

**THE EFFECTIVENESS OF POSSE STRATEGY
IN READING COMPREHENSION
(Quasi - Experimental Research to the Eighth Grade Students of MTs. Miftahul
Ulum Balong Ponorogo in Academic Year 2016/2017)**

THESIS



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THE STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) PONOROGO**

2017

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THESIS

**Presented to
The State Institute of Islamic Studies (IAIN) Ponorogo
in partial fulfillment of the requirement
for the degree of *Sarjana* in English Education**



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MOTTO

“Read, you will get everything on your hands”



DEDICATION

I dedicate this thesis to:

1. My Super Mother (Mrs. Suyatun), thank you for your love, support, and never ending prayers during my study and my life to face the future.
2. My Hero, Old Brother (Agung Cokro Widodo), thank you so much have helped me to make my dream comes true, continue my study to the University level.
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I will always appreciate all they have done.

ABSTRACT

SETYOWATI, WAHYU. 2017. *The Effectiveness of POSSE Strategy in Reading Comprehension (Quasi-experimental research to the eighth grade students of MTs. Miftahul Ulum Balong Ponorogo in Academic Year 2016/2017)*. Thesis, English Education Department, Tarbiyah and Teachers Training Faculty. The State Institute of Islamic Studies Ponorogo, Advisor Nurul Khasanah, M.Pd

Key Words: POSSE Strategy, Reading Comprehension.

Reading is the process of transferring the meaning. Reading will be effective when the readers combine their background knowledge with the information from the text. The teachers should apply appropriate strategy so that the purpose of reading is reached. One of those strategies is POSSE strategy. It is employed the POSSE strategy sheet. The strategy sheet is used to cover the five aspects (Predict, Organize, Search, Summarize, and Evaluate). Students add information to it in the form of a semantic map before, during and after the reading.

The objective of this research is to find out whether the students taught by POSSE strategy have better reading comprehension than taught by Lecturing strategy to the eighth grade students of MTs. Miftahul Ulum in Academic Year 2016/2017.

This research applied quantitative approach and use the quasi-experimental design. It is use two classes which are taught two different strategies. The experimental class was taught by POSSE strategy and control class was taught by Lecturing strategy. The population was the eighth grade students of MTs Miftahul Ulum which consist of 78 students. The sample is 52 students (26 experimental classes, 26 control class). The data collection was gathered through test. Moreover, this research was conducted by following procedure: giving pre-test, applying the treatment, and giving the post-test. After getting the score from the test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS.

The result showed that the experimental class has higher mean score in the post-test than control class. The mean score of post-test in experimental class was 78.08, while the control class was 69.23. Besides, the result of T-test calculation showed that the value of t_{test} is higher than the value of t_{table} . The value of t_{test} was 5.75 while the value of t_{table} with $db=50$ was 2.01. Based on those result, it can be concluded that H_a is accepted and H_o is rejected.

Based on those explanation above, it can be said that there is significant difference on students' reading comprehension taught by POSSE strategy. In other word, POSSE strategy is effective in reading comprehension to the eighth grade of MTs. Miftahul Ulum Balong Ponorogo in Academic Year 2016/2017.

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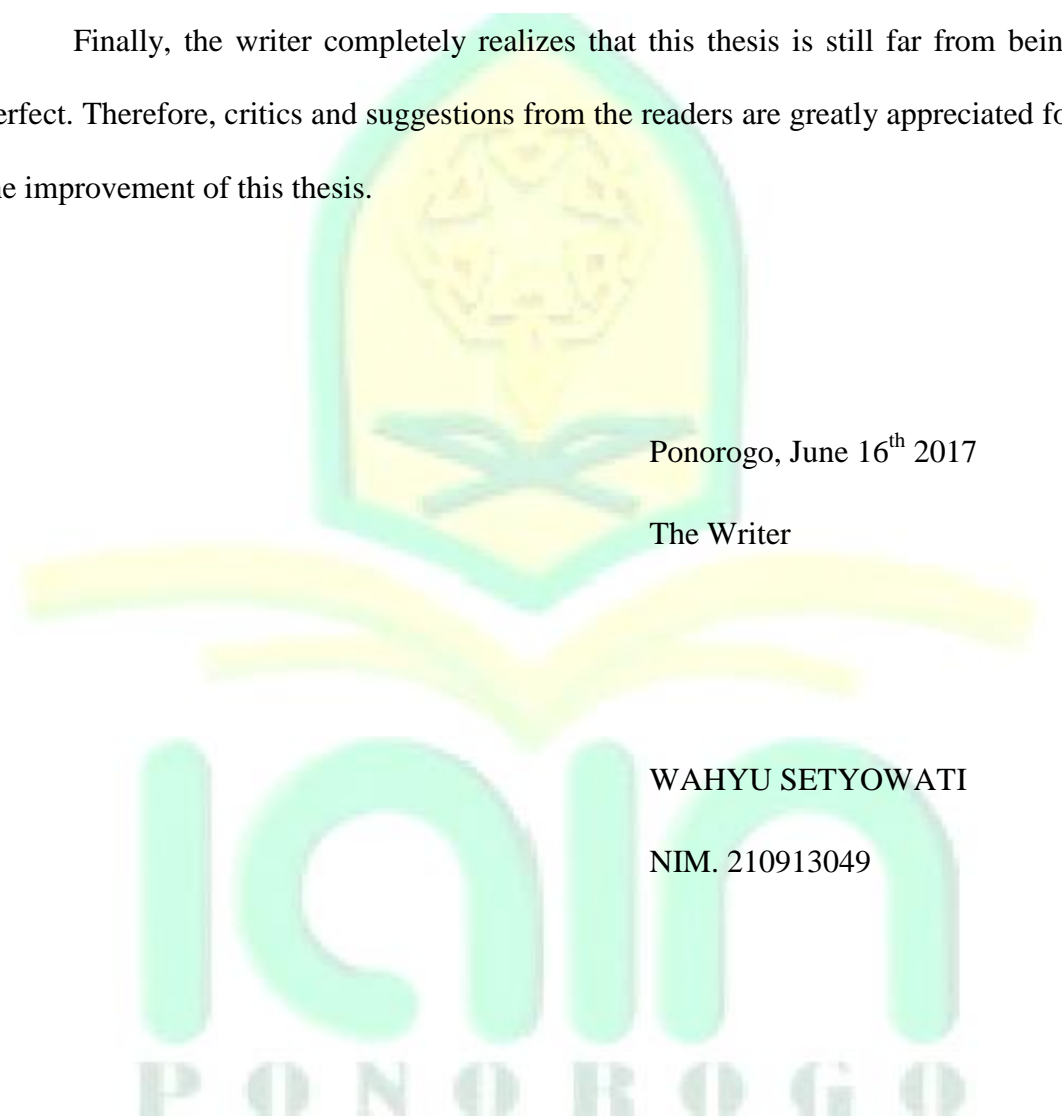
In the name of Allah, the Most Gracious, the Most Merciful. Alhamdulillah, all praise to Allah for providing me this opportunity and granting me the capability to proceed successfully. Only due to His blessing I could finish my thesis. Peace be upon Muhammad SAW, the Prophet, his family and disciplines. May Allah bless them and give them peace.

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Finally, the writer completely realizes that this thesis is still far from being perfect. Therefore, critics and suggestions from the readers are greatly appreciated for the improvement of this thesis.



Ponorogo, June 16th 2017

The Writer

WAHYU SETYOWATI

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TABLE OF CONTENT

COVER	i
APPROVAL SHEET	ii
RATIFICATION	iii
MOTTO	iv
DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST O APPENDICES	xv
CHAPTER I: INTRODUCTION	1
A. Background of the Study	1
B. Limitation of the Study	5
C. Statement of the Problem	5
D. Objective of the Study	5
E. Significances of the Study	6
F. Organization of the Thesis	7

CHAPTER II: REVIEW OF RELATED LITERATURE	8
A. Theoretical Background	8
1. Reading	8
a. Definition of Reading.....	8
b. The Types of Reading.....	9
c. The Principles of Reading.....	11
d. Reading Comprehension.....	13
e. Skills in Reading Comprehension.....	15
f. Factors in Reading Comprehension	17
g. Strategies in Reading Comprehension	18
2. POSSE Strategy	19
a. Definition of POSSE Strategy.....	19
b. Benefit of POSSE Strategy	19
c. Procedures of Using POSSE Strategy.....	22
B. Previous Research	24
C. Theoretical Framework	27
D. Hypothesis	28
CHAPTER III: RESEARCH METHOD.....	29
A. Research Design	29
B. Population and Sample	33
1. Population of the Research.....	33

2. Sample of Research.....	33
C. Instrument of Data Collection	36
D. Technique of Data Collection	37
1. Test.....	37
a. Validity.....	38
b. Reliability.....	39
2. Documentation	41
E. Technique of Data Analysis.....	41
1. Assumption Test	42
a. Normality Test	42
b. Homogeneity Test.....	43
2. Testing Hypothesis.....	44
CHAPTER IV: FINDINGS AND DISCUSSION.....	46
A. General Findings	46
1. The History of MTs. Miftahul Ulum	46
2. The Profile of MTs. Miftahul Ulum.....	47
a. General Location.....	47
b. Vision, Mission, and Goal.....	48
c. The Organization Structure.....	49
3. Teachers and Students of MTs. Miftahul Ulum.....	49
4. The Infrastructure of MTs. Miftahul Ulum.....	51

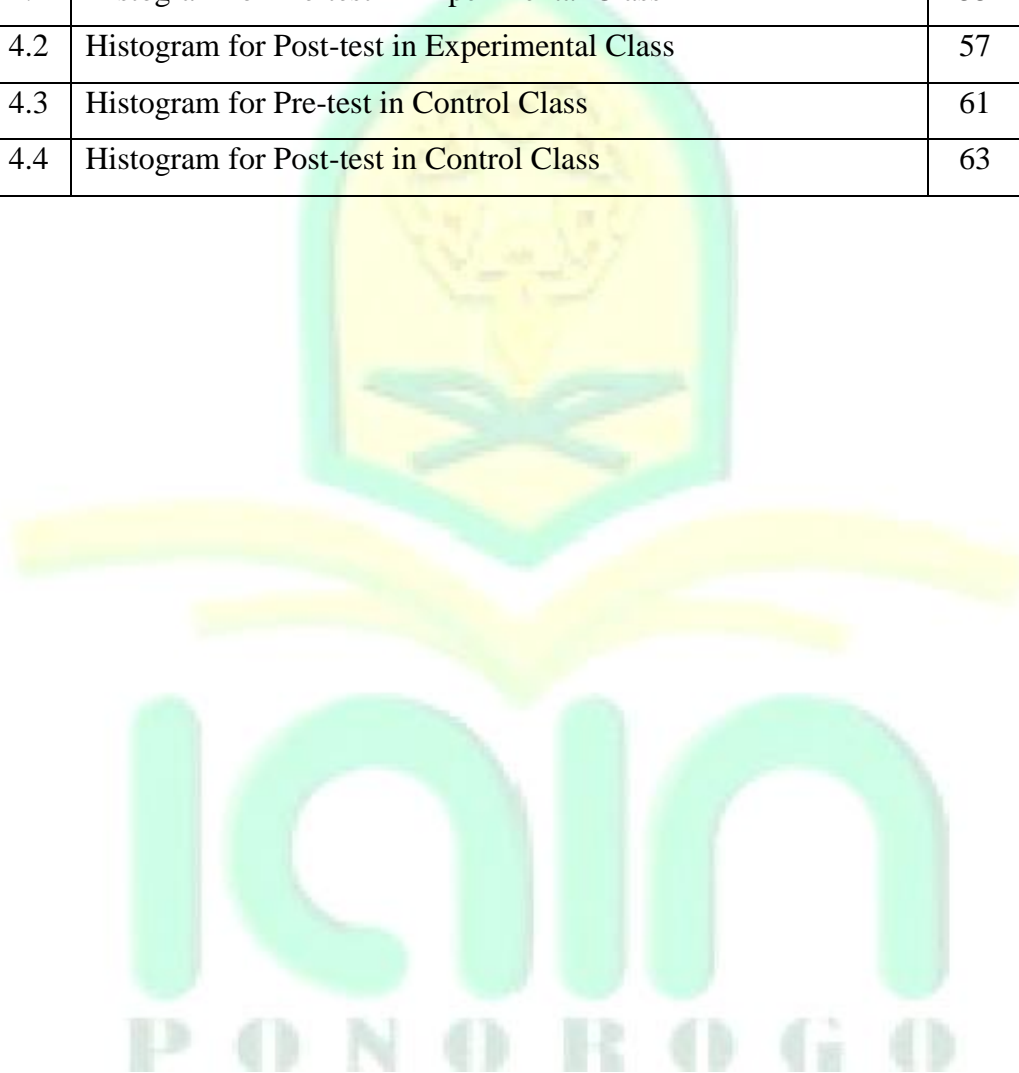
B. Specific Findings	52
1. The Students' Score of Experimental Class.....	52
2. The Students' Score of Control Class	58
3. Assumption Test	64
a. Normality Test	64
b. Homogeneity Test.....	67
4. Testing Hypothesis.....	68
C. Discussion	70
CHAPTER IV: CLOSING	73
A. Closing	73
B. Recommendation	74
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

No	Table	Page
3.1	The Indicator Instruments of Data Collection	36
3.2	Reliability of Pre-test	40
3.3	Reliability of Post-test	41
4.1	The Students' Reading Comprehension Score of Experimental Class	52
4.2	Frequency Distribution of Pre-test in Experimental Class	53
4.3	The Categorization of Students' Pre-test in Experimental Class	56
4.4	Frequency Distribution of Post-test in Experimental Class	56
4.5	The Categorization of Students' Post-test in Experimental Class	58
4.6	The Students' Reading Comprehension Score of Control Class	58
4.7	Frequency Distribution of Pre-test in Control Class	60
4.8	The Categorization of Students' Pre-test in Control Class	62
4.9	Frequency Distribution of Post-test in Control Class	62
4.10	The Categorization of Students' Post-test in Control Class	64
4.11	Experimental Class Normality Testing	65
4.12	Control Class Normality Testing	66
4.13	The Homogeneity of Variance	67
4.14	The Mean Score of Experimental and Control Class	68
4.15	The Calculation of T-test	69

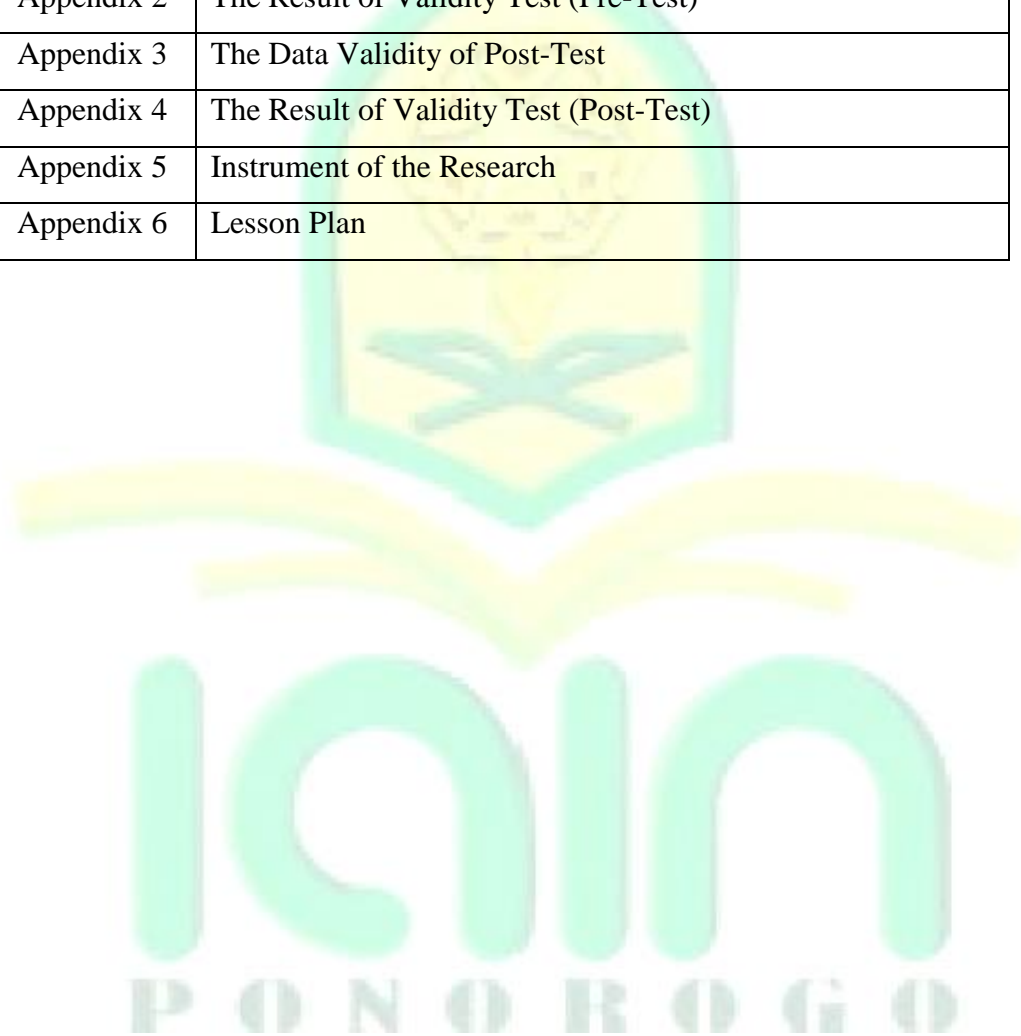
LIST OF FIGURES

No	Table	Page
4.1	Histogram for Pre-test in Experimental Class	55
4.2	Histogram for Post-test in Experimental Class	57
4.3	Histogram for Pre-test in Control Class	61
4.4	Histogram for Post-test in Control Class	63



APPENDICES

No	Appendix
Appendix 1	The Data Validity of Pre-Test
Appendix 2	The Result of Validity Test (Pre-Test)
Appendix 3	The Data Validity of Post-Test
Appendix 4	The Result of Validity Test (Post-Test)
Appendix 5	Instrument of the Research
Appendix 6	Lesson Plan



CHAPTER I

INTRODUCTION

A. Background of Study

Reading is the best way to learn a language. It has very important place for learning English as a foreign language. Reading can be a stepping stone for students in order to succeed in their study. Without the ability to read effectively, students will lose lots of opportunities in their education and real life situation in the future.

Reading is an activity to get the information. By reading, the information is on hand. It is seen quite simple but it involves some important thing. In order to get the point and understanding what has been read, the readers have to pay attention to the text while doing reading activity. Reading comes easily to some children, but most struggle with some part of the complex process that begins with phonemes and continues to comprehension of complex text.¹ Without the ability to connect each new word, sentence, or page with those that came before, children cannot build a comprehensive understanding of the words they read. Reading difficulties can interfere at each step of the comprehension process.

¹ Judy Willis, *Teaching the Brain to Read : strategies for improving fluency, vocabulary, and comprehension*, (USA: Association for Supervision and Curriculum Development (ASCD), 2008), 1.

Based on Jacobs, Schall, & Scheibel, reading is not a natural part of human development. Unlike spoken language, reading does not follow from observation and imitation of other people. Specific regions of the brain are devoted to processing oral communication, but there are no specific regions of the brain dedicated to reading. The complexity of reading requires multiple areas of the brain to operate together through networks of neurons. This means there are many potential brain dysfunctions that can interfere with reading.²

To be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge.³ In this activity, the readers make an effort to understand the information within reading text by utilizing some reading strategies. Moreover, in this context, the readers are required to actively interact with the reading materials. Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purposes for their reading.⁴

² Judy Willis, *Teaching the Brain to Read : strategies for improving fluency, vocabulary, and comprehension*, 2.

³ *Ibid.*, 127-128.

⁴ *Ibid.*, 128.

A conventional type of reading activity or test consists of a text followed by comprehension questions.⁵ Comprehending occurs when the reader extract and integrates various information from the text and combines it with what is already known. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁶ In order to be successful in teaching reading, it is needed to consider some factors which are possible to affect the learning process. One of them is teaching strategy.

Variation of teaching strategy is very useful in teaching learning activity in order to help students enjoyable and interesting to learn reading. The use of strategy can make the students easier to understand the reading material and then change the students' assumption that reading activity is bored lesson. But, based on the researcher observation, there is no variation strategy of teaching and learning especially teaching reading comprehension in MTs. Miftahul Ulum Balong Ponorogo. The teacher only uses Lecturing strategy to teach their children. As educator, the teacher should have variation of strategies in teaching reading comprehension in order to make the students can understand the content of text and increase the students' interest. It is important to the teacher to choose appropriate strategy so that the students can comprehend and get the point from the text. One of those strategies is **POSSE (Predict, Organize, Search, Summarize, and Evaluate)**

⁵ Penny Ur, *A Course in Language Teaching*, (UK: Cambridge University Press 1999), 59.

⁶ H. Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy*, (San Francisco: Addison Wesley Longman, Inc, 2001), 306.

POSSE strategy is developed by Englert and Mariage in 1991. It is used to teach students a sequence of steps that can be used to maximize their acquisition and retention of curricular material.⁷ It means the students are able to comprehend the text and can understand about the content of the text. In addition, this strategy enables the students to make sense and develops their prior knowledge.

Moreover, POSSE is a framework to guide teachers and students through pre-reading, reading, and post-reading activities designed to facilitate comprehension, particularly for children with reading problems.⁸ Furthermore, Englert and Mariage explain that POSSE strategy is one of the reading strategies that can solve the problems in reading comprehension. This strategy incorporates reading and learning practices that effective readers and learners use automatically. Students discuss their reading and use the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend the text.⁹

Based on the statement above, the researcher is interested in conducting the research under the title “*The Effectiveness of POSSE Strategy in Reading Comprehension*” (Quasi-experimental research to the eighth

⁷ Rhea Paul, *Language Disorders from Infancy Through Adolescence; listening, speaking, reading, writing, and communicating*, fourth edition, (USA: Mosby, an imprint of Elsevier Inc. 2012), 625.

⁸ Barbara J. Guzzetti, *Literacy in America : an encyclopedia of history*, (USA: Library of Congress Cataloging-in-Publication Data, 2002), 470.

⁹ C. Englert & T. Mariage, *Making students partners in the comprehension process: Organizing the reading “POSSE.”* (Learning Disability Quarterly, 1991), 14, 123-138.

grade students of MTs. Miftahul Ulum Balong Ponorogo in Academic Year 2016/2017)

B. Limitation of the Study

Based on the identification of the problem, the research is limited on the effectiveness of using POSSE strategy in reading comprehension of narrative text.

C. Statement of the Problem

Do the students taught by POSSE strategy have better reading comprehension than taught by Lecturing strategy for the eighth grade of MTs. Miftahul Ulum Balong Ponorogo in academic year 2016/2017?

D. Objective of the Study

To know whether students taught by POSSE strategy have better reading comprehension than taught by Lecturing strategy for the eighth grade of MTs. Miftahul Ulum Balong Ponorogo in academic year 2016/2017?

E. Significances of the Study

The result of this research is expected to give useful information and contribute for educational environment.

1. Theoretical

The result of the result is expected can enrich the references and give contribution of knowledge to know the effective strategy in teaching learning process.

2. Practical

a. Teacher

This research is expected provide a solution of handling the problems faced by the English teachers especially the English teacher of MTs. Miftahul Ulum Balong Ponorogo related reading comprehension in order to build effective teaching.

b. Students

This research is hopefully can help students of MTs. Miftahul Ulum Balong Ponorogo to comprehend the text easily.

c. Researcher

This research will increase the researcher's experience. Hopefully it will be applied in real life.

d. Other Researcher

This research is expected can add references for other researcher in conducting research related the reading comprehension strategy.

F. Organization of the Thesis

In this research, the researcher uses the organization of the study that consists of five chapters as follow:

1. The first chapter is introduction consists of background of the study, limitation of the study, statement of the problem, objective of the study, and significances of the study.
2. The second chapter is review of related literature consists of theoretical background, previous study, theoretical framework, and hypothesis.
3. The third chapter is research method consist of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.
4. The fourth chapter is finding and discussion. It includes: data analysis, discussion, and interpretation.
5. The fifth chapter is conclusion and recommendation as the end discussion content series of thesis

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Reading

a. Definition of Reading

Reading is very crucial. Our knowledge will increase by reading activities. There are many definition of reading based on the expert. Reading is the practice of using text to create meaning.¹⁰ Judi Moreillon defines reading as an active process that requires a great deal of practice and skill.¹¹ Based on H. Douglas Brown, reading is the process of negotiation of meaning.¹²

Meanwhile, J. Charles Alderson defines reading is the interaction between a reader and the text. During that process, presumably many things are happening, not only is the reader looking at the print, deciphering in some sense the marks on the page, deciding what they mean and how they relate to each other. The reader is

¹⁰ Andrew P. Johnson, *Teaching reading and writing: a guidebook for tutoring and remediating students*, (USA: Rowman & Littlefield Education, 2008), 3.

¹¹ Judi Moreillon, *Collaborative strategies for teaching reading comprehension: maximizing your impact* (USA: American Library Association, 2007), 10.

¹² H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, Inc, 2004), 189.

presumably also thinking about what he is reading: what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in the text.¹³

Moreover, Urquhart and Weir in Grabe define that reading is the process of receiving and interpreting information encoded in language via medium or print.¹⁴ Based on those explanations, it can be concluded that reading is the process in understanding the meaning of the text, which is done by the readers to the get information.

b. Types of Reading

According to H. Douglas Brown there are 4 types of reading. They are perceptive, selective, interactive, and extensive.¹⁵ The explanation about it is as follows:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b. Selective

¹³ J. Charles Alderson, *Assessing Reading*, (UK: Cambridge University Press, 2000), 3.

¹⁴ William Grabe, *Reading in a Second Language: moving from theory to practice*, (USA: Cambridge University Press, 2009), 14.

¹⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 189.

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as-well. A combination of bottom-up and top-down processing may be used.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down

processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

d. Extensive

Extensive means applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books that are usually read outside a classroom hour. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

c. The Principles of Reading

According to Jeremy Harmer, there are some reading principles. They explained as follows:¹⁶

- 1) Encourage students to read as often and as much as possible. The more students read, the better. Everything we do should encourage them to read extensively as well as - if not more than - intensively. It is a good idea to discuss this principle with students.
- 2) Students need to be engaged with what they are reading. Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading - that is, we should try to help

¹⁶ Jeremy Harmer, *how to teach english*, (UK: Pearson education limited, 2007), 101-102.

them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are *engaged* with the topic of a reading text and the activities they are asked to do while dealing with it.

- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic
- 4) Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues – the book cover, the headline, the web-page banner - our brain starts predicting what we are going to read. Expectations are set up and

the active process of reading is ready to begin. In class, teachers should give students 'hints' so that they also have a chance to predict what is coming

- 5) Match the task to the topic when using intensive reading texts. Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks- the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.
- 6) Good teachers exploit reading texts to the full. Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life.

d. Reading Comprehension

Most of the students want to be master in reading. Janette K. Klinger, Sharon Vaughn, and Alison Boardman said that reading comprehension involves much more than readers' responses to text.

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁷ Additionally, there are three components in reading comprehension: recognition of the black marks, the correlation of the formal linguistic elements, and the further correlation the result with meaning.¹⁸

To be master in reading the students have to comprehend the text which is read. Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁹ Comprehension entails three elements:

- 1) The reader who is doing the comprehending
- 2) The text that is to be comprehended
- 3) The activity in which comprehension is a part.²⁰

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading.

Text is broadly construed to include any printed text or electronic text.

¹⁷ Janette K. Klingler, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 8.

¹⁸ Geoffrey Broughton, et.al. *Teaching English as a Foreign Language* (USA: Routledge, 2003), 89-90.

¹⁹ Catherine E. Snow, *Reading for understanding: toward a research and development program in reading comprehension*, (RAND, 2002), 11.

²⁰ *Ibid.*

In considering activity, we include the purposes, processes, and consequences associated with the act of reading.²¹ In line, Jane Oakhill, Kate Cain, and Carsten Elbro defines reading comprehension is as a complex task, which requires the orchestration of many different cognitive skills and abilities.²² Based on the definition above it can be summarized that reading comprehension is complex activity to understand the message of the text.

e. Skills in Reading Comprehension

Reading comprehension involves some skills that can indicate the students' competence in having good reading skill. Brown states that there are 7 micro skills and 7 macro skills in reading comprehension:²³

1) Micro skills

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.

²¹ Catherine E. Snow, *Reading for understanding: toward a research and development program in reading comprehension*, 11.

²² Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and teaching reading comprehension*, (New York: Routledge, 2015), 1.

²³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 187-188.

- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), systems e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.

- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

f. Factors in Reading Comprehension

There are some factors affecting reading comprehension. Based on Catherine E. Snow proposed three elements in reading comprehension; they are the reader, the text, and the activity.²⁴

- 1) The Reader. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).
- 2) The Text. The features of text have a large effect on comprehension. Comprehension does not occur by simply

²⁴ Catherine E. Snow, *Reading for understanding: toward a research and development program in reading comprehension*, 11.

extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

- 3) The Activity. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity

g. Strategies in Reading Comprehension

The use of comprehension strategies in reading is very important. Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems which they encounter in texts. It will influence the students reading comprehension. There are seven strategies proposed by Zimmermann and Hutchins cited in Moreillon in 2007. Some of them are: Activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing²⁵.

²⁵ Judi Moreillon, *Collaborative strategies for teaching reading comprehension: maximizing your impact*, 11.

2. POSSE Strategy

a. Definition of POSSE Strategy

POSSE is a framework to guide teachers and students through prereading, reading, and postreading activities designed to facilitate comprehension, particularly for children with reading problems. POSSE stands for Predict (predict what the story will be about), Organize (organize your knowledge into categories and details), Search (read to identify the main ideas and details or story parts) Summarize (name the main idea), and Evaluate (ask a question, compare, clarify, and predict).²⁶

Based on Englert & Mariage, POSSE strategy is designed to activate students' prior knowledge about a topic and to link it with new information contained in the text.²⁷

b. The Benefit of POSSE Strategy

This strategy employed the POSSE strategy sheet. A strategy sheet is used to cover the five aspects (Predict, Organize, Search, Summarize, Evaluate), and students add information to it in the form of a semantic map before, during and after the reading. The form of POSSE strategy can be seen below:

²⁶ Barbara J. Guzzetti, *Literacy in America : an encyclopedia of history*, 470.

²⁷ Peter Westwood, *What teachers need to know about reading and writing difficulties* (Australia: ACER Press, 2008), 45.

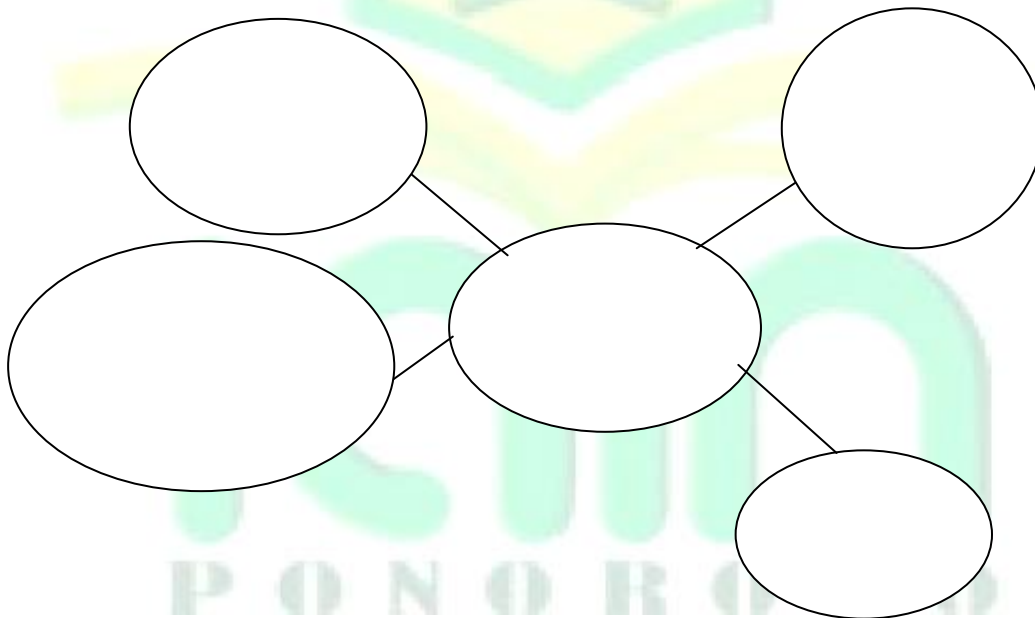
POSSE STRATEGY SHEET²⁸

- 1) **Predict:** what will you be finding out about? Use the heading and pictures as well as what you know already know to help you predict.

Predict :

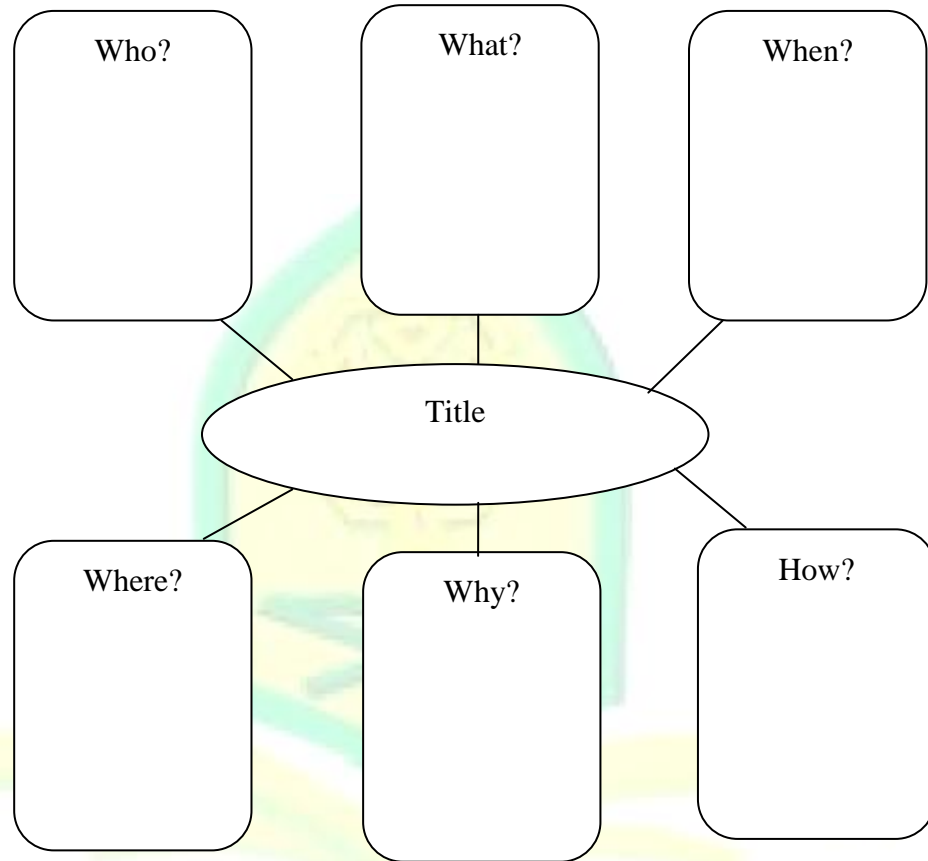


- 2) **Organize:** your thought (use your ideas above and the organize them into this concept map)



²⁸ https://www.nbss.ie/sites/default/files/publications/posse_strategy_.pdf . Accessed on, 5th March 2017 at 10 am.

3) Read the text carefully and **Search** the information below!



4) **Summarize** the main ideas in a sentence. Then ask and answer 'teacher like' questions

Some of questions and answers related to the main idea

- 5) **Evaluate:** compare maps – clarify any new words – predict what you will read about next.

New words or phrases and their meanings

Predictions for the next section:

According to Peter Westwood POSSE relies heavily on teacher modeling and thinking aloud, and even more on instructional dialogue between teacher and students and within the group of the students. POSSE provides a visual guide that provides direction and structure, linking what the students already know with new information that is acquired while reading.²⁹ In this case, the writer concludes that the advantages of POSSE strategy are effective in students' comprehension in reading a text. This strategy also help the students become active in participating in the class to get the ideas in support their opinion and opposing point of view about an issue or a question.

c. Procedures of Using POSSE Strategy

Students are taught to go through each of the following steps in the POSSE strategy, it listed below:

²⁹ Peter Westwood, *What teachers need to know about reading and writing difficulties*, 45.

1) **Predict**

Scan the text for headings, boldface print, pictures, and any other information they can use to invoke a preparatory set, activate background information, and generate pre-reading questions.

2) **Organize**

Brainstorm their pre-reading questions into a set of categories of information that the passage will contain. They might schematize this, using a semantic map or visual organizer.

3) **Search**

Read the passage with their questions and organizer in mind. They look for the information they highlighted in their pre-reading questions.

4) **Summarize**

Give an oral summary of the passage, stating the main idea, supporting ideas, and most salient details. Then ask additional questions.

5) **Evaluate**

Identify gaps in understanding. Compare what was learned with what was predicted, clarify misunderstandings they encountered, and predict the topic of the next section of the passage.³⁰

³⁰ Rhea Paul, *Language Disorders from Infancy Through Adolescence; listening, speaking, reading, writing, and communicating*, 625-627.

B. Previous Studies

This research discusses about the use of POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy in reading comprehension. The researcher looks at the previous research findings to start this study.

The first is thesis by Rina Sundari, one of researcher from State Islamic University of Sultan Syarif Kasim Riau entitle “The Effect of Using POSSE Strategy toward Reading Comprehension at the Second Year Students of SMA Handayani Pekanbaru”. The statement of problem are: (1) How is students’ ability in reading comprehension especially in analytical exposition text without using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy? (2) How is students’ ability in reading comprehension especially in analytical exposition text by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy? (3) Is there any significant effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy toward students’ reading comprehension especially in analytical exposition text?

The results of her research are: (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 posttest, the mean score of students’ reading

comprehension was 73.77. The students' score only improved 6.87 by percentage 10.51 %. (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 %. (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 Significant value < Significant α (0.05). Besides, the mean of students' score at experimental 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 pretest was 66.90 and the post-test was 73.77. The students' score only improved 6.87 by percentage 10.51%.

The similarities of this research with her research are: the use of POSSE strategy as the research object and Quasi-experimental as the design

of the research. The differences are: this research use second year students of Junior High School which consist of 26 students of experimental class and 26 students of control class as the sample and the narrative text as the teaching material of research. Her research took second year students of Senior High School which consist of 30 students of experimental class and 30 students of control class as the sample and the use of analytical exposition as the teaching material of material of research.

The second is thesis by Nindya Aprilia, one of researcher from State University of Yogyakarta entitle “Improving Reading Comprehension of the Eighth Grade Students at SMPN 6 Yogyakarta through POSSE Strategy in the Academic Year of 2014/2015”. The statement of problem is “How could the POSSE strategy be implemented to improve the reading comprehension of the Grade VIII A students of SMP N 6 Yogyakarta?”

The results of her research are: The implementation of the POSSE strategy improved students’ participation and students’ interaction. Then, the use of POSSE strategy sheet, LCD, the, and the accompanying actions such as word search puzzle, true false game, and crossword puzzle engaged students’ enthusiasm and could facilitate students to enrich vocabulary. In brief, the implementation of the POSSE strategy improved as displayed in the increase of the gain score gained by deducting the mean score of the pre-test from the mean score of the post-test.

The similarities of this research with her research are: the use of POSSE strategy as the research object and narrative text as the teaching material of research. The differences are: this research use Quasi-experimental as the research design and second year students of Junior High School which consist of 26 students of experimental class and 26 students of control class as the sample of research. Her research took Classroom Action Research (CAR) as the design and the subjects of the research were the eighth grade students at SMP 6 Yogyakarta.

C. Theoretical Framework

POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy assumed as an effective strategy in teaching reading comprehension. It is design to get students' easily in reading comprehension to the eighth students of Junior High School. This strategy can effectively increase the students' comprehension because this strategy helps students active their prior knowledge while reading the text. This strategy teaches them to use prediction as a comprehension aid when they are reading the text.

Moreover, POSSE strategy guides students to arrange their ideas in the semantic map that is useful to help students get the key ideas easily from the text. POSSE strategy has been shown to improve readers understanding, and

their ability to recall information. In other words, the readers are more likely to learn, and to learn more of the material they are reading.

D. Hypothesis

A hypothesis is a tentative statement about the relationship between two or more variables. The hypothesis presents the researcher's expectations about the relationship between variables within the question. Hence, it is put forth as a suggested answer to the question, with the understanding that the ensuing investigation may lead to either support for the hypothesis or lack of support for it.³¹ This research is design to find out whether the use of POSSE strategy is effective in reading comprehension or not. In order to get this answer of that hypothesis the researcher proposed Alternative Hypothesis (Ha) and Null Hypothesis (Ho) which is described below:

Ha : there is significant effect of POSSE strategy in reading comprehension.

Ho : there is no significant effect of POSSE strategy in reading comprehension.

³¹ Donald Ary, et.al. Introduction to Research in Education, 8th. (Canada: Wardsworth Cengage Learning, 2010), 81.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher uses Quantitative approach. Quantitative stressed the analysis of the numerical data that is processed by statistical method. For the research design, the researcher takes the experimental research.

The basic intent of an experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome.³² Later, this research specifically was designed as quasi-experimental research. In quasi-experimental, the investigator uses control and experimental groups but does not randomly assign participants to groups.³³ There are three types of quasi-experimental design: Nonequivalent (Pre-Test and Post-Test) Control-Group Design, Single-Group Interrupted Time-Series Design, and Control-Group Interrupted Time-Series Design.³⁴ In this research, the researcher used Nonequivalent (Pre-Test and Post-Test) Control-Group Design for the design. This design

³² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE Publications Inc, 2009), 145-146.

³³ *Ibid.*, 158-159.

³⁴ *Ibid.*, 160-161.

included a pre-test measures followed by a treatment (for experimental class) and a post-test for two groups (control and experimental).

In this design, the experimental (group A) and the control (group B) were selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group received the treatment. The design of the experimental could be described as follows:³⁵

Group A 01-----X-----02

Group B 03-----04

Notes:

Group A : Experimental Class, the class who is taught using POSSE strategy

Group B : Control Class, the class who is taught using Lecturing strategy

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

X : Treatment

O2 : Post-test for the experimental class

O4 : Post-test for the control class

In this research, the researcher applied pre-test and post-test. In experimental class, pre-test was applied to know the students' reading

³⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 160-161.

comprehension before implementing POSSE strategy and post-test was applied to know the students' reading comprehension after the implementation of POSSE strategy. Moreover, the steps in the implementation of POSSE strategy as follow:

1. The teacher gives leading question
2. The teacher gives explanation about learning material and the use of POSSE strategy
3. The students are given POSSE strategy sheet
4. The teacher tells to the students that the title of text and shows the picture series, then asks the students about their ideas related to the pictures
5. In pairs, students write down their prediction in POSSE strategy sheet.
6. The students are asked to organize their prediction in the concept map based on the categories in the story
7. The students is given a text
8. The students read the text to confirm their prediction and to find the main ideas
9. Students are asked to write down the main ideas in several sentence and questions related main ideas of the text

10. The teacher asks the students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase; predict what the next section will be about

11. The teacher and students conclude the materials

On the other hand, in control class pre-test and post-test are used to measure the students' reading comprehension which didn't teach by using POSSE strategy (using Lecturing strategy). The steps in implementation of lecturing strategy as follow:

1. The teacher explain about the learning material text
2. The teacher gives the text to the students
3. The teacher read loudly the text and asks some students to repeat what the teacher's read
4. The teacher gives time to the students to ask about the difficult words of the text
5. The teacher answer the students' question
6. The students are asked to do the task related to the text
7. The teacher gives confirmation of students' answer
8. The teacher asks the students' difficulties in the teaching and learning process then concludes the materials.

B. Population and Sample

1. The Population of the Research

A population is defined as all members of any well-defined class of people, events, or objects.³⁶ John W. Creswell stated that population is a group of individuals who have the same characteristic.³⁷ According to Mohammad Adnan Latief, Population is defined as all members of a real set of people, events, or subject that the result can be generalized.³⁸ From the statements above, it can be said that population is the whole subject of the research who have same characteristic. The population of this research was the eighth grade students of MTs Miftahul Ulum Balong Ponorogo in Academic Year 2016/2017. The eighth students of MTs. Miftahul Ulum divided into three classes: VIII A, VIII B, and VIII C. The total of population is 78 students and the number of students in each class is 26 students.

2. The sample of the research

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.³⁹ Moreover,

³⁶ Donald Ary, et.al. Introduction to Research in Education, 148.

³⁷ John W. Creswell, *Educational Research : planning, conducting, and evaluating quantitative and qualitative research* (USA: Pearson Education, Inc, 2012), 142.

³⁸ Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2014), 111.

³⁹ John W. Creswell, *Educational Research : planning, conducting, and evaluating quantitative and qualitative research*,142.

sample is a portion of a population.⁴⁰ Sample is also defined as a set of elements selected in some way from a population.⁴¹ Sample is used as means to find the information about the population. The result of sample should represent and reflect the characteristics of population. The technique in deciding the sample was simple random sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample. Furthermore, the simple random sample is both the easiest random sample to understand and the one on which other types are modeled. In simple random sampling, a researcher develops an accurate sampling frame, selects elements from the sampling frame according to a mathematically random procedure, then locates the exact element that was selected for inclusion in the sample. After numbering all elements in a sampling frame, a researcher used list of random numbers to decide which elements to select. He or she needs as many random numbers as there are elements to be sampled.⁴² Under this sampling design, every item of the universe has an equal chance of inclusion in the sample. It is easy to say, a lottery method in which individual units are picked up from the whole

⁴⁰ Donald Ary, et.al. Introduction to Research in Education, 148.

⁴¹ Roger Sapsford and Victor Jupp, *Data Collection and Analysis* (London: SAGE Publications Ltd, 2006), 26.

⁴² W. Lawrence Neuman, *Basics of Social Research, Qualitative and Quantitative Approaches* (Pearson Education, Inc, 2007), 148.

group not deliberately but by some mechanical process.⁴³ Based on explanation above, the steps of simple random sampling were as follow:

1. Making the list of all classes
2. Writing each class name on a small paper
3. Enrolling the paper
4. Putting rolling the rolled paper into a box
5. Shaking the box for several time
6. taking two rolled paper

From those steps, the researcher took two classes. Those classes are 8B and 8C where each class consists of 26 students. To decide which class would be taught by POSSE strategy (experimental class) and which class would be taught by Lecturing strategy (control class), the researcher used lottery. The steps as follow:

1. Holding the two rolled paper in and
2. Shaking the hand
3. Deciding the first paper taken would be the class taught by using POSSE strategy (experimental class)
4. Taking one rolled paper. From those steps, the first class was taught by using POSSE strategy while the second class was taught by using lecturing strategy. Based on the steps above the 8C class

⁴³ C.R. Kothari, Research Methodology: Method and Techniques (New Delhi: New Age International (P) Ltd), 60.

decided as the experimental class which consist of 14 male students and 12 female student, while 8B as the control class, which consist of 14 male students and 12 female students.

C. Instrument of Data Collection

The research instrument that was used by the researcher to collect the data in this research was written test. The form of the test uses multiple choice tests which consist of twenty items. The test is divided into two parts; pre-test and post-test. The pre-test is given to know the students' condition before getting the treatment. Meanwhile, the post-test is used to know whether any significant effect on students' reading comprehension of narrative text by using POSSE strategy or not. The instruments of data collection can show as the table below:

Table 3.1
The Indicator Instruments of Data Collection

Variable	Kind of text	Indicator	Numbers item of indicators
Reading Comp.	Narrative	1. Identify the general information of the narrative text	Pre test : 1, 4, 5, 6, 12, 17
			Post-test : 19
		2. Find the specific information of narrative text	Pre-test : 2, 8, 10, 11, 14, 15, 18
			Post-test : 2, 3, 7, 8, 9, 10, 11, 12, 14, 16, 17

		3. Find the meaning of the difficult words based on the text	Pre-test : 3, 19, 20
			Post-test : 4, 5, 18
		4. Find the main idea of the text	Pre-test : 7, 9, 16
			Post-test : 1, 13, 15
		5. Find the moral value of the narrative text	Pre-test : 13
			Post-test : 6, 20

In scoring the students' work, the researcher using the criteria as follows:

- a) The 1 score was assigned if the students answer the test correctly.
- b) The 0 score was assigned if the students answer the test incorrectly.

D. Techniques of Data Collection

1. Test

Test is defined a method of measuring a person' ability, knowledge, or performance in a given domain.⁴⁴ Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.⁴⁵ The researcher used test to collect the data. The kind of test is narrative

⁴⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 3.

⁴⁵ Donald Ary, et.al. *Introduction to Research in Education*, 201.

reading questions. The test uses objective test in the form of multiple choice which consist of 20 questions item and use 3 passages. The test was given for getting the objectives data of the students' reading comprehension by using POSSE strategy in the class. The test was applied twice. Those are pre-test and pos-test. Pre-test is given before the material was taught and the post-test is given after the material was taught, in the last meeting of the total number of research.

The implementation of test is aimed to measure students' reading comprehension before and after the treatment is conducted can be measured. This technique is utilized as the primary technique to collect the research data. Before the test administered, the validity was analyzed to find out whether he test is good to be used or not. The instruments are tested by using following criteria:

a. Validity

Validity is defined as the extent to which an instrument measured what it claimed to measure.⁴⁶ To calculate it, the researcher used SPSS 16. The analyzed is used to find out the r_{xy} , then, consulted with r_{table} with 5% significance level for r product moment with df or db is $n - r$; $26 - 2 = 24$. The r index is 0,388. If the value of r_{xy} is higher than the value of r_{table} , it indicated that the item is valid. If

⁴⁶ Donald Ary, et.al. Introduction to Research in Education, 225.

the value of r_{xy} is lower than the value of r_{table} , it indicated that the item is invalid.

To measure the validity of instruments of research, the researcher used SPSS 16.00 for windows program and put twenty six respondents in class VIII A. From the result of item instruments validity calculation could be concluded as follow:

Based on the calculation of item validity of pre-test shows that 20 items are valid (2, 3, 4, 5, 7, 9, 11, 13, 14, 17, 18, 19, 21, 23, 24, 25, 27, 28, 29, 30) and 10 items are invalid (1, 5, 8, 10, 12, 15, 16, 20, 22, 26). The computation of validity can be seen in appendix 2. While the result of calculation of item validity of post-test shows that 20 items are valid (1, 3, 4, 6, 7, 8, 11, 12, 13, 14, 15, 17, 19, 20, 21, 23, 24, 28, 29, 30) and 10 items are invalid (2, 5, 9, 10, 16, 18, 22, 25, 26, 27). The computation of validity can be seen in appendix 4.

b. Reliability

Reliability means dependability. It means that the numerical results produced by an indicator do not vary because of characteristics of the measurement process or measurement instrument itself.⁴⁷ Reliability can be defined as the degree of consistency between two

⁴⁷ W. Lawrence Neuman, *Basics of Social Research, Qualitative and Quantitative Approaches*, 116.

measures of the same thing.⁴⁸ Reliability is concerned with how consistently you are measuring whatever you are measuring.⁴⁹ Reliability refers to the stability or the consistency of the test scores. Besides, having high validity, a good test should have high reliability too. Reliability is a necessary characteristic of any good test; for it to be valid at all, a test must first be reliable as a measuring instrument.

In this research, the reliability of the test is measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS 16.00 program for windows. Thus, if the obtained score is higher than the table r-score, it could be said that the test is reliable. The calculation of reliability shows as follows:

Table 3.2
Reliability of Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.958	20

The calculation result of reliability was the value of the students' variable reliability instruments is 0.958. The test is reliable

⁴⁸ William A. Mehrens and Irvin J. Lehmann, *Measurement and Evaluation in Education and Psychology* (America: Wadsworth/Thomson Learning, 1991), 249.

⁴⁹ Donald Ary, et.al., *Introduction to Research in Education*, 239.

because the index of reliability is 0.958, it is higher than r index that showed 0.388.

Table 3.3
Reliability of Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.912	20

The calculation result of reliability was the value of the students' variable reliability instruments is 0.958. The test is reliable because the index of reliability is 0.912, it is higher than r table that showed 0.388.

2. Documentation

It refers to the archival data that helps the researcher to collect the needed data. The researcher functioned the document related to the object research such as students name list to be used in determining the team for the experimental and students' examination score from the tests. Beside that, the researcher uses it to know the school profile of the research.

E. Technique of Data Analysis

After the test is given to the students in the pre and post-test, it will be tested. The test is focused on students' pre and post-test. The result from the

test will be analyzed first by Assumption Test, those are: the test of normality and test of homogeneity. It is calculated because to know the next step of analyzing the data which whether using parametric or non- parametric test. The formula of normality and homogeneity as follow:

1. Assumption Test

a. Normality Test

Normality means the similarity of variance between groups which is compared, so that we faced the groups that have same condition.⁵⁰ Moreover, it used to analyze whether both groups have normal distribution or not. The calculation of normality test is used SPSS 16.00 program for windows. To find out the normality of data by followed this steps:

- a. Open the SPSS program.
- b. Input the data to the data view by first fill the variable view with write down the name of the classes.
- c. Click analyze – non parametric test – sample K-S.
- d. Drag the data into test variable
- e. Click OK

After the process calculation, it determines by the following criteria:

- a. If t_{value} was lower than t_{table} ($t_{\text{value}} < t_{\text{table}}$), it means that H_0 is accepted and H_a is rejected.

⁵⁰ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka felicha, 2014), 203.

- b. If t_{value} was higher than t_{table} ($t_{\text{value}} > t_{\text{table}}$), it means that H_0 is rejected and H_a is accepted.

Notes:

H_0 : data is normally distributed

H_a : data is not normally distributed

b. Homogeneity Test

Homogeneity test is use to know before we compare some of groups. It is useful to test homogeneity of variance in compared two or more groups.⁵¹ Moreover it to know whether the groups are taken from population have same variant or not. A test should be given to both classes of students before the experimental just to make sure that the both classes really are the same. To calculate the homogeneity test, the researcher used SPSS 16.00. The steps of calculation as follows:

- a. Open the SPSS program
- b. Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.
- c. Click analyze – compare means – one way anova
- d. Drag X into dependent list and Y as factor list
- e. Click options – checklist Homogeneity of variance test - OK

⁵¹ Retno Widyaningrum, *Statistika*, 212.

The criteria of determining of homogeneity test are:

- a. If F_{value} was lower than F_{table} ($F_{\text{value}} < F_{\text{table}}$), it means that H_0 is accepted and H_a is rejected.
- b. If F_{value} was higher than F_{table} ($F_{\text{value}} > F_{\text{table}}$), it means that H_0 is rejected and H_a is accepted.

Notes:

H_0 : data is homogeneous

H_a : data is not homogeneous

2. Testing Hypothesis

After tested the normality and homogeneity of the data, the researcher continue to the analyzing process of t-test calculation. In t-test the researcher analyze the data by using comparative score between experimental and control class in pre and post-test. The result of this calculation will show whether the POSSE strategy effective in reading comprehension or not. The calculation is used SPSS. The steps of calculation as follows:

- a. Open SPSS
- b. Input data to the data view, by first change the value in the variable view by change the Name, Decimals, Value, and measure.
- c. Click Analyze - Compare Means - Independent-Sample T Test

- d. In the dialog box of Independent-Sample T Test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*.
- e. Click Define Groups write down 1 in the *Group 1* and 2 in the *Group 2*, then click *Continue* – OK.

After calculated, the researcher proposed the alternative hypothesis (H_a) and null hypothesis (H_0) which is described below:

H_0 : if $t_{test} < t_{table}$ in significant degree 5%

H_a : if $t_{test} > t_{table}$ in significant degree 5%

Meanwhile, the degree of freedom (df) = $(N_1 + N_2) - 2$



CHAPTER IV

FINDINGS AND DISCUSSION

A. General Findings

1. The History of MTs. Miftahul Ulum

The history of the establishment of MTs. Miftahul Ulum Balong Ponorogo cannot be separated by the Muslim in Balong district. The reason of the establishment is the increase of Islam in society is needed in Balong district. The big families of Nahdlatul Ulama of Balong hold a workshop to discuss about plan to build a Madrasah Diniyah which is located in Ngraket village. After several time, the students who come to learn in that school is increase continuously.

After the Madrasah Diniyah is well-established, the big families of Nahdlatul Ulama had an idea to build a Madrasah which has the same level as the Junior High School as the place where the students can learn the Islamic and science knowledge in Balong District. Finally, on 14th July 1982 the MTs. Miftahul Ulum is opened.

At first, this school did not have their own building. The teaching and learning process is in Mr. Djaiz, Mr. Tahir and Mr. Syarif

house, the inhabitants of Ngraket village which is located near the Madrasah Diniyah. For the first year of the establishment, the numbers of students are 120 which are divided into three classes.

The number of students who study in this school increase significantly and the organization is running well over the years. Mr. Djaiz was happy with that condition and gave the land as the school building, so that the school has the permanent building and the teaching and learning process is more effective. All the management of the foundation hard work to look for the fund in realizes it.

At the end, nine classes and one office is established although is not perfect. The establishment of MTs. Miftahul Ulum is contributed by the Muslim of Balong district, particularly by the big family of Nahdlatul Ulama.

2. The Profile of MTs. Miftahul Ulum

a. General Location

MTs. Miftahul Ulum Balong Ponorogo is located at Tasikmadu Street, Ngraket Village, Balong Ponorogo. MTs Miftahul Ulum Balong is the Islamic Junior High School which is built first in the Balong area. It is one location with MA Miftahul Ulum.

This school is supported by professional educators with education qualification of S1. At its inception (1982) MTs. Miftahul Ulum Balong only had a few classes and now has development into 9 classes. MTs. Miftahul Ulum Balong developed continuously. As a fact, it got many achievements both in academic and non-academic.

MTs. Miftahul Ulum Balong used KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for eighth and ninth grade. While the seventh grade, they used 2013 curriculum.

b. Vision, Mission, And Goal

Vision

“Establishment the excellent in science and IMTAQ School”

Mission

- 1) Developing comprehension and implementing Islamic perception
- 2) Increasing the quality of education based on demand of the society and development in IPTEK
- 3) Increasing the achievement based on the students potential
- 4) Developing the learning and guidance optimally

Goal

“Create intellectual and professional Muslim cadets”

c. The Organization Structure

The organization structure of Mts.Miftahul Ulum Balong Ponorogo as follow:

- 1) Headmaster : H. Nur Salam
- 2) Deputy of CurricUlum : Drs. Mustofa
- 3) Deputy of Infrastructure : Mulyono
- 4) Deputy of Student : Winaryono, S.H.I
- 5) Head of Library : Nurul Hidayah, S.Ag
- 6) Treasurer of School : Suprihatin
- 7) Head of Adminitrasion : Wasis
- 8) Staff of Adminitrsion : Sarni

3. Teachers and Students in MTs. Miftahul Ulum

Teachers were figure to be uswatun khasanah of good example for the students. The teachers have to act as the advisor for the students in developing their creativity and potential. Moreover, the teachers have to be motivator which has guided them to raise their goal.

The teachers' qualification of MTs. Miftahul Ulum Ponorogo is S1. The most of teachers is graduated from Islamic University. The total of the teachers is twenty two. The table below is the list of teachers in MTs. Miftahul Ulum:

No	Name	Subject
1	H.Nur Salam	Javanese
2	Imam Suyuti, S.Sos.	Social
3	Sarni S.Pd.I.	Fiqih
4	Suprihatin, S.Pd.I	Art
5	Hantono, S.Pd.	Quran Hadist
6	Drs. Mustofa	Social
7	Mulyono, S.Pd.I	Civics
8	Suwito, S.Ag.	Aswaja
9	Winaryono, S.H.I	SKI
10	Shoimun, S.Pd.I	Arabic
11	Mintarsih, S.Pd.I	Arabic
12	Wasis, S.Pd.I	Moral
13	Dianing Marikayanti, S.Pd.	Computer
14	Binti Nur Eka Yuliana, S.Pd.I	Physic
15	Sudirman, S.Ag.	Biology
16	Bambang Suprpto, S.Pd	English
17	Arif Irfani, S.Sos, S.Pd.	Physical Education
18	Irla Rochayatin, S.Pd.	Indonesian language
19	Chamid Baaidlowi, Spd i	Mathematics
20	Nurul Hidayah, S.Ag.	Indonesian language
21	Nur.Hidayati, S.H.I	Indonesian
22	Moh. Chabib Al-Jufri, S.Pd	Fiqih and English

Students are the important component in education. The total number of students is about 260 students in academic year 2016/2017.

It divides into nine class and three grades.

No	Class	Number of Students
1	VII	92 students
2	VIII	78 students
3	IX	90 students
	Total	260 students

4. The Infrastructure of MTs. Miftahul Ulum

In an educational institution, it is necessary to facilitate the Infrastructure. It has the important role in school. It is because infrastructure will help the teaching and learning process. The table below is the list of infrastructure in MTs. Miftahul Ulum:

No	Name of infrastructure	Total	Condition
1	Headmaster' room	1	Good
2	Administration' room	1	Good
3	Teacher' room	1	Good
5	Classroom	9	Good
6	Library	1	Good
7	Art and Culture room	1	Good
8	Computer laboratory	1	Good
9	Cooperation (canteen)	1	Good
10	Health room	1	Good
11	Mosque	1	Good
12	Auditorium	1	Good
13	Sport field	1	Good
14	Ceremony field	1	Good

Moreover, the researcher conducted research in MTs. Miftahul Ulum based on the research schedule. The schedule as follow:

Experimental class schedule

Date	Activities
March, 22 th 2017	Pre-test
March, 24 th 2017	1 st treatment using POSSE strategy
March, 27 th 2017	2 nd treatment using POSSE strategy
March, 31 th 2017	3 rd treatment using POSSE strategy
April, 3 th 2017	Post-test

Control class schedule

Date	Activities
March, 24 th 2017	Pre-test
March, 29 th 2017	1 st treatment using lecturing strategy
March, 31 th 2017	2 nd treatment using lecturing strategy
April, 4 th 2017	3 rd treatment using lecturing strategy
April, 5 th 2017	Post-test

B. Specific Findings

The population which is used in this research was the eighth grade students of MTs. Miftahul Ulum in Academic Year 2016/2017. The researcher took students of VIII C as experimental class consist of 26 students and students of VIII B as control class, which consist of 26 students

1. Students' Reading Comprehension Score of Experimental Class

The table below showed the result of students' reading comprehension achievement for the students who taught by using POSSE strategy (experimental class). In this table, showed pre and post-test score.

Table 4.1 The Students' Reading Comprehension Score for Experimental Class

No	Name	Score	
		PRE-TEST	POST-TEST
1	Abdul Sayid	60	80
2	Alif Khishomudin	55	75
3	Andik Wahyu Pradana	60	75
4	Anna Sita Rosida	65	85
5	Aprilia Yuli Prastika	55	75
6	Arya Aditya Nugroho	60	75
7	Dwi Maratus Sholikah	50	75
8	Dwi Purwani	55	80

9	Emal Lestari	75	90
10	Endang Puji Lestari	65	80
11	Erfan Saiful Aswan	55	70
12	Firnanda Adi Hermawan	60	85
13	Joni Santoso	70	80
14	Juari	60	75
15	Lupi Anggeng Pradana	70	85
16	Maria Ulfah Hasanah	65	75
17	Novia Dianing Prasanti	60	80
18	Nuruli Afika	50	75
19	Risma Yoga Noviana	65	75
20	Riski Amanatul Khoir	65	75
21	Roy Agus Santoso	50	70
22	Siti Nur Laila	60	80
23	Taufiq Firmansyah	65	75
24	Wahyu Bejo Utomo	60	80
25	Wahyu Tri Utomo	55	80
26	Yusup Alfah	60	80
Total		1570	2030
Mean		60.38	78.08

It can be seen in the table above that the highest pre-test score of experimental class was 75 while lowest pre-test score was 50 while the highest post-test score was 90 and the lowest score was 70. The mean score of pre-test was 60.38 and mean score in post-test was 78.08. The result of students' test of experimental class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the experimental class

Table 4.2
Frequency Distribution of Pre-Test in Experimental Group

nilai_pretest_experimentalclass

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	3	11.5	11.5	11.5
55	5	19.2	19.2	30.8
60	9	34.6	34.6	65.4
65	6	23.1	23.1	88.5
70	2	7.7	7.7	96.2
75	1	3.8	3.8	100.0
Total	26	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 11.5% students or 3 students got score 50, 19.2% or 5 students got score 55, 34.6% or 9 students got score 60, 23.1% or 6 students got score 65, 7.7% or 2 students got score 70, and 3.8% or 1 students got score 75.

Based on the table above, the histogram can be seen in as follows:



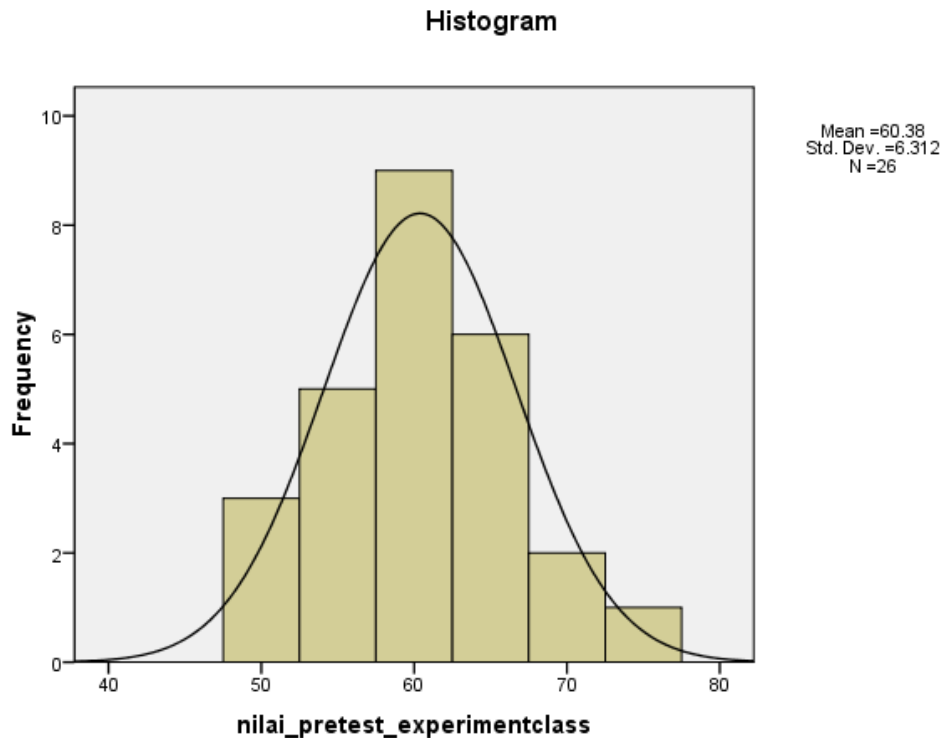


Figure 4.1
Histogram for Pre Test in Experimental Class

From the histogram above, it is stated $M= 60.38$ and $SD=6.312$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($60.38 + 6.312 = 66.692$) is categorized into good
2. Between $M - 1.SD$ to $1.SDx$ is categorized into medium
3. Less than $M - 1.SD$ ($60.38 - 6.312 = 54.068$) is categorized into low

Thus it can be seen that the scores which are more than 66.692 is considered into good, the score between 54 -67 is categorized into medium,

while the scores which are less than 54.068 is categorized into low. That categorization can be seen clearly in the following:

Table 4.3
The Categorization of Students' Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More Than 67	3	11.54%	Good
2	Between 54 – 67	20	76.92%	Medium
3	Less Than 54	3	11.54%	Low
	Total	26	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using POSSE strategy in pre- test showed that 11.54% in the good category, 76.92% in the medium category, and 11.54 % in the low category.

Table 4.4
Frequency Distribution of Post-Test in Experimental Class
nilai_posttest_experimentalclass

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	2	7.7	7.7	7.7
75	11	42.3	42.3	50.0
80	9	34.6	34.6	84.6
85	3	11.5	11.5	96.2
90	1	3.8	3.8	100.0
Total	26	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 7.7% students or 2 students got score 70, 42.3% or 11 students got score 75, 34.6% or 9 students got score

80, 11.5% or 3 students got score 85, and 3.8% or 1 students got score 90.

Based on the table above, the histogram can be seen in as follows:

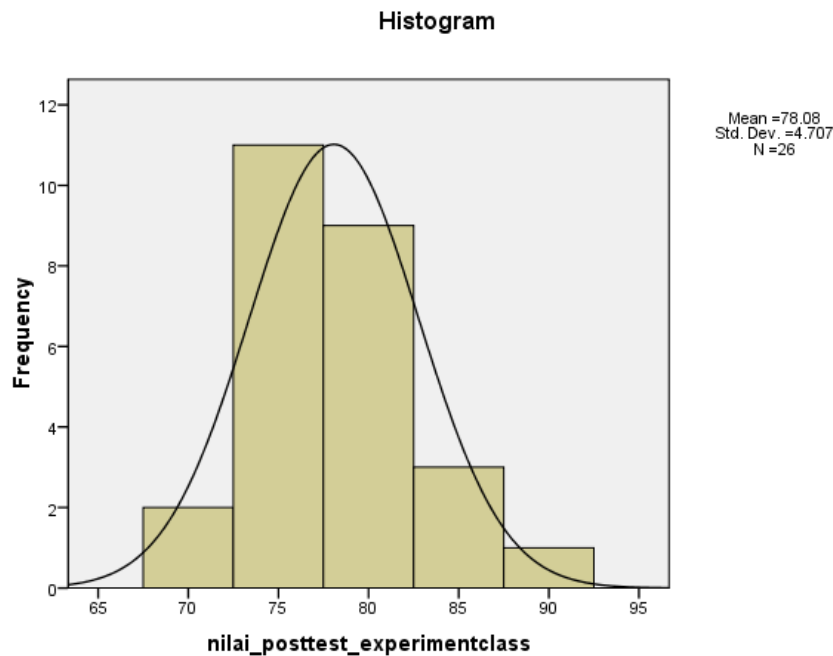


Figure 4.2
Histogram for the Post-Test in Experimental Group

From the histogram above, it is stated $M = 78.08$ and $SD = 4.707$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($78.08 + 4.707 = 82.787$) is categorized into good
2. Between $M - 1.SD$ to $1.SDx$ is categorized into medium
3. Less than $M - 1.SD$ ($78.08 - 4.707 = 73.373$) is categorized into low

Thus it can be seen that the scores which are more than 82.787 is considered into good, the score between 73-83 is categorized into medium, while the scores which are less than 73.373 is categorized into low. That categorization can be seen clearly in the following:

Table 4.5
The Categorization of Students' Post Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More Than 83	4	15.39%	Good
2	Between 73 -83	20	76.92%	Medium
3	Less Than 73	2	7.69%	Low
	Total	26	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using POOSE strategy in post- test showed that 15.39% in the good category, 76.92% in the medium category, and 7.69 % in the low category.

2. Students' Reading Comprehension Score of Control Class

The table below showed the result of students' reading comprehension achievement for the students who taught by using Lecturing strategy (control class). In this table, showed pre and post-test score.

Table 4.6
The Students' Reading Comprehension Score for Control Class

No	Name	Score	
		PRE-TEST	POST-TEST
1	Arif Widodo	65	75

2	Endrayana	60	65
3	Fame Rifqi Masruri	65	75
4	Fitri Fialinda	65	65
5	Ilham Haqqi Brilian	70	70
6	Imro'atul Kasanah	60	70
7	Lestari Oven Rahayu	55	60
8	Melinda Kumala Sari	70	75
9	Mohammad Aji Sanuri	70	75
10	M. Badrul Munir	75	80
11	Munirul Muhlisin	55	65
12	Nurul Putri Hidayah	60	70
13	Puput Pitaloka	55	60
14	Ria Margarini	70	75
15	Rifqi Shodiqul Khajat	75	65
16	Riki Yuda Saputra	60	70
17	Rois Tri Zarkhoni	55	65
18	Roy Armanda Putra	65	65
19	Saiful Aziz	50	60
20	Septianti Dwi Lestari	70	70
21	Sujud Wibowo	65	70
22	Syalin Mahmudah	60	65
23	Wanda Ayu Rahmawati	75	75
24	Wasik Rodhotul. H	65	65
25	Erlina	75	85
26	Nur Kolis	60	65
Total		1670	1800
Mean		64.23	69.23

It can be seen in the table 4.2 that the highest pre-test score in control class was 75 while lowest pre-test score was 50. Meanwhile, the highest post-test score was 85 and the lowest score was 65. The mean score of pre-test was 64.23 and the mean score in post-test was 69.23. The result of students' test of control class will explore clearly on the following table.

Table 4.7
Frequency Distribution of Pre-Test in Control Group

nilai_pretest_controlclass

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	3.8	3.8	3.8
55	4	15.4	15.4	19.2
60	6	23.1	23.1	42.3
65	6	23.1	23.1	65.4
70	5	19.2	19.2	84.6
75	4	15.4	15.4	100.0
Total	26	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 3.8% students or 1 students got score 50, 15.4% or 4 students got score 55, 23.1% or 6 students got score 60, 23.1% or 6 students got score 65, 19.2% or 5 students got score 70, and 15.4% or 4 students got score 75. Based on the table above, the histogram can be seen in as follows:

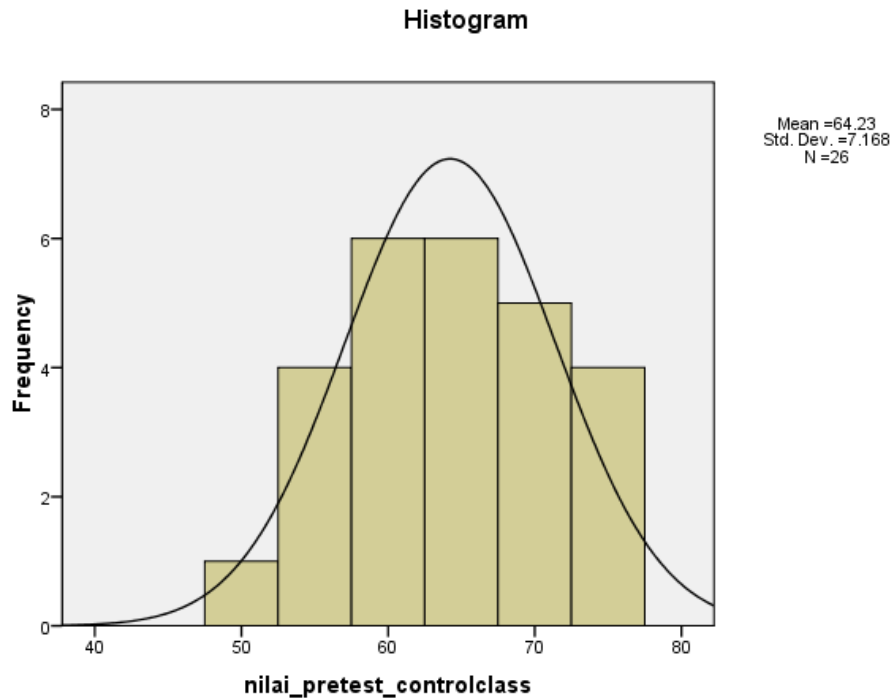


Figure 4.3
Histogram for Pre Test in Control Group

From the histogram above, it is stated $M= 64.23$ and $SD=7.168$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($64.23 + 7.168=71.398$) is categorized into good
2. Between $M - 1.SD$ to $1.SDx$ is categorized into medium
3. Less than $M - 1.SD$ ($64.23 - 7.168=57.062$) is categorized into low

Thus it can be seen that the scores which are more than 71.398 is considered into good, the score between 57 -71 is categorized into medium,

while the scores which are less than 57.062 is categorized into low. That categorization can be seen clearly in the following:

Table 4.8
The Categorization of Students' Pre-Test in Control Class

No	Score	Frequency	Percentage	Category
1	More Than 71	4	15.38%	Good
2	Between 57-71	17	65.39%	Medium
3	Less Than 57	5	19.23%	Low
	Total	26	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Lecturing strategy in pre test showed that 15.38% in the good category, 65.39% in the medium category, and 19.23% in the low category.

Table 4.9
Frequency Distribution of Post-Test in Control Class
nilai_posttest_controlclass

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	3	11.5	11.5	11.5
65	9	34.6	34.6	46.2
70	6	23.1	23.1	69.2
75	6	23.1	23.1	92.3
80	1	3.8	3.8	96.2
85	1	3.8	3.8	100.0
Total	26	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 11.5% students or 3 students

got score 60, 34.6% or 9 students got score 65, 23.1% or 6 students got score 70, 23.1% or 6 students got score 75, 3.8% or 1 students got score 80, and 3.8% or 1 students got score 85. Based on the table above, the histogram can be seen in as follows:

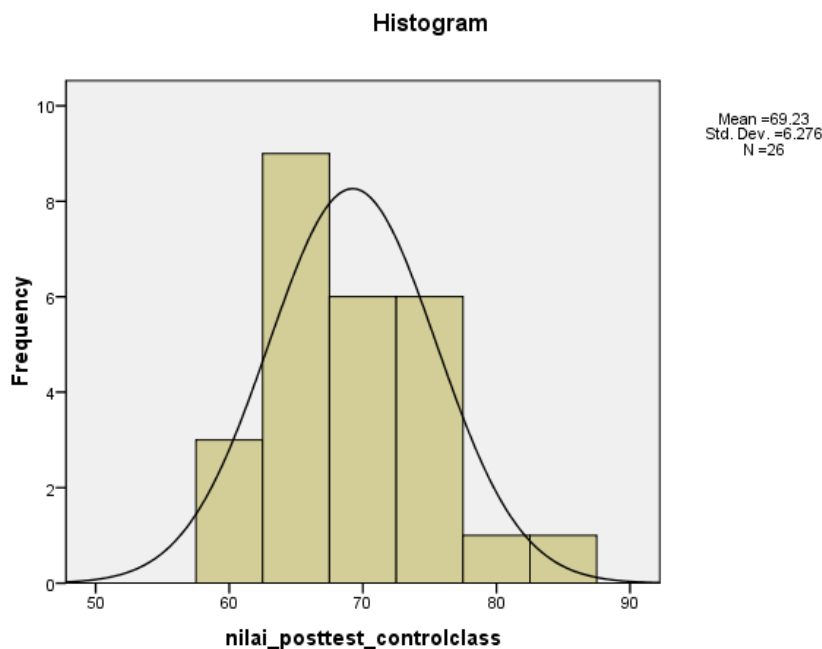


Figure 4.4
Histogram for Post-Test in Control Group

From the histogram above, it is stated $M= 69.23$ and $SD=6.276$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($69.23 + 6.276= 75.506$) is categorized into good
2. Between $M - 1.SD$ to $1.SDx$ is categorized into medium
3. Less than $M - 1.SD$ ($69.23 - 6.276=62.954$) is categorized into low

Thus it can be seen that the scores which are more than 75.506 is considered into good, the score between 63-76 is categorized into medium, while the scores which are less than 62.954 is categorized into low. That categorization can be seen clearly in the following:

Table 4.10
The Categorization of Students' Post-Test in Control Class

No	Score	Frequency	Percentage	Category
1	More Than 76	2	7.69%	Good
2	Between 63-76	21	80.77%	Medium
3	Less Than 63	3	11.54%	Low
	Total	26	100%	

From the table above, it could be seen that the score of students' reading comprehension who are not taught by using Lecturing strategy in pre test showed that 7.69% in the good category, 80.77% in the medium category and 11.54% in the low category.

3. Assumption Test

a. Normality Test

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of

significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% significance, it can be concluded that the data are not in normal distribution. The value of Kolmogorov Smirnov table for N = 26 at 5% level significance is between N= 25 and N= 30. In this research, the researcher decided to categorized into N=25. So the value of Kolmogorov Smirnov table is 0. 27.

In this research, the research used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 as following:

1. Experimental Class Normality Testing

Table 4.11
Experimental Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		experimental_class
N		26
Normal Parameters ^a	Mean	70.5769
	Std. Deviation	6.53099
Most Extreme Differences	Absolute	.227
	Positive	.227
	Negative	-.158
Kolmogorov-Smirnov Z		1.155
Asymp. Sig. (2-tailed)		.139

a. Test distribution is Normal.

ation of normality test above used one-sample Kolmogorov-Smirnov test. Table 4.11 showed that the D_0 was 0.139. It was smaller than the D_{table} with the closest Kolmogorov-Smirnov critical points of 26 is 0.27. It means that the data of experimental class was normal

2. Control Class Normality Testing

Table 4.12
Control Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		control_class
N		26
Normal Parameters ^a	Mean	69.23
	Std. Deviation	6.276
Most Extreme Differences	Absolute	.211
	Positive	.211
	Negative	-.135
Kolmogorov-Smirnov Z		1.078
Asymp. Sig. (2-tailed)		.195

a. Test distribution is Normal.

The calculation of normality test above used one-sample Kolmogorov-Smirnov test. Table 4.12 showed that the D_0 is 0.195. It was smaller than the D_{table} with the closest Kolmogorov-Smirnov critical points of 26 is 0.27. It means that the data of control class was normal.

b. Homogeneity Test

Homogeneity tests were used to decide whether a test was homogeneous or not. It was important because the similarity of both

groups would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate t_{test} . The calculation by using SPSS 16 as following:

Table 4.13
The Homogeneity of Variances

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
1.913	1	50	.173

From the result of homogeneity test in table above, it could be seen that the degree of significant based on mean is 0.173. It was smaller than the F_{table} 0. 2.95. it means that both, experimental and control class were homogeneous.

4. Testing Hypothesis

The researcher calculated t-test by using SPSS program to found out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of control group and experimental group were normally distributed and

**Table 4.7 The Calculation of T-Test
Independent Samples Test**

homogeneous. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follow:

**Table 4.14
The Mean Score of Experimental and Control Class**

Group Statistics

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai Experimental class	26	78.08	4.707	.923
Control class	26	69.23	6.276	1.231

Based on the data in table above, the result of data analyzes showed that the mean score of students reading comprehension who are taught by POSSE strategy (experimental class) was 78.08. It was higher than the result of the mean score of students' reading comprehension who are taught by Lecturing strategy (control class) was 69.23.

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Nilai	1.958	.168	5.750	50	.000	8.846	1.538	5.756	11.936	
			Equal variances not assumed	5.750	46.365	.000	8.846	1.538	5.750	11.942

From the table above, it could be seen that the value of t_{test} is 5.750 and the degree of freedom was 50. The value of significance 5% of t_{table} of $db=50$ is 2.01. To interpret the data above, the researcher formulates the test of hypothesis as follows:

H_a : there was significant effect of POSSE strategy in reading comprehension.

H_o : there was no significant effect of POSSE strategy in reading Comprehension.

The research result shows the value of $t_{\text{test}} = 5.750$ and the value of t_{table} with $db=50$ was 2.01. It means that $5.750 > 2.01$. Therefore, H_0 rejected and H_a accepted. It can be concluded that there was significance difference between the students who are taught by using POSSE strategy and the students who are taught by using lecturing strategy.

C. Discussion

This research is conducted to find out the effective teaching strategy, especially in reading comprehension. It has been discussed that POSSE strategy is one of effective strategy which can be applied in teaching and learning process. The discussion of this research discuss that the use of POSSE Strategy is effective in reading comprehension.

Firstly, POSSE Strategy is designed to make the students easier to comprehend the text. Based on Englert & Mariage, POSSE strategy is designed to activate students' prior knowledge about a topic and to link it with new information contained in the text.⁵² Furthermore, it includes many reading practices that have been shown to aid reading comprehension, such as graphic organizers, text structures, stimulation of students background

⁵² Peter Westwood, *What teachers need to know about reading and writing difficulties* (Australia: ACER Press, 2008), 45.

knowledge, and self-monitoring.⁵³ POSSE strategy enabled the students activating their background knowledge in which it led them to have a prior prediction related to the text that they were going to discuss. Besides, the use of background knowledge enabled the students to think more actively and critically before they read the text. As a result, the students found it easier to understand the content of the text and to obtain specific information from the text.

Secondly, it can make it easy for students to get key ideas in each part of the text. POSSE stands for Predict (predict what the story will be about), Organize (organize your knowledge into categories and details), Search (read to identify the main ideas and details or story parts), Summarize (name the main idea), and Evaluate (ask a question, compare, clarify, and predict).⁵⁴ Here, the POSSE strategy provides students with a following sequence of steps which provide guidance and structure so that the students catch the topic and ideas related to the text.

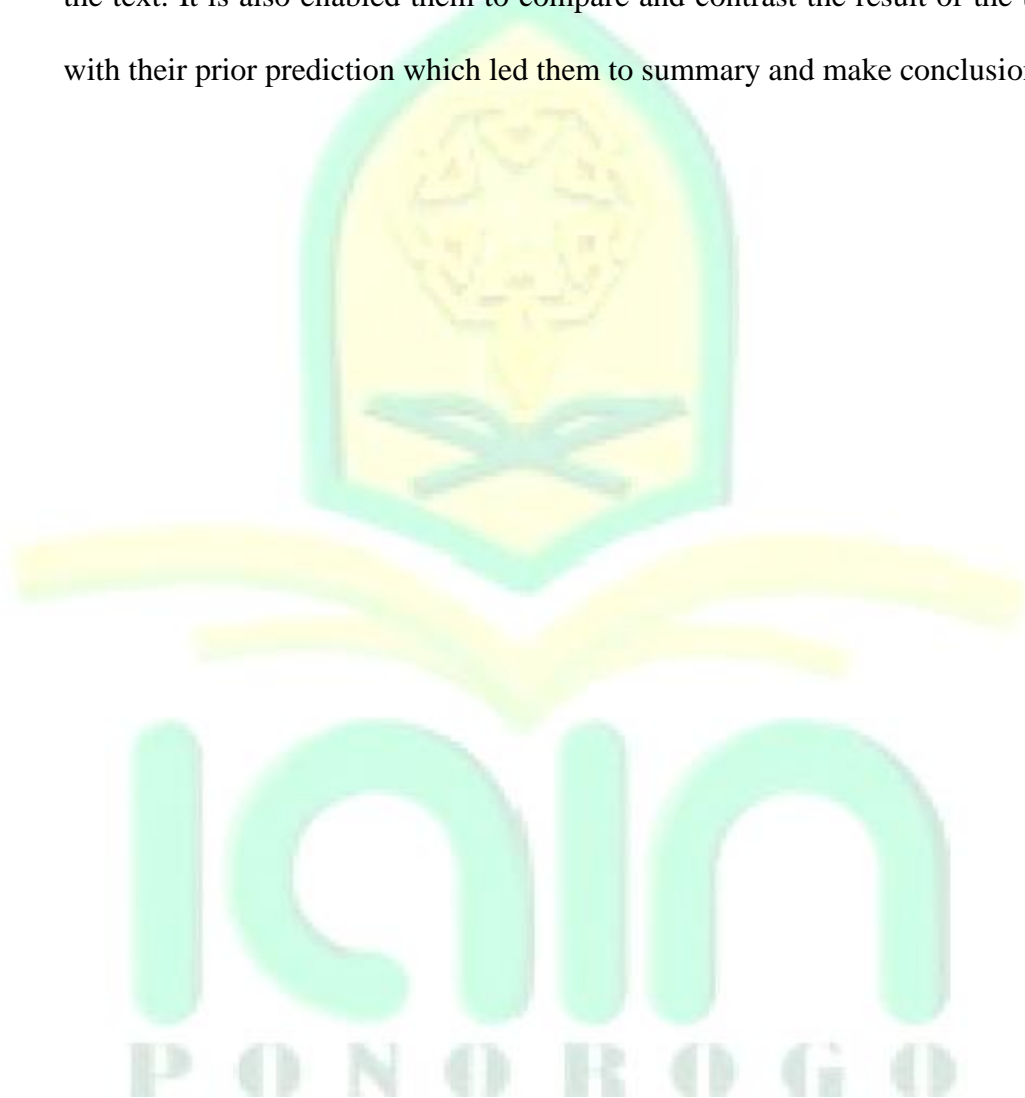
Lastly, the students will learn more and learn more about the reading material by the use of the POSSE strategy sheet. It can be used to maximize their acquisition and retention of curricular material.⁵⁵ The POSSE strategy sheet is

⁵³ C. Englert & T. Mariage, *Making students partners in the comprehension process: Organizing the reading "POSSE."* (Learning Disability Quarterly, 1991), 14, 123-138.

⁵⁴ Barbara J. Guzzetti, *Literacy in America: an encyclopedia of history*, 470.

⁵⁵ Rhea Paul, *Language Disorders from Infancy Through Adolescence; listening, speaking, reading, writing, and communicating*

provided by semantic map that give the students opportunities to explore many dimensions of the text and to integrate features of it with their existing store of knowledge so that it easier for them to recalling the information from the text. It is also enabled them to compare and contrast the result of the text with their prior prediction which led them to summary and make conclusion.



CHAPTER V

CLOSING

A. Conclusion

POSSE strategy is one of alternative solutions that the teacher can use to teach reading, especially narrative to text to their teacher. It makes the students easily to comprehend the text by using the POSSE strategy sheet which is given in teaching and learning process.

Based on the data calculation of research to the eighth grade students of MTs. Miftahul Ulum Balong Ponorogo in Academic Year 2016/2017, it can be seen that the students' post-test score in the experimental class is 78.08, while the post-test score in control class is 69.23. It is indicated that the students who learnt with POSSE strategy got the better score that the students who learn with Lecturing strategy. The conclusion can be seen from the result of statistical calculation in the previous chapter, where value of t_{test} is higher than t_{table} ($5.750 > 2.01$). From the explanation above, it can be concluded that POSSE strategy is effective in reading comprehension to the eighth grade students of MTs. Miftahul Ulum Balong Ponorogo in Academic Year 2016/2017.

B. Recommendations

Based on conclusion above, it can be delivered some suggestion that might be useful for English teachers, students, and further researcher, as follows:

1. For the English teachers

The teacher should be creative and need to know the strategy in teaching and learning in order to make effective teaching and learning process. The teacher is hoped to make the students become more active in classroom and easily comprehend the material which is given. POSSS strategy can be one of some strategy which is used in teaching reading comprehension, especially of narrative text. It is effective strategy to increase the students' reading comprehension score, and make them become active in learning reading.

2. For the students

Students should be more active and confident in the classroom. They should not be afraid to explore their creativity and imagination. Reading is not difficult when the students give their best effort to understand the reading materials. POSSE strategy is expected to make students become creative, active, and understand the text. Additionally, this strategy gives opportunity to the students to think aloud in every

detailed paragraph to analyze and get the point or whole information of the text.

3. For further researchers

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



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Appendix 1

Validitas Item Soal Pre-Test

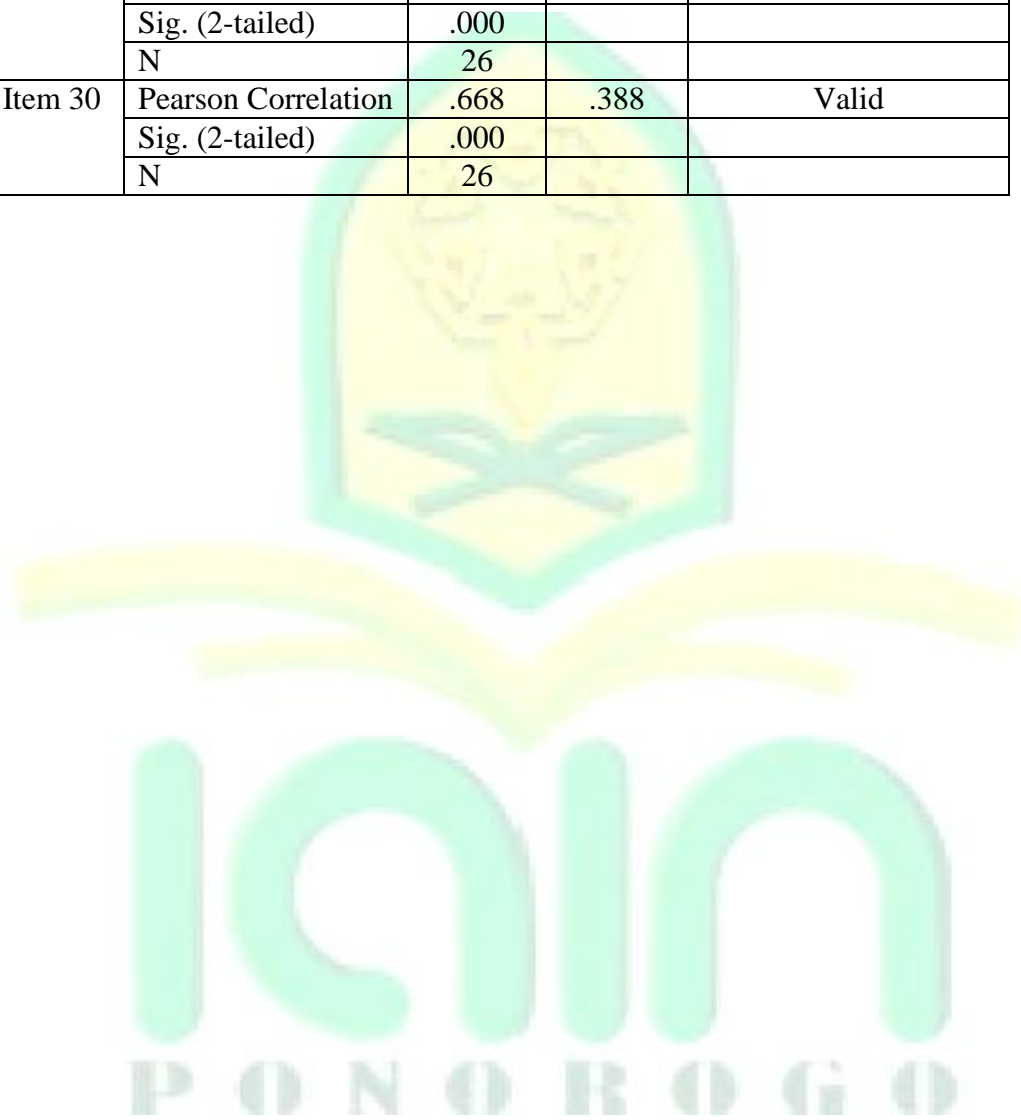
Nama	Butir Soal																														n			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
Aditya	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	0	1	0	0	1	1	1	19	
Aliatul	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	23	
Angga	0	0	0	1	1	0	0	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	16	
Apria	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	0	0	18		
Arya	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	27	
Binti	1	1	1	0	0	0	1	0	0	1	1	1	0	0	1	1	1	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	14	
Diana	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	1	9	
Eva	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	27	
Ermita	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	27
Kholif	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	21		
Latifah	1	0	0	1	1	0	0	1	1	0	0	1	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	1	15	
M. Ali	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	
M.Mahrur	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27	
Na'im	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	1	0	0	1	0	0	0	9		
Nur. H	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
Ratna	1	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	1	1	1	0	0	1	0	0	1	0	0	17	
Rijal	1	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	20	
Rohmad	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	23	
Rozana	0	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	24	
Shofiya	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	0	1	1	0	0	0	1	1	0	1	1	1	1	1	18	
Shoid	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	25	
Sahid	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	5	
Yudi	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	22	
Yusnita	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	3	
Yusri	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	6	
Zainal	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	26	

Appendix 2 The result of validity item by SPSS Calculation (Pre-Test)

		Total	r table	Explanation
Item 1	Pearson Correlation	.383	.388	Invalid
	Sig. (2-tailed)	.053		
	N	26		
Item 2	Pearson Correlation	.780	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 3	Pearson Correlation	.780	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 4	Pearson Correlation	.679	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 5	Pearson Correlation	.668	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 6	Pearson Correlation	.304	.388	Invalid
	Sig. (2-tailed)	.131		
	N	26		
Item 7	Pearson Correlation	.780	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 8	Pearson Correlation	.144	.388	Invalid
	Sig. (2-tailed)	.482		
	N	26		
Item 9	Pearson Correlation	.668	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 10	Pearson Correlation	-.175	.388	Invalid
	Sig. (2-tailed)	.294		
	N	26		
Item 11	Pearson Correlation	.780	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 12	Pearson Correlation	.383	.388	Invalid
	Sig. (2-tailed)	.052		
	N	26		
Item 13	Pearson Correlation	.668	.388	Valid
	Sig. (2-tailed)	.000		

	N	26		
Item 14	Pearson Correlation	.679	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 15	Pearson Correlation	.313	.388	Invalid
	Sig. (2-tailed)	.120		
	N	26		
Item 16	Pearson Correlation	-.100	.388	Invalid
	Sig. (2-tailed)	.626		
	N	26		
Item 17	Pearson Correlation	.780	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 18	Pearson Correlation	.668	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 19	Pearson Correlation	.780	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 20	Pearson Correlation	-.072	.388	Invalid
	Sig. (2-tailed)	.728		
	N	26		
Item 21	Pearson Correlation	.679	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 22	Pearson Correlation	-.026	.388	Invalid
	Sig. (2-tailed)	.901		
	N	26		
Item 23	Pearson Correlation	.780	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 24	Pearson Correlation	.780	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 25	Pearson Correlation	.679	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 26	Pearson Correlation	-.016	.388	Invalid
	Sig. (2-tailed)	.973		
	N	26		
Item 27	Pearson Correlation	.780	.388	Valid

	Sig. (2-tailed)	.000		
	N	26		
Item 28	Pearson Correlation	.679	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 29	Pearson Correlation	.668	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 30	Pearson Correlation	.668	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		



Appendix 3

Validitas Item Soal Post-Test

Nama	Butir Soal																														n		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Aditya	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	1	1	19	
Aliatul	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	24	
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Apria	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	18	
Arya	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	0	1	21	
Binti	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	5	
Diana	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	23	
Eva	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	0	0	1	0	1	1	0	0	0	1	1	0	1	17		
Ermita	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	1	19		
Kholif	1	0	1	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	9		
Latifah	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	0	0	1	0	16		
M. Ali	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	22		
M.Mahrur	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	8		
Na'im	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	26		
Nur. H	0	1	0	0	1	1	0	0	1	1	1	0	0	1	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	14	
Ratna	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	8	
Rijal	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	25		
Rohmad	0	0	0	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	12	
Rozana	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	6	
Shofiya	0	1	0	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	1	0	1	0	1	0	17	
Shoid	0	1	0	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	7	
Sahid	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0	1	18
Yudi	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	23	
Yusnita	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	0	0	0	1	1	1	18	
Yusri	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	27	
Zainal	1	0	1	0	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	18

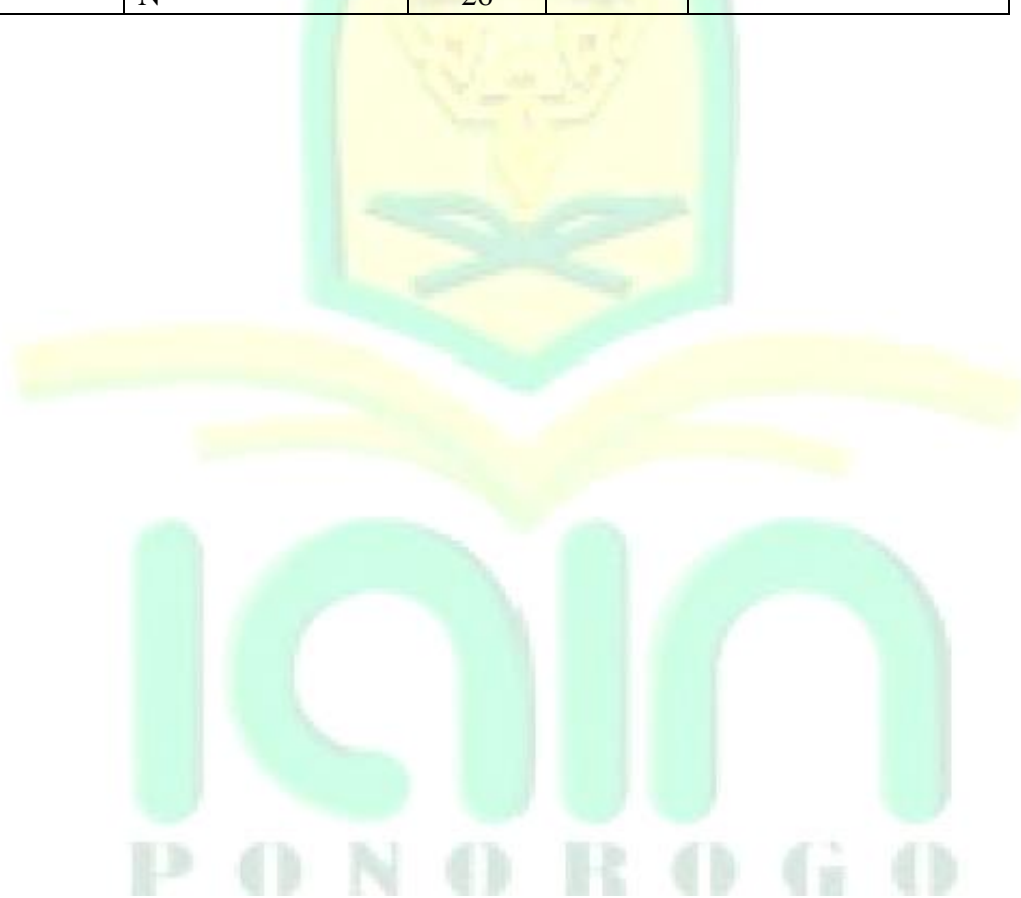
P O N O R O G O

Appendix 4 The result of validity item by SPSS Calculation (Pre-Test)

		Total	r table	Explanation
Item 1	Pearson Correlation	.596	.388	Valid
	Sig. (2-tailed)	.001		
	N	26		
Item 2	Pearson Correlation	.269	.388	Invalid
	Sig. (2-tailed)	.184		
	N	26		
Item 3	Pearson Correlation	.558	.388	Valid
	Sig. (2-tailed)	.002		
	N	26		
Item 4	Pearson Correlation	.662	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 5	Pearson Correlation	.115	.388	Invalid
	Sig. (2-tailed)	.575		
	N	26		
Item 6	Pearson Correlation	.576	.388	Valid
	Sig. (2-tailed)	.002		
	N	26		
Item 7	Pearson Correlation	.582	.388	Valid
	Sig. (2-tailed)	.002		
	N	26		
Item 8	Pearson Correlation	.472	.388	Valid
	Sig. (2-tailed)	.015		
	N	26		
Item 9	Pearson Correlation	-.030	.388	Invalid
	Sig. (2-tailed)	.886		
	N	26		
Item 10	Pearson Correlation	.331	.388	Invalid
	Sig. (2-tailed)	.099		
	N	26		
Item 11	Pearson Correlation	.714	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 12	Pearson Correlation	.434	.388	Valid
	Sig. (2-tailed)	.027		
	N	26		
Item 13	Pearson Correlation	.693	.388	Valid

	Sig. (2-tailed)	.000		
	N	26		
Item 14	Pearson Correlation	.607	.388	Valid
	Sig. (2-tailed)	.001		
	N	26		
Item 15	Pearson Correlation	.568	.388	Valid
	Sig. (2-tailed)	.002		
	N	26		
Item 16	Pearson Correlation	.117	.388	Invalid
	Sig. (2-tailed)	.569		
	N	26		
Item 17	Pearson Correlation	.649	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 18	Pearson Correlation	.366	.388	Invalid
	Sig. (2-tailed)	.066		
	N	26		
Item 19	Pearson Correlation	.643	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 20	Pearson Correlation	.596	.388	Valid
	Sig. (2-tailed)	0.001		
	N	26		
Item 21	Pearson Correlation	.467	.388	Valid
	Sig. (2-tailed)	.016		
	N	26		
Item 22	Pearson Correlation	.151	.388	Invalid
	Sig. (2-tailed)	.463		
	N	26		
Item 23	Pearson Correlation	.662	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 24	Pearson Correlation	.541	.388	Valid
	Sig. (2-tailed)	.004		
	N	26		
Item 25	Pearson Correlation	.091	.388	Invalid
	Sig. (2-tailed)	.091		
	N	26		
Item 26	Pearson Correlation	.222	.388	Invalid
	Sig. (2-tailed)	.276		
	N	26		

Item 27	Pearson Correlation	.129	.388	Invalid
	Sig. (2-tailed)	.571		
	N	26		
Item 28	Pearson Correlation	.667	.388	Valid
	Sig. (2-tailed)	.000		
	N	26		
Item 29	Pearson Correlation	.607	.388	Valid
	Sig. (2-tailed)	.001		
	N	26		
Item 30	Pearson Correlation	.535	.388	Valid
	Sig. (2-tailed)	.005		
	N	26		



READING COMPREHENSION (PRE-TEST)

Name :

Class :

No :

Choose the best answer by crossing a, b, c, or d!

Read the following text to answer questions number 1-6!

Snow White

1. Snow White knew about the evil plan. She escapes into a forest. There she made friends with seven dwarfs. However, her stepmother knew the place and in her disguise, she gave Snow White a poisoned apple. As a result, Snow White was put into sleep for years and the seven dwarfs guarded her.
2. A long time ago, In the Netherlands, there lived a very beautiful princess, Snow White. The queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.
3. In the end, they lived together happily ever after in the Prince Charming's kingdom.
4. One day, the prince Charming came and revived her by giving her a magic flower.

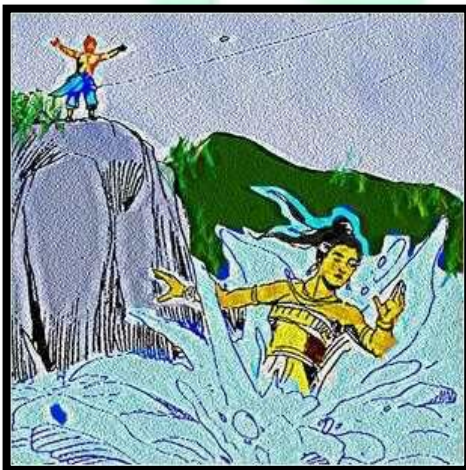
(Adopted from Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4)

1. Arranged the jumbled paragraph into a good narrative text!

- a. 4-3-2-1 b. 4-3-1-2 c. 2-1-4-3 d. 2-1-3-4
2. Who gave Snow White a poisoned apple?
a. Dwarfs b. The King c. Her step mother d. The Princess
3. Long time ago, In the Netherlands, there lived a very **beautiful** princess, Snow White. What is the antonym of the underlined word?
a. Ugly b. good c. pretty d. kind
4. Which statements are correct based on the text?
a. Her step mother loved her so much
b. Snow White's step mother was jealous of her beauty
c. Her step mother did not give her poisoned apple
d. Snow white escapes into river
5. How was the ending of the story?
a. Snow White escapes into forest
b. Snow White made friends with seven dwarfs
c. She lived together happily with prince charming
d. She lived with her step mother
6. What is the communicative purpose of the story?
a. To entertain the readers
b. To describe the way things
c. To tell past event for the purpose of informing
d. To persuade the readers the readers to do something

Read the following text to answer questions number 7-13!

The Legend of Banyuwangi



Once upon a time, there was a local ruler named king Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri

Tanjung. She was so beautiful that the king wanted her to be his wife.

One day the king sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidepekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidepekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidepekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidepekso said “Banyu...Wangi...Banyuwangi”. This means “fragrant water”. Banyuwangi was born from the proof of noble and sacred loved. *(Adopted from Scaffolding English for Junior High School Students Grade VII)*

7. What is the main idea of first paragraph?
 - a. A local ruler king named king Sidepekso
 - b. Sidepekso was the son of the Kig Sulahkromo
 - c. A king who had a prime minister named Raden Sidepekso
 - d. Raden Sidepeksomarrried with the girl Sri Tanjung
8. Why did the King want Sri Tanjung to be his wife?
 - a. Because the Prime Minister love Sri Tanjung
 - b. Because the King was angry to his Prime Minister
 - c. Because she was very diligent
 - d. Because she was very beautiful
9. What was the second paragraph tells about?
 - a. Introduced the participant
 - b. The conflict of story happen
 - c. the resolution of the story
 - d. the ending of the story
10. Why was the Prime Minister very angry with his wife?
 - a. Because she escapes with the King
 - b. The King told him that his wife was unfaithful.

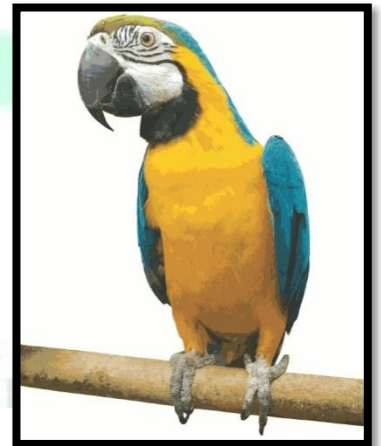
- c. Her wife did not love him
 - d. She is lie to the Prime Minister
11. He brought her to the river bank (paragraph 2 sentence 8). The underline word refers to...
- a. Sri Tanjung
 - b. A local ruler
 - c. the king
 - d. Raden Sidopekso
12. What was finally proved in the story?
- a. King lived happily with Sri Tanjung
 - b. Sri Tanjung proven innocence by the change of river water into fragrant
 - c. The Prime Minister killed his wife
 - d. The Prime Minister was happy
13. What lesson can we learn in the story?
- a. Think first before you make decision
 - b. Believe the information from someone easily
 - c. Let's make someone's angry
 - d. Do not believe someone

Read the following text to answer questions number 14-20!

Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "you are the stupid bird! Why can't you say the word? Say Catano or I will kill you!". But the parrot would not say it.



One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “you are more stupid than the chickens. Soon I will eat them, and I will eat you too.”

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw. He saw three dead chickens on the floor. The Parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you! (Adopted from <http://gudangilmu.blogspot.com>)

14. What is the word that the parrot cannot say?
- a. Catano b. Tacano c. Canato d. nacato
15. What does the man do to the bird because the bird cannot say the name of place?
- a. The man ate the bird c. The man killed the bird
b. He sold the bird d. The man never got angry at the parrot.
16. What is the main idea of third paragraph?
- a. The man had a smart parrot
b. The man got angry to the parrot
c. The man threw the parrot into the chicken house
d. The parrot killed the chicken
17. Which statement is true according to the text?
- a. The parrot could not say Catano c. Catano was the name of the parrot
b. At last the parrot could say Catano d. the man never got angry to the parrot
18. “It was very smart (paragraph 1 sentence 3). The underlined word refers to..
- a. The man b. The bird c. the chicken d. Puerto Rico
19. The parrot was very smart. The word ‘**smart**’ means...
- a. Stupid b. Clever c. Stubborn d. beautiful
20. “The parrot was screaming at the fourth chicken” (paragraph 4 sentence 5).
What does the underlined word means...
- a. Smiling b. Crying c. Shouting d. Laugh

READING COMPREHENSION (POST-TEST)

Name :

Class :

No :

Choose the best answer by crossing a, b, c, or d!

Read the following text to answer questions number 1-6!

Little Red Riding Hood

Once upon a time there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother.

A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it.



In the meantime, he went to grandmother's house pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However, a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed. *(Adopted from English on Sky)*

1. What is the first paragraph tells about?
 - a. There was a girl who wanted deliver food to her grandmother
 - b. There was a grandmother who wanted to deliver food to the girl
 - c. The girl wanted to the forest
 - d. The girl wanted to meet her friends
2. What did the wolf do in order to enter the grandmother's house?
 - a. He ate the girl.
 - b. He pretended to be the girl.
 - c. He pretended to be the grandmother
 - d. He advised the girl to pick up flower

3. What is a good description for the wolf?
 - a. Helpful
 - b. Kind
 - c. Cocky
 - d. Wicked
4. A word in the text that has the same meaning as “**save**” is....
 - a. Rescue
 - b. Approach
 - c. Emerged
 - d. Advise
5. She **naively** told him where she was going.(paragraph 2 sentence 3). What is the antonym of the underlined word?
 - a. Certainly
 - b. Simply
 - c. Suspiciously
 - d. Clearly
6. What can we learn from the story above?
 - a. Do not act badly in front of public
 - b. The good will defeat the evil.
 - c. We should believe in a strange person
 - d. Do not rescue a strange person

Read the following text to answer questions number 7-14!



The Legend of Prambanan Temple

Once upon a time there was a prince named Bondowoso. He was famous for his wonderful weapon, called Bandung. Therefore, Bondowoso was called Bandung Bondowoso. He wanted to marry a beautiful princess, Roro Jonggrang.

Roro Jonggrang was not interested in Bandung Bandawasa, so she asked him to build one thousand temples within one night. He had to finish them before sunrise. With the help of genies and spirits, he

almost built one thousands temples.

Knowing Bandung would complete the temples, Roro Jonggrang cheated. She called all the women in the kingdom and asked them to pound rice. She also asked

the men to burn a lot of wood at the east side of her kingdom. Hearing the sound of pounding and seeing a bright sky, the genies and spirits were afraid. They run away with only one more temple to complete. They thought the morning had come.

Bandung bondowoso was extremely angry when he found what Roro Jonggrang had done to him. He cursed Roro Jonggrang and turned her into a statue. (Adopted from <http://freeenglishcourse.info/story-of-narrative-text/>)

7. Why Roro Jonggrang refused him?
 - a. because she was not interested him
 - b. because she loved him so much
 - c. because she wants to know Bandung Bondowoso's love
 - d. because she asks Bandung Bondowoso gift
8. What Roro Jonggrang wants from Bandung Bondowoso?
 - a. An expensive house
 - b. Hundred temple
 - c. luxury car
 - d. best wedding
9. Who helps Bandung Bondowoso to build a temple?
 - a. his friends
 - b. neighbours
 - c. his father
 - d. genies and spirits
10. Was the Bandung Bondowoso finished to make one thousand temples?
 - a. Yes, he is
 - b. Yes, he was
 - c. No, he is not
 - d. No, he was not
11. Who helps roro jonggrang to make morning situation?
 - a. her boss
 - b. Bandung Bondowoso
 - c. all the woman and men in the kingdom
 - d. her mother
12. "They thought the morning had come". (paragraph 3 sentence 6). The underline word refers to.....
 - a. The genies and spirit
 - b. All the woman and men
 - c. Roro Jonggrang
 - d. Bandung Bondowoso
13. What is the main idea of the last paragraph?
 - a. Bandung Bondowoso wanted to marry Roro Jonggrang

- b. Roro Jonggrang was not interested to Bandung Bondowoso
- c. He asked genies and spirits to help him
- d. Bandung Bondowoso cursed her into a statue

14. What is the name of the temple?

- a. Borobudur temple
- b. Jonggrang temple
- c. Buddhist temple
- d. Prambanan temple

Read the following text to answer questions number 15-20!



The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food. Suddenly, *Baya saw a goat. "Yummy, this is my lunch,"* said Baya. *"No way! This is my lunch. You are greedy"*

said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they made an agreement to live in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy. (Adopted from <http://freeenglishcourse.info/contoh-example-of-narrative-text>)

15. What is the main idea of first paragraph?

- a. There are two animals, Sura and Baya
- b. They are fighting for a goat

- c. They live in different places
 - d. Baya won the fight
16. How did they try to solve the problem?
- a. They made an agreement to live in different places
 - b. They shared the lunch
 - c. Sura gave the goat for Baya
 - d. Baya gave the goat for Sura
17. Did they agree to the agreement?
- a. Yes, they are
 - b. Yes, they did
 - c. No, he is not
 - d. No, he did not
18. Baya was very angry when he knew that Sura broke the promise. (Paragraph 3 sentence 3). A word which has same meaning with the underline word is.....
- a. Agreement
 - b. Advice
 - c. Commerce
 - d. Suggestion
19. What was the ending in the story?
- a. They were best friends
 - b. Baya gave up in the fighting
 - c. They fought again and finally Sura gave up
 - d. They looked the food together
20. What lesson can we learn in the story?
- a. Think first before you make decision
 - b. Let's make someone's angry
 - c. Do not break your promise
 - d. Do not believe someone

ANSWER KEY

No.	Pre-test	No.	Post-test
1	C	1	A
2	C	2	B
3	A	3	D
4	B	4	A
5	C	5	C
6	A	6	B
7	C	7	A
8	D	8	B
9	B	9	D
10	B	10	D
11	D	11	C
12	B	12	A
13	A	13	D
14	A	14	D
15	C	15	A
16	C	16	A
17	A	17	B
18	B	18	A
19	B	19	C
20	C	20	C

Appendix 6

LESSON PLAN I

School	: MTs. Miftahul Ulum Balong Ponorogo
Subject / Skill	: English / Reading
Class / Semester	: VIII C / 2 (Experiment Class)
Kind of Text	: <i>Narrative Text</i>
Time Allocation	: 2 x 40 minutes

I. Standard Competence

11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings

II. Basic Competence

- 11.3 Responding to meanings and rhetorical steps of simple and short essay writing accurately, fluently, and appropriately in the form of narrative in the daily life context.

III. Indicators

The students are able to:

- 11.3.1 Identify the general information of the narrative text
- 11.3.2 Find the specific information of narrative text
- 11.3.3 Find the meaning of the difficult words based on the text
- 11.3.4 Find the main idea of the text
- 11.3.5 Find the moral value of the narrative text

IV. Learning Objectives

After the teaching and learning process, the students are able to:

1. Identify the general information of the narrative text correctly
2. Find the specific information of narrative text correctly
3. Find the meaning of the difficult words based on the text correctly

4. Find the main idea of the text correctly
5. Find the moral value of the narrative text correctly

V. Learning Materials

1. **Narrative text:** kind of text which the purpose is to entertain and educate the readers.

Malin Kundang

Once upon a time, live a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the bigship.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's favorite. But, Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart, because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became stone. (Adopted from <http://bahasainggrisoke.com>)

2. Generic Structure of narrative text

- Orientation: sets the scene and introduces the participants
- Complication: a crisis arises
- Resolution: the crisis is resolved, for better or worse

3. Language Feature:

- using Simple Past Tense
- using adv of time
- using conjunction.

VI. Teaching Method

Method : three-stages of reading (pre, while and post reading)

Strategy : POSSE strategy

VII. Learning Activities

Activities	Strategy	Time
A. Pre-Activity <ol style="list-style-type: none">1. Greeting2. Praying3. Checking students' attendance list4. Tells the learning objectives		5'
B. Main-Activity <ul style="list-style-type: none">• Pre-reading<ol style="list-style-type: none">1. The teacher gives leading question "<i>Do you ever read a legend or fable? Can you mention some stories that belong to legend and fable!</i>2. The teacher gives explanation about narrative text and POSSE strategy3. The students are given POSSE strategy sheet4. The teacher shows the <i>picture series</i>, then asks the students about their ideas related to the pictures5. In pairs, students write down their prediction in POSSE strategy sheet.6. The students are asked to organize their prediction in the concept map based on the categories in the story	Predict Organize	70'

<ul style="list-style-type: none"> • Whilst-Reading <ol style="list-style-type: none"> 1. The students is given narrative text “The Story of Malin Kundang” 2. The students read the text to confirm their prediction and to find the main ideas 3. Students are asked to write down the main ideas in several sentence and questions related main ideas of the text • Post-Reading <ol style="list-style-type: none"> 1. The teacher asks the students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase; predict what the next section will be about 	<p>Search</p> <p>Summarize</p> <p>Evaluate</p>	
<p>C. Post-Activity</p> <ol style="list-style-type: none"> 1. The teacher and students conclude the materials 2. The teacher tells the materials for the next meeting 3. Praying and greeting 		5'

VIII. Assessment

Assessment Type & Form: Written Test & True/ False

IX. Source and Media

a. Learning Materials:

1. Hand out of narrative text
2. White board & board marker
3. Pictures and POSSE strategy sheet

b. Learning Sources

- Wardiman, Artono. 2008. *English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- <http://bahasainggrisoke.com>
- Dictionary

Ponorogo, 24th March 2017

English Teacher

Researcher

Bambang Suprpto S.Pd.

Wahyu Setyowati

NIM. 21091304



Appendix

Learning materials

- Narrative is a kind of text which the purpose is to entertain and educate the readers
- Generic structure
 - Orientation: sets the scene and introduces the participants
 - Complication: a crisis arises
 - Resolution: the crisis is resolved, for better or worse

Activity 1

Look at to the picture below and tell what you think about it!



1



2



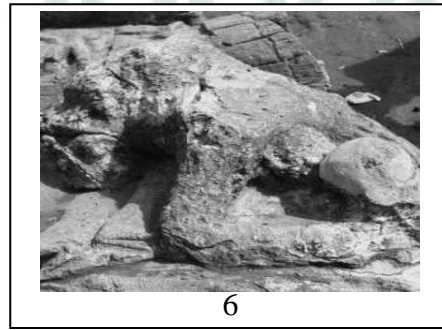
3



4



5



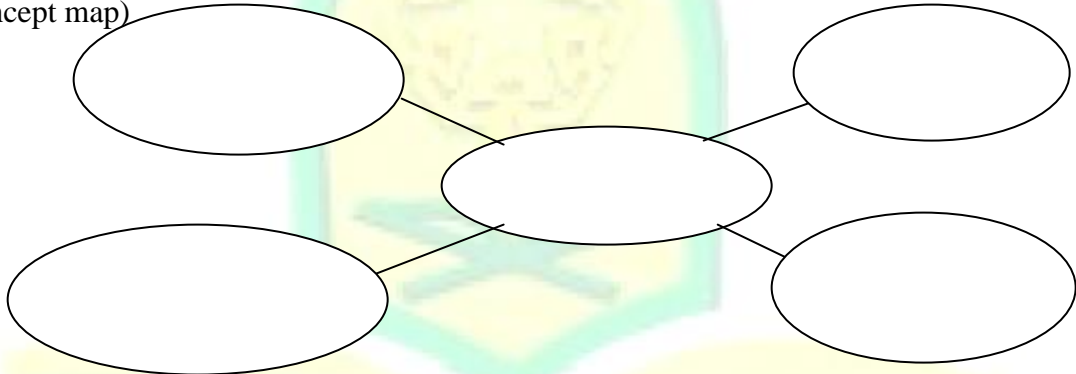
6

Activity 2

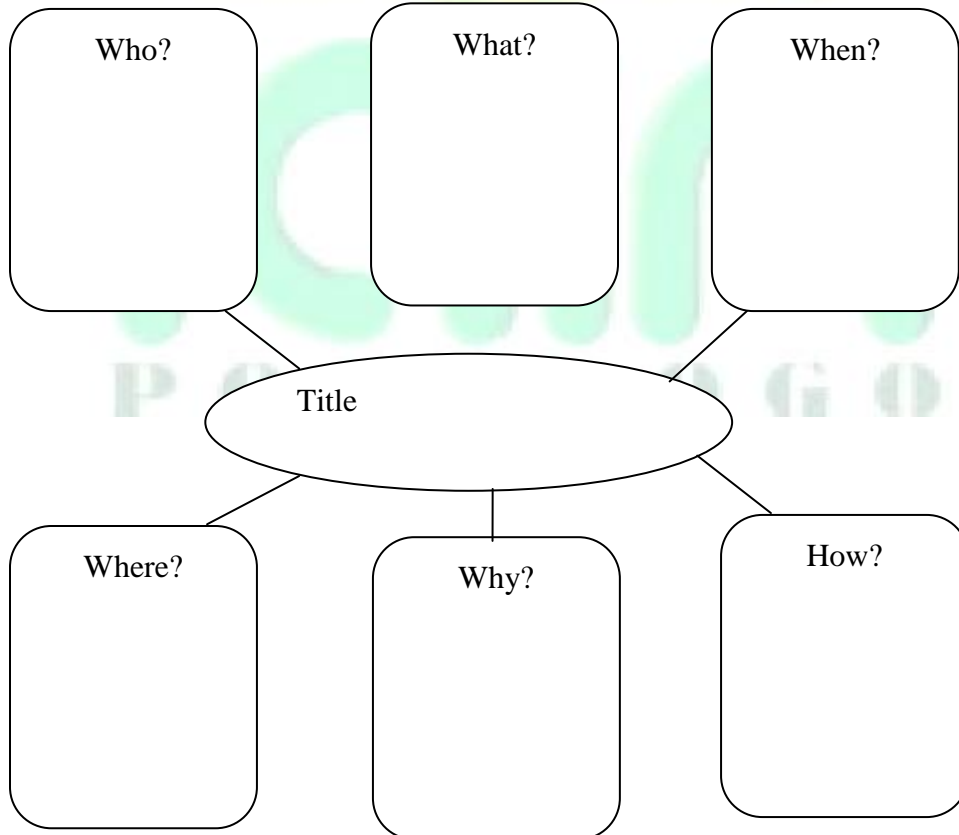
POSSE STRATEGY SHEET

Predict: what will you be finding out about? Use the heading and pictures as well as what you know already know to help you predict

Organize your thought (use your ideas above and then organize them into this concept map)



Read the text carefully and **Search** the information below!



Summarize the main ideas in a sentence. Then ask and answer ‘teacher like’ questions

Some of questions and answers related to the main idea

Evaluate: compare maps – clarify any new words – predict what you will read about next

New words or phrases and their meanings:

Predictions for the next section:

Students’ worksheet

*Read the statement carefully, then put **T** if the statement is True and put **F** if the statement is False*

1. Malin and his mother lived in the village near seashore ()
2. They are very poor ()
3. His mother permit him to work in the ship ()
4. Malin did not admit his mother ()
5. His mother did not curse him became stone ()

LESSON PLAN II

School	: MTs. Miftahul Ulum Balong Ponorogo
Subject / Skill	: English / Reading
Class / Semester	: VIII C / 2 (Experiment Class)
Kind of Text	: <i>Narrative Text</i>
Time Allocation	: 2 x 40 minutes

III. Standard Competence

11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings

IV. Basic Competence

11.3 Responding to meanings and rhetorical steps of simple and short essay writing accurately, fluently, and appropriately in the form of narrative in the daily life context.

IV. Indicators

The students are able to:

- 11.3.6 Identify the general information of the narrative text
- 11.3.7 Find the specific information of narrative text
- 11.3.8 Find the meaning of the difficult words based on the text
- 11.3.9 Find the main idea of the text
- 11.3.10 Find the moral value of the narrative text

V. Learning Objectives

After the teaching and learning process, the students are able to:

- 6. Identify the general information of the narrative text correctly
- 7. Find the specific information of narrative text correctly
- 8. Find the meaning of the difficult words based on the text correctly
- 9. Find the main idea of the text correctly
- 10. Find the moral value of the narrative text correctly

VI. Learning Materials

4. Narrative text

Narrative is a kind of text which the purpose is to entertain and educate the readers.

The Legend of Toba Lake

Once upon a time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fishwoman. The woman wanted to marry him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it. They were married happily. They had two daughters.

One day, Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word fish to his daughters. The daughters were crying. They found their mother and talked about it. The mother was very annoyed. Batara Guru broke his promise.

The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then, this lake is known as Toba Lake.

(Adopted from <http://www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasainggris.html>)

5. Generic Structure of narrative text

- Orientation: sets the scene and introduces the participants
- Complication: a crisis arises
- Resolution: the crisis is resolved, for better or worse

6. Language Feature:

- using Simple Past Tense
- using adv of time
- using conjunction

VII. Teaching Method

Method : three-stages of reading (pre, while and post reading)

Strategy : POSSE strategy

VIII. Learning Activities

Activities	Strategy	Time
D. Pre-Activity 5. Greeting 6. Praying 7. Checking students' attendance list 8. Tells the learning objectives		5'
E. Main-Activity <ul style="list-style-type: none">• Pre-reading 7. The teacher gives leading question "<i>Do you ever read a legend or fable? Can you mention some stories that belong to legend and fable!</i>" 8. The teacher gives explanation about narrative text and POSSE strategy 9. The students are given POSSE strategy sheet 10. The teacher shows the <i>picture series</i>, then asks the students about their ideas related to the pictures 11. In pairs, students write down their prediction in POSSE strategy sheet. 12. The students are asked to organize their prediction in the concept map based on the categories in the story• Whilst-Reading 4. The students is given narrative text "The Legend of Toba Lake"	Predict Organize	70'

<ol style="list-style-type: none"> 5. The students read the text to confirm their prediction and to find the main ideas 6. Students are asked to write down the main ideas in several sentence and questions related main ideas of the text <ul style="list-style-type: none"> • Post-Reading <ol style="list-style-type: none"> 2. The teacher asks the students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase; predict what the next section will be about 	<p>Search</p> <p>Summarize</p> <p>Evaluate</p>	
<p>F. Post-Activity</p> <ol style="list-style-type: none"> 4. The teacher and students conclude the materials 5. The teacher tells the materials for the next meeting 6. Praying and greeting 		5'

IX. Assessment

Assessment Type & Form: Written Test & Puzzle

X. Source and Media

b. Learning Materials:

4. Hand out of narrative text
5. White board & board marker
6. Pictures and POSSE strategy sheet

b. Learning Sources

- Wardiman, Artono. 2008. *English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- <http://www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasainggris.html>
- Dictionary

Ponorogo, 27th March 2017

English Teacher

Researcher

Bambang Suprpto S.Pd.

Wahyu Setyowati

NIM. 21091304



Appendix

Learning materials

- Narrative is a kind of text which the purpose is to entertain and educate the readers
- Generic structure
 - Orientation: sets the scene and introduces the participants
 - Complication: a crisis arises
 - Resolution: the crisis is resolved, for better or worse

Activity 1

Look at to the picture below and tell what you think about it!



Paragraph 1



Paragraph 2



Paragraph 3



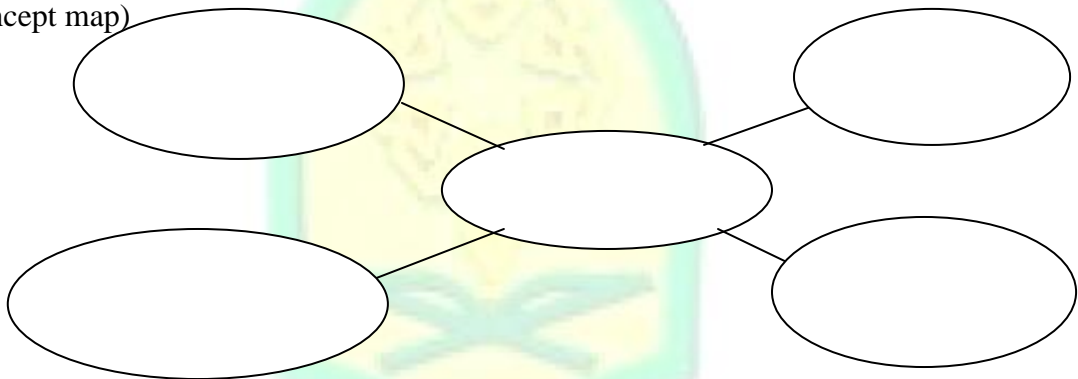
Paragraph 4

Activity 2

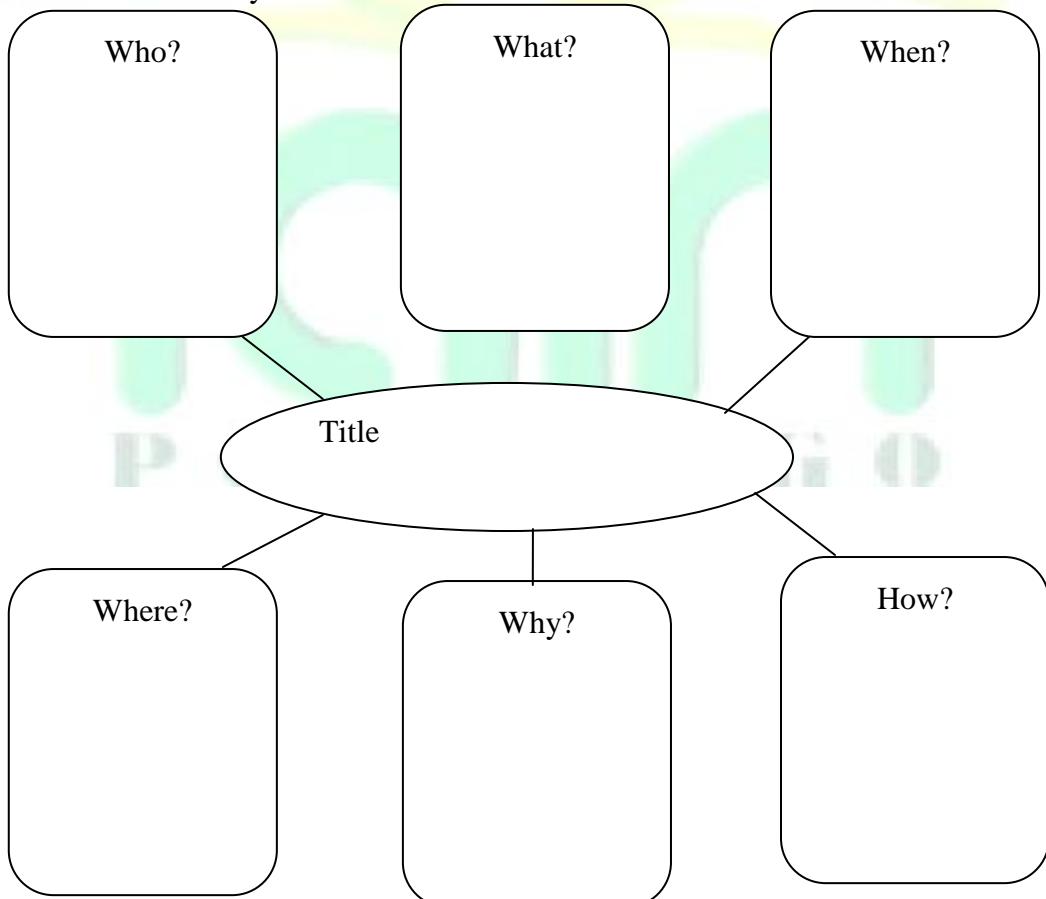
POSSE STRATEGY SHEET

Predict: what will you be finding out about? Use the heading and pictures as well as what you know already know to help you predict

Organize your thought (use your ideas above and then organize them into this concept map)



Read the text carefully and **Search** the information below!



Summarize the main ideas in a sentence. Then ask and answer ‘teacher like’ questions

Some of questions and answers related to the main idea

Evaluate: compare maps – clarify any new words – predict what you will read about next

New words or phrases and their meanings:

Predictions for the next section:



Students' worksheet

Complete the puzzle below by writing your answers of the following clues.



1. What Batara Guru Sahala got when he was fishing?
2. The fish changed into a verywoman
3. They were married happily and had two.....
4. What began to shake when their mother shouted angrily?
5. Peoplethat the big hole became a lake

P O N O R O G O

LESSON PLAN III

School	: MTs. Miftahul Ulum Balong Ponorogo
Subject / Skill	: English / Reading
Class / Semester	: VIII C / 2 (Experiment Class)
Kind of Text	: <i>Narrative Text</i>
Time Allocation	: 2 x 40 minutes

V. Standard Competence

11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings

VI. Basic Competence

11.3 Responding to meanings and rhetorical steps of simple and short essay writing accurately, fluently, and appropriately in the form of narrative in the daily life context.

V. Indicators

The students are able to:

- 11.3.11 Identify the general information of the narrative text
- 11.3.12 Find the specific information of narrative text
- 11.3.13 Identify the purpose of narrative text
- 11.3.14 Find the meaning of the difficult words based on the text
- 11.3.15 Find the moral value of the narrative text

VI. Learning Objectives

After the teaching and learning process, the students are able to:

- 11. Identify the general information of the narrative text correctly
- 12. Find the specific information of narrative text correctly
- 13. Identify the purpose of narrative text correctly
- 14. Find the meaning of the difficult words based on the text correctly
- 15. Find the moral value of the narrative text correctly

VII. Learning Materials

7. Narrative text

Narrative is a kind of text which the purpose is to entertain and educate the readers.

THE LION AND THE MOUSE

A little mouse was passing through a lion's den. The lion caught him and was about to smash him when the little mouse spoke, "Sir, please let me go, and I will do you a good turn one day, for sparing my life." The lion was rather amused to hear this, thinking, "What good can he do me. . ." but he let him go.

Two weeks later, some huntsmen came to the same forest and spread a net around the lion's den. The lion was captured. He struggled hard to set himself free but he soon realized he was trapped. He roared with anger.

The little mouse was looking for food, when he heard the lion's roar. He ran to him. Seeing the lion caught in the rope, he started gnawing at it at once. The mouse had sharp teeth and he soon freed the lion.

The lion was very grateful to the little mouse. From that day, they became best friend.

(Adopted from: <http://shortstoriesshort.com/story/the-lion-and-the-mouse/>)

8. Generic Structure of narrative text

- Orientation: sets the scene and introduces the participants
- Complication: a crisis arises
- Resolution: the crisis is resolved, for better or worse

9. Language Feature:

- using Simple Past Tense
- using adv of time
- using conjunction

VIII. Teaching Method

Method : three-stages of reading (pre, while and post reading)

Strategy : POSSE strategy

IX. Learning Activities

Activities	Strategy	Time
<p>G. Pre-Activity</p> <ol style="list-style-type: none"> 9. Greeting 10. Praying 11. Checking students' attendance list 12. Tells the learning objectives 		5'
<p>H. Main-Activity</p> <ul style="list-style-type: none"> • Pre-reading <ol style="list-style-type: none"> 13. The teacher gives leading question "<i>Do you ever read a legend or fable? Can you mention some stories that belong to legend and fable!</i>" 14. The teacher gives explanation about narrative text and POSSE strategy 15. The students are given POSSE strategy sheet 16. The teacher shows the <i>picture series</i>, then asks the students about their ideas related to the pictures 17. In pairs, students write down their prediction in POSSE strategy sheet. 18. The students are asked to organize their prediction in the concept map based on the categories in the story • Whilst-Reading <ol style="list-style-type: none"> 7. The students is given narrative text "The Lion And The Mouse" 8. The students read the text to confirm their prediction and to find the main ideas 9. Students are asked to write down the main ideas in several sentence and questions related main ideas of the text 	<p>Predict</p> <p>Organize</p> <p>Search</p> <p>Summarize</p>	70'

<ul style="list-style-type: none"> • Post-Reading <ol style="list-style-type: none"> 3. The teacher asks the students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase; predict what the next section will be about 	Evaluate	
<ol style="list-style-type: none"> I. Post-Activity <ol style="list-style-type: none"> 7. The teacher and students conclude the materials 8. The teacher tells the materials for the next meeting 9. Praying and greeting 		5'

X. Assessment

Assessment Type & Form: Written Test/Missing Words

XI. Source and Media

c. Learning Materials:

7. Hand out of narrative text
8. White board & board marker
9. Pictures and POSSE strategy sheet



b. Learning Sources

- Wardiman, Artono. 2008. *English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- <http://shortstoriesshort.com/story/the-lion-and-the-mouse/>
- Dictionary

Ponorogo, 31th March 2017

English Teacher

Researcher

Bambang Suprpto S.Pd.

Wahyu Setyowati

NIM. 21091304



Appendix

Learning materials

- Narrative is a kind of text which the purpose is to entertain and educate the readers
- Generic structure
 - Orientation: sets the scene and introduces the participants
 - Complication: a crisis arises
 - Resolution: the crisis is resolved, for better or worse

Activity 1

Look at to the picture below and tell what you think about it!



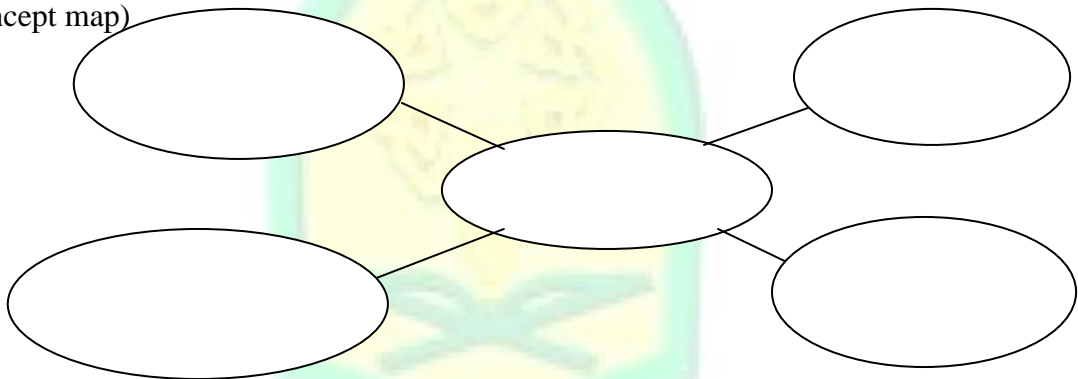
P O N O R O G O

Activity 2

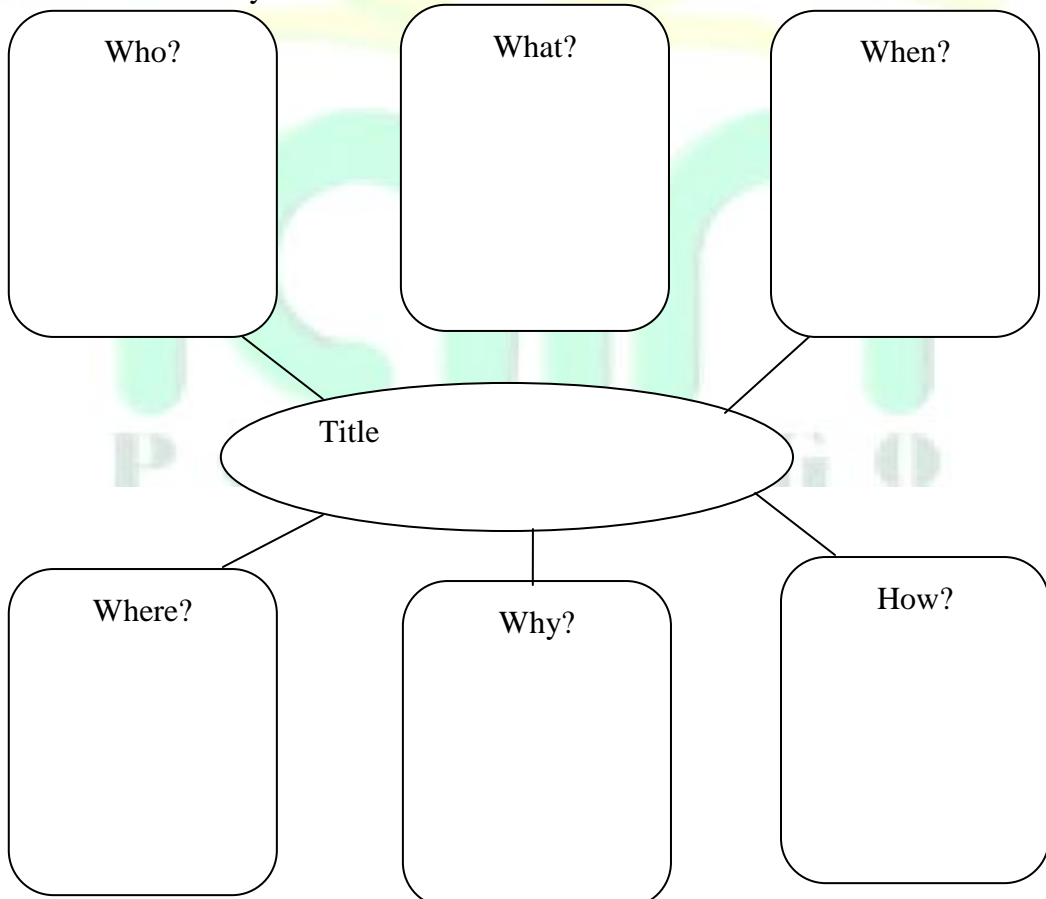
POSSE STRATEGY SHEET

Predict: what will you be finding out about? Use the heading and pictures as well as what you know already know to help you predict

Organize your thought (use your ideas above and then organize them into this concept map)



Read the text carefully and **Search** the information below!



Summarize the main ideas in a sentence. Then ask and answer ‘teacher like’ questions

Some of questions and answers related to the main idea

Evaluate: compare maps – clarify any new words – predict what you will read about next

New words or phrases and their meanings:

Predictions for the next section:



Students' worksheet

Work in pairs. Complete the blanks with the words provided in the box.

Was	laughed	heard	Set
tied	caught	had	came

1. The lion was sleeping in his den when a little mouse.....
2. The lion.....the mouse with his paws.
3. The mouse.....very scared of the lion.
4. The lion just.....when he heard the mouse would do him a favor one day.
5. Some hunters.....a trap in the forest near the lion's den.
6. They.....the lion in the tree with a tight rope so the lion couldn't escape easily.
7. The mouse.....the lion's roared and came to help him.
8. The mouse.....sharp teeth so he could chewed the rope





**KEMENTERIAN AGAMA RI
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Ponorogo, 13 Maret 2017

Nomor : **B-424/In. 32. 5 / PP.00.9/03/ 2017**
Lampiran : **1 (Satu) Eksemplar**
Perihal : **PERMOHONAN IZIN UNTUK
PENELITIAN INDIVIDUAL**

Kepada
Yth. Kepala MTs Miftahul Ulum
Di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

Nama : **WAHYU SETYOWATI**
NIM : **210913049**
Semester : **VIII (Delapan)** Tahun Akademik : **2016/ 2017**
Fakultas/ Jurusan : **Tarbiyah dan Keguruan/TBI**

dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :
**THE EFFECTIVENESS OF POSSE STRATEGY IN READING
COMPREHENSION (QUASI-EXPERIMENTAL RESEARCH TO THE EIGHTH
GRADE STUDENTS OF MTs MIFTAHUL ULUM BALONG PONOROGO IN
ACADEMIC YEAR 2016/2017)**

Perlu mengadakan penelitian secara individual yang berlokasi di :

MTs MIFTAHUL ULUM

Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya saudara berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud.

Demikian dan atas perkenan saudara kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dr. Hj. S. MARYAM YUSUF, M.Ag
NIP. 19570506 198303 2 002



**YAYASAN MIFTAHUL ULUM NGRAKET
MADRASAH TSANAWIYAH – MADRASAH ALIYAH
“ MIFTAHUL ULUM “**

TERAKREDITASI : A

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SURAT KERANGAN TELAH MENYELESAIKAN PENELITIAN

Nomor:028/MTs.MU/VI/2017

Yang bertanda tangan dibawah ini :

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Alamat Tempat Tugas : Desa Ngraket Kec Balong Kab Ponorogo
Telepon : 085234840001

Menerangkan bahwa :

Nama : **WAHYU SETYOWATI**
NPM/NIRM : 210913049
Fakultas/smt : Tarbiyah & Ilmu Keguruan/Tadris B Inggris
Judul Skripsi :

THE EFFECTIVENESS OF POSSE STRATEGY
IN READING COMPREHENSION (QUASI-
EXPERIMENTAL RESEARCH TO THE EIGHTH
GRADE STUDENTS OF MTS MIFTAHUL
ULUM BALONG PONOROGO IN ACADEMIC
YEAR 2016/2017)

Alamat : Desa Ngendut Kec Balong Kab Ponorogo

Yang bersangkutan benar-benar telah menyelesaikan penelitian di MTs. Miftahul
Ulum Ngraket Balong Ponorogo.

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana
mestinya



Ponorogo, 12 Juni 2017
Kepala MTs. Miftahul Ulum

H. NUR SALAM

CURRICULUM VITAE



Wahyu Setyowati was born in Ponorogo, August 05th, 1993. She was thankful for living on earth as a daughter of Mr. Miseri and Mrs. Suyatun and a sister of one lovely old brother, Agung Cokro Widodo. In 2000, she was graduated from Kindergarden. In 2006, she was graduated from SDN 01 Pandak, Balong, Ponorogo. Then, in 2009, she was graduated from SMPN 2 Balong Ponorogo. After that, she continues study in SMKN 1 Ponorogo and taking Multimedia as her focus of study. She graduated there in 2012. In 2013, she continued study to IAIN Ponorogo and took English Department till now.

IAIN
P O N O R O G O

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Wahyu Setyowati

NIM : 210913049

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil penjiplakan maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 16 Juni 2016

Yang Membuat Pernyataan

Wahyu Setyowati