

**THE EFFECT OF USING POSSE (Predict, Organize, Search,
Summarize, and Evaluate) STRATEGY TOWARD
READING COMPREHENSION AT THE
SECOND YEAR STUDENTS OF
SMA HANDAYANI
PEKANBARU**



By

**RINA SUNDARI
NIM. 10814002706**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

**THE EFFECT OF USING POSSE (Predict, Organize, Search,
Summarize, and Evaluate) STRATEGY TOWARD
READING COMPREHENSION AT THE
SECOND YEAR STUDENTS OF
SMA HANDAYANI
PEKANBARU**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

**RINA SUNDARI
NIM. 10814002706**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

ACKNOWLEDGMENT



All praises belong to Allah Almighty, the Lord of Universe, who rewards the researcher time, opportunity, energy, financial, health and the most is belief so the researcher is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. Shalawat and gratitude do to our noble character, the prophet Muhammad peace be upon him, he is a teacher of teachers, he is as the best educator that teaches and educates the human kind so he has brought us from darkness to the lightness.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this chance and opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finalize and publish this research:

1. Prof. Dr. H.M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of State Islamic University Sultan of Syarif Kasim Riau.
3. Dr. Hj. Zuhidah, M.Pd, the Chairperson Department of English Education for her guidance to complete this thesis.

4. Dedy Wahyudi, M.Pd, the Secretary of English Education Department who has given correction and guidance in completing this thesis.
5. Drs. H. Jasno Susanto, M. Pd the writer's Supervisor who has guided the researcher in completing this project paper
6. Yasir Amri, M.Pd., the lecture who has given the writer knowledge and support in the class or personally.
7. Nuardi, M.Ed., and Drs. Samsi Hasan, M.H.Sc. who have given me correction, suggestion, support, advice, and guidance in finishing this thesis.
8. All lectures who have given their knowledge and insight through the meeting in the class or personally to the writer.
9. Dasri, M.Pd, the Headmaster of SMA Handayani Pekanbaru and his staff and teachers who have given their kindness as long as the writer took the data to the writer.
10. Desmayerni, S.Pd the English teacher of SMA Handayani Pekanbaru who has given the writer guide and advice in conducting the research to the writer.
11. My beloved Parents; Tohar and Aminah who given great love, advice, support and pray. My beloved sisters, my niece, my nephew, and my brother in laws ;Nunuk Mubasiroh, S. T, Tutik Suryani, Istianah, Lusy, Wahyu, Fiki, Boimin, and Dedi, thanks for your love and support., who always motivate and besidethe writer in happiness and sadness in study. I love you all.

12. My best friends of Classic 08 Tia, Ria, Lastri, Dila, Izur, Rahmi Saputri, Rahmi Utami, Nisa, Syofyan, Ruly, Yati, Ana, Yanti, Sitimunawarah, wira', Izul, Surya, Dian, Adit, Ati, Ijum, Iwadh, Ika, Indri, Winda, Yully, Fandy, Dewi, Nova and my friends Kukerta in Sruling and my PPL friends in SMPN 1 Kampar-Airtiris that who cannot I state here, thank for your supports and advices.

Finally, the writer realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin....

Pekanbaru, November 28, 2012

The Writer

RINA SUNDARI
NIM : 10814002706

ABSTRAK

Rina Sundari (2012) : **“Pengaruh Penggunaan Strategi POSSE (Predict, Organize, Search, Summarize, Evaluate) terhadap Kemampuan Membaca pada Siswa Kelas Dua SMA Handayani Pekanbaru.**

Membaca adalah salah satu keahlian dalam bahasa Inggris yang perlu dipelajari oleh siswa-siswa termasuk siswa kelas dua SMA Handayani Pekanbaru. Oleh karena itu siswa-siswa diharapkan mampu menguasai keahlian membaca. Berdasarkan fakta, siswa tersebut mengalami kesulitan-kesulitan dalam memahami bacaan khususnya teks analitikal eksposisi. Dalam hal ini, penulis sebagai peneliti menyediakan strategi POSSE (Predict, Organize, Search, Summarize, Evaluate) untuk meningkatkan kemampuan siswa dalam memahami bacaan. Strategi ini dapat digunakan untuk meningkatkan daya ingat dan pemahaman siswa pada materi tertentu.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa – siswa dalam memahami bacaan terutama pada teks analitikal eksposisi dengan menggunakan strategi POSSE, untuk mengetahui kemampuan siswa-siswa dalam memahami bacaan terutama pada teks analitikal eksposisi tanpa menggunakan strategi POSSE, dan untuk mengetahui apakah ada pengaruh yang signifikan pada kemampuan siswa-siswa dalam memahami bacaan dengan menggunakan strategi POSSE pada siswa kelas dua SMA Handayani Pekanbaru.

Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian quasi eksperimen. Penulis mengambil *non-equivalent control group design*. Penulis menggunakan dua kelas sebagai sampel. Satu kelas untuk kelas eksperimen dan satu kelas lain untuk kelas control. Kedua kelas tersebut diberikan pengajaran selama enam kali pertemuan. Teknik untuk mengumpulkan data adalah tes terlulis dengan pilihan ganda. Subjek penelitian ini adalah siswa-siswa kelas dua SMA Handayani Pekanbaru.

Berdasarkan hasil penelitian, angka signifikan $0.000 < 0.05$. Ini berarti bahwa H_a diterima dan H_0 ditolak. Selain itu, dapat pula dibuktikan dari nilai rata-rata post-test kemampuan memahami bacaan siswa pada kelas experiment adalah 83.87. Sedangkan nilai rata-rata post-test pada kelas control adalah 73.77. Lebih jauh lagi, rata-rata peningkatan siswa memahami bacaan pada kelas experiment adalah 18.40 (28.98%) sedangkan pada kelas control adalah 6.87 (10.51%). Jadi, bisa disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi POSSE terhadap pemahaman bacaan pada siswa kelas dua SMA Handayani Pekanbaru.

ABSTRACT

Rina Sundari (2012):“**The Effect of Using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy toward Reading Comprehension at the Second Year Students of SMA Handayani Pekanbaru**”

Reading is one of the skills in English language that is needed to be learned by students including the second year students of SMA Handayani Pekanbaru. Therefore, the students are expected to be able to master the reading skill. Based on the fact, the students had difficulties in reading comprehension especially in analytical exposition text. In this case, the writer as the researcher provides POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy to improve the students' ability in reading comprehension. This strategy could be used to maximize the students' acquisition and retention of curricular material.

The objectives of the research are to find out the students' ability in reading comprehension by using POSSE strategy, to find out the students' ability in reading comprehension without using POSSE strategy and to find out whether there is significant effect on the students' reading comprehension by using POSSE strategy at the second year students of SMA Handayani Pekanbaru.

In this research, the type of research used was quasi experimental research. The writer took non-equivalent control group design. The writer used two classes as sample. One class is for experiment class and another class is for control class. Both of the classes were given the treatment during six meetings. The techniques of collecting data was written test with multiple choice. The subject of the research was the second year students of SMA Handayani Pekanbaru.

Based on the research findings, the significant number was $0.000 < 0.05$. It means that H_a is accepted and H_o is rejected. Besides, it can be proved from mean score of the students' reading comprehension of post-test at experiment class was 83.87, while the students' reading comprehension of post-test at control class was 73.77. Furthermore, the mean score improvement of the students' reading comprehension at experiment class was 18.40 (28.98%) while in control class only 6.87 (10.51%). So, it can be concluded that there is significant effect on the students' reading comprehension especially in analytical exposition text by using POSSE strategy at the second year students of SMA Handayani Pekanbaru.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	vii
LIST OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF PICTURES	xiv
LIST OF APPENDICES	xv
CHAPTER I: INTRODUCTION	
A. Background of the Problem.....	1
B. The Definition of Terms.....	5
C. The Problem	6
1. Identification of the Problem	6
2. The Limitation of the Problem.....	7
3. The Formulation of the Problem.....	8
D. The Objective and Significance of the Research.....	8
1. The Objective of the Research	8
2. The Significance of the Research	9
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. The Review of Related Theories	10
1. The Nature of Reading	10
2. Reading Comprehension	14
3. Level of Comprehension	15
4. Teaching Reading Comprehension	18
5. Analytical Exposition Text.....	24

6. The Factors Affecting Comprehension Skills	26
7. POSSE Strategy.....	29
8. Teaching Reading by Using POSSE Strategy	30
B. Relevant Research	34
C. Operational Concept.....	35
D. Assumption and Hypotheses	37

CHAPTER III:THE RESEARCH METHOD

A. Research Design	38
B. The Location and the Time of the Research.....	39
C. The Subject and Object of the Research.....	39
D. The Population and Sample of the Research	40
E. The Technique of Collecting Data	41
1. Validity	42
2. Reliability	43
F. The Technique of Data Analysis	45

CHAPTER IV: THE DATA PRESENTATION AND ANALYSIS

A. The Description of the Data	48
B. The Data Presentation.....	48
1. Control Class.....	50
2. Experiment Class	56
C. The Data Analysis	61
1. The Students' Reading Comprehension Especially in Analytical ExpositionText without Using POSSE Strategy.....	62
2. The Students' Reading Comprehension Especially in Analytical Exposition Text by Using POSSE Strategy	65
3. The Significant Effect of Using POSSE Strategy toward Reading Comprehension Especially in Analytical Exposition Text	68

CHAPTER V: THE CONCLUSION AND SUGGESTION

A. Conclusion..... 71
B. Suggestion 72

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

Table III.1	The Diagram of Research Design.....	39
Table III.2	The Total Population of the Second Year Students Of SMA Handayani Pekanbaru 2012/2013	40
Table IV.1	The Students' Score of Control Class in the Second Year Students of SMA Handayani Pekanbaru	50
Table IV.2	The Frequency Description of Students' Pre-test Score of Reading Comprehension in Control Class	51
Table IV.3	The Frequency Description of Students' Post-test Score Of Reading Comprehension in Control Class	53
Table IV.4	The Students' Score of Experiment Class at the Second Year Students of SMA Handayani Pekanbaru	56
Table IV.5	The Frequency Description of Students' Pre-test Score of Reading Comprehension in Experiment Class.....	57
Table IV.6	The Frequency Description of Students' Post-test Score of Reading Comprehension in Experiment Class.....	59
Table IV.7	The Students' Difference Scores in Reading Comprehension at Control Class	62
Table IV.8	Statistics of Pre-Test Control Class	64
Table IV.9	The Students' Difference Scores in Reading Comprehension Score at Experiment Class.....	65
Table IV.10	Statistics of Pre-Test Control Class	67
Table IV.11	Group Statistics.....	68
Table IV.12	Independent Sample T-test	69

LIST OF PICTURES

Picture IV.1	Description of Students' Reading Comprehension Scores of Pre-Test in Control Class	52
Picture IV.2	Description of Students' Reading Comprehension Scores of Post-Test in Control Class.....	54
Picture IV.3	Description of Students' Reading Comprehension Scores of Pre-Test in Experiment Class.....	58
Picture IV.4	Description of Students' Reading Comprehension Scores of Post-Test in Experiment Class	60
Picture IV.5	The Difference of the Students' Reading Comprehension Scores between Pre and Post-Test at Control Class	63
Picture IV.6	The Difference of the Students' Reading Comprehension Scores between Pre and Post-Test at Experiment Class.....	69

LIST OF APPENDICES

- Appendix 1 Try Out 1
- Appendix 2 Try Out 2
- Appendix 3 The Result of Try Out 1
- Appendix 4 The Result of Try Out 2
- Appendix 5 The Result of Try Out 1 and 2
- Appendix 6 The Validity Analysis
- Appendix 7 The Reliability Analysis
- Appendix 8 The Instruments of Pre-test
- Appendix 9 The Instruments Of Post-test
- Appendix 10 Blueprint Of Post-test
- Appendix 11 Key Answers of Post-test
- Appendix 12 Lesson Plan
- Appendix 13 Surat Pembimbing Skripsi
- Appendix 14 Surat Perpanjangan Pembimbing Skripsi
- Appendix 15 Surat Izin Melakukan Riset dari Fakultas Tarbiyah dan Keguruan
- Appendix 16 Rekomendasi Pelaksanaan Kegiatan Riset/ Pra Riset dan Pengumpulan Data Untuk Bahan Skripsi dari Gubernur Riau
- Appendix 17 Surat Izin Riset dari BANKESPOL
- Appendix 18 Surat Izin Melaksanakan Riset dari Dinas Pendidikan
- Appendix 19 Surat Balasan Izin Riset dari SMA Handayani Pekanbaru
- Appendix 20 Surat Perpanjangan Pembimbing Skripsi

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that should be mastered by students. It is an important activity in life that can update his/ her knowledge. As one of the English skills, reading has an important role like a domestic commodity that is consumed by everyone, especially literate society. One of the things that good readers do during the reading process is to make connections between background knowledge and the new information in the text. A student may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. Another person may also read for enjoyment, or to enhance knowledge of the language being read. Whatever reader's purposes in reading actually is to understand what he/she read.

In reading, the students need comprehension skill. Reading comprehension is defined as the level of understanding of a written language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Reading comprehension is called as the result from an interactive process between the reader and the text. Learners should have well understanding and comprehending the communication through the reading. In general, the aim of teaching reading is to develop the students' ability in reading the material, getting information and understanding the text. Comprehension here is meaningful interpretation of printed or written symbols or words that require a combination of word recognition, intellect, and emotion

interrelated with prior knowledge. Word recognition means knowledge of vocabulary should be possessed by the reader in order to be able to understand the printed or written words of the target language. The learner who does not master enough English vocabulary tends to face difficulties when comprehending new reading materials.

Reading is one of the skills that should be acquired by the students, especially in senior high school level. This point is concerned with the curriculum of SMA in which Syllabus *SBCD* (Standard based on Curriculum Development) has standard competence for the students to comprehend the meaning in writing text interactional and monologue texts such as descriptive, narrative, spoof, recount, procedure, report, news item, and etc. And the base competence of the students is to understand meaning of the simple written text of monologue/essay fluently and accurately in narrative, descriptive, news item, report, hortatory exposition, spoof and explanation and to respond the meaning of functional text for example: Announcement, instruction, etc.¹ The function of type of the text is to accommodate communication and to get things done. The goal of teaching is to enable them to get general information from the text, specific information from the text, and for pleasure or interest.

SMA Handayani Pekanbaru is one of the schools that uses School Based on Curriculum Development as their guidance in teaching learning process. English has been taught since the first year of English teaching period at the second year of SMA Handayani Pekanbaru. English is taught twice a week with

¹Desmayerni, *Syllabus of SMA Handayani Pekanbaru 2012-2013*. Unpublished, Pekanbaru, 2010, p. 3-12

time duration about 45 minutes for an hour at the second year of SMA Handayani Pekanbaru. The teacher has used various reading techniques. The technique usually used is Questions and Answer Relationship (QAR) strategy. The teacher uses some easy questions the students to comprehend the text in this strategy. Firstly, teacher explains the text and then she or he gives some questions to be answered by the students. Raphael stated that Question and Answer Relationship is 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 more strategic about their searching for answers based on an awareness of what different types of questions look for.² Even, they will get more understanding where the answer will come from. However it is able to help students comprehend the text. Ideally, the students at the second year of SMA Handayani Pekanbaru should be able to understand the analytical exposition text well.

Although the students had been taught reading comprehension by using the way which has been explained above, but students' reading comprehension is still far from the expectation of curriculum itself. There are some facts that indicate the problems; it can be shown in the following symptoms:

1. Some of the students are not able to identify ideas from the analytical exposition text.
2. Some of the students are not able to identify supporting ideas from the analytical exposition text.

² Raphael, *Question and Relationship*, 19 July 2006, accessed on March 2011, URL for this page; <http://www.readingquest.org/strat/qar.html>. p.1

3. Some of the students get difficulties in predicting the content of the analytical exposition text.
4. Some of the students get difficulties in organizing the word to be meaningful sentences in analytical exposition text.
5. Some of the students need much time to understand the analytical exposition text.
6. Some of the students get difficulties in making inference in analytical exposition text.

Thus, to overcome those problems above, the writer is interested in reading comprehension to apply POSSE strategy in the students reading comprehension. Paul, R states that it can be used to maximize their acquisition and retention of curricular material.³ 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 this POSSE strategy is able to activate prior knowledge and the multi-faceted comprehension strategy that combines structure mapping, prior knowledge and reciprocal teaching.⁴

Therefore the writer is interested to conduct the study entitled :

³ Rhea Paul, *Language Disorders From Infancy Through Adolescence ; Assessment and Intervention, Third Edition*, Mosby Elsevier, USA, 2007, p.666

⁴ Colleen Reardon, *Increasing the Accessibility of Primary Sources through Activation of Background Knowledge, Vocabulary Development and Strategic Instruction*
<http://tps.nl.edu/TPSjournalreardon11.html> 2009 accessed at thursday 12:36 p.m 19 January 2012

“The Effect of Using POSSE (Predict, Organize, Search, Summarize, Evaluate) Strategy toward Reading Comprehension at the Second Year Students of SMA Handayani Pekanbaru”

B. Definition of Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. The Effect

In this study, effect means the result of using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy toward students' reading comprehension at the second year of SMA Handayani Pekanbaru.

2. POSSE Strategy

POSSE Strategy is incorporating a variety of strategies that include predicting, organizing, searching, summarizing, and evaluating an expository text. Englert & Mariage state in Colleen Reardon that the POSSE strategy is another which activates prior knowledge.⁵ The multi-faceted comprehension strategy combines text structure mapping, activation of prior knowledge and reciprocal teaching. Prior to reading a passage from expository text, the teacher leads the students. In this study, POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy is applied in reading comprehension, especially in analytical exposition text at the second year students of SMA Handayani Pekanbaru.

⁵ *Ibid.*

3. Reading Comprehension

Reading needs comprehension. Reading is centrally a comprehending process.⁶ We read to understand what the writer intended to convey in writing, though we also do more. Reading is also as an interaction between reader and text. As it is stated, reading requires a rich background, and also some ability to comprehend the texts.⁷ While comprehension is the ability of the student has. At in this research, reading comprehension is ability in comprehending the analytical exposition text of the second year students at SMA Handayani Pekanbaru.

C. The Problem

1. Identification of the Problem

- a. How is students' reading comprehension in comprehending analytical exposition text?
- b. Why do the students get difficulties in identifying main ideas from analytical exposition text?
- c. Why do the students get difficulties in making inference in analytical exposition text?
- d. Why do the students get difficulties in identifying supporting ideas in analytical exposition text?

⁶ William Grapes, *Reading in Second Language; Moving from Theory to Practice*, Cambridge University Press [*Electronic Book*], USA, 2009, p. 14

⁷ Siquente, Pagina, *Reading Comprehension in Teaching English as a Foreign Language*, <http://www.accessmylibrary.com/article-1G1-91707955/sentence-sentence-self-monitoring.html>. 2002, p. 1

- e. Why do the students need much time to comprehend the analytical exposition text?
- f. Why do the students get difficulties in answering question from the analytical exposition text?
- g. What are the factors that make students get difficulties in comprehending the analytical exposition text?
- h. Is POSSE strategy effective to help students' reading comprehension?
- i. Is there significant effect on students' reading comprehension in analytical exposition by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy at the second year of SMA Handayani Pekanbaru?

2. The Limitation of the Problem

Based on the identification of the problems above, thus the problems of this research are limited to :

- a. Students' ability in reading comprehension especially in analytical exposition text without using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy.
- b. Students' ability in reading comprehension especially in analytical exposition text by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy.

- c. The effect of using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy toward the students' reading comprehension especially in analytical exposition text.

3. The Formulation of the Problem

- a. How is students' ability in reading comprehension especially in analytical exposition text without using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy?
- b. How is students' ability in reading comprehension especially in analytical exposition text by using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy?
- c. Is there any significant effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy toward students' reading comprehension especially in analytical exposition text?

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To know the data about the students' reading comprehension especially in analytical exposition text without using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy.
- b. To know the data about the students' reading comprehension especially in analytical exposition text by using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy.

- c. To elicit the data about the significant effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy toward students' reading comprehension especially in analytical exposition text.

2. The Significance of the Research

- a. This research is hopefully contributing to the writer as a 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 Handayani 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 (Predict, Organize, Search, Summarize, Evaluate) strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Review of Related Theories

1. The Nature of Reading

Reading is an active process. Patel and Preeven state that reading is an active process which consists of recognition and comprehension skill.¹ It is also described as a complex process of making meaning from a text, or variety of purposes in a wide range of contexts. The process of reading may be broadly classified into three stages:

- a. The first stage is the recognition stage.

At this stage, the learner simply recognizes what she or he read.

- b. The second stage is the structuring stage.

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

- c. The third stage is the interpretation stage.

The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards.

The participants or the readers are able to transfer meaning from the text and give assessment from the text to understand the message communicated.

¹Patel and Praveen, *English Language Teaching (Methods, Tools & Techniques)*, [Electronic Book] Sunrise Publishers & Distributors, Jaipur, 2008, p. 113

Reading is a source of joys. In the reading people keep regular in reading which provides them both pleasure and profit. A person reads some books may for enjoyment, or to activate or enrich knowledge from he or she read. There are many types of the person's reading. They are aloud, silent, intensive, and extensive reading.

a. Aloud Reading

Aloud reading is reading with a loud voice. It is usually used in intensive reading. The advantages of aloud reading are;

1. It enables learner to develop the skill of reading very well by speaking or expressing ideas
2. It enables learner to develop the skill of pronounce very well.
3. It makes reading very enjoyable while teacher uses reinforcement during reading.
4. Language learning is a kind of imitation.²

Aloud reading is a way to correct the learner's pronounce. The learner imitates the native language.

b. Silent Reading

Silent reading is reading without a loud voice. It is usually used in extensive reading. The advantages of silent reading are :

1. This reading makes students very active and accurate.
2. Silent reading concentrates the attention of learners toward subject matter and he learns naturally.
3. It saves time because this activity is done at a time.
4. It is very useful to develop the skill of reading fast.
5. This skill plays main role to increase the knowledge of students.³

Learner could concentrate to the subject meter because there are no voice between them.

²*Ibid.*, p. 120

³*Ibid.*, p. 122

c. Intensive Reading.

In the intensive reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information.⁴ Learner reads book to acquire knowledge that includes in intensive reading. The selected material should parallel the type of material, the advanced student would enjoy in the native language such as short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken. There are few characteristics of intensive reading:

1. This reading helps learner to develop active vocabulary.
2. Teacher play main role in this reading.
3. Linguistic items are developed.
4. This reading aims at activating students to use language.
5. Intensive reading is reading aloud.
6. In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.⁵

The main of intensive reading is aloud reading that could correct the learner's speech.

d. Extensive Reading

Extensive reading is the reading for pleasure. Material for extensive reading will be selected at a lower level of difficulty than the intensive reading. Because people usually read to keep them update. The characteristics of extensive reading are :

1. It helps learner to develop to activate vocabulary.
2. Extensive reading is silent reading.

⁴*Ibid.*, p. 119

⁵*Ibid.*

3. In extensive reading, the subject matter is emphasized.
4. In the extensive reading the learners play main role because they have to ask for measures.
5. In extensive reading, the idea can be developed.
6. The aim of extensive reading is to enrich learners' knowledge.
7. Through extensive reading, the good reading habit can be developed.⁶

The main of extensive reading is silent reading that could enrich the learner's knowledge.

In this case, the learner could use extensive reading to practice or to pronounce it. The learner could be aloud her or his voice to express what he or she read. And then the learner could use a silent reading to more concentric to active or to increase her or his knowledge.

In conclusion, the writer is able to conclude from Patel and Praveen explanation about reading that reading is an active process had has two types. They are intensive reading and extensive reading. The intensive reading is used for looking for specific information, for reading with a loud voice, and usually used for the students in their material. And then the extensive reading is silent reading. This reading is used for pleasure, people read some texts such as magazine or newspapers. The goal of extensive reading is not carrying about specific or important information after reading.

⁶*Ibid.*, p. 120

2. Reading Comprehension

Every reading needs comprehension. We could call that reading is comprehension. Comprehension requires making meaning from words when listening, speaking, reading, and writing.⁷ Not only reading comprehension but also listening, speaking, and writing need comprehension. But comprehension is also the center of reading. Each reading has to have the comprehending the text. The first point to be made in reading process is reading comprehension as well. Reading with comprehension means understanding what has been read.

Reading comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating. A relatively important skill in comprehending is grasping the main idea from reading a paragraph, an article or a story. The reading purpose is to dig out essential meaning, the central theme, or general information of the material. Karen Tankersley tells about the factors of reading comprehension:

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect his or her own level of understanding while reading the material. The third and most important criterion in fluencing comprehension is that the reader has adequate background in the content and vocabulary being presented.⁸

⁷ Karen Tankersley, *The Threads of Reading; Strategies for Literacy Development*. Alexandria, 2003, p. 90

⁸ *Ibid.*

The factors of reading comprehension is the reader's comment, the reader's ability in monitoring and reflecting on her or his own level understanding, and the reader's adequate background and vocabulary being presented.

Finishing the reader read the text firstly he or she has a comment about the text and then she or he is able to monitor and reflect her or his own level understanding. Ant the last the reader has adequate background in the text and vocabulary being presented.

3. Level of Comprehension

Reading comprehension can be divided in to several levels. Burns at al state that reading comprehension is divided into four levels; Literal Reading, Integrative Reading, Critical reading, and Creative Reading.⁹ They are:

a. Literal Reading

Reading for literal comprehension involves acquiring information that is directly stated in a selection, recognizing stated main ideas, details, cause-effect and sequencing is the basis of literal and a thorough understanding of vocabulary, sentence, meaning and paragraph meaning is important. Details are explicitly stated parts of paragraph or passage that contain the basis information in literal reading. The main idea of paragraph is organized. It is often, but not always expressed in a topic sentence. It is considered a literal skill when the cause-effect relationship explicitly stated

⁹ Burn, et. Al, *Teaching Reading in Today's Elementary Schools; 3rdEdn*, Boston ; Houghton Mifflin Company, 2000, p. 56

in written passage. The ability to read and follow directions is a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence.

b. Integrative Reading

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing.¹⁰ On the other hand, interpretative reading involves between the lines or making inferences. It is the process of deriving ideas are implied rather than directly stated.

c. Critical Reading

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension and interpretive comprehension and grasping implied ideas especially important. The mature critical reader must consider and evaluate the person who wrote the material. Author's purposes, author's point of view, author's style and tone, author's competence.

¹⁰Janett, K. Klingner, Sharon, Vaughn, Alison , Boardman, *Teaching Reading Comprehension to the Students with Learning Difficulties. [Electronic Book]*, The Guilford Press, New York, 2007, p. 9

d. Creative Reading

Creative reading involves going beyond the material presented by the author. Hylan explains that, it is concerned with production new ideas, his development of new insights, fresh approaches, and original construct.¹¹ Creative reader must able analyzing the reasons for the action in the story; they see the colors, hear the sounds, feel the textures, taste the flavors, and smell the odors describe by the writer; they able to determine whether the actions of characters are reasonable or unreasonable; they relate the things they read to their own personal problem; able to predict what will happen next in the story, reacting and drawing conclusions and able to make the story more interesting.

So the writer concludes that there are several categories of reading comprehension levels, they are literal, integrative, critical, and creative reading. The literal reading involves understanding details and sequence. The integrative reading makes some connections across sentences. The critical reading is to evaluate writer's ideas. And the creative reading gets the writer's ideas clearly.

¹¹Hylan K, *Teaching and Researching Writing*, Pearson Education, Malaysia, 2007, p. 145

4. Teaching Reading Comprehension

Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process.¹² 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 following principles can guide the design and practice of a reading Programmed. For another list of principles is as follows:

Principle for Teaching Reading

- a. Meaning-focused Input
 1. Practice and training in reading should be done for a range of reading purposes.
 2. Learners should be doing reading that is appropriate to their language proficiency level.
 3. Reading should be used as a way of developing language proficiency.¹³

The teacher should focus on the reading purposes for the learner's reading may to have fun, to learn, to critique the text or to write. In the other hand the learner should be doing reading that is appropriate to their language proficiency level. And then the learner should read with 98 percent coverage of vocabulary in the text with the teacher.

¹²William Grabe, *Reading in Second Language; Moving from Theory to Practice* [Electronic Book], Cambridge University Press, USA, 2009, p. 14

¹³Nation, I.S.P, *Teaching ESL/EFL Reading and Writing* [Electronic Book], Rutledge, New York, 2009, p. 6

b. Meaning-focused Output

Reading should be related to other language skills. The course should involve listening speaking and writing activities related to the reading.

c. Language-focused Learning

1. Learners should be helped to develop the skills and knowledge needed for effective reading.
2. Learners should be given training and practice in a range of reading strategies.
3. Learners should be given training and practice in integrating a range of strategies.
4. Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.¹⁴

In language focus, the teacher should help learner to focus in extensive reading or to intensive reading. And the teacher should give training of reading strategy. And then the teacher should help learner to be familiar with a strategy package procedures. And the last, the teacher should help learner to be familiar with a range of text structures such as stories, newspaper report, recount and others.

d. Fluency Development

1. Learners should be helped and pushed to develop fluency in reading.
2. Learners should enjoy reading and feel motivated to read.
3. Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.¹⁵

The reading fluency could be developed by helping the teacher to the learners. The teacher should help learner to practice reading speech such as

¹⁴ *Ibid.*, p. 7-8

¹⁵ *Ibid.*, p. 8

scanning and skimming and others. Then the teacher should help learner become enjoy reading and feeling motivated to read the text such as comics, cartoons, book about sports, and others. And the teacher should monitor and encourage of the learner's extensive reading and issue logs because the learner should read a lot.

The writer could conclude that there are four principles for teaching reading comprehension. Firstly is meaning focus input, that the teacher focuses on way that could develop the leaner's motivation to reading comprehension in generally. Secondly is meaning focus output, that the teacher focuses on way that related to other language skills. Thirdly is language focus learning, that the teacher focuses on way that help learner to develop the skills and knowledge needed for the effective reading. And the last is fluency development, that the teacher focuses on way that help learner to develop her or his reading fluency.

There are five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. We describe each of these next. While reading about these different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, for stepping back and reflecting about what has been read, as with metacognition.

a. Micro Processes

Microprocessing refers to the reader's initial chunking of idea units within. "Chunking" involves grouping words into phrases or clusters of words that carry individual sentences meaning, and requires an understanding of syntax as well as vocabulary.¹⁶ The learner's ideas involve grouping words into phrases from her or his understanding.

b. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences.¹⁷ He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand.

The learner's individual meaning units are connected among clauses. In this process the learner is able to identify and understand the sentences.

c. Macro Processes

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way.¹⁸ The reader does this by summarizing the key ideas read. He or she may either

¹⁶ Janett, K. Klingner, Sharon, Vaughn, Alison, Boardman. *Op.Cit.*, p. 9

¹⁷ *Ibid.*, p. 10

¹⁸ *Ibid.*, p. 11

automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient who comprehend know to use the same organizational pattern provided by the author to organize their ideas (e.g., a story map that includes characters and setting/problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

In this process, the learner's ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way.

d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. This process is called elaborative processing.¹⁹

When the learner reads, she or he taps into her or his prior knowledge and make inference beyond point described explicitly in the text.

e. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious

¹⁹ *Ibid.*

awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.²⁰

The last and the importance process is metacognitive process. This is the learner's control of process. The learner uses reviewing, recall information and others that is like the Janett's statement.

In Brief, Teachers can provide support by teaching fluency skills students need to read for comprehension. A few pointers to facilitate fluency include the following:

- a. Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to monitor their progress by graphing results.
- b. Ask students to reread difficult passages.
- c. Ask students to work with peer partners to read and reread passages.
- d. Identify key words and proper nouns and pre teach prior to asking students to read text.
- e. Students' fluency increases when they listen to books or text on tape prior to reading independently.
- f. Give opportunities for students to showcase their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced preparation allows students time to read and reread material—an effective practice for improving fluency.

²⁰*Ibid.*, p. 12

- g. Names of people, places, and things are often difficult to read; teach these prior to reading.²¹

The writer can conclude that principle for teaching reading consists of four categories they are Meaning-focused Input, Meaning-focused Output, Language-focused Learning, and Fluency Development. There are five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes.

5. Analytical Exposition Text

An analytical Exposition text is a factual text used to a point of view, or an argument. These types of text can be found in scientific book, journals, magazine, newspaper, articles, academic speech or lectures, research report etc. Analytical exposition is popular among science, academic community and educated people. In addition, an expository text gives information such as: explaining something, giving direction, and showing how to do something to the reader.²² The expository text can be vary in information. The informational texts typically use this pattern and others like description, comparison-contrast, cause-effect, and problem-solution.²³

The Generic Structure of Analytical Exposition Text

²¹ *Ibid.*, p. 8

²² M. Syafi'I, M. Fauzan., & Jonri Kasdi, *The Effect Paragraph Development; The Process of Writing for Classroom Setting*, LBSI, Pekanbaru, 2007, p. 62

²³ Barbara Moss, *Exploring the Literature of Fac;: Children's Nonfiction Trade Books in the Elementary Classroom*, The Guilford Press, New York, 2002, p. 99

Generic Structure is package of events in a text. It will explain how the stages move through to attain the purposes. The generic structure exposition usually has three components: thesis, arguments, and reiteration or conclusion.

- a. Thesis : Introduce the topic and shows speaker or writer's position; outline of the arguments are presented.
- b. Arguments : It consist about point and elaboration point, states the main argument elaboration, develops and supports each point of argument
- c. Conclusion : Reiteration (restatement), restate speaker or writer's position.

The Sample of Analytical exposition

The Importance of English

Thesis: I personally think that English is the world's most important language. Why I think like that?

Arguments :

Firstly, English is an international language. It is spoken by many people in around the world although it is a second language

Secondly, English is also the key which open the window to scientific and technical knowledge, which is needed for economic and political development of many countries in the world.

The last, English is top requirement of these seeking jobs. Applicant who master either active or passive English are more favorable than those who do not.

Conclusion : From the fact above, it is obvious that everybody needs to learn English to greet the global era.

The writer concludes that the analytical exposition text is a part of expository text of informative text. This analytical exposition text will be formed in description. This text has several components, they are thesis, arguments, and reiteration or conclusion that is applied at the second year students of SMA Handayani Pekanbaru.

6. The Factors Affecting Comprehension Skills

In the efforts to help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. Aebersold and Field have compiled a list of factors that influence reading in second language learning. They are:

- a. Cognitive development and cognitive style orientation at the time of beginning L2/FL study
- b. Language proficiency in the L1
- c. Metacognitive knowledge of L1 structure, grammar, and syntax
- d. Language proficiency in an L1/FL
- e. Degree of difference between the L1 and an L2/FL (writing systems, rhetorical structures, appropriate strategies)
- f. Cultural orientation.²⁴

²⁴ Jo Ann Aebersold and Marry Lee Field, *From Reader to Reading Teacher [Electronic Book]*, Cambridge University Press, New York ,1997, p. 23

In Indonesia, English is a foreign language. It is different with the country that applies English as the first language or as the second language. It makes a difference between Indonesia and others. It makes difference in writing systems, rhetorical structures, and appropriate language. The difference between them in English also depends on the cultural orientation.

Some experts have identified a number of factors affecting comprehension skill. According Dawson and Bamman, there are five factors which affect the comprehension skill.²⁵ They are:

a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension. The number of ideas that they understand and depth of their understanding will be largely dependent upon his general capacity to learn.

b. Experience

Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school.

c. Mechanics of reading

Comprehension will be easier for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance

²⁵ Mildred A. Dawson and Henry A. Bamman, *Fundamentals of Basic Reading Instruction [Electronic Book]*, David McKay Company, New York, 1967, p. 220-223.

somewhat in each student between careful attention to word attack skills and to comprehension skills.

d. Interest and interest span

The interest span is related to personality factors; a disturbed student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when required for comprehending reading passages.

e. Skills of comprehending

Another obvious factor, which influences the depth and amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

Every student has different intelligence and it could become the factor of the student's reading comprehension. And actually, each student has different experience. The student who has many ideas she or he will be easy in comprehending, and who does not have it could become difficult in comprehending many ideas in the text. And then if the student masters the book of material he or she will attend toward attack and comprehension skills. And the student who has interesting in reading, she or he is able to preserve for his or her reading comprehension the text. So the last, the student who has skills in reading, she or he is able to comprehend about what she or he read. The student's reading skills is the ability to comprehend

what she or he read that develops gradually from the simple to the complex skills.

7. 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. POSSE strategy is used to teach students of sequence of steps, similar to SQ3R, that can be used to maximize their acquisition and retention of culicular material.²⁶ POSSE strategy is the variety of steps. The strategy itself corporates of variety of strategies that include Predicting, Organizing, Searching, Summarizing, and Evaluating reading passage.²⁷ This strategy is able to be used before, during, and after reading. Mastropieri and Scruggs in C. Ben Freville and Colleen Reardon said;

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.²⁸

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 . Ehren, in Colleen Reardon said that due to their more

²⁶Rhea Paul, *Language Disorders From Infancy Through Adolescence : Assessment and Intervention, Third Edition*, Mosby Elsevier, Philadelphia, 2007, p.666

²⁷Joseph Boyle and David Scanlon, *Method and Strategies for Teaching Students with Mild Disabilities : A Case Based Approach*, Wadsworth, Belmont, 2010, p. 210.

²⁸C. Ben Freville and Colleen Reardon, *Supporting the Learning of Students with Disabilities: A Guide to the Use of Digitized Primary Sources*, River Forest, Dominican University, 2006, p. 21-22

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 expository text.²⁹

In this study, the writer concludes that POSSE strategy is a letter in acronym, they are Predict, Organize, Search, Summarize, and Evaluate. The strategy is better for practicing to the students' activate prior knowledge at the second year students of SMA Handayani Pekanbaru.

8. Teaching Reading by Using POSSE Strategy

Joseph Boyle and David Scanlon state that as the students complete the steps, the teacher simultaneously 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:³⁰

- 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

²⁹Colleen Reardon, *Increasing the Accessibility of Primary Sources through Activation of Background Knowledge, Vocabulary Development and Strategic Instruction*<http://tps.nl.edu/TPSjournalreardon11.html> 2009 acces at thursday 12:36p.m 19 January 2012, p. 3.

³⁰Joseph Boyle and David Scanlon, *Loc.Cit.*

understanding in teaching POSSE strategy could be seen in summarizing from Colleen Reardon below.

To complete the first strategy step, *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.³¹ 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?”

In the *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.³² Following the reading of the passage, students begin the Search/Summarize step.

The *Search* step is completed as students search for the text structure as they begin reading. In the *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.³³ These main ideas become the organizing features for a more in-depth semantic map. Students are then led to list related details.

In the final step, *Evaluate*, the students use the three reading strategies of compare, clarify and predict.³⁴ 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

³¹ Colleen Reardon, *Op.Cit.*, p. 10

³² *Ibid.*

³³ *Ibid.*

³⁴ *Ibid.*

students in comparing prior knowledge with new information and supports them in making more in-depth connections. In the *clarification* stage, the students seek 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.

In conclusion, the procedures of POSSE strategy consists of several steps. The first is *Predict*, that the teacher asks to the students to predict about the text from the title, heading, or others. The second is *Organize*, 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.

Rhea Paul says about teaching POSSE Strategy:

- a. *Predict*. Students are taught to scan the text for headings, boldface print, pictures, and any other information they can use to invoke preparatory set, activity background information, and generate preparing information.
- b. *Organize*. Students are taught to 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.³⁵

Rhea 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 are same. But the writer took Reardon's statement, because it is clearer than Rhea Paul explanations for teaching POSSE Strategy to the second year students at SMA Handayani Pekanbaru. Colleen Reardon gives more explanations in the kinds of stages in evaluate steps.

³⁵Rhea Paul, *Loc. Cit.*

B. Relevant Research.

This research has relevance with the other research. Pesa and Somers (2007) conducted research at a Chicago Middle School with 2 Separate Classes with several reading strategies. They found: students do not properly implement all steps of the POSSE reading strategy without prompting. This lead to only 21% of the students being able to properly identify the main ideas of the passages they were provided to read. Because they do not take the time to familiarize themselves with the text before reading or organize information they have difficulty determining what information is most important.

The second researcher is Lynne Bell and Cheryl L. Lee with the title “using reading in content area strategies to improve student understanding in family and consumer sciences”. This study assessed the effectiveness of using a pre-reading strategy in high school foods and nutrition classes. One class was randomly assigned to use the pre-reading strategy, while one did not use the pre-reading strategy. A pretest was administered. During the semester, both classes received the same instruction, with the exception of the use of the pre-reading strategy in the experimental group. A posttest was administered at the end of the semester. The t-test for independent samples showed no significant difference in mean gains on test scores between the two classes.

The first research above has similarity in using the strategy that is POSSE strategy. In that research, the writer uses POSSE strategy to help her students become better in their reading comprehension. This lead to only 21% of the

students being able to properly identify the main ideas of the passages they were provided to read. Because they do not take the time to familiarize themselves with the text before reading or organize information they have difficulty determining what information is most important.

While in the second research above are different strategy with the research that is conducted by the writer but it same in Y variable. The writer, as the researcher conducted a research about the effect of using POSSE strategy toward students' reading comprehension especially in analytical exposition text.

C. The Operational Concept

The operational concept, the writer would like to explain briefly about variable of the research. There are two variables that will be used. The first is POSSE strategy to the teacher' technique in teaching reading comprehension, the second is students' ability in reading. POSSE strategy is an independent variable and reading comprehension is a dependent variable, to operate the investigation on the variable, the researcher will work based on the following indicators.

1. The Indicators of POSSE Strategy:

- 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.** The teacher assists the students in organizing their brainstormed ideas into a semantic map by looking to see which ideas might go together.
- c. **Search.** The students search for the text structure as they begin reading.
- d. **Summarize.** 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. **Evaluate.** The students use the three reading strategies of compare, clarify and predict. In this step, the teacher asks the students to make connections among new and prior knowledge.

2. The Indicators of Students' Reading Comprehension

- a. Students are able to identify pronominal references in analytical exposition.
- b. Students are able to identify main ideas in analytical exposition.
- c. Students are able to recognize writer's intention.
- d. Students are able to identify generic structure of analytical exposition text.
- e. Students are able to infer meaning of an unknown word from analytical exposition text.
- f. Students are able to make proportional informational inferences, answering questions beginning with who, when, what and why.

D. Assumptions and Hypothesis

1. Assumption

- a. Analytical exposition text has been learned by the second year students at the first semester. It is assumed that the first semester of the second year students of SMA Handayani Pekanbaru are able to comprehend the analytical exposition text well.
- b. The better POSSE strategy is applied, it is assumed that the easier students are able to comprehend the analytical exposition text.

2. Hypothesis

- H_0 : There is no significant effect of using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy toward students' reading comprehension at the second year of SMA Handayani Pekanbaru.
- H_a : There is a significant effect of using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy toward students' reading comprehension at the second year of SMA Handayani Pekanbaru.

CHAPTER III

THE RESEARCH METHOD

A. Research Design

The type of this research is Experiment research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.² In this research, the writer used quasi-experimental design with nonequivalent control group. The quasi-experimental design is not possible to randomly assign individual participants to group.³ And I am impossible to make a new class for this research. And one of the types of quasi-experimental design is nonequivalent control group design. A nonequivalent control group design includes random assignments of intact groups to treatments, not assignments individuals.⁴ It was an appropriate one to this research in order to know the significant effect of using POSSE strategy toward students' reading comprehension at SMA Handayani Pekanbaru.

In conducting this research, the writer took two classes; one class was as an experiment class taught by using POSSE strategy and one other was as a control class taught by conventional strategy; Question Answer Relationship (QAR). In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know the students'

¹Jhon.w.cresswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education, New Jersey, 2008, p.299

²L.R Gay, and Peter Airasian, *Educational Research Competencies for Analysis and Application*. SixEd, Prentice-Hall, New Jersey, 2000, p.15

³*Ibid.*, p. 394

⁴*Ibid.*, p. 395

reading comprehension. Then there was treatment at the middle. During treatment, the writer cooperated with the observer, and post-test was at the end of the teaching learning processes in order to know the significant effect of using POSSE strategy toward students' reading comprehension. So, the design of this research is able to be illustrated as follows:

TABLE III.1
THE DIAGRAM OF RESEARCH DESIGN

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

B. The Location and the Time of the Research

This research was conducted at the second year students of SMA Handayani Pekanbaru that is located at Kapten Fadilah street number 1, in 2012/2013 of academic year. The length of time to apply the strategy was about eight meetings including pre-test, treatment, and post-test. The research was done on July 2012.

C. The Subject and Object of the Research

1. The Subject of the Research

The subject of this research was the first semester at the second year students of SMA Handayani Pekanbaru in the academic year 2012/2013.

2. The Object of the Research

The Object of this research was the significant effect of using POSSE strategy toward students' reading comprehension, especially in analytical exposition text.

D. The Population and Sample of the Research

1. The Population of the Research

The population of this study was the second year students of SMA HandayaniPekanbaru in the academic year 2012/2013. The population is the group of interest to the researcher, the group to which she or he would like to results of the study to be generalizable.⁵There were five classes thatconsisted ofthree classes for science departments and two classes for social departments. The total number of the second year students of SMAHandayaniPekanbaruwas150 students. They were assumed to have the same level of proficiency and the same background. That can be seen as follows:

TABLE III.2
THE TOTAL POPULATION OF THE SECOND YEAR
STUDENTS OF SMA HANDAYANI PEKANBARU 2012/2013

No.	Classes	Total
1.	XI IPA I	30 students
2.	XI IPA II	30 students
3.	XI IPA III	30 students
4.	XI IPS I	30 students
5.	XI IPS II	30 students
Total Population		150 students

⁵*Ibid.*, p. 122

2. The Sample of the Research

The population above was large enough to be all taken as sample of the research. Sampling is the process of selecting a number of individuals for study in such a way that way represent the larger group from which they were selected.⁶ In this research, the researcher used a random sampling. There are four basic random sampling techniques they are simple random sampling, stratified sampling, cluster sampling, and systematic sampling. The researcher used cluster sampling in selecting a random sample. Cluster sampling randomly selects groups, not individuals.⁷ But all members of selected groups had similar characteristics. And found that XI IPAlI as a experiment class and XI IPAl as a control class. Those are as the sample of the research with number 60 students; 30 students for an experiment class and 30 students for a control class.

E. The Technique of Collecting Data

The writer used test as the technique of collecting data. This study gave test; pre-test and post-test to the students. The students were tested by reading comprehension test. The test was given after the students learned by using POSSE strategy. The test was done in order to know the influence and the effectiveness of using POSSE strategy toward the students' reading comprehension, especially in an analytical exposition text. To get the data about the students' reading comprehension, the writer used the assessment based on the indicators of reading comprehension that had been explained in operational concept.

⁶*Ibid.*, p. 121

⁷*Ibid.*, p. 129

The technique of test used was multiple choices. Reading by making a mark against one out of a number of alternatives.⁸ Multiple choices technique was a technique that was designed by using four choices and respondents chose one, it is based on the questions. The technique can assess the students' reading comprehension. The test consisted of 30 items. The writer constructed or adapted the test from the book which was related.

Before questions were given to the students at experiment and control classes, it was tested about validity and reliability. It is called as try out. Therefore, the test was tried out to other students know whether the test was reliable and valid.

1. Validity

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 giving the test for respondents, the test should be valid. The research instrument should be qualified. The instrument could be valid if the instrument is measuring what the writer wants to find out. Scarvia B. Anderson et.al in Suharsimi claims the statement "a test is valid if the

⁸ Arthur Hughes, *Testing for Language Teachers, Second Edition*, Cambridge University Press, Cambridge, 2003, p. 143.

measure what is purposes to measure.⁹The value itself was used to find out the level of difficulties of each item.

The standard of value used was ≥ 0.30 and ≤ 0.70 .¹⁰The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The good instruments are between 30 and 70 scores.

The product moment formula was used. Thus, the formula of validity could be seen below :¹¹

The formulation of validity:

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

r_{XY} : Correlated Confession between X and Y

X : Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29)

Y : Even Items (2,4,6,8,10,12,14,16,18,20,22,24,26,28,30)

N : Respondents

2. Reliability

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 automatic reliable. In this research, the writer found six

p. 65 ⁹Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan Edisi Revisi*, Jakarta, BumiAksara, 2009,

¹⁰*Ibid.*, p. 76

¹¹*Ibid.*, p. 70

questions are rejected. And then the writer changed the questions to be better questions.

There are some factors make a testbe reliable, they are:

1. The extent of the sample of material selected for testing
2. The administration of the test, clearly this is an important factor in deciding reliability, especially in tests of oral production and listening.

To obtain the reliability of the test given, the writer used the formula below:¹²

The formulation of reliability

$$r_{11} = \frac{2 r_{1/2 1/2}}{(1 + r_{1/21/2})}$$

Based on the analysis of validity and reliability above, it can be seen that the r_{value} of validity is 0.53 and r_{value} of reliability is 0.69. The manually calculating of validity could be seen in appendix 6. And the manually calculating of reliability could be seen in appendix 7. According to Suharsimi Arikunto the value of correlation coefficients is as follows:¹³

1. Between 0.800 to 1.00 = Very High
2. Between 0.600 to 0.800 = High
3. Between 0.400 to 0.600 = Enough
4. Between 0.200 to 0.400 = Low
5. Between 0.00 to 0.200 = Very Low

¹²*Ibid.*, p. 93

¹³*Ibid.*, p. 75

In conclusion, the validity of the test is categorized into **Enough** level while reliability of the test is also categorized into **High** level.

F. The Technique of Data Analysis

After the instruments were valid so the writer gave the test to the students at experiment and control classes, and analyze the data. In analyzing the data of this research, the writer used the statistical calculation of T-test. T-test is used to find out the significant difference mean between two variables. The T-test was used in order to find out whether there is a significant effect of POSSE strategy toward students' reading comprehension especially in analytical exposition text. The data was calculated by using SPSS 17 program.

The t – table was employed to see whether there is a significant difference between the mean score of both experiment and control group. The data could be used formulas well as follows:¹⁴

$$M_x = \frac{\sum fx}{N}$$

$$M_y = \frac{\sum fy}{N}$$

M = mean

N = total frequency of the students

fx = total score of students experimental group

fy = total score of students control group

¹⁴ Hartono, *Statistik untuk Penelitian*, Pustaka Pelajar, Yogyakarta, 2010, p. 215

$$SD_x = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} \quad SD_y = \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2}$$

To analyze the data of this research, the writer used the statistical calculation of T-test that was used in order to find out whether or not there was the significant difference of POSSE strategy toward students' reading comprehension. The formula of T-test is:¹⁵

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_0 = the value of t- obtained

Mx = mean score of experimental sample

My = mean score of control sample

SD_x = standard deviation of experimental group

SD_y = standard deviation of control group

N = total number data (responden)

The t – table was employed to see whether or not there was a significant difference between the mean score of both experiment and control group. The t – obtained value was consulted with the value of t – table at the degree of freedom (df) = (N1+N2) – 2 statically hypothesis:

Ho : $t_0 < t - \text{table}$

Ha : $t_0 > t - \text{table}$

¹⁵*Ibid.*, p. 217

H_0 is accepted if $t_0 < t - \text{table}$ or there is no significant effect of using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy toward students' reading comprehension.

H_a is accepted if $t_0 > t - \text{table}$ or there is significant effect of using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy toward students' reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Description of the Data

The aim of this research was to obtain the significant different of the students' reading comprehension between the students who were using POSSE strategy and those who were not.

The writer taught within 6 (six) meetings for the treatment and 2 (two) meetings for pre and post-test that consisted of twice a week. It was done from July 16th to August 11th 2012 including pre-test, treatment, and post-test. The data were from the score of the improvement of students' reading comprehension from pre-test to post-test for both experiment and control classes. In giving test: pre-test and post-test, the students had been given five texts and thirty questions. Each text consisted of six questions based on indicators of reading comprehension.

B. The Data Presentation

The data of this reading comprehension test were the score of the students' improvement from pre-test to post-test for both experiment and control classes. The data were collected through the following procedures:

- a. The experiment and the control classes got pre-test, asked them to answer the questions based on the reading text given (multiple choices).

- b. The experiment class got treatment, it was taught by POSSE strategy, while the control class was taught without POSSE strategy.
- c. Both classes got post-test,asked them to answer the questions based on the reading text.
- d. The students' answer sheet were collected in order to evaluate their comprehension.
- e. The students' answers were recorded and evaluated by writer.

So, the data was only taken from the students who always come to school and followed the treatment given. To make clearer, the students' reading comprehension test result can be seen in the tables bellow:

1. Control Class

TABLE IV.1
THE STUDENTS' SCORE OF CONTROL CLASS AT THE SECOND
YEAR STUDENTS OF SMA HANDAYANI PEKANBARU

No.	Name of Students	Pre-test Control Class			Post-test Control Class		
		True Answers	Scores	Score Categorized	True Answers	Scores	Score Categorized
1	Student 1	19	63	Enough	22	73	Good
2	Student 2	18	60	Enough	20	67	Good
3	Student 3	20	67	Good	23	77	Good
4	Student 4	19	63	Enough	23	77	Good
5	Student 5	20	67	Good	20	67	Good
6	Student 6	21	70	Good	23	77	Good
7	Student 7	17	57	Enough	20	67	Good
8	Student 8	22	73	Good	25	83	Very Good
9	Student 9	23	77	Good	26	87	Very Good
10	Student 10	16	53	Less	19	63	Enough
11	Student 11	16	53	Less	17	57	Enough
12	Student 12	23	77	Good	26	87	Very Good
13	Student 13	21	70	Good	24	80	Very Good
14	Student 14	21	70	Good	21	70	Good
15	Student 15	23	77	Good	25	83	Very Good
16	Student 16	20	67	Good	23	77	Good
17	Student 17	17	57	Enough	19	63	Enough
18	Student 18	20	67	Good	22	73	Good
19	Student 19	15	50	Less	18	60	Enough
20	Student 20	21	70	Good	22	73	Good
21	Student 21	20	67	Good	23	77	Good
22	Student 22	18	60	Enough	19	63	Enough
23	Student 23	23	77	Good	25	83	Very Good
24	Student 24	21	70	Good	22	73	Good
25	Student 25	23	77	Good	24	80	Very Good
26	Student 26	20	67	Good	22	73	Good
27	Student 27	20	67	Good	21	70	Good
28	Student 28	21	70	Good	23	77	Good
29	Student 29	20	67	Good	22	73	Good
30	Student 30	23	77	Good	25	83	Very Good
Total Score			2007	-		2213	-

From table above, the total score of pre-test in control class was 2007, and total score post-test of control class was 2213. There were 3 students (10%) who got less score, 6 students (20%) who got enough score, and 21 students (70%) who got good score in pre-test. Frequency description is in the following table:

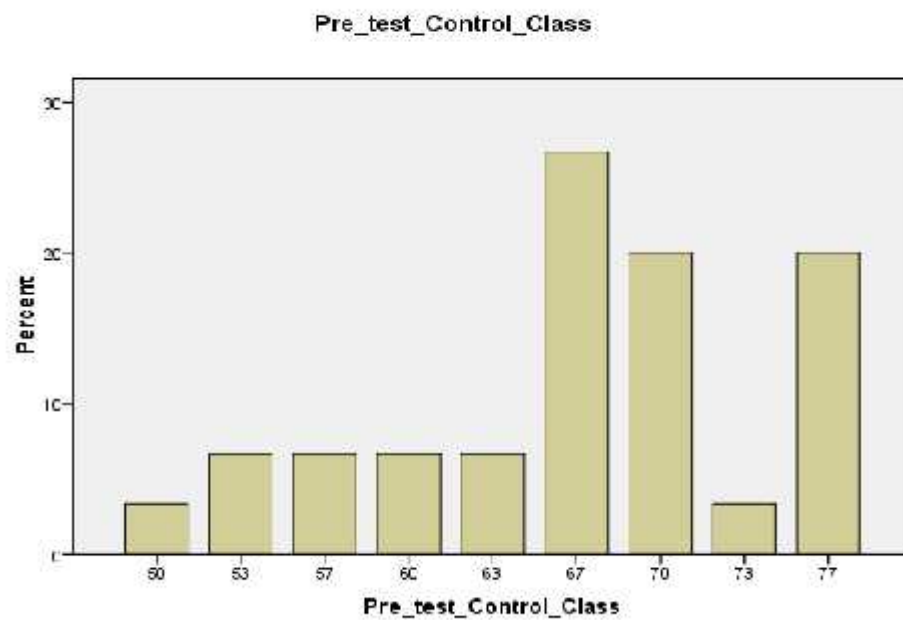
TABLE IV.2
THE FREQUENCY DESCRIPTION OF STUDENTS' PRE-TEST
SCORES OF READING COMPREHENSION IN CONTROL CLASS

Pre_test_Control_Class				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	3.3	3.3	3.3
53	2	6.7	6.7	10.0
57	2	6.7	6.7	16.7
60	2	6.7	6.7	23.3
63	2	6.7	6.7	30.0
67	8	26.7	26.7	56.7
70	6	20.0	20.0	76.7
73	1	3.3	3.3	80.0
77	6	20.0	20.0	100.0
Total	30	100.0	100.0	

There was a student (3,3%) who got score 50, 2 students (6,7%) who got score 53, 2 students (6,7%) who got score 57, 2 students (6,7%) who got score 60, 2 students (6,7%) who got score 63, 8 students (26,7%) who got score 67, 6 students (20%) who got score 70, a student (3,3%) who got score 73, and 6 students (20%) who got score 77 in the pre-test control class. The highest score was 77 and the lowest score was 50.

To know more the pre-test of control class in the second year students of SMA Handayani Pekanbaru, the description could be seen in the following bar chart :

PICTURE IV. 1
DESCRIPTION OF STUDENTS' READING COMPREHENSION
SCORES OF PRE-TEST IN CONTROL CLASS



The highest score of pre-test in the control class was 77 that consisted of 6 students (20%). The lowest score of pre-test in the control class was 50 that consisted of one student (3,3%). And most of the students' score was 67 that consisted of 8 students (26,7%).

After the students of control class had been taught by using the English teacher strategy or QAR, they had improvement score. The frequency description of post-test in the control class is in the following table:

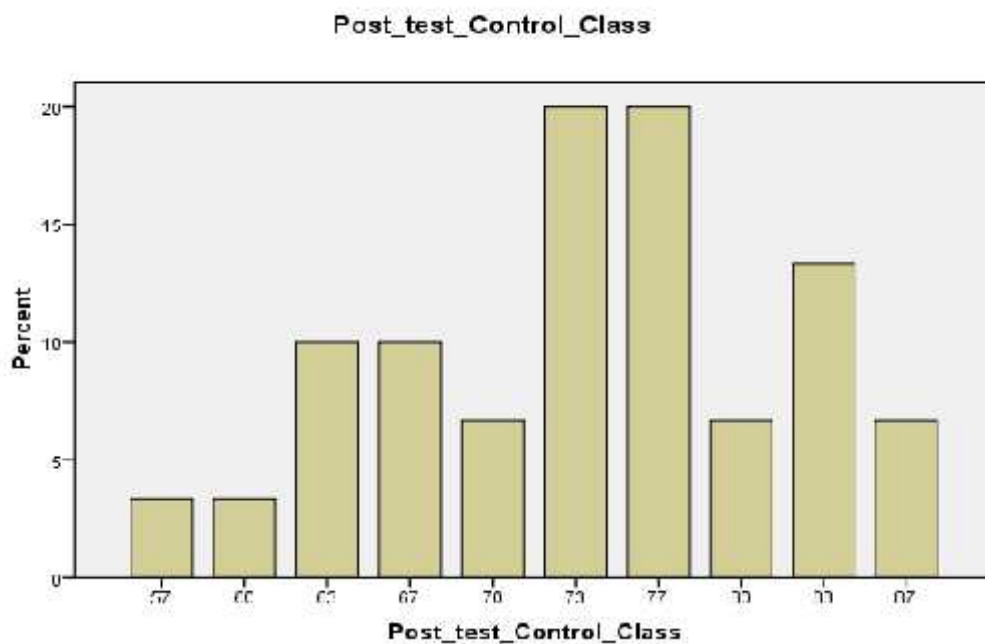
TABLE IV.3
THE FREQUENCY DESCRIPTION OF STUDENTS' POST-TEST
SCORES OF READING COMPREHENSION IN CONTROL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	1	3.3	3.3	3.3
	60	1	3.3	3.3	6.7
	63	3	10.0	10.0	16.7
	67	3	10.0	10.0	26.7
	70	2	6.7	6.7	33.3
	73	6	20.0	20.0	53.3
	77	6	20.0	20.0	73.3
	80	2	6.7	6.7	80.0
	83	4	13.3	13.3	93.3
	87	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

There was a student (3,3%) who got score 57, a student (3,3%) who got score 60, 3 students (10%) who got score 63, 3 students (10%) who got score 67, 2 students (6,7%) who got score 70, 6 students (20%) who got score 73, 6 students (20%) who got score 77, 2 students (6,7%) who got score 80, and 4 students (13,3%) who got score 83 in the post-test control class. The highest score was 87 and the lowest score was 57 in pre-test control class.

To know more the post-test of control class in the second year students of SMA Handayani Pekanbaru, the description could be seen in the following bar chart :

PICTURE IV. 2
DESCRIPTION OF STUDENTS' READING COMPREHENSION
SCORES OF POST-TEST IN CONTROL CLASS



The highest score of post-test in the control class was 87 that consisted of 2 students (6,7%). The lowest score of post-test in the control class was 57 that consisted of a student (3.3%). And most of the students score was 77 that consisted of 6 students (26,7%) and 73 that consisted of 6 students (26,7%).

2. Experiment Class

TABLE IV.4
THE STUDENTS' SCORE OF EXPERIMENT CLASS AT THE SECOND
YEAR STUDENTS OF SMA HANDAYANI PEKANBARU

No.	Name Of Students	Pre-test Experiment Class			Post-test Experiment Class			
		TRUE Answers	Scores	Score Categorized	TRUE Answers	Scores	Score Categorized	
1	Student 1	14	47	Less	20	67	Good	
2	Student 2	16	53	Less	22	73	Good	
3	Student 3	20	67	Good	25	83	Very Good	
4	Student 4	22	73	Good	26	87	Very Good	
5	Student 5	21	70	Good	27	90	Very Good	
6	Student 6	17	57	Enough	23	77	Good	
7	Student 7	18	60	Enough	25	83	Very Good	
8	Student 8	20	67	Good	26	87	Very Good	
9	Student 9	23	77	Good	27	90	Very Good	
10	Student 10	19	63	Enough	26	87	Very Good	
11	Student 11	14	47	Less	19	63	Enough	
12	Student 12	20	67	Good	25	83	Very Good	
13	Student 13	21	70	Good	27	90	Very Good	
14	Student 14	19	63	Enough	25	83	Very Good	
15	Student 15	19	63	Enough	26	87	Very Good	
16	Student 16	21	70	Good	27	90	Very Good	
17	Student 17	17	57	Enough	24	80	Very Good	
18	Student 18	18	60	Enough	25	83	Very Good	
19	Student 19	21	70	Good	28	93	Very Good	
20	Student 20	22	73	Good	27	90	Very Good	
21	Student 21	14	47	Less	20	67	Good	
22	Student 22	22	73	Good	27	90	Very Good	
23	Student 23	20	67	Good	26	87	Very Good	
24	Student 24	22	73	Good	28	93	Very Good	
25	Student 25	21	70	Good	26	87	Very Good	
26	Student 26	21	70	Good	25	83	Very Good	
27	Student 27	22	73	Good	25	83	Very Good	
28	Student 28	19	63	Enough	23	77	Good	
29	Student 29	23	77	Good	27	90	Very Good	
30	Student 30	23	77	Good	28	93	Very Good	
Total Scores		1964			-	2516		-

From table above, the total score of pre-test in experiment class was 1964, and total score in post-test was 2516. There were 4 students (13%) who got less score, 8 students (27%) who got enough score, and 18 students

(60%) who got good score in pre-test. After the students of experiment class had been taught by using POSSE strategy, they had improvement score; there were a student (3%) who got enough score, 5 students (17%) who got good score, and 24 students (80%) who got very good score of post-test in experiment class. To clarify the students score, it is needed a frequency description. The frequency distribution of the pre-test students' reading comprehension test score is as follows:

TABLE IV.5
THE FREQUENCY DESCRIPTION OF STUDENTS' PRE-TEST
SCORES OF READING COMPREHENSION
IN EXPERIMENT CLASS

PreExperimentClass

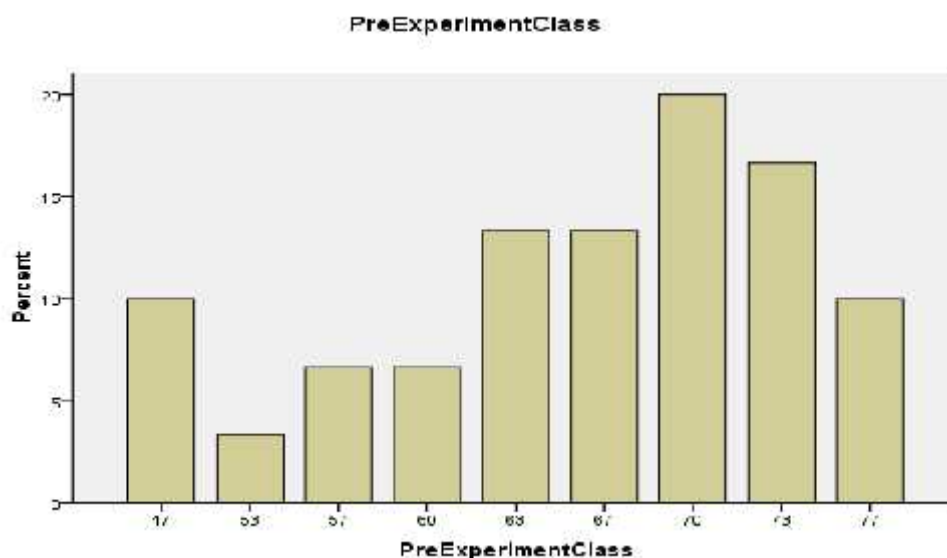
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 47	3	10.0	10.0	10.0
53	1	3.3	3.3	13.3
57	2	6.7	6.7	20.0
60	2	6.7	6.7	26.7
63	4	13.3	13.3	40.0
67	4	13.3	13.3	53.3
70	6	20.0	20.0	73.3
73	5	16.7	16.7	90.0
77	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the description above, there were 3 students (10%) who got score 47, a student (3,3%) who got score 53, 2 students (6,7%) who got score 57, 2 students (6,7%) who got score 60, 4 students (13,3%) who got

score 63, 4 students (13,3%) who got score 67, 6 students (20%) who got score 70, 5 students (16,7%) who got score 73, and 3 students (10%) who got score 77 in pre-test experiment class.

To know more the pre-test of experiment class in the second year students of SMA Handayani Pekanbaru, the description could be seen in the following bar chart :

PICTURE IV.3
DESCRIPTION OF STUDENTS' READING COMPREHENSION
SCORES OF PRE-TEST IN EXPERIMENT CLASS



The highest score of pre-test in the experiment class was 77 that consisted of 3 students (10%). The lowest score of pre-test in the experiment class was 47 that consisted of 3 students (10%). And the most of the students score was 70 that consisted of 6 students (20%).

After the students of experiment class had been taught by using the POSSE strategy, they had improvement score. The frequency description of post-test in the experiment class is in the following table:

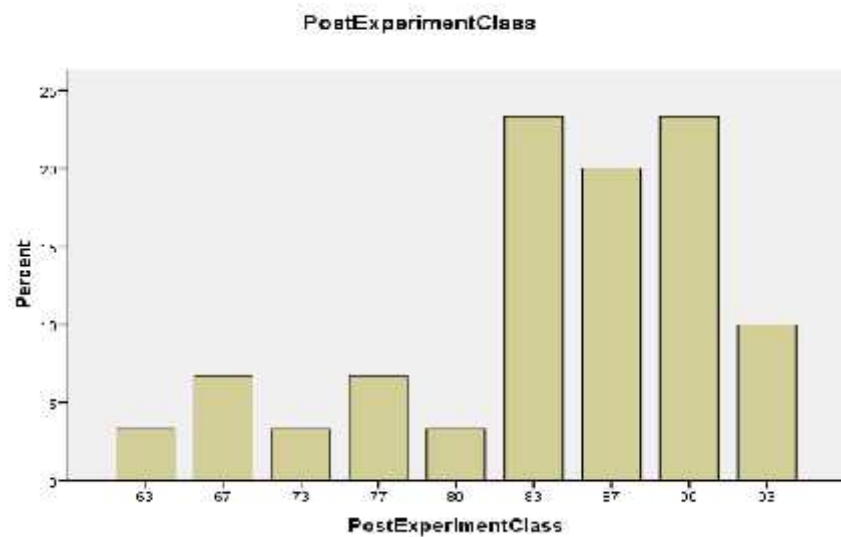
TABLE IV.6
THE FREQUENCY DESCRIPTION OF STUDENTS' POST-TEST
SCORES OF READING COMPREHENSION
IN EXPERIMENT CLASS

PostExperimentClass					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	3.3	3.3	3.3
	67	2	6.7	6.7	10.0
	73	1	3.3	3.3	13.3
	77	2	6.7	6.7	20.0
	80	1	3.3	3.3	23.3
	83	7	23.3	23.3	46.7
	87	6	20.0	20.0	66.7
	90	7	23.3	23.3	90.0
	93	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table above, it could be seen that there were 30 respondents. And there was a student (3,3%) who got score 63, 2 students (6,7%) who got score 67, a student (3,3%) who got score 73, 2 students (6,7%) who got score 77, a student (3,3%) who got score 80, 7 students (23,3%) who got score 83, 6 students (20%) who got score 87, 7 students (23,3%) who got score 90, and 3 students (10%) who got score 93.

To know more the post-test of experiment class in the second year students of SMA Handayani Pekanbaru, the description could be seen in the following bar chart :

PICTURE IV.4
DESCRIPTION OF STUDENTS' READING COMPREHENSION
SCORES OF POST-TEST IN EXPERIMENT CLASS



The highest score of post-test in the experiment class was 93 that consisted of 3 students (10%). The lowest score of post-test in the experiment class was 63 that consisted of one student (3,3%). And most of students score in post-test experiment class was 83 that consisted of 7 students (23,3%) and 90 that consisted of 7 students (23,3%).

Based on the statistical description at the table above, it showed the detail description both of the data. It could be seen the different mean, standard error of mean, median, standard deviation and other data of both pre-test ant post-test in experimental class.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the significant effect of using POSSE Strategy toward students' reading comprehension at the second year of SMA Handayani Pekanbaru. The data were divided into two classes; experiment and control scores. The writer used independent sample T-Test from SPSS.17 program to analyze the significant difference of using POSSE Strategy toward students' reading comprehension at the second year of SMA Handayani Pekanbaru.

1. The Students' Reading Comprehension Especially in Analytical Exposition Text without Using POSSE Strategy

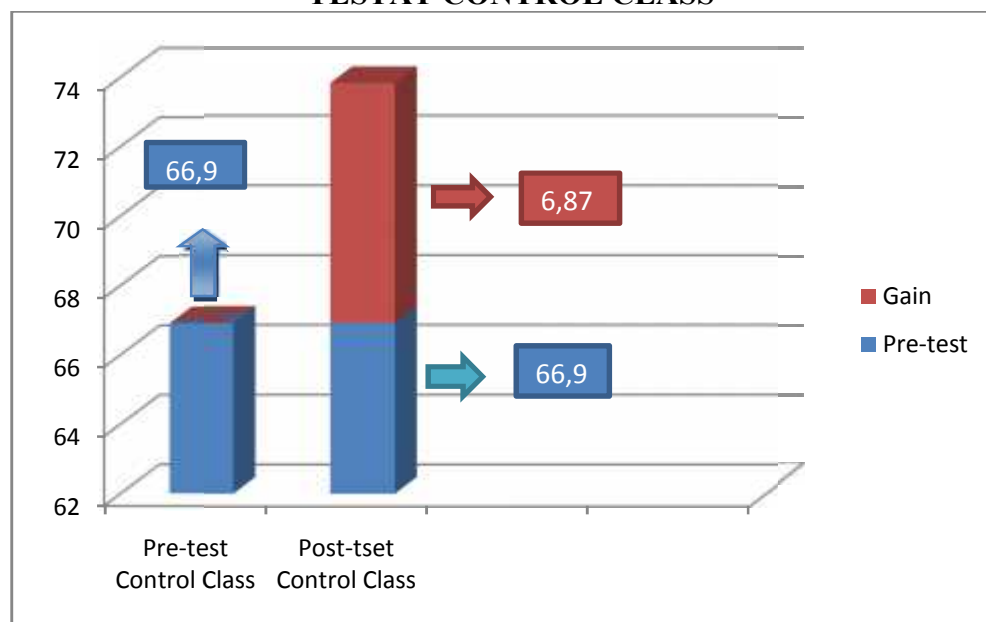
**TABLE IV.7
THE STUDENTS' DIFFERENCE SCORES IN READING COMPREHENSION AT CONTROL CLASS**

No.	Students	Students' Scores		Different Scores (D)	Percentage (%)
		Post-Test	Pre-Test		
1	Student 1	73	63	10	16%
2	Student 2	67	60	7	12%
3	Student 3	77	67	10	15%
4	Student 4	77	63	14	22%
5	Student 5	67	67	0	0%
6	Student 6	77	70	7	10%
7	Student 7	67	57	10	18%
8	Student 8	83	73	10	14%
9	Student 9	87	77	10	13%
10	Student 10	63	53	10	19%
11	Student 11	57	53	4	8%
12	Student 12	87	77	10	13%
13	Student 13	80	70	10	14%
14	Student 14	70	70	0	0%
15	Student 15	83	77	6	8%
16	Student 16	77	67	10	15%
17	Student 17	63	57	6	11%
18	Student 18	73	67	6	9%
19	Student 19	60	50	10	20%
20	Student 20	73	70	3	4%
21	Student 21	77	67	10	15%
22	Student 22	63	60	3	5%
23	Student 23	83	77	6	8%
24	Student 24	73	70	3	4%
25	Student 25	80	77	3	4%
26	Student 26	73	67	6	9%
27	Student 27	70	67	3	4%
28	Student 28	77	70	7	10%
29	Student 29	73	67	6	9%
30	Student 30	83	77	6	8%
Mean		73.77	66.90	6.87	10.51%

The table above describes about the differences between students' reading comprehension score before and after research at control class. Firstly, the students' reading comprehension mean score was about 66,90, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' reading comprehension was 73,77. The improvement score was about 6,87. So, in this control class was no better improvement of students' reading comprehension.

The following picture describes the students' score of reading comprehension improvement:

PICTURE IV. 5
THE DIFFERENCE OF THE STUDENTS' READING
COMPREHENSION SCORES BETWEEN PRE AND POST-
TESTAT CONTROL CLASS



Based on both of pre-test and post-test control class, while the statistic of this data is in the following table:

TABLE IV.8
STATISTICS OF PRE AND POST-TEST
CONTROL CLASS

	Pre-test Control Class	Post- testControlCl ass
N Valid	30	30
Missing	0	0
Mean	66.90	73.77
Std. Error of Mean	1.398	1.446
Median	67.00	73.00
Std. Deviation	7.658	7.921
Range	27	30
Minimum	50	57
Maximum	77	87
Sum	2007	2213

a. Mean and Standard Deviation Pre-test of Control Class

Based on the table above, it can be seen that the mean (My) of Pre-test of control class is 66,90, and Standard Deviation (SD) of Pre-test of control class is 7,658.

b. Mean and Standard Deviation Post-test of Control Classes

Based on the table above, it can be seen that the mean (My) of Post-test is 73.77, and Standard Deviation (SD) of control class is 7,921.

2. The Students' Reading Comprehension Especially in Analytical Exposition Text by using POSSE Strategy

TABLE IV.9

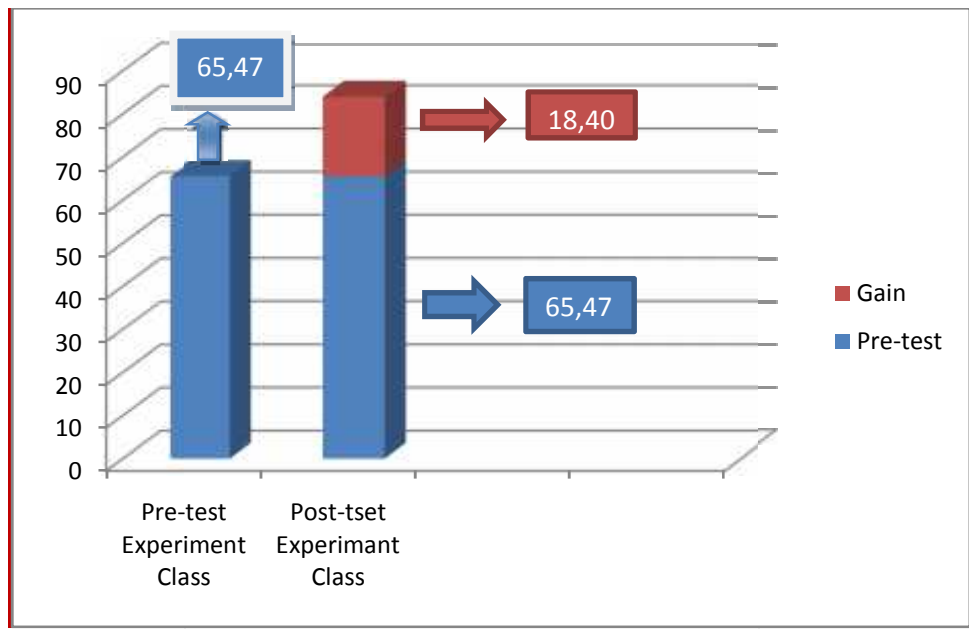
THE STUDENTS' DIFFERENCE SCORES IN READING COMPREHENSION AT EXPERIMENT CLASS

No.	Students	Students' Scores		Different Scores (D)	Percentage (%)
		Post-Test	Pre-Test		
1	Student 1	67	47	20	43%
2	Student 2	73	53	20	38%
3	Student 3	83	67	16	24%
4	Student 4	87	73	14	19%
5	Student 5	90	70	20	29%
6	Student 6	77	57	20	35%
7	Student 7	83	60	23	38%
8	Student 8	87	67	20	30%
9	Student 9	90	77	13	17%
10	Student 10	87	63	24	38%
11	Student 11	63	47	16	34%
12	Student 12	83	67	16	24%
13	Student 13	90	70	20	29%
14	Student 14	83	63	20	32%
15	Student 15	87	63	24	38%
16	Student 16	90	70	20	29%
17	Student 17	80	57	23	40%
18	Student 18	83	60	23	38%
19	Student 19	93	70	23	33%
20	Student 20	90	73	17	23%
21	Student 21	67	47	20	43%
22	Student 22	90	73	17	23%
23	Student 23	87	67	20	30%
24	Student 24	93	73	20	27%
25	Student 25	87	70	17	24%
26	Student 26	83	70	13	19%
27	Student 27	83	73	10	14%
28	Student 28	77	63	14	22%
29	Student 29	90	77	13	17%
30	Student 30	93	77	16	21%
Mean		83.87	65.47	18.40	28.98%

The table above describes about the differences between students' reading comprehension score before and after giving treatment at experiment class. Before giving a treatment, the students' reading comprehension mean score was about 65,47, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' reading comprehension improved. It was 83,87. The improvement of each student was various, there were drastically improved and not even no improvement (0%). But generally, the improvement can be seen at mean score.

The following picture describes the students' score of reading comprehension improvement:

PICTURE IV.6
THE DIFFERENCE OF THE STUDENTS' READING COMPREHENSION SCORES BETWEEN PRE AND POST-TEST AT EXPERIMENT CLASS



Based on both of pre-test and post-test experiment class, while the statistic of this data is in the following table:

TABLE IV.10
STATISTICS OF PRE AND POST-TEST EXPERIMENT CLASS

		Pre Experiment Class	Post Experiment Class
N	Valid	30	30
	Missing	0	0
Mean		65.47	83.87
Std. Error of Mean		1.598	1.442
Median		67.60	85.77
Std. Deviation		8.752	7.899
Range		30	30
Minimum		47	63
Maximum		77	93
Sum		1964	2516

a. Mean and Standard Deviation Pre-test of Experiment Class

Based on the table above, it can be seen that the mean (Mx) of Pre-test of experiment class is 65,47, and Standard Deviation (SD) of Pre-test of experiment class is 8,752.

b. Mean and Standard Deviation Post-test of Experiment Class

Based on the table above, it can be seen that the mean (Mx) of Post-test is 83,87, and Standard Deviation (SD) of experiment class is 7,899.

3. The Significant Effect of Using POSSE Strategy toward the Students' Reading Comprehension Especially in Analytical Exposition Text by Using Independent Sample T-Test.

**TABLE IV.11
GROUP STATISTICS**

	N	Mean	Std. Deviation	Std. Error Mean
Experiment Class	30	83.87	7.899	1.442
Control Class	30	73.77	7.921	1.446

Based on the table above, it can be seen that the total students from each class, the experiment class consisted of 30 students; while for the control class consisted of 30 students. The mean of experiment class is 83,87, and mean of control class is 73,77. Standard deviation from experiment class is 7,899, while standard deviation from control class is 7,921. Standard error mean from experiment class is 1,442, and control class is 1,446.

TABLE IV. 12
INDEPENDENT SAMPLE T-TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means						
				t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Score	Equal variances assumed	.107	.745	4.945	58	.000	10.100	2.042	6.012	14.188
	Equal variances not assumed			4.945	58.000	.000	10.100	2.042	6.012	14.188

Based on the output SPSS above, Independent-Sample T-test shows

Levene's Test to know the same variance.¹

Ho = Variance population identic

Ha = Variance population not identic

Significant Value > 0.05, Ho is accepted.

Significant Value < 0.05, Ho is rejected.

¹Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*, Pustaka Pelajar, Pekanbaru, 2008, p. 159

Based on the output SPSS above, it answered the hypothesis of the research that H_0 is rejected. It means that H_a is accepted because $0,000 < 0,05$. From the analysis above, it means that there is a significant effect of using POSSE strategy toward the students' reading comprehension especially in analytical exposition text at the second year of SMA Handayani Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring on the data analyzes and data presentation explained at the chapter IV, finally the writer concludes that answer the formulation of the problem:

1. Students' reading comprehension especially in analytical exposition text without using POSSE strategy is not drastically improved. It can be seen from the students' score at pre-test to post-test. The mean score of students' reading comprehension at pre-test was 66.90. While at the post-test, the mean score of students' reading comprehension was 73.77. The students' score only improved 6.87 by percentage 10.51 %. It means that students at control class without using POSSE strategy still have low score.
2. Students' reading comprehension especially in analytical exposition text by using POSSE strategy is drastically improved. It can be seen from the students' score at pre-test to post-test. The mean score of students' reading comprehension at pre-test was 65.47. After giving the treatment, the mean score of students' reading comprehension was 83.87. The students' score improved 18.40 by percentage 28.98 %. It means that students at experiment class using POSSE strategy had better score than control class.
3. Form analysis of Independent sample T-Test formula, there is a significant effect of using POSSE strategy toward students' reading comprehension

especially in analytical exposition text at the second year students of SMA Handayani Pekanbaru. The H_0 is rejected and H_a is accepted because $\text{Significant value} < \text{Significant } \alpha (0.05)$. Besides, the mean of students' score at experiment class improved drastically. The mean score of students' reading comprehension at pre-test was 65.47. After giving the treatment, the mean score of students' reading comprehension was 83.87. The students' score improved 18.40 by percentage 28.98%. While, at the control class, the mean score of students' reading comprehension at pre-test was 66.90 and the post-test was 73.77. The students' score only improved 6.87 by percentage 10.51%. It means that the students were taught by using POSSE strategy toward reading comprehension had better score than students were not using it. Using POSSE strategy gives significant effect on students' reading comprehension especially in analytical exposition text.

B. Suggestion

Pertaining on the research finding, the writer would like to give some suggestion to the teacher, students and the school. From the conclusion of the research above, it is known that using POSSE strategy could give the significant effect on students' reading comprehension especially in analytical exposition text.

1. In the teaching and learning process, the teacher should use various strategies that are suitable with the teaching material. In teaching reading, especially in reading comprehension the analytical exposition text, teacher should teach the students about how to use the variables in POSSE

strategy. The teacher should make the students to involve in the learning process. By using POSSE strategy, the students will create their own language based on their perspective of the variables (Predict, Organize, Search, Summarize, and Evaluate) of POSSE strategy. Therefore, the students will be easy in comprehend the analytical exposition text with the strong of their prior knowledge. So, it is better for the teacher to implement the POSSE(Predict, Organize, Search, Summarize, and Evaluate) strategy in his/her classroom.

2. For the students, they have to have hard effort to improve their reading comprehension. The students have to have much practice. In reading, the students should consider about the purposes of reading and should consider the variables of POSSE(Predict, Organize, Search, Summarize, and Evaluate) strategy in their reading comprehension.
3. For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students in fair.

BIBLIOGRAPHY

- Arthur Hughes, *Testing for Language Teachers, Second Edition*, Cambridge University Press, Cambridge, 2003
- Barbara Moss, *Exploring the Literature of Fact: Children's Nonfiction Trade Books in the Elementary Classroom*, The Guilford Press, New York, 2002
- Burn, et. Al, *Teaching Reading in Today's Elementary Schools; 3rdEdn*, Boston: Houghton Mifflin Company, 2000
- C. Ben Freville and Colleen Reardon, *Supporting the Learning of Students with Disabilities: A Guide to the Use of Digitized Primary Sources*, River Forest, Dominican University, 2006
- Colleen Reardon, *Increasing the Accessibility of Primary Sources through Activation of Background Knowledge, Vocabulary Development and Strategic Instruction*<http://tps.nl.edu/TPSjournalreardon11.html> 2009
access at thursday 12:36p.m 19 January 2012
- Desmayerni, *Syllabus of SMA Handayani Pekanbaru 2012-2013*. Unpublished, Pekanbaru, 2010
- Hartono, *Statistik untuk Penelitian*, Pustaka Pelajar, Yogyakarta, 2010
- Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*, Pustaka Pelajar, Pekanbaru, 2008
- Hylan K, *Teaching and Researching Writing*, Pearson Education, Malaysia, 2007
- Janett, K. Klingner, Sharon, Vaughn, Alison , Boardman, *Teaching Reading Comprehension to the Students with Learning Difficulties. [Electronic Book]*, The Guilford Press, New York, 2007
- Jhon.w. Cresswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education, New Jersey, 2008
- Jo Ann Aebersold and Marry Lee Field, *From Reader to Reading Teacher [Electronic Book]*, Cambridge University Press, New York ,1997
- Joseph Boyle and David Scanlon, *Method and Strategies for Teaching Students with Mild Disabilities : A Case Based Approach*, Wadsworth, Belmont, 2010

- Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*. Alexandria, 2003
- L.R Gay, and Peter Airasian, *Educational Research Competencies for Analysis and Application. Six Ed*, Prentice-Hall, New Jersey, 2000
- M. Syafi'I, M. Fauzan., & JonriKasdi, *The effect Paragraph Development; The Process of Writing for Classroom Setting*, LBSI, Pekanbaru, 2007
- Mildred A. Dawson and Henry A, Bamman, *Fundamentals of Basic Reading Instruction [Electronic Book]*, David McKay Company, New York, 1967
- Nation, I.S.P, *Teaching ESL/ EFL Reading and Writing [Electronic Book]*, Rutledge, New York, 2009
- Patel and Praveen, *English Language Teaching (Methods, Tools & Techniques)*, [Electronic Book] Sunrise Publishers & Distributors, Jaipur, 2008
- Raphael, *Question and Relationship*, 19 July 2006, accesses on march 2011, URL for this page: <http://www.readingquest.org/strat/qar.html>.
- Rhea Paul, *Language Disorders From Infancy Through Adolescence : Assessment and Intervention, Third Edition*, Mosby Elsevier, Philadelphia, 2007
- Siquente, Pagina, *Reading Comprehension in Teaching English as a Foreign Language*, <http://www.accessmylibrary.com/article-1G1-91707955/sentence-sentence-self-monitoring.html>. 2002
- Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Bumi Aksara, Jakarta, 2010
- Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, PT. Asdi Mahasatya, Jakarta, 2006
- William Grabe, *Reading in Second Language; Moving from Theory to Practice [Electronic Book]*, Cambridge University Press, USA, 2009