaching reading in our curriculum (K13), if the students are able to achieve the goal, this means that assessment of reading comprehension needs to be correlated with purposes of reading. According to Hughes (2003, p.67) there are many techniques that can assess the students' comprehension but the researcher used multiple choices technique. Multiple choices can be used to test most things such as grammar, vocabulary, reading, listening and can be useful in different teaching and testing situation. Multiple choice questions test a wide range of higher-order thinking skills and this technique also easy to score.

Multiple choices technique is a technique that designed by using four choices and the respondent chooses one which is based on the question. This technique can assess student's reading comprehension. In evaluating the student's ability the researcher used the indicators of reading comprehension. It consists of five indicators. Each indicator has 4 questions. The total questions of the test are 20 questions. The table of blueprint of the test can be seen in table III.4.

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Table III.4
The Blueprint of the Test

No	Indicator of Items	Number of items	Items number
1.	Identify main idea	4 items	1, 8, 12, 19
2.	Detail information Containing in text	4 items	2, 7, 11, 20
3.	Understanding Vocabulary	4 items	3, 9, 13, 16
4.	Identify Reference	4 items	4, 6, 14, 19
5.	Making Inference	4 items	5, 10, 15, 18

In this research, the researcher gave twenty questions for the students. The questions took from the indicators of reading comprehension in operational concept. In collecting the data, the researcher gave test to the students. There were two technique of collecting the data. They were pre-test and post-test

1. Pre Test

This research gave pre-test to the student. The pre-test was carry out to determine the ability of the students selected as the sample. Both classes experiment and control class got pre test. The test was about reading comprehension appropriate with their in-use curriculum. The test consisted of twenty questions for the students.

2. Post Test

This research gave post test to the student. Both classes experiment and control class got post test. After sixth meeting, the post-test was administrated. The results of the post-test for

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experimental group are analyzed and used as final data for this research. The test consisted of twenty questions.

3. Validity of the Test

There are some types of validity namely; content validity, criterion related validity and construct validity, etc. This research applied content validity, concerned with how well the test measures the subject and learning outcomes covered during instruction period. The content validity of the test must show that a test represent all materials obtained by the students.

In this research, the researcher used multiple choices as the instrument of the test. In giving the test to the respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the writer wants to find out. Scarvia B. Anderson *et.al* in Arikunto (2009, p.65) claims the statement “a test is valid if the measure what is purposes to measure.

The validity in this research used content validity. This particularly measured the purpose of the test based on the purpose of particular instruction. It means that every item is measured in the particular instruction in thinking aspect. The product moment formula was used. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where;

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N = Total number respondent

R_{xy} = Correlation coefficient

$\sum X$ = Total score of one item

$\sum Y$ = Total score of all items

$\sum XY$ = Multiple coefficient of X and Y

Table. III.5
The Validity of Students Reading Comprehension Test

Item Number	Category
1	Valid
2	Valid
3	Valid
4	Valid
5	Valid
6	Valid
7	Valid
8	Valid
9	Valid
10	Valid
11	Valid
12	Valid
13	Valid
15	Valid
16	Valid
17	Valid
18	Valid
19	Valid
20	Valid

Based on the table above, it was clear that there were 20 valid items in reading comprehension test. Thus, the researcher took 20 valid items as the instrument



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4. Reliability of the Test

Reliability is a necessary characteristic of a good test. It is possible that the test can be reliable but it is not valid, whereas the test is valid automatically it is automatic reliable. To obtain the reliability of the test given, the researcher used the formula Kuder-Richardson 20 (KR-20) as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where: r_{11} : the reliability of the test

n : the number of test items

s : standard deviation

p : the proportion correct answers

q : the proportion wrong answer

The formula used to find out the reliability of the students' reading comprehension by using K-R, 20 Formula is as follows:

$$N = 24$$

$$M = 59.7$$

$$S = 5.86$$

$$\begin{aligned} r_{11} &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\ &= \left(\frac{24}{24-1} \right) \left(\frac{5.86^2 - 4.56}{5.86^2} \right) \\ &= (1.04) \left(\frac{30.96}{34.33} \right) \\ &= (1.04) (0.901) \end{aligned}$$



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$$r_{11} = 0.937$$

Then, the score obtained (0.937) comparing to the r product moment at the 5% significant is 0.404 and at the 1% significant is 0.515. Whereas, the Number of students was 20. Thus, it can read $0.404 < 0.937 > 0.515$. This means that the test of reading analytical exposition text is reliable.

F. Technique of Data Analysis

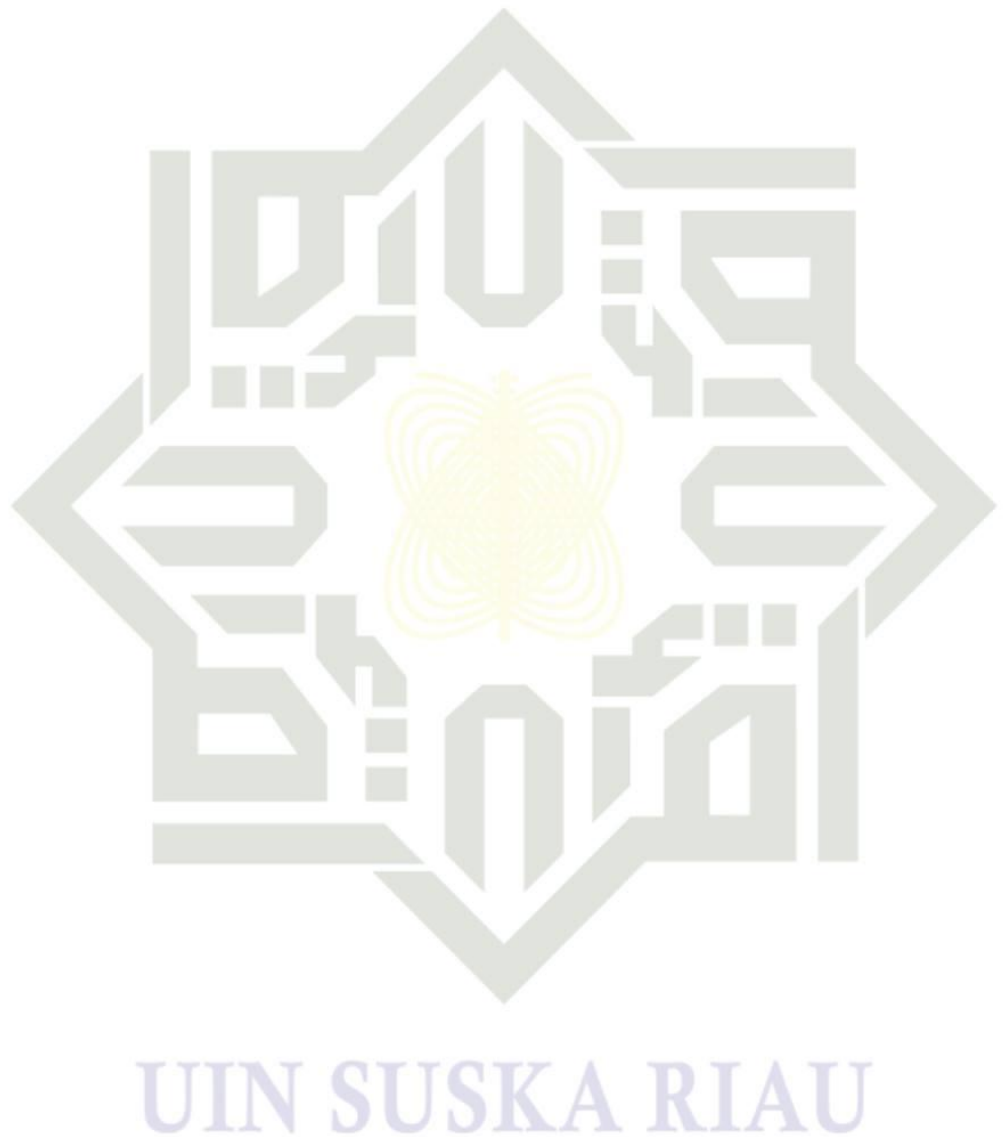
In this research, the researcher statistically analyzed the data by using SPSS 23 version for the independent T-test. Based on Pallant (2010) independent sample T-test is used to compare the score, on some continuous variable, for two different groups of subject. The researcher used independent sample T-test to determine whether the mean difference between experimental class and control class.

The t-table is employed to see whether there is a significant difference between the mean score of both experiment and control group. The t-test obtain value is consulted with the value of t-table at degree of freedom $(df) = (N_1 + N_2) - 2$ statically hypothesis.

After the difference, the researcher tried to find out the effect size of the phenomenon. Pallant (2010) states the effect size statistic provide an indication of the magnitude of the differences between your group. The effect size statistic used in this research was eta squared. The formula of eta squared is as follows:

$$\text{eta square} = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

According to Pallant (2010) she said that the guidelines for interpreting the value are 0,01 = small effect, 0,06 = medium effect and 0,14 = large effect.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher analyzed the data, the result score showed that the students reading comprehension before being taught POSSE strategy, the mean of the score is 55.95; the category is low in the experimental class. Meanwhile, the mean of the score is 54.25; the category is low in control class. Therefore, the students' reading comprehension is in **low category**.

1. The students' reading comprehension without using POSSE strategy that is in **low category**, the mean of the score is 59.00.
2. After being taught by using POSSE strategy, the students' reading comprehension is in **High category** in the experiment class. The mean of the score in the experiment class is 70.71.
3. The researcher concluded that there is a significant effect of POSSE strategy on students' reading comprehension at the second year of SMA PGRI Pekanbaru.

Based on research about "The Effect of Using Predict, Organize, Search, Summarize, and Evaluate (POSSE) Strategy on Students Reading Comprehension of Second Year at SMA PGRI Pekanbaru". The researcher found some of the implications. They were, the students' reading comprehension has improved by using posse strategy. based on the mean score in experimental class students reading comprehension better than

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before they used posse strategy. the mean score between control class and experimental class were really different. This strategy has advantages in terms of student involvement of all students in learning prvocess. the teacher will choose the students randomly to explain the analysis of the text.

However, the students may get difficulty to accomplish the tasks of each step of the POSSE Strategy if they do not know or unfamiliar with the cognitive strategies like searching, organizing, summarizing, etc. For that reason, consideration of students' level of ability needs to be given before applying the strategy. The students may also fail in getting information or messages of the text if the teacher does not guide them to apply steps of the POSSE Strategy properly. The students undeniably take some time to organize the information stated in the text, while at the same time they do not have much time to familiarize themselves with the text. Therefore, the teacher should prompt the students to implement the steps properly

B. Suggestions

After finding the result of the effect of POSSE strategy on students reading comprehension of the second year students at SMA PGRI Pekanbaru, the researcher has some suggestions for the students, teacher, and school

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1. Suggestion for Students.

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading itself. The students should read the material more and more. In this case, POSSE strategy is an appropriate strategy that can be used by the students in reading material to get comprehension. POSSE is a strategy that can increase students' reading comprehension.

2. Suggestion for Teacher.

In effort to increase students' reading comprehension, teacher must be smart to select the strategy to be used in comprehending the reading text. Based on the research findings, there is significant effect POSSE strategy for students' reading comprehension. Thus, teacher can apply this strategy in teaching reading comprehension.

3. Suggestion for School.

School is an institution that has purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning English. School should find the students' interest in teaching and learning reading. So, school should have English teacher find the strategy and observe the teacher's activity in teaching English.

4. Suggestion further researchers

The further researchers who are interested in applying POSSE strategy should understand the steps first. They should be able to guide the

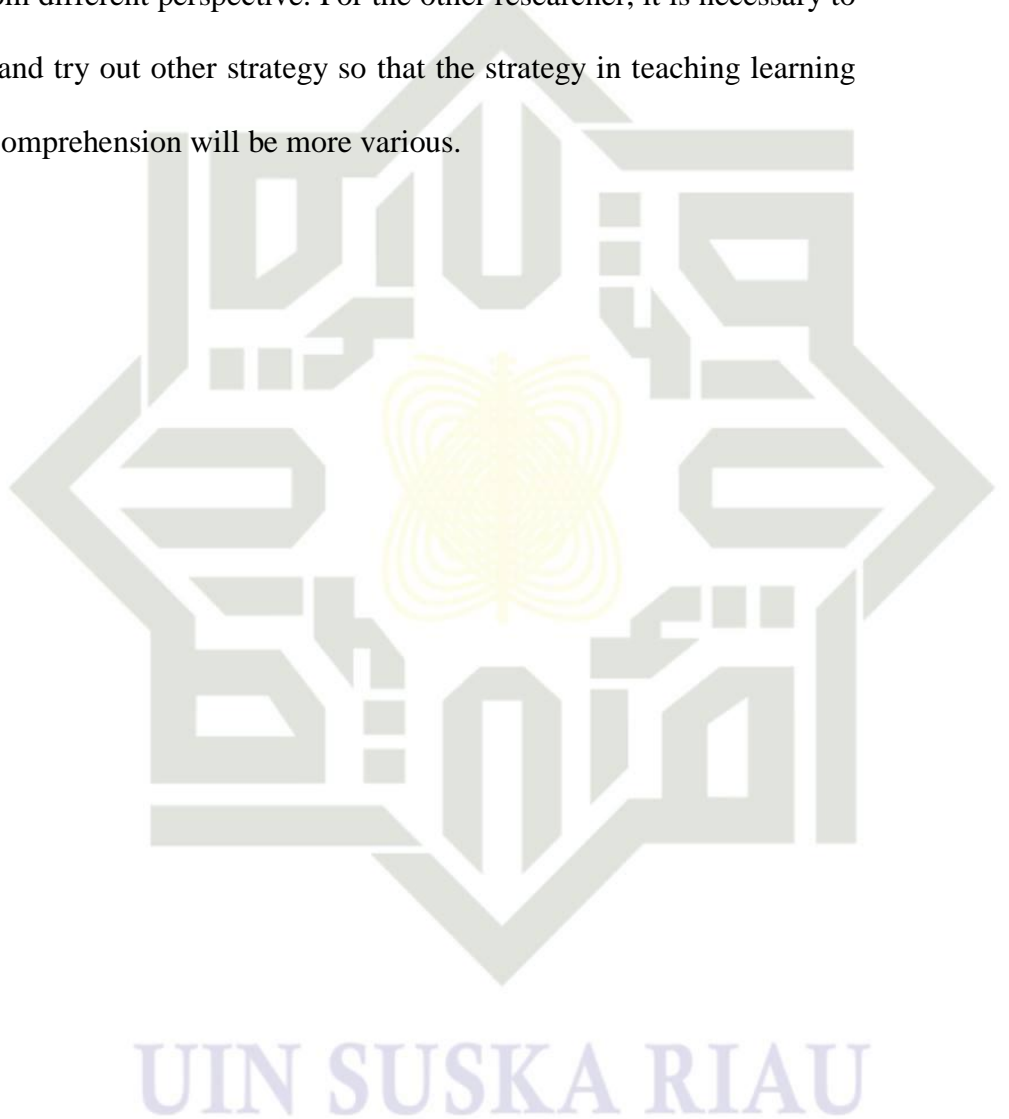
students systematically through several steps in order to make them easily to comprehend the text. They also should be able to link each steps of the strategy by giving clear explanations, instruction, and example. Furthermore, this strategy can be implemented to investigate some other issues from different perspective. For the other researcher, it is necessary to look for and try out other strategy so that the strategy in teaching learning reading comprehension will be more various.

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SILABUS



Satuan pendidikan : SMA/MA

Kelas : XI (Sebelas)

Kompetensi ini

- **KI1 dan KI2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI1 dan KI2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI3: Menggali, menganalisis, dan menyaji** dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang
<p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, sederhana dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
4.3 Teks undangan resmi		
4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja		
4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskrripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Menerap fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice) 4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskrripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Kegiatan	Kegiatan Pembelajaran
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks komunikasi dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.7 Menangkap fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbial <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya
4.9 Mengungkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		

Pekanbaru, 27 Maret 2023

Mengajar	
Kepala Sekolah SMA PGRI PEKANBARU	Guru Mata Pelajaran
Menyusun dan menyetujui rencana pembelajaran untuk memenuhi kebutuhan belajar siswa yang akan dilaksanakan pada tahun ajaran ini.	
E. Isno, N	Ilma Shofiah, M. Pd



LESSON PLAN

(EXPERIMENT CLASS)

: SMA PGRI Pekanbaru

: English

: XI/2

: Analytical Exposition

: 2x45 minutes

Standard Competence

KI 1. Living and practicing the teachings of the religion they adhere to.

KI 2. Demonstrate honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerant, peaceful) behavior, polite, procedural and proactive, as part of the solution to various problems in interacting effectively with the environment and nature and in positioning oneself as a reflection of the nation in world association.

KI 3. Understand, apply, and analyze operational, contextual, operational, and metacognitive knowledge based on curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events , as well as applying procedural knowledge in certain fields of study according to their talents and interests to solve problems.

- **KI 4.** Processing, reasoning, and presenting in concrete realms and abstract realms related to the development of what is learned at school independently, acting effectively and creatively, and being able to use methods according to scientific principles

B. Based Competence

Base Competence	Indicator
Differentiate the social function, generic structure and language feature of some written and spoken analytical exposition by giving and asking about actual issue based on the context.	Students are able to: <ol style="list-style-type: none"> 1. Identify social function / purpose of the Text. 2. Organize generic structure of the Text by classifying each paragraph and part of the Text. 3. Identify and implement language features of Analytical exposition
Create analytical exposition and identify the contextual meaning considering the correct social function, generic structure and language feature.	<ol style="list-style-type: none"> 1. Create an Analytical exposition with the correct social function, generic structure and language feature. 2. Present the Analytical exposition they have created

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C. Learning Objective

Through learning activities with exposition analytical material using the POSSE Strategy students are expected to be critical capable :

1. Analyze detailed information related to the social function of several analytical exposition texts verbally and in writing by giving and asking for information regarding actual issues, according to context of use.
2. Analyze detailed information related to the linguistic elements of several essay texts oral and written analysis by giving and asking for information regarding actual issues, as appropriate with the context of its use
3. Analyze detailed information related to the text structure of several analytical essay texts verbally and in writing by giving and asking for information regarding actual issues, according to context of use.
4. Analyze detailed information in an expository analytical text
5. Make a analytical exposition text with current issue

D. Learning Material

- Definition : a text that elaborates the writer's idea about the phenomenon surrounding.
- Social Function : Its social function is to persuade the reader that the idea is an important matter
- Generic Structure:
 - Thesis : Introducing the topic and indicating the writer's point of view.
 - Argument : Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation
 - Reiteration : stating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration
- Language Feature of Analytical Exposition Text
 1. Using relational process
 2. Using internal conjunction
 3. Using causal conjunction
 4. Using Simple Present Tense
 5. Using compound and complex sentence
 6. Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore
- Example text

USE ENGLISH

Many of us are dismayed about the quality of our education, which is not commensurate with the high cost spent on school fees. It is way below our expectations if we compare our graduates with those who studied overseas, especially concerning the mastery of English.

It is important to know that most of employments require competence in English, for office work and correspondence. Government officials, speakers, writers and observers use a lot of English.

Then the important thing is to use English as a medium in schools so that we can compete with graduates from abroad. All students have studied

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English since they are in junior high school. Even some of them had been introduced with English when they were in elementary school. However, lots of graduates have less English skills. Learning English is difficult but it is more difficult to customize. Then, it will be beneficial to have TV films in English like in Singapore. It will help to increase our graduates' competence in English.

Model and Teaching/Learning Method

- Model : Discovery Learning
- Method : POSSE Strategy

Teaching Media and Tools

1. Laptop and English Student's Book
2. Power Point
3. An Analytical exposition Example (Print out)
4. School Library
5. Paper and HP

G. Teaching/Learning Steps

Activities	Description of Activites	Times
<i>Pre-Activities</i>	<ul style="list-style-type: none"> • (Greeting) Teacher greets the students and ask them whether they are feeling well and ready to have the lesson. • (Praying) Teacher asks one of the students to lead them to pray. • Teacher asks the students some questions dealing with the previous lesson. • Teacher asks the sudents to share a moral story teacher explains the topic they are going to learn along with the objective they have to achieve. 	<i>15 Minutes</i>
<i>Main Activities</i>	<ul style="list-style-type: none"> • Predict: the teacher ask the students to predict What ideas will be in the text. • Organize : arrange their brainstormed ideas in the Prediction step into their first concept map. • Search : is the activity when the text and confirm their main Ideas. • Summarize students each paragraph. start reading predictions to find is the main ideas • Evaluate • Students identify gaps in their understanding. Students compare what they learned with what they predicted, clarify misunderstanding they encountered, and predict the topic of the next section of the passage. 	<i>60 Minutes</i>
<i>Post Activities</i>	<ul style="list-style-type: none"> • With teacher's guide, students reflect and have a chat about the topic they have just learnt. • The teacher asks the students to do their assignment The teacher informs the students that they are going to enrich their understanding on Analytical exposition next meeting so that they 	<i>15_Minutes</i>

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have to be ready for that.

- They end the class by praying.

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Evaluation

- 1. Technique : answering the question
- Form : reading

Pekanbaru, February 2023

Known by:

The English Teacher

Researcher

Ilma Shofiah, M.Pd

Kherma Aryani

Headmaster of

SMA PGRI Pekanbaru

Elpisno, S.Pd

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Name :
Class :

Text is for questions number 1-5

Smoking in Restaurant

Smoking in restaurants is just not on. **It** must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

What is the main idea of last paragraph?

- Benefits of smooking
- To persuade to the readers
- Dangers of smooking
- To argue about smoking to the readers

Smoking in the restaurants must be avoided because.....

- It is harmful to others
- It is impolite
- It can cause heart and lung disease
- All answers are correct

The synonym of the word **dangerous** in the text is.....

- Impolite
- health risk
- harmful
- disease

4. "It" in first line refers to.....

- The effects of smoking
- The dangerous of smoking
- Smoking in the restaurant
- The influences of smoking

5. Smoking in restaurant should not be allowed. It means that.....

- people should do smoking in restaurant
- people should not do smoking in restaurant
- people must not smoking in restaurant
- people should smoke in restaurant

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This text is for questions number 6-10

Why is Learning English Important?

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to **catch** a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various name of English are used as the first language in those countries. Furthermore, some countries have **their** own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technical will include many countries in economic. Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global.

6. "their" in fifth line refers to.....

- a. English language
- b. International language
- c. Second language
- d. Foreign language

"Some countries have their own languages as a mother language but also use English mostly in daily communication" means.....

- a. They use Indonesian language
- b. They use their own mother language
- c. They mix English and their own language
- d. They use English mostly and sometime their own language

What is the main idea of the third paragraph?

- a. Importance of learning english
- b. To inform about the fact
- c. Benefits of learning english
- d. To conclude readers' argument

9. The word of "Catch" (in forth line) means....

- a. Achievement
- b. Result
- c. Goals
- d. Regulation

Syaiful Kasim



6. "Some of them appear the top global languages". What does the sentence mean?
- Several their own language become the top global languages
 - Several groups have the top global languages
 - Some languages have the top global languages
 - Some communication sometime become the top global language.

This text is for questions number 11-15

I personally think that reading is a very important activity in our life. It must be done for all of the people who has different background education. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either, book, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment columns such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Inan Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

11. If we want to get knowledge, what should we do?

- Buy a lot of books
- Borrow a lot of books
- Look for newspaper and magazine
- Read a lot of books and other printed materials

12. What does the text tell us about?

- The description of reading
- The function of reading
- The importance of reading
- The disadvantages of reading

13. "Or in summary we can say reading is truly important in our life."

What is the synonym of underline word?

- Very
- Crucial
- Much
- Many

14. "us" in tenth line refers to....

- The readers

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- b. The writer
- c. The audience
- d. Viewers

Line is a conclusion of text.

- a. Ten
- b. Eleven
- c. Twelve
- d. Thirteen

This text is for questions number 16-20

USE ENGLISH

Many of us are dismayed about the quality of our education, which is not commensurate with the high cost **spent** on school fees. It is way below our expectations if we compare our graduates with those who studied overseas, especially concerning the mastery of English.

It is important to know that most of employments require competence in English, for office work and correspondence. Government officials, speakers, writers and observers use a lot of English.

Then the important thing is to use English as a medium in schools so that we can compete with graduates from abroad. All students have studied English since they are in junior high school. Even some of them had been introduced with English when they were in elementary school. However, lots of graduates have less English skills. Learning English is difficult but it is more difficult to customize. Then, it will be beneficial to have TV films in English like in Singapore. It will help to increase our graduates' competence in English.

What is the synonym of the "spent" ?

- a. Be economical
- b. Extravagant
- c. Expensive
- d. Luxury

What is the main idea in paragraph two?

- a. Mastery English is difficult
- b. Mastery English is important for as candidate employee
- c. Mastery English is easy for employee
- d. Mastery English is important to know for employee that use a lot English

"It" refers to..... in the second paragraph

- a. English
- b. Employee
- c. Mastery of English
- d. Student

9. What we should to increase our English skill based on text above?

- a. Watching TV
- b. Have TV film in English
- c. Have TV
- d. Show the film in English

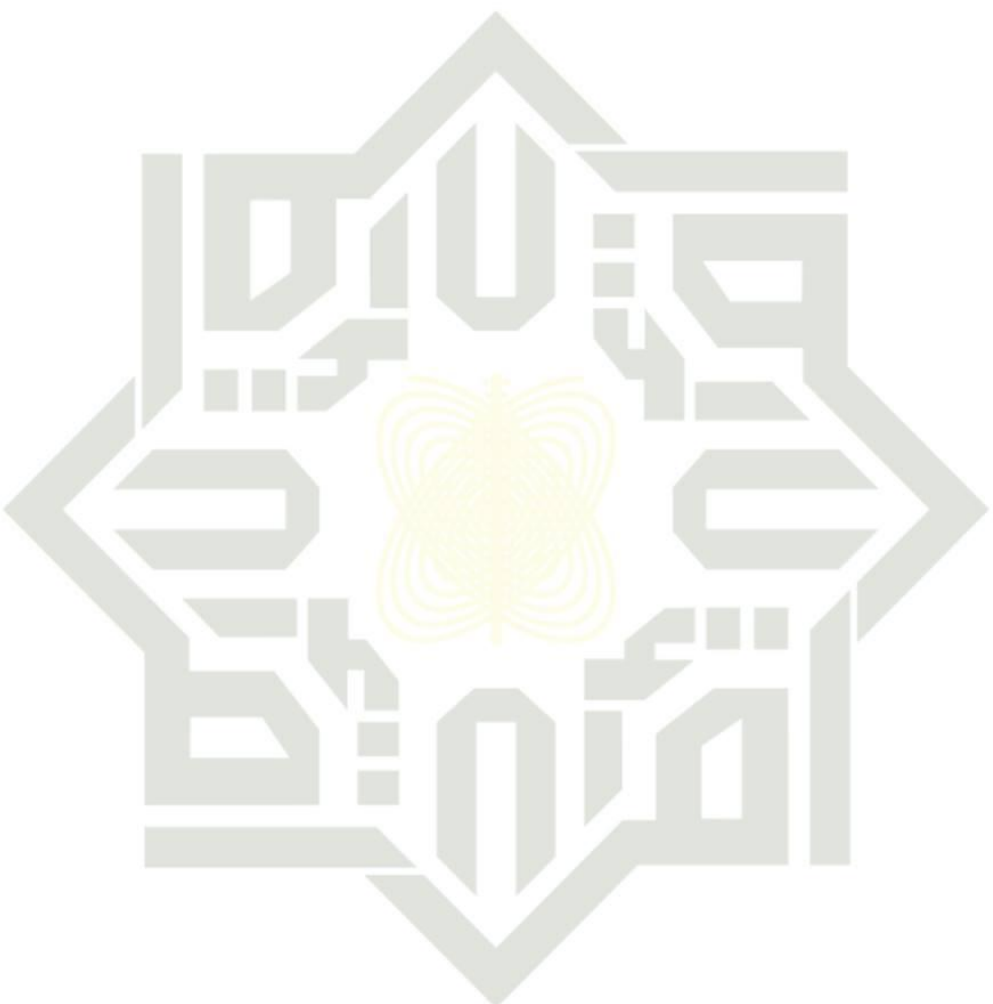
20. Based on the text, who is should learn English?

- a. All of level students

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- b. The primary students
- c. The elementary students
- d. Employee

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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Kherma Aryani

1910421263

Selasa, 27 September 2022

The Use of Peedict, Organize, Search and Summarize on Students Reading Comprehension of the second year students at SMA PGRI Pekanbaru

URAIAN PERBAIKAN

1. Title
2. Gap -> Research base d research problem s
3. Formulation and Objective
4. Hypothesis
5. Sample
6. Instruments
7. Data Analysis

Penguji

Pekanbaru,.....
Penguji II

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : KHERMA ARYANI
 No. Induk Mahasiswa : 11910421263
 Tanggal Ujian : Selasa, 27 September 2022
 Judul Ujian : The Use of Predict, Organize, Search and Summarize,
 Evaluate in Teaching Reading Comprehension of the Second
 Year Students at SMA PGRI Pekanbaru
 Keterangan : Proposal ini sudah sesuai dengan masukan dan saran yang
 dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
1. Dr. Bukhori, M.Pd	PENGUJI I		
2. Dedy Wahyudi, M.Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I



Dr. Zakasih, M.Ag.
 NIP. 0721017 199703 1 004

Pekanbaru,
 Peserta Ujian Proposal



Kherma Aryani
 NIM. 11910421263

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Pekanbaru, 21 Desember 2022

Un. 04/F.II.4/PP.00.9/20127/2022

Mohon Izin Melakukan PraRiset

Kepada
 Yth. Kepala Sekolah
 SMA PGRI Pekanbaru
 di tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Kherma Aryani**
 NIM : 11910421263
 Semester/Tahun : VII (Tujuh)/ 2022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
 Wakil Dekan III



Dr. Amirah Diniaty, M.Pd, Kons.
 NIP. 19751115 200312 2 001

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YAYASAN PEMBINA LEMBAGA PENDIDIKAN (YPLP) PGRI PROVINSI RIAU
SEKOLAH MENENGAH ATAS (SMA) PGRI PEKANBARU

Alamat : Jl. Brig. Jend. Katamso No.44 Tangkerang Pekanbaru. Telp (0761) 23465
 NDS. 1.06054002 AKREDITAS : A Email : smapgri82@gmail.com

02/SMA-PGRI/E.13/I/2023

Izin Melaksanakan Penelitian

Kepada : Yth ;
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau
 Di - Pekanbaru

Dengan Hormat,
 Berdasarkan Surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor : Un.04/F.II.4/PP.00.9/20127/2022 Tanggal 21 Desember 2022 Tentang Mohon Izin melakukan Penelitian a/n :

Nama : Kherma Aryani
 NIM : 11910421263
 Semester/Tahun : VII (Tujuh) / 2022
 Jurusan : Tarbiyah dan Keguruan UIN Suska Riau

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan Riset/penelitian di SMA PGRI Pekanbaru dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/penelitian dan pengumpulan data.
 2. Berpakaian sopan, mematuhi etika kantor/lokasi penelitian bersedia meninggalkan fotocopy Kartu Tanda Pengenal.
 3. Melaksanakan penelitian di SMA PGRI Pekanbaru.
- Menyerahkan hasil riset 1 (satu) rangkap kepada SMA PGRI Pekanbaru.

Demikian surat izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 06 Januari 2023

Dekan SMA-PGRI,



ELFISNO, S.Pd

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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBİYAH DAN KEGURUAN
 كلية التربية والتعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Un.04/F.II/PP.00.9/350/2023

Pekanbaru,09 Januari 2023 M

Biasa.
 1 (Satu) Proposal
Mohon Izin Melakukan Riset

Kepada
 Yth Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Kherma Aryani**
 NIM : 11910421263
 Semester/Tahun : VII (Tujuh)/ 2023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect Of Using Predict Organize Search Sumarize And Evaluate (POSSE) Strategy On Reading Comprehension At Second Year Students Of SMA PGRI Pekanbaru

Lokasi Penelitian : Sma PGRI Pekanbaru

Waktu Penelitian : 3 Bulan (09 Januari 2023 s.d 09 April 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
 NIP.19650521 199402 1 001

Terdusan :
 Rektor UIN Suska Riau

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State Islamic University of Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
 PEKANBARU

Pekanbaru, 17 Jan 2023

Kepada
 Yth. Kepala SMA PGRI PEKANBARU

di-
 Tempat

: 800/Disdik/1.3/2023/ 1019
 : Bahasa
 : Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/52631 Tanggal 11 Januari 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : KHERMA ARYANI
 NIM/KTP : 119104212630
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S1
 Alamat : PEKANBARU
 Judul Penelitian : THE EFFECT OF PREDICT, ORGANIZE, SEARCH, SUMMARIZE, AND EVALUATE (POSSE) STRATEGY ON READING COMPREHENSION AT SECOND YEAR STUDENTS OF SMA PGRI PEKANBARU
 Lokasi Penelitian : SMA PGRI PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS



ITAT LINDAWATI, SH, M.Si
 Pembina Tingkat I (IV/b)
 NIP. 19660717 198603 2 002

Tembusan:
 Dekan Fakultas Tarbiyan dan Keguruan UIN Suska Riau

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

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 SKRIPSI MAHASISWA**

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1. Nama yang dibimbing
2. Jenis usul Penelitian
3. Judul Laporan Penelitian
4. Nama Pembimbing
5. Nomor Induk Pegawai (NIP)
6. Nama Mahasiswa
7. Nomor Induk Mahasiswa
8. Kegiatan

: Rizki Amelia, M.pd
 : 130117073
 : Kherma Aryani
 : 11910921263

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
11 November 2022	Instrument		
10 Januari 2023 10 November	Instrument revision		
10 Maret 2023	Chapter IV: Finding		
10 Maret 2023	Chapter V: Conclusion		
10 Maret 2023	Abstract dkk		
10 Maret 2023	Review all chapters		
19 Maret 2023	ACE to join Final Examination		

Pekanbaru, 29 Maret 2023
 Pembimbing,

Rizki Amelia, M.pd
 NIP. 130117073



anda mencantumkan dan menyebutkan sumber:

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

CURRICULUM VITAE

Kherma Aryani, was born on November 27th, 2000 in Pangkalan Kerinci. She is the third daughter Mr. Khairudin and Mrs. Rhahimah She has brother and sister, they name is, Mardiyati, S.Pd., Hery Zaldi, Dini Khairani. She lives at Gelugur street, Pekanbaru, Riau. The researcher had finished her study at SDN 031 Pulau Kijang, (2006-2012), then she continued him study in SMPN 1 Reteh (2012-2015), and she continued at SMAN 1 Reteh (2015-2018). Then in 2018 she was as waiter in Soto Garuda at Teratai Atas Street, Sukajadi, Pekanbaru. Then in 2019, she was accepted as one of students in Department of English Education Department Faculty of Education and Teacher Training of in State Islamic University Sultan Syarif Kasim Riau. On July 2022 she was doing Kuliah Kerja Nyata (KKN) program in Pasir Selabau, Sungai Lala, Indragiri Hulu. Then, she was doing PreService Teacher Practice (PPL) program at SMA N 3 Pekanbaru on October 2022. Finally, she passed thesis examination for him undergraduate program entitled “The Effect of Using Predict, Organize, Search, Summarize, and Evaluate (POSSE) Strategy on Students Reading Comprehension of Second Year at SMA PGRI Pekanbaru”.

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