AN UNDERGRADUATE THESIS

USING POSSE (PREDICT , ORGANIZE, SEARCH, SUMMARIZE AND EVALUATE) STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADERS OF MTS N LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018

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THE STATE INSTITUTE ISLAMIC STUDIES OF METRO

1438H /2017 M

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in English Study Program

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RATIFICATION PAGE

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An undergraduate thesis entittled: USING POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE AND EVALUATE) STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF MTS N 01 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2017/2018

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USING POSSE (PREDICT , ORGANIZE, SEARCH, SUMMARIZE AND EVALUATE) STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADERS OF MTS N LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT

BY:
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The main purpose of this research is to investigate the students' reading comprehension of MTS N 1 Lampung Timur and to know what extend the Posse Strategy could help the students' learning process. The writer tries to attest that Posse strategy can be one of the teaching strategy to improve the students' reading comprehension.

The researcher had outlined the problem in this research that focused on reading comprehension. It is related on the problem identification that the students do not understand about the passage and they do not interest in reading material.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 31 students in VIII class of MTS N 1 Lampung Timur In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of MTS N 1 Lampung Timur.

The result of this research shows that Posse strtaegy can be used as a teaching strategy of reading. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 59 and post test II is 76 it improved 16,8 point. The researcher concluded that there was significant improvement of using Posse strategy on the reding comprehension at the eighth graders of MTS N 1 Lampung Timur.

(keyword : reading comprehension, posse strategy, classroom action reseacrh)

MENERAPKAN STRATEGI POSSE UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA DI KELAS DELAPAN MTS N 1 LAMPUNG TIMUR LAMPUNG TIMUR TAHUN AJARAN 2017/2018

ABSTRAK

OLEH:
NERA ANDANI

Tujuan utama dari penelitian ini adalah untuk menunjukan bahwa kemampuan pemahaman membaca siswa MTS N 1 Lampung Timur dan untuk mengetahui sejauh mana strategi posse dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa strategi posse dapat dapat menjadi salah satu strategy pembelajaran untuk meningkatakan kemampuan pemahaman membaca siswa.

Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada kemampuan pemahaman membaca. Terkait pada identifikasi masalah yaitu tidak memahami pesan yang ada di dalam teks, dan mereka tidak tertarik dengan materi bacaan.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 31 siswa kelas delapan MTS N 1 Lampung Timur. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris MTS N 1 Lampung Timur.

Hasil penelitian ini menunjukkan bahwa strategi Posse dapat digunakan sebagai aktifitas pengajaran dalam membaca. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 59 dan post test II adalah 76 dan meningkat 16,8. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan strategi Posse pada kemampuan pemahaman membaca siswa di kelas delapan MTS N 1 Lampung Timur.

(Kata kunci : kemampuan pemahaman membaca, strategi Posse, penelitian tindakan kelas)

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya,

kecuali bagian-bagian yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : NERA ANDANI

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Metro, September 2017

NERA ANDANI
Student Number: 13107807

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the research which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Saudari Nera Andani

Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi penelitian yang disusun oleh:

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Sudah dapat kami setujui dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr.Wb

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APPROVAL PAGE

The Title   : IMPROVING THE STUDENTS' READING COMPREHENSION
BY USING POSSE (PREDICT, ORGANIZE, SEARCH,
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MOTTO

لَبِٕنْ شَــكَرْتُمْ لَأَزِيـدَنَّكُمُّ

"If you are gratefull, I will give you more." (Q.S. Ibrahim:7)

DEDICATION PAGE

This Piece of work is dedicated to:

(Mr.Haris Tamami and Mrs. Usmanila)

My beloved sisters and brother
(Hasdi farizi, Lingga febrian, Feni rahmaliza and Saqila)

My beloved lectures of English Education Study Program
Of Instituate Islamic College of Metro

My Best Friends
(Riski,Ani,Alfi Nurkhoitamin,Neti,Dahlia,Mima,Imron and Hera)

And E Class

My almamater
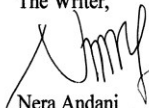
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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research ungraduate thesis entitles "USING POSSE (PREDICT , ORGANIZE, SEARCH, SUMMARIZE AND EVALUATE)   STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADERS OF MTS N LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018". Regarding to the research ungraduated thesis, the writer offers her big thank to the Drs. Kuryani utih, M.Pd as the first sponsor and Syahreni Siregar, M.Hum as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research ungraduate thesis writing process.

As human being, the writer completely realize that this research ungraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this researchungraduate thesis. Hopefully, this research ungraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, september 2017
The Writer,

Nera Andani
ST.N 13107807

TABLE OF CONTENT

CHAPTER III RESEARCH METHODOLOGY

BIBLIOGRAPHY

APPENDIXES

CURRICULLUM VITAE

LIST OF APPENDICES

LIST OF TABLE

LIST OF GRAPH

CHAPTER I

INTRODUCTION

A. Background of The Study

Languange is a symbol to communication. It helps the people to convey what they want to inform each other. Actually, we cannot understand what the other people say if we do not know the language and we need language not only for getting science and technology but also to make our communication is getting better. There are so many language in this world. The one of them is English. As we know that English is an international language. So, in this era we have to know English well.

In Indonesia, English is as foreign language. It is one of subject that is learn since elementary school until university. The students have to master it well. They must study hard to make themselve understand about it. There are four basic skills in English. These are listening, speaking, writing and reading. So, teacher should develop these four skills to make their students can use the skills to communicate with each other and express their feelings or opinions in English well.

Reading is one important skills in learning English mainly in the school. For beginner, reading is important to increase their knowledge. Reading is a process interpreting the message. A good reader must have good ability or comprehension in order to know the meaning and the main point of the text. Reading is skill that has to be mastered by students. The students will know new knowledge and new information by reading. They are able to have

good comprehension in reading because it helps them understand what the information that they want to get. If they have not, they will difficult to get the message from the text. Reading is not only about fluently but also how the students understand the information conveyed by the writer. They should know meaning of the text in order to make them knowing the passage.

Reading Comprehension is skills to search the meaning, actively using our knowledge of the world and of the text to understand each new thing we have read. By reading, students will be able easy to get information, knowledge and idea from source they read. But so far, the learners still difficulties and to improve their Reading Comprehension because they seldom do reading activity at school and material for reading is not interesting for them.

In the school, the students almost never read English text because they feel difficult to understand the text. Because of it, their Reading Comprehension still low. In the other hand the teacher uses uninteresting strategy in teaching reading so the students bored. It is one of problem in the student. They should practice to read English text to make their Reading Comprehension better. The other way to solve this problem is the teacher using an interesting strategy to make the students interest to read English text.

There are many strategies for teaching reading. The one is POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy is one of the reading strategies that can solve the problems mentioned above. 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. The strategy not only activates prior knowledge, but also encourages students to organize their existing knowledge and then summary and elaborate on the connections between what they already knew and what they have learned.

From the explanation above, we know that approach, strategy, play a prominent role in teaching learning process. Especially in teaching reading. Therefore, Based on pra survey that have done on March 20th, 2017, the writer found problems in English. The students do not interest to learn reading subject more. They feel difficult to understanding their reading text. Then, the students feel bored and lazy to learn reading subject. Finally, some students have low score in reading subject. The researcher would like to improving the students' Reading Comprehension by using POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy.

This research will be held at the eight grade of MTS N 1 Lampung Timur which consists of one class for about 31 students, and after doing the pre-test at the eight grade of MTS N 1 Lampung Timur which located in Ki Hajar Dewantara/Lembayung Street, 38 B Banjar rejo Batanghari, East Lampung, the writer gets the result as bellow:

Table 1

Students' Reading Score

No	Name	Score		No	Name	Score
1	AF	30		19	MRI	20
2	AN	40		20	PL	30
3	AF	75		21	PDS	20
4	AL	20		22	RAP	40
5	AJ	30		23	RDS	40
6	ADS	50		24	RY	60
7	AD	80		25	SA	60
8	ADR	50		26	SAP	50
9	AES	30		27	TPA	30
10	AS	40		28	TA	60
11	DAM	20		29	ZA	70
12	DA	20		30	ZH	60
13	EP	50		31	ZAA	70
No	Name	Score				
14	FA	20				
15	FS	30				
16	HZ	20				
17	IR	30				
18	JM	40				

Source: Teacher's archive, English Reading Score at the eight Grades of MTS N 1 Lampung Timur, on March 20th, 2017.

Table 2

The result of eight grade of MTS N 1 Lampung

No	Score	Frequency	Percentage	Criteria
1	≥ 70	2	6.45 %	Complete
2	<70	29	93,55%	Incomplete
	Total	**31**	**100%**	

Source: result of students Reading Comprehension pre-test on March 20th 2017

The English minimum passing grade in this school is 70. It means that the students who got the score under 70 don't pass the examination. In fact, that 2 students have a good grade, it means 6.45% of the students have complete for the test. While, 93.55% or 29 students have incomplete in the test. it can be concluded that students' reading score at the eight Grade is still low.

From the information above, the researcher wanted to know whether POSSE strategy used in teaching Reading Comprehension of the eight grade students' of MTS N 1 Lampung Timur can improve their Reading Comprehension.

B. Problem Identification

Based on the background above, the researcher would like to identify the problem as follow:

1. The students are not interested in reading the English text.

2. The students have low ability to comprehend the text.

3. The teacher uses uninteresting strategy to teach the students.

4. Most of students have the difficulties in Reading Comprehension.

C. Problem Limitation

Based on the problem above, the researcher limits the problem that the students have low ability to comprehend the text in Reading Comprehension.

D. Problem Formulation

Based on the problem above, the researcher would like to identify the problems are follows:

"Can the use of POSSE (Predict-Organize-Search-Summarize-Evaluate) Strategy improve the students Reading Comprehension and their learning activities at the eight grade of MTS N 1 Lampung Timur"?

E. Objectives of the Study

Generally, the objective of this research is to know whether there is the improve of Reading Comprehension and their learning activities throught POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy at the eight grade of MTS N 1 Lampung Timur ?

F. Benefit of the Study

The result of this classroom action research are expected:

1. For the Teacher

    As a information to english teacher if POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy can be effectiveness to increase students' Reading Comprehension.

2. For the students

    As a motivation for the students in learning reading.

3. For the headmaster

    This research can be used as consideration to facilitate in learning reading in future.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept Of Reading Comprehensions

1. The Concept Of Reading

a. The Definition Of Reading

There are four skills in English which should be mastered, they are reading, speaking, listening and writing and it can not be denied that reading is one of the most important. According to Sanggam Siahaan said that reading is the skill of a reader or a group to interpret information transferred by a writer.[27] Meanwhile, Ur assumes that reading is decoding and translating process of written symbol into suitable sound.[28] It can be understood that reading is the complex process which involves decoding and translating process as well as reader and text become the sound which can be directly understood.

Based on the explanation above, the researcher concludes that reading is a process to convey the message or information. The reader will know what they read and challenged to response the ideas of the author. In order to make the message or information that comes from the author can be understood and comprehended easily by the reader.

Then Scanlon, *et.al* states that reading is a process that necessitates the process of analysis, coordination, and interpretation of many resources

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[27] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Garaha Ilmu, 2008), p. 3
[28] Penny Ur, *A Course in Language Teaching,* (Cambridge: Cambridge University Press, 1991), p.138

of information.[29] In this sense, reading is activity which is carried out to gain overall understanding of the text is being read.

Furthermore, Linse and Nunan say that reading as a skill of understanding and deriving meaning from the text which requires the reader to be able to decode printed word and comprehend the text.[30] Otherwise Sanggam states that reading is a skill to graps the semantics sense of the text with linguistic contextual meaning.[31] It means that reading is a process which entails not only making sound the printed word but also making sense the text contextually and semantically for deep understanding. Reading is take from word "read".

In Oxford Advanced Learners Dictionary the word "read" is explained that :

a. To look and understand the meaning of written and printed word or symbols.

b. To go through written and printed word, in silence and speaking them to other people.

c. To discover or find out about somebody or something by reading[32].

It means that reading is an activity that used to understand something by written or printed word.

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[29]Donna Scanlon, *et.al*, *Early Intervention for Reading Difficulties,* (New York: The Guildford Press, 2010), p.9

[30]Caroline Linse and David Nunan, *Practical English Language Teaching,* (New York: McGraw-Hill Company, 2005), p. 69

[31] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 106

[32]A.s, Homby, *Oxford Advance Learner's Dictionary,* (New York :Oxford University Press,2010), P. 1219.

Meanwhile, Silberstein states that reading is an active process which entails the students to work intensively and interact with the text to create significant discourse.[33] In this sense an active process which involve students and text which is directed to invent good understanding from what they have read.

Besides, Nation suggests that an important part of reading is ability to recognise written forms and to connect them with their spoken forms and their meanings which involve recognising known words and translating unfamiliar words.[34] Furthermore, Patel and Jain reveal that reading is not only as a source of information and pleasurable activity but also as a means of extending and consolidating someone's knowledge.[35] From the statements it can be assumed that understanding the text has a goal to enrich someone's knowledge from many available sources.

Based on the statements about the essences of reading, it can be inferred that reading is a process that involves reader and text in order to understand the text as a source of information to extend someone's knowledge and to achieve various purposes.

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[33]Sandra Silberstein, *Techniques and Resources in Teaching Reading,*(New York: Oxford University Press, 1994), p. 6

[34]I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 9

[35]M.F Patel and Praveen M.Jain, *English Language Teaching,* (Jaipur: Sunrises Publishers and Distributors, 2008), p. 114

Meanwhile John and Dana state that reading is a complex interaction of cognitive process and strategies and the context.[36] Based on the theoris above, it can be concluded that reading is a complex process to obtain symbolized in written or printed language. Reading involves some process that are used to get meaning from written text. It is not only an activity involving printed material as the media in order to process and gain information but also the comprehending process.

On the other definition of Karen Tankersley, reading is a complex process made up of several interlocking skills and processes.[37] It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

Moreover Bacon Remarks in M.F Patel and Praveen M. Jain state that "Reading makes a full man." Reading means to understand the meaning of printed, words Le. written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge.[38]It's mean that reading is form of written language or written symbol that must be understand by the people to know what the

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[36] John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English Students, Texts and Context,* (New York : Taylor and Francis, 2009) ,P.49

[37] Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development , 2003), p. 3

[38] M.F Patel and Praveen M. Jain, *English Language Teaching,* (Jaipur: Sunrise Publisher and Distributors, 2008), p. 113

meaning or information about the text, so it can be said that reading is an important activity in human life that must be mastered by the people.

b. Kinds Of Reading

There is also a very narrow dividing line between knowing something by heart and actually reading the words.[39]

A. Reading Aloud

Reading Aloud is not the same as reading silently. It is a separate skill and not one which most people have that much use for outside the classroom. But it can be useful, especially with beginners in language. Reading Aloud is often thought of as reading round the class one by one. And although many children seem to enjoy it.

B. Silent Reading

Silent reading is what remains with most people for the rest of their lives. Nobody can guarantee that all your pupils will love books, but a possitive attitude to books and reading from the beginning will help.

c. The Factors That Influences In Reading

There are some factors that may influences reading in a second or foreign language as follows:

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[39]Wendy A Scott and Lisbeth H. Ytreberg, *Teaching English to Children,*(London New York : Longman Education Text,2009), p.57.

A. Systems of Language

It is important to remember, however, that a similarity in reader–writer language does not necessarily result in fewer miscues, only miscues that tend to be more meaningful within the context of the discourse.

B. Strategies

A second factor that influences a reader's and writer's transaction with print is the strategies available to the language user and his or her flexibility in employing them. Strategies represent those cognitive processes or behaviors that the individual engages so as to create meaning through written discourse.

C. Background knowledge

Background knowledge impacts both the quality of the miscues and how a text is ultimately understood.

D. Purpose

Purpose may be to explore the environment, to ask questions and seek knowledge.

E. Assimilation and Accommodation

As meaning is constructed, it is not uncommon for the reader and writer to be changed cognitively. What the language user knows when the transaction with print terminates may be qualitatively and quantitatively different from what he or she knew when the transaction was.[40]

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[40]Stephen B. Kucer, *A Conceptual Base for Teaching Reading and Writing in School Settings,* (New York : Taylor & Francis e-Library, 2009), p.128

2. **The Concept Of Reading Comprehensions**

a. **The Definition Of Reading Comprehensions**

Reading comprehension is crucial to a student's sucess in school, and further, to becoming a lifelong learner. Children and young adults who struggle with reading comprehension will struggle with every subject in school, and with day to day living following school.

Comprehension is not a simple process because it needs delicate interaction of several component processes that connect information in a text with reader's background knowledge and experience.[41] It can be assumed that comprehension is a complex process where in comprehending the text the reader integrates their prior knowledge and the text to obtain meaningful information.

Furthermore, according to McNamara "…comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".[42] In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

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[41]Scot G Paris and Steven A Stahl, *Children's Reading Comprehension and Assessment,* (New Jersey: Lawrence Erlbaum Associates Publishers , 2005), p.71
[42]Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies,* (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

In breaf, to comprehend text is not something easy, but the readers need strategies to comprehend the text, they will be easier to comprehend. Not only strategies the student need, but also skill is role in this case. The students must practice in reading comprehension, because it can develop their brain thinking. Goal of reading comprehension strategies are to reach good comprehension, readers can memory information what they have read in long time.

Reading Comprehensions is cognitive ability a person is able to use when interacting with the written text.[43] Reading involves a variety of skills, there are summarizing, drawing conclusion, finding the main idea, paraphrashing and sequencing. This is the explanation about it :

a. Summarizing

Summarizing is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points. Primary-grade students often have difficulty summarizing because they want to tell everything. However, even middle school students sometimes have difficulty deciding what information to include in a summary and what not to include.The best way to teach students to summarize is to teach them to organize their summaries around text structure. Well written text is always well organized. That is, it has an internal

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[43]Alderson, J. C. *Reading in a foreign language: a reading problem or a language problem*. (London: Longman, 2008), p. 126.

structure. If readers have been taught to recognize the structure of a text, they can use it when summarizing.[44]

Moreover, summarizing is a difficult task for students. Students require instruction and practice in summarizing before they are able to produce good oral and written summaries of text. Interestingly, research suggests that instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content. Thus, instruction in summarization can be considered to meet dual purposes: to improve students' ability to summarize text and to improve their ability to comprehend text and recall.[45]

b. Drawing Conclussion

Drawing conclusions is just another example of inferring that in turn is just another example of predicting. An author seldom states directly what a reader should conclude. More typically, a conclusion is implied. Consequently, drawing conclusions, like predicting and inferring, requires readers to be proactive in looking for clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction about what the author wants us to conclude on the

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[44]Gerald G.Duffy. *Explainng reading: A Resource for Teaching Concepts Skill and Strategies.* Second edition.p. 153

[45] Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension" Scholastic Red 2002,p.12.

basis of what makes sense in terms of past experience. As with so many comprehension strategies, drawing conclusions is another example of the questioning good comprehenders do as they read. That is, when reading a text, readers ask themselves what the author wants them to be thinking at that point. Readers should draw conclusions when reading both narrative and expository text.[46]

c. Finding the Main Idea

Main idea refers to the "big idea" or the most important idea found in expository text. Narratives also have a "big idea" but we call it a "theme"."Main idea" is often confused with "topic." In a book about locomotives, for instance, the topic may be "locomotives," but the main idea is what the author wants readers to understand is important about locomotives. While it is relatively easy to identify topic, it is harder to determine what the author thinks is important.[47]

Moreover, The main idea is what the passage is about. In paragraphs, it is often contained in the first sentence. In longer passages, the main idea may be in the title, chapter headings, proposed solutions to problems or in concluding statements.

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[46]Gerald G.Duffy . *Explainng reading: A Resource for Teaching Concepts Skill and Strategies.*p.161
[47] Ibid.138

d. Paraphrasing

Parapharsing is an expressionof the meaning of word or phrase using other word or phrases, often in an attempt to make the meaning easier to understand.[48]

Then, paraphrasing is telling the main idea with most of the supporting details put in simpler language. Paraphrasing is usually longer than summarizing but not quite as long as the original passage.[49]

In paraphrase the students just rewrite the reading text using different word without changing the original meaning. This is what is usually meant by the phrase 'in your own word'. The paraphrase should be clearer and more easily to understood than the original.

e. Sequencing

Sequencing is one of many skills that contributes to student's ability to comprehend what they read. sequencing refers to the identification of the components of a story, such as the begining, middle, and end and also to the ability to retell the events within a given text in the order in which they occurred.[50]

Moreover, sequencing is process of putting events, ideas, and object in a logical order. Knowing the sequence of

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[48] Jack C. Richards, Longman Dictionary of Language Teaching and Applied Linguistics, (Malaysia: Longman, 2002), Third Edition, p.384

[49] National PAAS Center"Reading On Move" https://www.teachrversion.com/skill-builder/reading-comprehesion/48779.html on November 30th 2016

[50]Ibid

events in a story is an important skill for students to learn. Without it they will struggle with understanding what they read. To understand the text, students need to be able to make sense of it as it is being read so they are able to recall it later.

From the statement above, there are five skills in reading that must be mastering. In this research the researcher will improve three skills, there are: drawing conclussion, finding the main idea and sequencing.

b. Reading Comprehension Strategy

Following are ten such strategies, each of which can be practically applied to your classroom techniques.

a.   Identify the purpose in reading.

How many times have you been told to read something yet you don't know why you're being asked to read it? You did only a mediocre job of retaining what you "read" and perhaps were rather slow in the process. Efficient reading consists of clearly identifying the purpose in reading something.

b.   Use graphemic rules and patterns to aid in bottom-up decoding.

At the beginning levels of learning english, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written english. In many

cases, learners have come aquainted with oral language and have some difficulty learning english spelling conventions.

c.   Use efficient silent reading techniques for relatively rapid comprehension.

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limid vocabulary and grammaticaly.

d.   Skim the text for main ideas.

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gis. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passage by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

e.   Scan the text for specific information.

The second in the most valuable category is scanning, or quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or dates, to

find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text for academic english, scanning is absolutely essential.

f.   Use the semantic mapping or clustering.

Readers can easly be overwhemed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g.   Guess when you aren't certain

This is an extremely broad category. Learners can use guessing to their advantage to.

1.   Guess the meaning of a word

2.   Guess a grammatical relationship

3.   Guess a discourse relationship

4.   Infer implied meaning

5.   Guess about a cultural reference

6.   Guess content messages.

h.   Analize vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

i.   Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

j.   Capitalize on discourse markers to process relationships.

Many discourse markers in english signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.[51]

Many Strategies For Reading which has been explained by Brown. The researcher concludes that all of the categories must be included in Strategies For Reading to understand and comprehend the language to achieve the aim of teaching reading.

c. The Measurement Of Reading Comprehensions

To know the achievement of reading comprehension should be measured by using the assessment of reading. There are the

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measurements of reading comprehension related to Grenall and Swan, as follows:

Table 2

The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	udents can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	**100**

B. Concept of POSSE Strategy

1. 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.[52]

According to Carol Englert and Troy Mariage POSSE strategy is a mnemonic reading strategy developed.[53] The acronym of POSSE stands for Predict, Organize, Search, Summarize, and Evaluate.

The five letters in the acronym POSSE stand for:[54]

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[52] Barbara J. Guzzetti, *Literacy in America An Encyclopedia of History, Theory, and Practice*, (California : USA,2002), p.470.
[53] Englert, C., & Lenz, *Making students partners in the comprehension proces Organizing the reading "POSSE." Learning Disability Quartely*, (USA:Stenhouse Publisher,1991), p.14
[54] Peter Westwood, *What Teachers Need to Know About Reading and Writing disabilities,* (Australia:Acer Press,2008), p.45

a) Predict what issues will be covered in the text (based on your existing knowledge of the subject) and raise a question you want to answer.

b) Organise your predicted points and question and link them into a semantic map.

c) Search the text (read carefully to confi rm or discredit your predictions).

d) Summarise the points gleaned from the reading.

e) Evaluate your understanding of the text and what you have learned from it.

This strategy is designed to model habits of strong readers to students and teach them how to utilize these strategies. This reading strategy includes many reading practices that have been shown to aid , such as graphic organizers, text structures, stimulation of student background knowledge, and self-monitoring.

In addition, Englert & Marriage state that POSSE strategy is designed to activate student's prior knowledge about the topic and to link it with new information contained in the text.[55] Freville & Collen support this by saying that POSSE is a multistep teaching strategy that not only assists students in activating the prior knowledge, but also encourages them to organize their existing knowledge and structure, and then summarize and elaborate on the connections between what they already knew and what they have learned.[56]

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[55] Ibid, p. 123.
[56] Ibid, p. 145

A 'strategy sheet' is used to cover the five aspects listed below, and students add informatio, to it in the form of a semantic map before, during and after the reading. The sheet provides a visual guide that provides direction and structure, linking what students already know with new information that is acquired while reading.

In conclusion, POSSE strategy is a assist reading strategy designed to model habits of strong readers to students by activating the background knowledge of the students and combining the existing information with the new information provided in the text.

2. **Step of POSSE Strategy**

There are several Steps of Evaluation strategy, such us follow :[57]

a) Step 1: Predict, Predicting invites readers to use their background knowledge or their experiences to find clues from the text.

b) Step 2: Organize,in this step when the students arranging their brainstormed ideas in the prediction step into a semantic map

c) Step 3: Search, In this step, the students also search for the main idea of the text.

d) Step 4: Summarizing, in this step when the students summarizing the text. In summarizing the text, students required to identify the key idea of each paragraph.

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[57]Peter Westwood, *What Teachers Need to Know About Reading and Writing disabilities*, p. 45

e) Step 5: Evaluate, the students evaluate their understanding by doing the comparing and clarifying.

3. **Implementation of POSSE Strategy to Improving Reading Comprehensions**

a) The students predict the text by brainstorming activity. The teacher asks the students to predict what the text might tell about using text clues such as the title, headings, pictures/diagrams or initial paragraphs, etc. The brainstorming activity allows the students to tap into their prior knowledge The teacher can also guide students in the prediction step by asking questions like "What do you think this text is going to be about?" or "What clues from the text helped you make your prediction?" these questions can encourage the students to be aware of their own metacognitive processes.

b) When the students arranging their brainstormed ideas in the prediction step into a semantic map. This semantic map assists the students in organizing their thoughts and searching for the structure of the text.

c) The students also search for the main idea of the text. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.

d) Students required to identify the key idea of each paragraph. A good summary does not include details which are not important. Students

are encouraged to make use of heading, sub heading, and the main idea of each paragraph to summarize the text they read.

e) The students evaluate their understanding by doing the comparing and clarifying. In the comparing, the students compare the two semantic maps generated before reading the text with the semantic map that is completed after the reading of the passage. This stage supports the students in comparing prior knowledge with new information and supports them in making more in-depth connections.[58]

4. Advantages And Disadvantages Of POSSE Strategy

a) Advantages Of POSSE Strategy

1) Student can activate their prior knowledge about the topic and link it with new information contained in the text.

2) Student can infer context that is explicit by using background knowledge.

3) Students are encouraged to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have already learned.

4) Students can comprehend the text effectively by using graphic organizers used during organize and summarize steps.

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[58] Englert, C., & Lenz, *Making students partners in the comprehension proces Organizing the reading "POSSE." Learning Disability Quartely*, p.138

5) Students can self-monitor themselves by comparing their first graphic organizer and their second one. It makes the students become active readers that can apply this strategy effectively and automatically.

b) Disadvantages Of POSSE Strategy

1) It is possible that the students will provide incorrect feedback to other students while the discussion material.

2) In the large group of the students, it will difficult for the teacher to monitor all of the communications between the students, and misinformation maybe passed through the class.[59]

C. Actions Hypothesis

Based on the frame of theories and assumtion researcher formulates the hypothesis as follow:

"By using POSSE strategy in teaching, the students Reading Comprehensions and their learning activities can be improved at the eighth grade of MTS N 1 Lampung Timur in the Academic Year of 2017/2018 ".

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[59] Englert, C., & Lenz, *Making students partners in the comprehension proces Organizing the reading "POSSE." Learning Disability Quartely*,p. 148

CHAPTER III

RESEARCH METHODOLOGY

A. Operational Definition of Variables

Variable is the construct or a characteristic that can take on different values or score. There are two variable in this research, that are Independent variable (X) and dependent variable (Y). The independent variable is POSSE strategy. Then, the dependent variable is the reading comprehension. Based on the statement above, the operational defines as follows:

1. Independent Variable

Independent variable of this research is POSSE strategy. POSSE strategy was one strategy which was used to improving reading comprehension students which was helped the students to comprehend the reading text. It was important to students know about the process of POSSE strategy. Thus, creating POSSE strategy was one way of representing and communicating one understands of conceps.

Furthermore, based on the theoretical review, the indicator of POSSE strategy in teaching reading of the eight grade of MTS N 1 Lampung Timur in the Academic Year 2017/2018 are :

a. The students know about the process and understand about POSSE teaching strategy.

b. The students can apply POSSE strategy to the reading comprehensions of the texts.

Moreover, based on the theoretical review, to measure the writer gave POSSE strategy as the treatment.

2. Dependent Variable

Dependent variable in this research is reading comprehension, which was defined as the process of reading activity to get clear information about the topic and result of POSSE strategy. To get it, the readers need comprehend the text and the readers must be recognized word.

So, they can understand text easily. It means that the students reading comprehension are the students understanding about the content of reading text that the teacher has given it to them. It can be know that, the indicator of reading comprehension are :

    a. The students can be able to find the main idea from the text.

    b. The students can be able to understand the meaning of the words..

    c. The students be able to predict the information of the text..

To measure the reading comprehension text and POSSE teaching the writer gave a pre-test and post-test to the students. Both pre-test and post-test gave 10 items to the students as the test. The score of each question was 10 point for right answer, and 0 for false answer. So, the highest score was 100 and the lowest score was 0.

B. Location Setting

This research will be conducted at MTS N 1 Lampung Timur in the Academic Year 2017/2018. It is located on Jl. Ki Hajar Dewantara/ Lembayung Banjarrejo 38 B Batanghari Lampung Timur.

C. Subject of the Study

The students of this research are thirty two students of class VIII of MTs N 1 Lampung Timur. The subject of this action research is students of class VIII of MTS N 1 Lampung Timur. There were 31 students in the class VIII . In that class consist of 17 male and 14 female. The researcher has chosen this class because most of the students have low score in English lesson especially in reading. They are also less interested in English learning.

D. Research Procedure

1. The Concept of Classroom Action Research

In this research, the researcher chooses classroom action research because the researcher wants to encourage the students to active in learning process activities and improving students' reading comprehension by using POSSE strategy.

Jean Meniff state that "classroom action research a name given to a particular way of researching, our own learning.

[34] According to Yongesh Kumar, action research is a method for improving and modifying the working system of the classroom in the school.[35]

Gay state in his book action research in education is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and the students learn.[36]

According to Donald "Classroom action research is one of the approach in action reserach. Classroom action research will Involves teachers in their classrooms and can involve groups of teachers examining common issues".[37]

From the explanation above, it can be inferred that classroom action research is a research in education to teaching and learning in the class to improving and modifying the system of classroom in the school.

The researcher use two cyle and each cyle consist of four elements of every cycle, they are planing, acting, observing, and reflecting. If the first cycle is success, the researcher continue to the second cycle to get good score or to solve the students' problem in learning reading.

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[34] Jean McNiffwith Jack Whitehead, Action Research Principles and Practice, (London and New York : Routledge Falmer Taylor and Francis Group, 2002), p. 15.
[35] Yonges Kumar Singh, Fundamental of Research Methodology and Statistic, (New Delhi : Publishing for One Word, 2006), p. 261.
[36] Gay ,Mills, And Airasian, *Educational Research: Competencies For Analysis And Applications*.Tenth Edition (New York: Florida international university 2012) p.508
[37] Donald, Ary. *Introduction to Research in Education*. Eight edition(USA. Wadsworth. 2010)p.515

Here is step of classroom action research design:

(*Activities in CAR, adapted from Mc Taggart design*)[38]
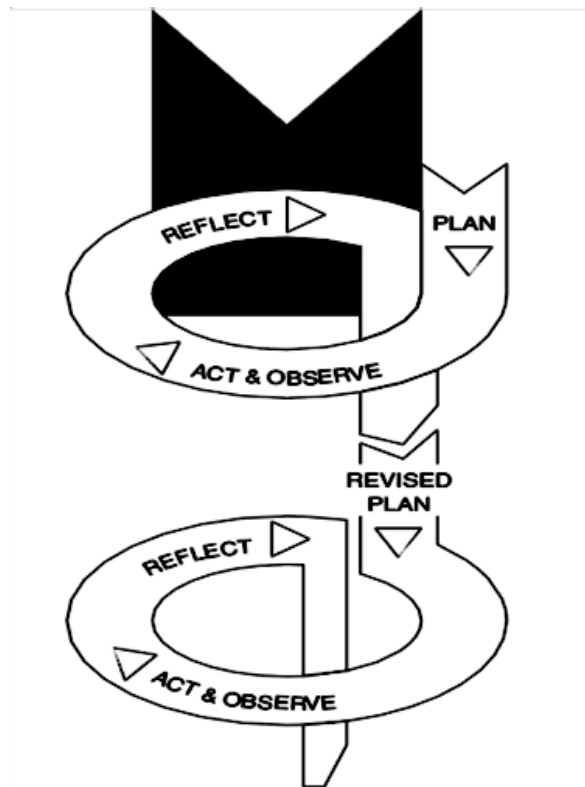
2. Action Plan

Classroom Action Research (CAR) Cycles are:

a. **Cycle I**

1) Planning

> Planning is the first step of this classroom action research that prepare before do the action. In this step, the researcher prepare the material that relate to the teaching and

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[38] Valsa Khosy,*Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4

learning process. Here is the step that researcher makes in planning.

   a) The researcher makes lesson plan.

   b) The researcher prepare the material and the teaching media that needed in teaching learning process, such us a textbook, laptop, etc.

   c) The researcher prepare format to observe.

   d) The researcher prepare format to evaluate the students activity after teaching learning process.

2) *Acting*

   After finishing the planning, the learning process conduct in the VIII class of MTS N 1 Lampung Timur, the researcher act as follow :

   a) The researcher apply the lesson.

   b) The researcher explain the advantages of POSSE strategy to improve the students reading comprehension.

   c) The researcher teaching by using POSSE strategy.

   d) The researcher guide the students to learn english base on the lesson plan.

   Before the treatment were done, the researcher take the pre-test to the students. It have to done for one meeting.

3) *Observing*

In this step, the researcher observe the precess of teaching learning by using formal observation sheet. It was to write some indication, not only good indication but the bad one also written. Such us, the students good participants, students error, and students ability to answer the question. The important things in teaching learning process were noted by researcher.

4) *Reflecting*

Reflecting is the last step in this process. The researcher analyze and discusse the observation result during teaching process, the weakness and strenght from the action in this step. The researcher uses the data from evaluation to make improvement for the second cycle. The researcher decide that the next style focus on the weakness in preview cycle.

b. Cycle II

1) *Planning*

a) The researcher makes lesson plan.

b) The researcher prepare the material and the teaching media that needed in teaching learning process, such us a textbook, laptop, etc.

c) The researcher prepare format to observe.

d) The researcher prepare format to evaluate the students activity after teaching learning process.

    e) The researcher guide the students to learn english base on the lesson plan.

2) *Acting*

    The researcher apply the action plan II, doing the treatment and giving the post-test 2.

3) *Observing*

    In this step, researcher observe the process of teaching learning using observation and field notes to collect the data action plan II.

4) *Reflecting*

    In this step, the researcher compare the score of pre-test and post-testthe researcher review and reflect on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

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    CAR was applied in this study. It is regarded important for the researcher to develop reading comprehensions of VIII grade students at MTs N 1 Lampung Timur by POSSE strategy. By applying this strategy, it was expected to solve student's problems in teaching learning process of reading comprehension .

    The classroom action research design applied in this study is a collaborative classroom action research. In this research, the researcher need a collaborator to help her in doing this action research and the

researcher asked the teacher's english namely mrs. Novi Diana Mandawasa, S.ag As a collaborator.

The writer plays a role as an English teacher who teaches reading comprehensions to the student's, while the real English teacher's role is as an observer who observes the action of the study while teaching learning activities happens in the classroom. Also acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but she also took actions by making lesson plan and giving assesment. Then, also collected and analyzed data.

E. Data Collecting Technique

In collecting the data, the writer used the following technique:

1. Test

In this research the writer used test as data collection metho 38 measure both of variables. The type of this test is written test that consist of 10 questions in multiple choice. The score of each number of the questions is 10. So, If the students can answer all of the question correctly, they will get 100 score. Then, if the students answer the question incorrectly they will get 0 score. The time of the test is 45 minutes.

The test consists of pre-test and post-test. The material in pre-test and post-test are different but have same difficulties.

a. Pre-test

The researcher will give the pre-test to the students this step will be conduct before presenting the special treatment to know how far the students reading comprehend.

b. Post-test

This step will be done after the treatment to know the influence of the strategy whether it is able to improve the students' reading comprehension. The increasement can be seen if the average score of the post-test is higher than pre-test.

2. Observation

Observation is a monitoring and recording systematically to the phenomeonon that is investigates. Its mean that observation is a data collection strategy in which the activities of subjects are visually examined.

The writer uses observation method to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in MTS N 1 Lampung Timur. Observation also will be used to get information from relatively source of the students at the eight grade of MTS N 1 Lampung Timur.

The purpose of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The writer applies the document to collect the data. Documentation is a way to get the data from the written language, is including the relevant book, the rules, report activity, photos, score of students' reading test at the eight grade of MTS N 1 Lampung Timur and the data which is relevant to help observation.

4. Field Notes

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings. In this research, the researcher used field note to find out the frequency or student's activity during the learning process.

F. Data Analysis Method

After setting the data from the result of pre test and post test the researcher will analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improving or not for the students reading comprehension use POSSE strategy after the students was given treatment. In this research, the researcher used very simple statistical formula for comparing the result of pre test and post test. To knows the increase of the average score. The result of individual subject was put in the table. The researcher (teacher) analyzed the data

and related the result of the treatment. To find the average score, the data was analyzed by using:[39]

$$\overline{x} = \frac{\sum x}{N}$$

Note:

$\overline{x}$	=	Mean (Average score)
$\sum$	=	Sum of
X	=	Raw score
N	=	Total of Students

Formula persentage[40]

$$p = \frac{F}{N} 100\%$$

Furthermore, to know the result the researcher will compare between pre-test and post-test. Then, the result is matched by minimum standard at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

Then, the researcher using observation to know the students activities and involvement on noun through pictures during teaching learning process.

G. The Indicator of Success

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[39]Donald Ary, p.108

[40] Yonges Kumar Singh, *Fundamental of Research Methodology and Statistic*,), p.402.

The researcher can be states the sucessful in learning process if the result of cycle 2 more sucessful than cycle 1. Aspect that are inspect of the research are students activity and students performance of learning activity in the class.

This researcher take the indicator of success to know improving the students' reading comprehension by using POSSE strategy. The parameters are the students can response the teacher's questions and the students can answer the question (oral or written).

Indicator of success research is if $\geq 80\%$ of the students get score minimum 70 in the post-test. It means through POSSE strategy in reading learning is succes to improve the students' reading comprehension.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Description of Research Location

a. The History of MTS N 1 Lampung Timur

MTS N 1 Lampung Timur is located on Street Lembayung Banjarrejo Lampung Timur. In the beginning, MTS N 1 Lampung Timur was established on April 19, 1983.

Since MTS N 1 Lampung timur was established, this school has been led by the following principals:

No.	Name	Periode
1.	Syaiful Parjono	1978-1980
2.	Maijab, BA	1980-1988
3.	Mulyadi	1988-1998
4.	Drs. Kamaludin	1998-2004
5.	Yahya Sulaiman	2004-2009
6.	Drs. Mufasir	2005-2010
7.	M. Nurdin, S.Ag	210-2015
8.	Hj. Lenny Darnisah, S.Pd, M.M	2015-Now

b. The Condition of Teacher and Official Employees

Table 2

The Condition of Teacher and Official Employees in MTS N 1 Lampung Timur.

No	Name	Occupation	Sex
1	Hj. Lenny Danisah, S.Pd, M.M	Principal	Female
2	M. Ali S, A.Md	Islamic Teacher	Male
3	Dra. Hj.Sri Budi Utami	Arabic Teacher	Famale
4	Abdurrohim, Ba	Arabic Teacher	Male
5	Laili Masithoh, S.Pd.I	Islamic Teacher	Female
6	Dra. Chandrawati	Mathematics Teacher	Female
7	Dra. Rulia	Counselor	Female
8	SejoWinarno, Ba	Indonesian Teacher	Male
9	Abdul Rohman Ps, S.Ag	Vice principal	Male
10	Drs. Akhmad Zazuli	Islamic Teacher	Male
11	Dra. Wiwik Darwati	Indonesian Teacher	Female
12	Dra. Hj.Siti Tsaniyah	Counselor	Female
13	Fatmah, S.Ag	Drum band Coach	Female
14	Dra. Sri Hermawati	Mathematics Teacher	Female
15	Desi Handayani, S.Pd	English Teacher	Female
16	Eni Yunanti Utami, S.Pd	Science Laboran	Female
17	Mardliyati, S.Ps.I	Art Teacher	Female

18	Hj. Samsiah, S.Pd.I	Islamic Teacher	Female
19	Rosita, S.Ag	Indonesian Teacher	Female
20	Dra. Marliza	Civic Teacher	Female
21	Dra. Eka Marlita	Civic Teacher	Female
22	Ma'sum, S.Ag, M.Pd.I	Vice Principal	Male
23	Sukesih, S.Pd.I	Science Teacher	Female
24	Asih Subagyo, Ba	Indonesian Laboran	Male
25	Hj. Nasyiatun Budiarti, S.Ag	Islamic Teacher	Female
26	Taufik Hidayat, S.Pd., M.M	Sport Teacher	Male
27	Yuli Setyono, S.Pd	Vice principal	Male
28	Eko Susilo Hadi	Sport Teacher	Male
29	Masriyah, S.Ag	Computer Laboran	Female
30	Drs. Abdul Sukur	Vice Principal	Male
31	Muhammad Nurdin, S.Pd	Science Principal	Male
32	Magdalena, S.Pd	English Teacher	Female
33	Novi Diana Mandawasa, S.Ag	English Teacher	Female
34	Zaki Mubarok, S.ag., M.Pd.I	Arabic Teacher	Male
35	Lathifah Yan, S.Ag	Science Teacher	Female
36	Aswandi, S.Ag	Social Teacher	Male
37	Musyri'ah, S.Ag., M.Pd.I	Islamic Teacher	Female
38	Bara Sabarati, S.Psi., M.Pd.I	Counselor	Female
39	Siti Nurhayati, S.Pd. M.Pd.I	Mathematics Teacher	Female

40	Atik Setyawati, S.Si	Computer Teacher	Female
41	Drs. A. Fauzi	Social Teacher	Male
42	Baktiono, S.Sn	Computer Teacher	Male
43	Octi Humairoh	Counselor	Female
44	Prini Mardiyanti, S.Pd	English Teacher	Female
45	Endang Puji Lestari, S.Pd	Social Teacher	Female
46	Yusti Apriani, S.Pd	English Teacher	Female
47	Farida, S.Pd.I	Mathematics Teacher	Female
48	Budi Jamaluddin Fa'ri, St	Computer Teacher	Male
49	Putri Dwi Pravitasari,S.Pd.I	Lampungnese Teacher	Female
50	M. Ikhsan Nawawi, S.Ag	Administration Staff	Male
51	Tajuddin Muslih, S.E	Lampungnese Teacher	Male
52	Uzu Nuhir	Administration Staff	Female
53	Ema Dewi Arif	Administration Staff	Female
54	Rosada Niliyani, S.Ag	Administration Staff	Female
55	Abdul Hanan	Security	Male
56	Ponidi	Administration Staff	Male
57	M. Insan Jaya, S.Pd.I	Administration Staff	Male
58	Andika Irawan	Administration Staff	Male
59	Sarno	Security	Male

Source: Documentation at MTS N Lampung Timur

c. **The Number of Students' MTS N 1 Lampung Timur**

Table 3
The number of students' MTS N 1 Lampung Timur

Class	Sex		Amount
	Male	Female	
VII A	12	20	32
VII B	16	19	35
VII C	15	15	30
VII D	15	17	32
VII E	12	16	28
VII F	18	15	33
VII G	17	16	33
VIII A	17	18	35
VIII B	10	19	29
VIII C	17	17	34
VIII D	17	19	36
VIII E	17	15	32
VIII F	15	18	33
VIII G	15	16	31
IX A	10	18	28
IX B	17	22	39
IX C	15	22	37

IX D	15	23	38
IX E	16	22	38
IX F	15	24	39
Total	301	371	672

Source: Documentation at MTS N 1 Lampung Timur

d. Organization Structure MTS N 1 Lampung Timur

Figur 1

Organization Structure of MTS N 1 Lampung Timur
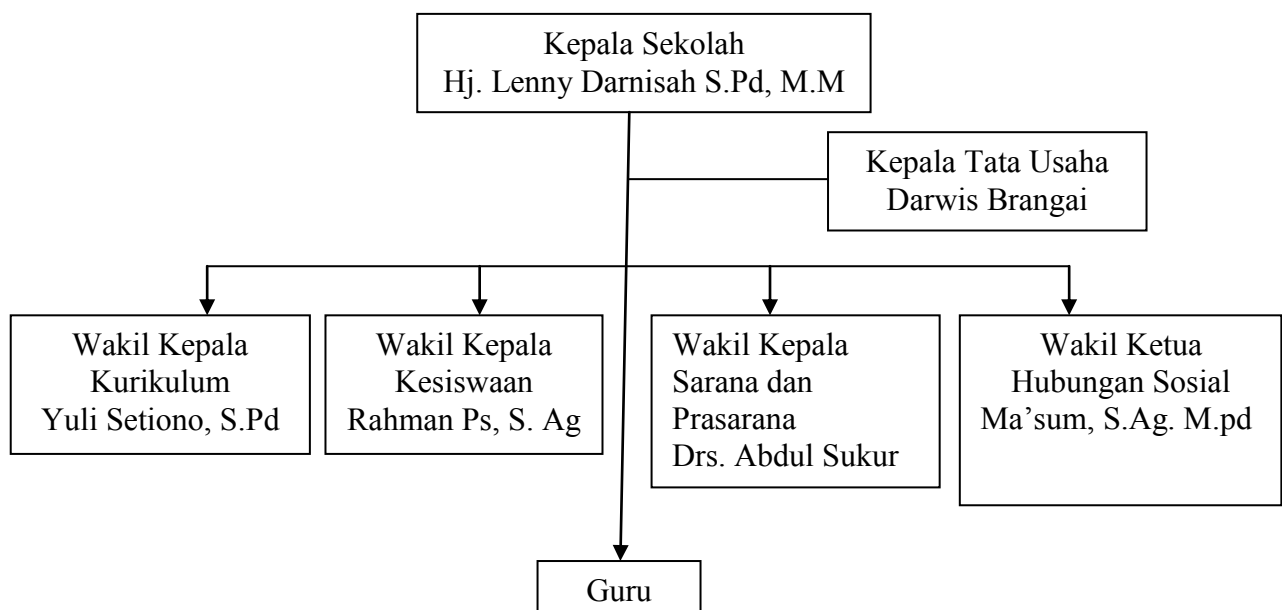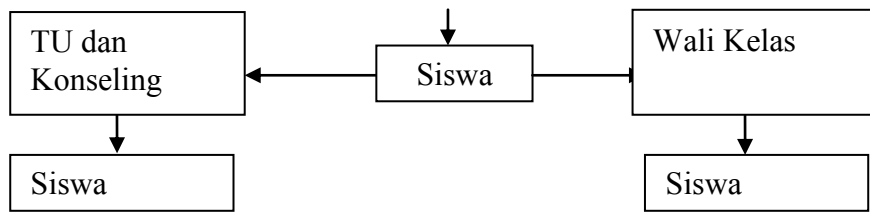
e. The Map of MTS N 1 Lampung Timur

Figure 2. The Map of MTS N 1 Lampung Timur
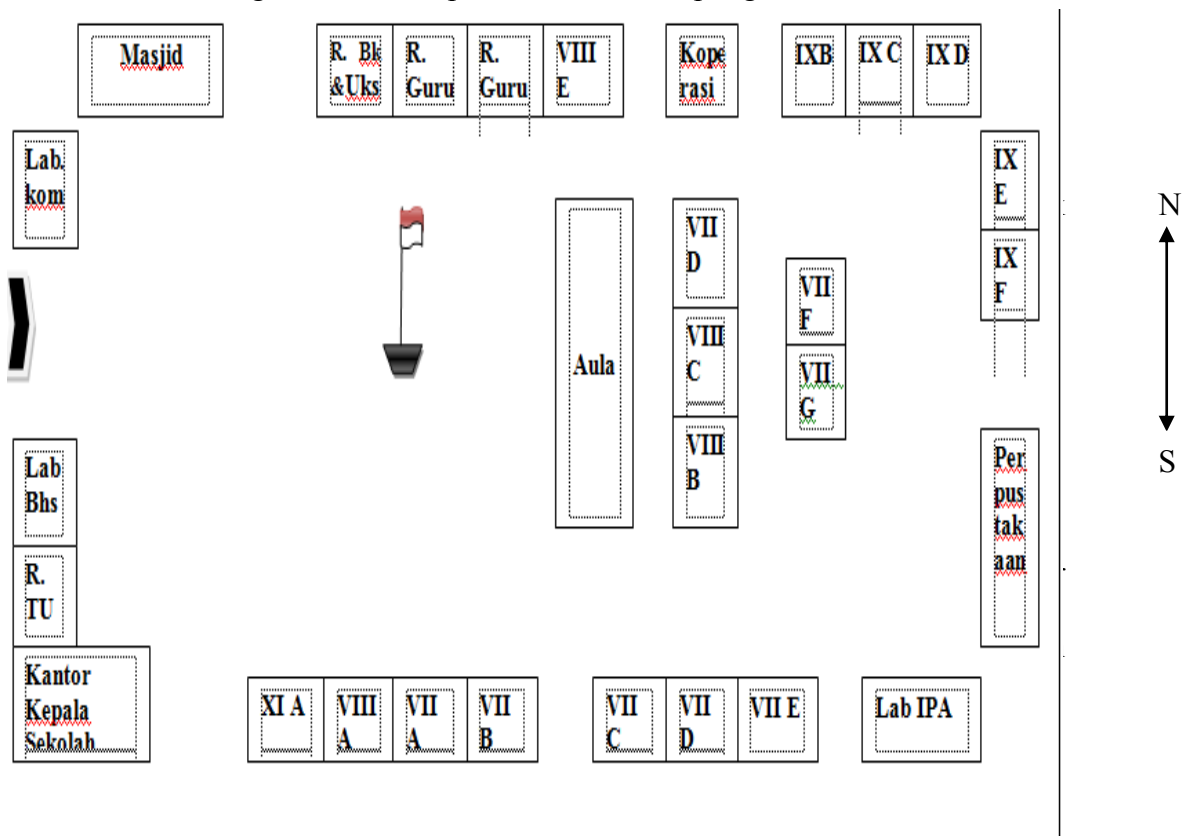
1 computer room, 2 physical laboratorial, 1 Cooperation, 1 administration room. And there are several Extracurricular activities: Troopflag raisersheritage (Paskib), KIR, Spiritual (Rohis), Scout (Pramuka). School Activities Sports nuance: Basketball, Football, Badminton, Volleyball, Futsal.

B. The Description Data Result of Research

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in MTS N 1 Lampung Timur. It was conducted in two cycles. The researcher used POSSE Strategy to improve the students Reading Comprehension.

In this research before the process of cycle one, the research conducted the pre test on Friday, July 21th 2017. The researcher gave a pre-test for the students to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the questions that were consist of multiple choice ,Then the result of pre-test could be seen on the table below:

Table 4
Table of the result Score of Students' Reading Pre-Test

No.	Students' Code	Score
1.	AF	40
2.	AN	50
3.	AF	60
4.	AL	50
5.	AJ	40
6.	ADS	60
7.	AD	50
8.	ADR	40

9.	AES	60
10.	AS	50
11.	DAM	40
12.	DA	60
13.	EP	50
14.	FA	70
15.	FS	40
16.	HZ	50
17.	IR	70
18.	JM	40
19.	MRI	70
20.	PL	50
21.	PDS	40
22.	RAP	70
23.	RDS	50
24.	RY	60
25.	SA	70
26.	SAP	40
27.	TPA	50
28.	TA	50
29.	ZA	70
30.	ZH	70

31.	ZAA	40
Total		1730
Lowest Score		40
Highest Score		70
Average		56

Table 5
Frequency of Students'Mark of Pre- test of Reading

No	Mark	Frequency	Percentages	Category
1	≥70	7	22,58%	Complete
2	<70	24	77,42%	Incomplete
Total		31	100%	

Source:the result of pre test on July 21[th]2017

Based on the table above, 24 students were incomplete and 7 students were complete. The successful students were those who met the indicator of success at least 70. It was the reason why the researcher implemented the POSSE strategey to improve their reading comprehension.

1. **Action and Learning Activity in cycle 1**

   a. **The first meeting**

   The first meeting was conducted on Tuesday, July 25th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

   a) Planning

   In this stage the researcher and collaborator planned to give material about reading. The researcher and collborator prepared several things related to teaching and learning process such as;

prepared the lesson plan, prepared the material, made the instrument in cycle 1, prepared the media that used in learning reading, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 6

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Tuesday , July 25th 2017	08.50 – 10.20 a.m
2nd	Friday, July 28th 2017	10.20 – 11.40 a.m

The first meeting was held on on Tuesday, July 25th 2017, for 2x40 minutes. In this meeting the researcher was as a teacher and Mrs. Novi Diana Mandawasa S.Ag as the collaborator as well as an observer.

The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying "Assalamualaikum wr.wb and good morning" and all of students

answered by saying "Waalaikumsalam wr. Wb and good morning miss" . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students' daily activity. After that, the researcher explained material about narrative text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them "do you understand about narrative text? Is there any question?" there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about The Story of Roro Jonggrang, after it the researcher asked the student about the text. "dou you understand about the story?" There were some students understand about it. The researcher said "Let's re read the first page of The Story of Roro Jonggrang. so I asked the students, what is their think about the main idea from the text and then the some of the students tell abot the Story Of Roro Jonggrang with their ownself. And the researcher asked the student about the story that consist on three skill, such as: sequencing, finding the main ideas, and drawing conclussion.

After that, every students stand up one by one for mentioned the word that have relations in the story. All of the prediction wrote in the white board. And than, the students collected the category of prediction to be the right story. Then, the teacher invited the students to wrote the main idea so, sthe students can summarize the story. And the last, the teacher and the students made evaluate the story together.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

b. **The Second meeting**

The second meeting was conducted on Friday, July 28th 2017, for 2x40 minutes. In this meeting the researcher was as a teacher and Mrs. Novi Diana Mandawasa S.Ag as the collaborator as well as an observer. The process on this meeting is quiet similar with the first meeting. The teacher only reviewed the lesson which had been taught in the previous session. The steps of learning activity at the first meeting as follows:

1) Planning

a) Preparing the material of narrative text.

b) Preparing the lesson plan.

c) Making the learning media.

d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students'activities.

b) Acting

The second meeting was done on Friday, July 28th 2017. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about narrative text. The text was about The Tortoise and The hare. The researcher asked the students to read the text. After it the researcher asked student "do you understand about the text. Most of students did not understand. The researcher said "Let's reread the first page. and then researcher gave the clue. After gave the clue the researcher asked students to Predict it.Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 7

Table of the result Score of Students' Reading PostTest 1

No.	Students' Code	Score
1.	AF	50
2.	AN	60
3.	AF	70
4.	AL	50
5.	AJ	40
6.	ADS	70
7.	AD	60
8.	ADR	40
9.	AES	70
10.	AS	50
11.	DAM	60
12.	DA	70
13.	EP	50
14.	FA	70
15.	FS	50
16.	HZ	60
17.	IR	70
18.	JM	50
19.	MRI	70
20.	PL	70

21.	PDS	60
22.	RAP	70
23.	RDS	60
24.	RY	70
25.	SA	70
26.	SAP	60
27.	TPA	70
28.	TA	70
29.	ZA	70
30.	ZH	80
31.	ZAA	40
Total		1830
Lowest Score		40
Highest Score		80
Average		59

Table 8

Frequency of Students'Mark of Post test I of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	≥70	15	48,39%	Complete
2	<70	16	51,61%	Incomplete
Total		31	100%	

Source:the result of post test 1 on Friday, July 28th 2017

Based on the data above can be seen that 16 students were not successful and 15 students were successful. The criterion of students who was succesful in mastering the material was the students who got minimum mark 70. Learning process is said

success, when 80% got mark above 70. The fact showed that the result was unsatisfactory.

c) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 9
The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Pay attention to teacher's explanation	25	81%
2	Responded to the topic enthusiastically	5	15%
3	Making Notes	20	62%
4	Following the Teacher's Instruction	15	48%
5	Able to do the task well	31	100%
Average			61%

From table above, it was revealed that there were 25 students (81%) who paid attention to the teacher explanation, 5 students (15%) giving respond in learning process, 20 students (62%) made the notes from the material, 15 students (48 %) Following Teacher Instruction and 31 students doing the task.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

d) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

Table 10
Total Percentages pre-test,post-test

No.	Mark	Percentage		Category
		Pre-test	Post-test 1	
1.	≥70	22,58%	48,39%	Complete
2.	<70	77,42%	51,61%	Incomplete
Total		100%	100%	
Average		56	59	

2. **Action and Learning Activity in cycle 2**

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

a. Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Tuesday, August 1st 2017. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were in finding the main idea and drawing conclussion the text.

The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is narrative and how to understand it. Then, the researcher gave an example of narrative text.

Next, the researcher gave a text about The Legend of Toba Lake. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said "Let's reread the first page of The Legend of Toba Lake. Then, student created predict in their main idea of the text. so I asked the students, what is their think about the main idea from the text and then the some of the students tell abot the Story Of Toba Lake with their ownself. And the researcher asked the student about the story that consist on three skill, such as: sequencing, finding the main ideas, and drawing conclussion.

After that, every students stand up one by one for mentioned the word that have relations in the story. All of the prediction wrote in the white board. And than, the students collected the category of prediction to be the right story. Then, the teacher invited the students to wrote the main idea so, sthe students can summarize the story. And the last, the teacher and the students made evaluate the story together. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about narrative text.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The second meeting was done on Friday, August 4th 2017 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of narrative text. The researcher gave the Greedy Dog text. The researcher said "Let's reread the text. Right here on the first page. Researcher discribe about the text. Then, student created predict in their main. The researcher gave the clue untill the last page.The researcher asked to the students whether they have any question about the material. so I asked the students, what is their think about the main idea from the text and then the some of the students tell abot the Story Of Gereedy Dog with their ownself. And the researcher asked the student about the

story that consist on three skill, such as: sequencing, finding the main ideas, and drawing conclussion.

After that, every students stand up one by one for mentioned the word that have relations in the story. All of the prediction wrote in the white board. And than, the students collected the category of prediction to be the right story. Then, the teacher invited the students to wrote the main idea so, sthe students can summarize the story. And the last, the teacher and the students made evaluate the story together. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 11
Table of the result Score of Students' Reading Comprehension Post Test II

No.	Students' Code	Score
1.	AF	70
2.	AN	70
3.	AF	70
4.	AL	70
5.	AJ	70
6.	ADS	80

7.	AD	70
8.	ADR	70
9.	AES	80
10.	AS	70
11.	DAM	70
12.	DA	90
13.	EP	70
14.	FA	90
15.	FS	70
16.	HZ	70
17.	IR	80
18.	JM	70
19.	MRI	90
20.	PL	70
21.	PDS	70
22.	RAP	90
23.	RDS	70
24.	RY	70
25.	SA	90
26.	SAP	70
27.	TPA	70
28.	TA	70

29.	ZA	90
30.	ZH	90
31.	ZAA	70
Total		2350
Lowest Score		70
Highest Score		90
Average		76

Table 12

Frequency of Students'Mark of Post-test II of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	≥70	31	100%	Complete
2	<70	-	-	Incomplete
Total		31	100%	

Source:the result of post test II August, 4th 2017

The table above is the result of students' mark at post test 2. It can be seen that there was an improving from the mark of post test 1 and post test 2. There was 31 students' got then 70. It means that there was an improving from post-test 1 and post-test 2.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and

observation, the researcher got the result of the students'

learning activities from the collaborator as follows:

Table 13
The Result of Students Activity in Cycle 2

No	Students Activity	Frequency	Percentage
1	Pay attention to teacher's explanation	29	93%
2	Responded to the topic Enthusiastically	15	48 %
3	Making Notes	28	90 %
4	Following the Teacher's Instruction	28	90%
5	Able to do the task well	31	100%
Average			84%

table above, it was revealed that there were 29 students (93 %) who

paid attention to the teacher explanation, 15 students (48%) giving

respond, 28 students (90%) made the notes from the material, 28

(90%) following Teacher Instruction and 31 students (00%) doing

the task.

According to the result of the observation above, it can be

concluded that the learning process was succesfull. It can be

inferred that the learning process has done well and the students

were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it can be seen

that the most of the students have not difficulty to find the main

idea and drawing conclussion of text. It happened because the

student was easy to creat image in their maind. The students have

serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I.In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using POSSE strategy. The teacher help student to comprehend the text by creating image in their main, so they was easy to understand about the text. And their reading comprehension were improving.

C. Interpretation

1. The Result of Pre Test

To see the students' reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Friday July 21^{th,} 2017.

Based on the result of the students' pre-test, just 7 (22,58%) students passed The Standard Minimum Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to understand about the text. The problem could be seen by the students' score in pre-test. There were 24 students who got score less than 70. It showed that the result of students' reading

comprehension was still low. So, it needs improvement by using POSSE strategy.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 14
The Result Mark of Students' Pre-test and Post-test 1

NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	AF	40	50	10	Improve
2	AN	50	60	10	Improve
3	AF	60	70	10	Improve
4	AL	50	50	0	Constant
5	AJ	40	40	0	Constant
6	ADS	60	70	10	Improve
7	AD	50	60	10	Improve
8	ADR	40	40	0	Constant
9	AES	60	70	10	Improve
10	AS	50	50	0	Constant
11	DAM	40	60	20	Improve
12	DA	60	70	10	Improve
13	EP	50	50	0	Constant

14	FA	70	70	0	Constant
15	FS	40	50	10	Improve
16	HZ	50	60	10	Improve
17	IR	70	70	0	Constant
18	JM	40	50	10	Improve
19	MRI	70	70	0	Constant
20	PL	50	70	20	Improve
21	PDS	60	60	0	Constant
22	RAP	70	70	0	Constant
23	RDS	50	60	10	Improve
24	RY	60	70	10	Improve
25	SA	70	70	0	Constant
26	SAP	40	60	20	Improve
27	TPA	50	70	20	Improve
28	TA	50	70	20	Improve
29	ZA	70	70	0	Constant
30	ZH	70	80	10	Improve
31	ZAA	40	40	0	Constant
Total		1730	1830		
Average		56	59		

Source: the result of pre test and post test 1

Table 15
Comparison of pre-test and post-test

No	Cycle 1		Category

	Pre-test	Post-test	
1.	7 students	15 students	Complete
2.	24 students	16 students	Incomplete

Graph 1
The Complete of the Students' Mark on Pre-test and Post-test 1
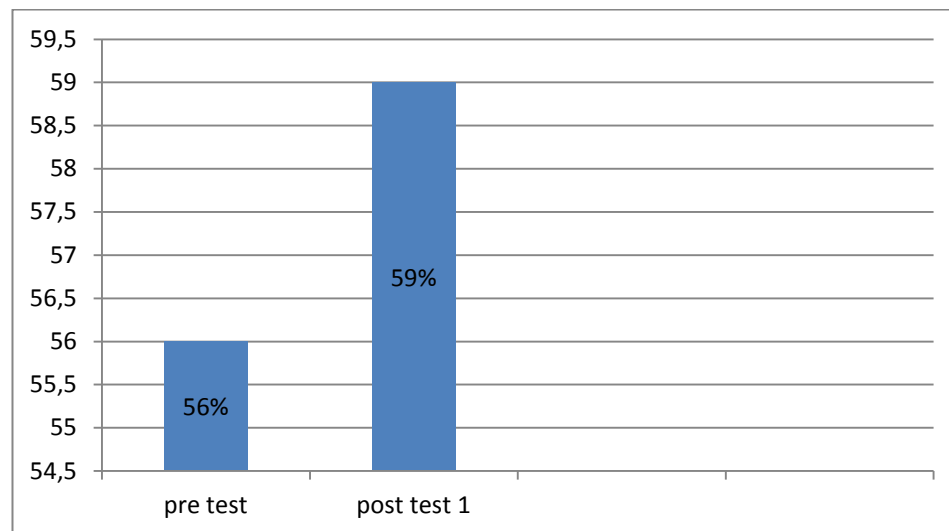
Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an improving of students' Reading Comprehension.

3. **Action and Learning Result at Cycle II**

Teaching and learning process at cycle II was on climax situation. The students mark was improve significantly and the condition in the class conducive.

Table 16
The Result Mark of Students' Post test 1 and Post-test II

NO	Student's Code	Students Result			Category
		Post test 1	Post test II	Improve	
1	AF	50	70	20	Improve
2	AN	60	70	10	Improve
3	AF	70	70	0	Constant
4	AL	50	70	30	Improve
5	AJ	40	70	30	Improve
6	ADS	70	80	10	Improve
7	AD	60	70	10	Improve
8	ADR	40	70	30	Improve
9	AES	70	80	10	Improve
10	AS	50	70	20	Improve
11	DAM	60	70	10	Improve
12	DA	70	90	20	Improve
13	EP	50	70	20	Improve
14	FA	70	90	20	Improve
15	FS	50	70	20	Improve
16	HZ	60	70	10	Improve
17	IR	70	90	20	Improve
18	JM	50	70	20	Improve
19	MRI	70	90	20	Improve
20	PL	70	70	0	Constant
21	PDS	60	70	10	Improve

22	RAP	70	90	20	Improve
23	RDS	60	70	10	Improve
24	RY	70	70	0	Constant
25	SA	70	90	20	Improve
26	SAP	60	70	10	Improve
27	TPA	70	70	0	Constant
28	TA	70	70	0	Constant
29	ZA	70	90	20	Improve
30	ZH	80	90	10	Improve
31	ZAA	40	70	30	Improve
Total		1830	2350		
Average		59	76		

Source: the result of post test 1 and post test 2.

Table 17
Comparison of post-test 1 and post-test 2

No	Cycle 2		Category
	Post-test 1	Post-test 2	
1.	15 students	31 students	Complete
2.	16 students	0 students	Incomplete

Graph 2
The Complete of the Students' Mark on Post test 1 and Post test 2

Source: the result of post test 1 and post test 2

Table 18
The Result Mark of Students' Pre test, Post test 1 and Post-test 2

NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Post test II	
1	AF	40	50	70	Improve
2	AN	50	60	70	Improve
3	AF	60	70	70	Constant
4	AL	50	50	70	Improve
5	AJ	40	40	70	Improve
6	ADS	60	70	80	Improve
7	AD	50	60	70	Improve
8	ADR	40	40	70	Improve
9	AES	60	70	80	Improve
10	AS	50	50	70	Improve
11	DAM	40	60	70	Improve
12	DA	60	70	90	Improve

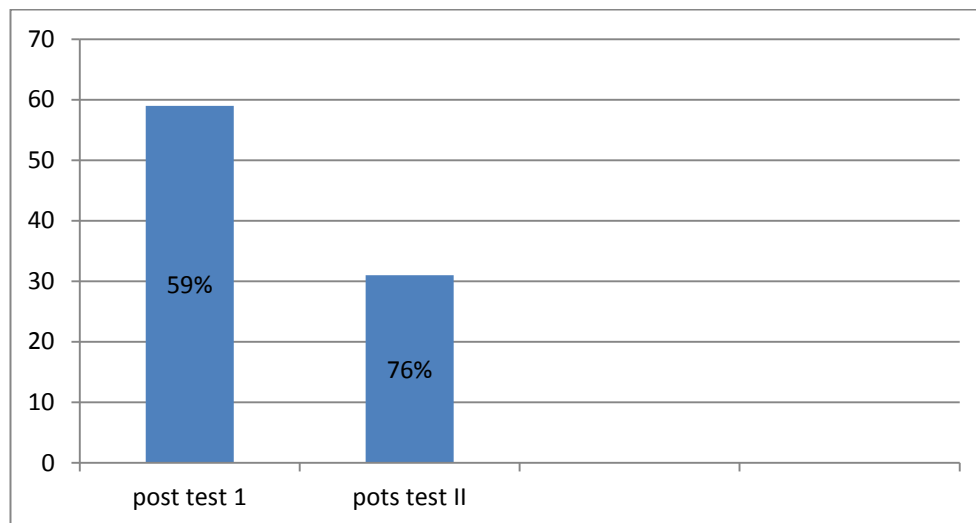| 13	EP	50	50	70	Improve
14	FA	70	70	90	Improve
15	FS	40	50	70	Improve
16	HZ	50	60	70	Improve
17	IR	70	70	90	Improve
18	JM	40	50	70	Improve
19	MRI	70	70	90	Improve
20	PL	50	70	70	Constant
21	PDS	40	60	70	Improve
22	RAP	70	70	90	Improve
23	RDS	50	60	70	Improve
24	RY	60	70	70	Constant
25	SA	70	70	90	Improve
26	SAP	40	60	70	Improve
27	TPA	50	70	70	Constant
28	TA	50	70	70	Constant
29	ZA	70	70	90	Improve
30	ZH	70	80	90	Improve
31	ZAA	40	40	70	Improve
Total		1730	1830	2350	
Average		56	59	76	

Source: the result of pretest, post test 1 and post test 2

Table 19
The Percentage of Students' Mark at Post test Cycle I and Post test Cycle II

No	Mark	Percentage			Category
		Pre test	Post test 1	Post test 2	
1	≥70	22,58%	48,39%	100%	Complete
2	<70	77,42%	51,61%	-	Incomplete
Total		100%	100%	100%	
Average		56	59	76	
Complete mark of the students		7	15	31	

Source: the result of pretest, post test 1 and post test 2

From the table above can be seen that there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 80% of students got mark ≥70 and they could understand the material and can speak English well than before. It means that they can improve their Reading Comprehension.

Graph 3
The Comparison of the Complete Mark of the Students at Pre-test, Post test 1 and Post test 2
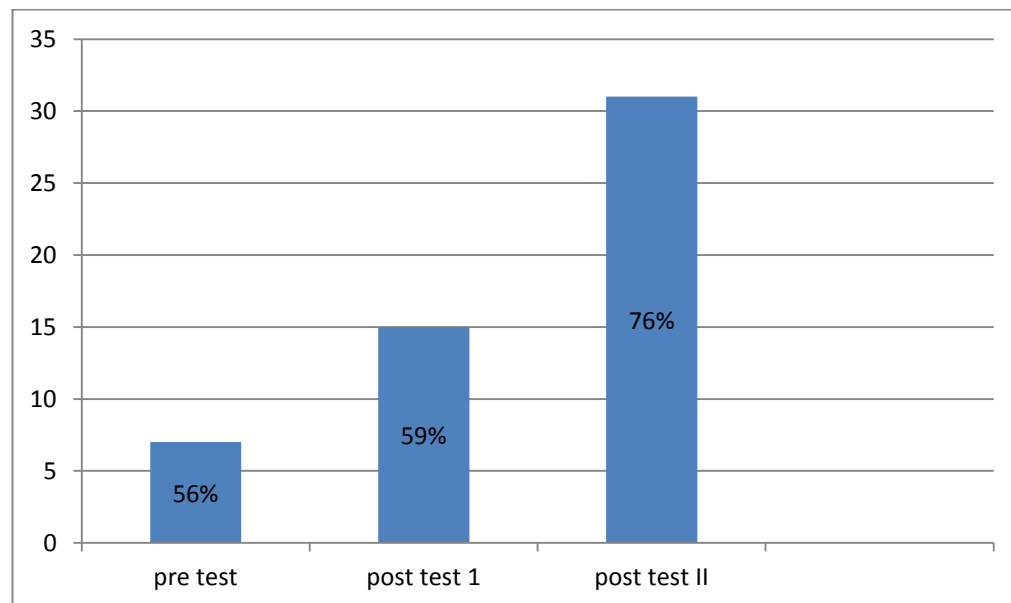
Source: the result of pretest, post test 1 and post test II

4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 20
The Result of The Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II	Category
1	AF	4	5	Complete
2	AN	2	3	Complete
3	AF	4	4	Complete
4	AL	2	4	Complete
5	AJ	4	5	Complete
6	ADS	2	4	Complete
7	AD	3	5	Complete

8	ADR	4	3	Complete
9	AES	4	5	Complete
10	AS	3	5	Complete
11	DAM	4	5	Complete
12	DA	3	5	Complete
13	EP	4	4	Complete
14	FA	4	4	Complete
15	FS	2	4	Complete
16	HZ	4	5	Complete
17	IR	2	4	Complete
18	JM	4	5	Complete
19	MRI	4	4	Complete
20	PL	3	4	Complete
21	PDS	4	5	Complete
22	RAP	2	3	Complete
23	RDS	2	4	Complete
24	RY	3	5	Complete
25	SA	2	3	Complete
26	SAP	4	5	Complete
27	TPA	4	5	Complete
28	TA	3	4	Complete
29	ZA	2	4	Complete

30	ZH	5	5	Complete
31	ZAA	1	2	Complete
	Total	98	132	
	Percentages	61%	84%	

Source: the result of students' activities in cycle I and II

Graph 4
The Comparison of Percentage Students' Activity in Cycle I and Cycle II
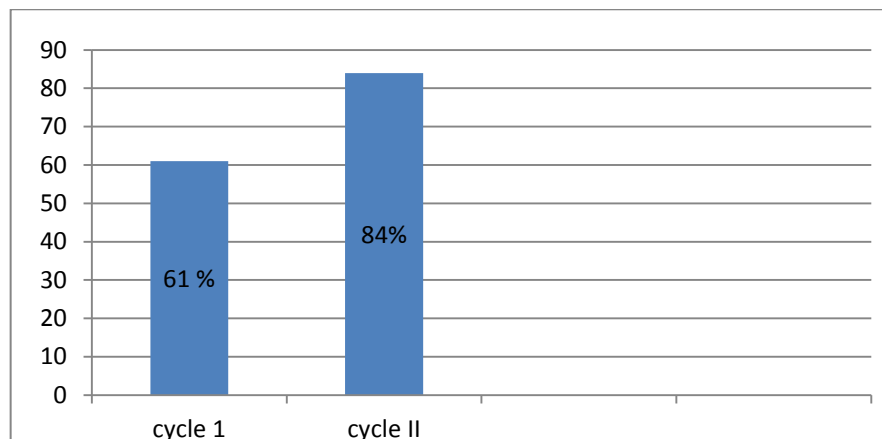
Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using POSSE strategy. It means that

POSSE strategy had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum mark 70. Based on the result of this research was known that more than 75% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion
1. The Result of Students' Learning Process

Based on the research which did by two cycles, it had been got the result of students' mark of VIII by using POSSE Strategy on cycle I and cycle II. The data showed that the students' average in the pre test was 56 in post test I was 59 and in the post test II was 76. So, it means that there was a significant improve the students' mark from cycle I and cycle II. So, the indicator of successs was achieved because the minimum mastery criteria (KKM) was 70.

2. The Implementation of improve Reading Comprehension by POSSE strategy.

Based on the result of research it showeds that action hypothesis is proven in the sense the using POSSE strategy can improve the students reading comprehension. strategy is one of the reading strategies that can solve the problems mentioned above. 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. The strategy not only activates prior knowledge, but also encourages students to organize their existing knowledge and then summary and elaborate on the connections between what they already knew and what they have learned.

Based on the explanation above, it could be conclude that POSSE strategy improving the result students' mark and also the students' activity in learning process of reading comprehension. The discussion it self showed and also proved that is why the implementation of improve the students reading comprehension by using POSSE strategy at the eight graders of MTs. N 1 Lampung Timur**.**

D. LIMITATION

This research was conducted at the MTS N 1 Lampung Timur. The subject of the research was the eight graders students of MTS N 1 Lampung Timur. The dependent variable was POSSE Strategy. The result of this research did not discuss all of the problems that faced by the students. so the result was limited only to this class. Moreover, this

research was held on the academic year of 2017/2018, and then the result

of this research is only for that year.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude that POSSE strategy can improve the teaching process of reading comprehensioan.

Based on the result of students' average score from pre test 56, test of cycle 1 59 and the result test of cycle 2 were 76. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1.

The implementation of the POSSE strategy improved students' reading comprehension. It helped the students read strategically and allowed them to have practices in predicting the text, organizing the prediction, searching the main ideas of each paragraph, summarizing the text, and evaluating their understanding by following the steps of the POSSE strategy.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

1. The students are suggested to be active in learning process in order to they can understand the material and improve narrative text.

2. The English Teacher is suggested to use Posse strategy because this strategy is effective to improve the students reading comprehension in learning process.

3. The headmaster is suggested to facilitate in learning reading in future.

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

PRE-TEST

Satuan Pendidikan   : MTS N 1 Lampung Timur

Kelas/Semester   :VIII /1

Mata Pelajaran   :Bahasa Inggris

Jenis Teks   :*Narrative Text*

Keterampilan   :Membaca

A. Standar Kompetensi

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. STANDAR DASAR

11.3 Merespon makna dan langkah dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. KARAKTER

1. Rasa ingin tahu
2. Teliti

D. INDIKATOR

Peserta didik dapat :

1. Mengidentifikasi ide pokok atau topik suatu teks *narrative*,

2. Mengidentifikasi tujuan pembelajaran teks *narrative*,

3. Mengidentifikasi generic structure teks *narrative*,

4. Mengidentfikasi informasi-informasi penting dalam suatu teks narrative baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*)

5. Mengidentifikasi reference,

6. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat.

7. Mengidentifikasi nilai moral yang terkandung dalam teks.

E. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik dapat memahami teks
narrative dengan tepat.

F. MATERI AJAR

The Story of Roro Jonggrang

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 Bandawas, 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, he 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.

2. Generic Structure of the text

a. Orientation (Beginning or introduction)

The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)

b. Complication

It is about the problems which involve the main characters in the story developed.

c. Resolution

It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

3. Language feature of the text

a. Specific characters

b. Time words that connect events to tell when occur

c. Verbs to show the actions that occur in the story

d. Descriptive words to potray the characters and setting

G. MEDIA PEMBELAJARAN

1. *Handout (naratif text)*

3. *White board*

4. *Markers*

H. METODE PEMBELAJARAN

Method : POSSE strategy (Predict-Organize-Search-Summarize-Evaluate)

I. KEGIATAN PEMBELAJARAN

a. Pertemuan 1

No.	Kegiatan	Strategy
1.	**Pendahuluan** a. Mengucapkan salam dan berdoa. b. Presensi. c. Memberikan motivasi dan apersepsi. d. Menginformasikan tujuan pembelajaran dan fokus keterampilan e. Menginformasikan tentang strategi POSSE secara umum.	
2.	**Kegiatan Inti** **a. Pre-Reading** 1) Siswa dibagikan handout narrative text. 2) Siswa ditanya apakah mereka sering membaca	

	buku cerita atau sering dibacakan dongeng sebelum mereka tidur sewaktu kecil. 3) Siswa diperkenalkan teks narrative dan dijelaskan bahwa dongeng termasuk teks narrative. 4) Siswa memperhatikan guru dan diminta menyebutkan contoh-contoh teks narrative yang mereka ketahui seperti mite, fable, fairytale, folklore, dan lain-lain. 5) Siswa diberi suatu topik baru yaitu "The Story of Roro Jonggrang". 8) Siswa mengamati cerita tersebut. 9) Siswa ditanya ide-idea apa yang mereka pikirkan ketika melihat melihat gambar tersebut. 10) Salah satu siswa diminta menceritakan cerita Roro Jonggrang sesuai pengetahuan yang dimilikinya. 11) Setiap siswa diminta berdiri dan secara bergantian menyebutkan kata berkaitan dengan topik (The lastman standing game). 12) Semua prediksi siswa dituliskan di white board. 13) Siswa dibagikan POSSE strategy sheet. 14) Siswa diminta menyalin prediksi mereka ke dalam POSSE strategy sheet mereka. 15) Siswa mengelompokan prediksi yang belum teratur sesuai graphic organizer yang teresedia di POSSE strategy sheet.	 Predict Organize
	b. Whilst-Reading 1) Siswa diberi teks Roro Jonggrang. 2) Siswa membaca teks dalam hati dan ditanya apakah mereka bisa memahami isi teks. 3) Siswa secara bersama-sama memahami teks dan mencoba mengartikan kata-kata sulit dengan cara menebak arti berdasarkan konteks. 4) Dengan bimbingan guru, siswa menuliskan gagasan utama setiap paragraf. 5) Dengan memperhatikan graphic organizer yang ada di POSSE strategy sheet, siswa meringkas cerita.	 Search Summarize
	c. Post-Reading 1) Siswa membandingan graphic organizer yang mereka buat sebelum membaca teks (prediction) dan setelah mereka membaca teks. 2) Siswa diminta menuliskan kosakata baru dan artinya di POSSE strategy sheet masing-masing. 3) Beberapa siswa mempresentasikan POSSE strategy sheet mereka.	

	4) Siswa menjawab comprehension questions berkaitan dengan teks Roro Jonggrang.	
3.	**Penutup** 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3) Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 5) Berdoa dan mengucapkan salam.	Evaluate

b. Pertemuan 2

No.	Kegiatan	Strategy
1.	**Pendahuluan** a. Mengucapkan salam dan berdoa. b. Presensi. c. Memberikan motivasi dan apersepsi. d. Menginformasikan tujuan pembelajaran dan fokus keterampilan e. Menginformasikan tentang strategi POSSE secara umum.	
2.	**Kegiatan Inti** **a. Pre-Reading** 1) Siswa dibagikan handout narrative text. 2) Siswa ditanya apakah mereka sering membaca buku cerita atau sering dibacakan dongeng sebelum mereka tidur sewaktu kecil. 3) Siswa diperkenalkan teks narrative dan dijelaskan bahwa dongeng termasuk teks narrative. 4) Siswa memperhatikan guru dan diminta menyebutkan contoh-contoh teks narrative yang mereka ketahui seperti mite, fable, fairytale, folklore, dan lain-lain. 5) Siswa diberi suatu topik baru yaitu "The tortoise and the hare". 8) Siswa mengamati cerita tersebut. 9) Siswa ditanya ide-idea apa yang mereka pikirkan ketika melihat melihat gambar tersebut.	

	10) Salah satu siswa diminta menceritakan cerita The tortoise and the hare sesuai pengetahuan yang dimilikinya. 11) Setiap siswa diminta berdiri dan secara bergantian menyebutkan kata berkaitan dengan topik (The lastman standing game). 12) Semua prediksi siswa dituliskan di white board. 13) Siswa dibagikan POSSE strategy sheet. 14) Siswa diminta menyalin prediksi mereka ke dalam POSSE strategy sheet mereka. 15) Siswa mengelompokan prediksi yang belum teratur sesuai graphic organizer yang teresedia di POSSE strategy sheet.	Predict Organize
	b. Whilst-Reading 1) Siswa diberi teks The tortoise and the hare. 2) Siswa membaca teks dalam hati dan ditanya apakah mereka bisa memahami isi teks. 3) Siswa secara bersama-sama memahami teks dan mencoba mengartikan kata-kata sulit dengan cara menebak arti berdasarkan konteks. 4) Dengan bimbingan guru, siswa menuliskan gagasan utama setiap paragraf. 5) Dengan memperhatikan graphic organizer yang ada di POSSE strategy sheet, siswa meringkas cerita.	 Search Summarize
	c. Post-Reading 1) Siswa membandingan graphic organizer yang mereka buat sebelum membaca teks (prediction) dan setelah mereka membaca teks. 2) Siswa diminta menuliskan kosakata baru dan artinya di POSSE strategy sheet masing-masing. 3) Beberapa siswa mempresentasikan POSSE strategy sheet mereka. 4) Siswa menjawab comprehension questions berkaitan dengan teks The tortoise and the hare.	
3.	**Penutup** 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3) Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. 4) Guru menjelaskan rencana kegiatan	Evaluate

pembelajaran yang akan datang. 5) Berdoa dan mengucapkan salam.	

J. Penilaian

1. Membaca

    1. Tehnik   : TesTulis

    2. Bentuk Instrument   : Pilihan ganda

    3. Instrument

2. Rubrik Penilaian

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	udents can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	**100**

Lampung Timur, August 2017

Mengetahui,

Collaborator   Researcher

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NIP: 19741123 200604 019   **St.Number 13107807**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

POST-TEST

Satuan Pendidikan   : MTS N 1 Lampung Timur

Kelas/Semester   :VIII /1

Mata Pelajaran   :Bahasa Inggris

Jenis Teks   :*Narrative Text*

Keterampilan   :Membaca

A. Standar Kompetensi

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. STANDAR DASAR

11.3 Merespon makna dan langkah dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. KARAKTER

1. Rasa ingin tahu
2. Teliti

D. INDIKATOR

Peserta didik dapat :

1. Mengidentifikasi ide pokok atau topik suatu teks *narrative*,

2. Mengidentifikasi tujuan pembelajaran teks *narrative*,

3. Mengidentifikasi generic structure teks *narrative*,

4. Mengidentfikasi informasi-informasi penting dalam suatu teks narrative baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*)

5. Mengidentifikasi reference,

6. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat.

7. Mengidentifikasi nilai moral yang terkandung dalam teks.

E. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik dapat memahami teks
narrative dengan tepat.

F. MATERI AJAR

The Legend of Toba Lake

Once upon a time, there was a fisherman named Batara Guru Sahala in North Sumatra. One day, he was very surprised. He caught a big golden fish that turned into a beautiful princess. Sahala fell in love with the beautiful princess and proposed her to

be his wife. However she told him that he must never let out the secret that she was once a fish. Then, Sahala promised to her that he would not tell anyone about it. They were happily married and had a son. Every morning Sahala went out fishing. One day, his son would help bringing lunch to his father. He was so hungry and he ate his father's lunch. Unfortunately, his father found out and got furious, and shouted; "You behaved exactly

like the son of fish". The son ran home and asked his mother. The mother started crying, felt sad because her husband had broken his promise. Soon, the earth began to shake and the volcano started to erupt followed by non-stop pouring rain. The whole area got flooded and became Toba Lake.

2. Generic Structure of the text

a. Orientation (Beginning or introduction)

The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)

b. Complication

It is about the problems which involve the main characters in the story developed.

c. Resolution

It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

3. Language feature of the text

a. Specific characters

b. Time words that connect events to tell when occur

c. Verbs to show the actions that occur in the story

d. Descriptive words to potray the characters and setting

G. MEDIA PEMBELAJARAN

1. *Handout (naratif text)*

3. *White board*

4. *Markers*

H. METODE PEMBELAJARAN

Method : POSSE strategy (Predict-Organize-Search-Summarize-Evaluate)

I. KEGIATAN PEMBELAJARAN

a. Pertemuan 3

No.	Kegiatan	Strategy
1.	**Pendahuluan** a. Mengucapkan salam dan berdoa. b. Presensi. c. Memberikan motivasi dan apersepsi. d. Menginformasikan tujuan pembelajaran dan fokus keterampilan e. Menginformasikan tentang strategi POSSE secara umum.	
2.	**Kegiatan Inti** **a. Pre-Reading** 1) Siswa dibagikan handout narrative text. 2) Siswa ditanya apakah mereka sering membaca buku cerita atau sering dibacakan dongeng sebelum mereka tidur sewaktu kecil. 3) Siswa diperkenalkan teks narrative dan dijelaskan bahwa dongeng termasuk teks narrative.	

	4) Siswa memperhatikan guru dan diminta menyebutkan contoh-contoh teks narrative yang mereka ketahui seperti mite, fable, fairytale, folklore, dan lain-lain. 5) Siswa diberi suatu topik baru yaitu "the legend of toba lake". 8) Siswa mengamati cerita tersebut. 9) Siswa ditanya ide-idea apa yang mereka pikirkan ketika melihat melihat gambar tersebut. 10) Salah satu siswa diminta menceritakan cerita the legend of toba lake sesuai pengetahuan yang dimilikinya. 11) Setiap siswa diminta berdiri dan secara bergantian menyebutkan kata berkaitan dengan topik (The lastman standing game). 12) Semua prediksi siswa dituliskan di white board. 13) Siswa dibagikan POSSE strategy sheet. 14) Siswa diminta menyalin prediksi mereka ke dalam POSSE strategy sheet mereka. 15) Siswa mengelompokan prediksi yang belum teratur sesuai graphic organizer yang teresedia di POSSE strategy sheet.	Predict Organize
	b. Whilst-Reading 1) Siswa diberi teks the legend of toba lake. 2) Siswa membaca teks dalam hati dan ditanya apakah mereka bisa memahami isi teks. 3) Siswa secara bersama-sama memahami teks dan mencoba mengartikan kata-kata sulit dengan cara menebak arti berdasarkan konteks. 4) Dengan bimbingan guru, siswa menuliskan gagasan utama setiap paragraf. 5) Dengan memperhatikan graphic organizer yang ada di POSSE strategy sheet, siswa meringkas cerita.	Search Summarize
	c. Post-Reading 1) Siswa membandingan graphic organizer yang mereka buat sebelum membaca teks (prediction) dan setelah mereka membaca teks. 2) Siswa diminta menuliskan kosakata baru dan artinya di POSSE strategy sheet masing-masing. 3) Beberapa siswa mempresentasikan POSSE strategy sheet mereka. 4) Siswa menjawab comprehension questions berkaitan dengan teks the legend of toba lake.	
3.	**Penutup** 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari	Evaluate

| | pada pertemuan ini.
2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3) Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah.
4) Guru menjelaskan rencana kegiatan pembelajaran
yang akan datang.
5) Berdoa dan mengucapkan salam. | |

b. Pertemuan 4

No.	Kegiatan	Strategy
1.	**Pendahuluan** a. Mengucapkan salam dan berdoa. b. Presensi. c. Memberikan motivasi dan apersepsi. d. Menginformasikan tujuan pembelajaran dan fokus keterampilan e. Menginformasikan tentang strategi POSSE secara umum.	
2.	**Kegiatan Inti** **a. Pre-Reading** 1) Siswa dibagikan handout narrative text. 2) Siswa ditanya apakah mereka sering membaca buku cerita atau sering dibacakan dongeng sebelum mereka tidur sewaktu kecil. 3) Siswa diperkenalkan teks narrative dan dijelaskan bahwa dongeng termasuk teks narrative. 4) Siswa memperhatikan guru dan diminta menyebutkan contoh-contoh teks narrative yang mereka ketahui seperti mite, fable, fairytale, folklore, dan lain-lain. 5) Siswa diberi suatu topik baru yaitu "the greedy dog". 8) Siswa mengamati cerita tersebut. 9) Siswa ditanya ide-idea apa yang mereka pikirkan ketika melihat melihat gambar tersebut. 10) Salah satu siswa diminta menceritakan cerita the greedy dog sesuai pengetahuan yang dimilikinya. 11) Setiap siswa diminta berdiri dan secara bergantian menyebutkan kata berkaitan dengan topik (The lastman standing game). 12) Semua prediksi siswa dituliskan di white board.	Predict

	13) Siswa dibagikan POSSE strategy sheet. 14) Siswa diminta menyalin prediksi mereka ke dalam POSSE strategy sheet mereka. 15) Siswa mengelompokan prediksi yang belum teratur sesuai graphic organizer yang teresedia di POSSE strategy sheet.	Organize
	b. Whilst-Reading 1) Siswa diberi teks the greedy dog. 2) Siswa membaca teks dalam hati dan ditanya apakah mereka bisa memahami isi teks. 3) Siswa secara bersama-sama memahami teks dan mencoba mengartikan kata-kata sulit dengan cara menebak arti berdasarkan konteks. 4) Dengan bimbingan guru, siswa menuliskan gagasan utama setiap paragraf. 5) Dengan memperhatikan graphic organizer yang ada di POSSE strategy sheet, siswa meringkas cerita.	Search Summarize
	c. Post-Reading 1) Siswa membandingan graphic organizer yang mereka buat sebelum membaca teks (prediction) dan setelah mereka membaca teks. 2) Siswa diminta menuliskan kosakata baru dan artinya di POSSE strategy sheet masing-masing. 3) Beberapa siswa mempresentasikan POSSE strategy sheet mereka. 4) Siswa menjawab comprehension questions berkaitan dengan teks the greedy dog.	
3.	**Penutup** 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3) Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 5) Berdoa dan mengucapkan salam.	Evaluate

J. Penilaian

1. Membaca

      1. Tehnik   : TesTulis

2. Bentuk Instrument   : Pilihan ganda

3. Instrument

2. Rubrik Penilaian

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	udents can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	**100**

Lampung Timur, August 2017

Mengetahui,

Collaborator   Researcher

Novi Diana Mandawasa, S.Ag   **Nera Andani**
NIP: 1974112320604019   **St.Number 13107807**

SILABUS PEMBELAJARAN

Sekolah   : MTS N 1 Lampung Timur

Kelas   : VIII (Delapan)

Mata Pelajaran   : BAHASA INGGRIS

Semester   : I (Satu)

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang	• Teks Essai berbentuk *narrative / recount* • Ciri kebahasaan Teks Essai berbentuk *narrative / recount* • Tujuan komunikatif teks essai *narratif / recount* • Langkah retorika *narrative / recount*	1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative / recount* yang dibaca gurudengan rasa ingintahu 4. Membaca nyaring teks *narrative / recount* dengan ucapan danintonasi yang benardenganpercaya diri	• Membaca nyaring danbermakna teks fungsional/ essai berbentuk *narrative /recount* • Mengidentifikasi berbagai makna teks *narrative / recount* .Mengidentifikasirujukan kata dalamteks narrative/ recount yang dibaca • Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca • Mengidentifikasi tujuan komunikatif teks fungsional	Tes lisan Tes tulisan	Membaca nyaring Pilihan ganda	*Read the story aloud.* *Choose the right answer based on the text.*	4 x 40 menit	1.Buku teksyang relevan 2. Buku cerita bahasa Inggris 3. Gambar-gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player	Rasa ingintahu Percayadiri Teliti Cermat

berkaitan dengan lingkungan sekitar		5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di bacadenganteliti	• Mengindentifikasi ciri kebahasaan teks fungsional					
	• Teks fungsional : - undangan - pengumuman - pesan	1. Menentukan tujuan komunikatif teks *fungsional yang dibaca* 2. Menentukan langkah retorika dari teks *fungsional yang dibaca*	. Mengidentifikasi tujuan komunikatif teks *narrative / recount* • Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative / recount*	Tes tulis	Pertanyaan tertulis	*Answer the following questions based on the text.*	2 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	• Tujuan komunikatif Teks narrative/ recount • Ciri kebahasaanteks narrative/ recount	3. Menentukan ciri kebahasaan teks *fungsional* yang di baca 4.. Membaca teks *fungsional undangan, pengumumandan pesandenganteliti* 1. Mencermati teks monolog terkait materi 2. Menyebutkan jenis teks monologl yang dicermati 3. Menjawab pertanyaan tentang informasi yang terdapat dalam teks						3. Gambar terkait materi dan topik 4. Benda sekitar
11.3 Merespon makna dan								

langkah retorika dalam esei pendek sederhana secaraakurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative*		monolog dengancermat 4. Menyebutkan ciri-ciri teks fungsional yang dibaca								

Lampung Timur,   August 2017

Mengetahui,
Guru Mapel Bahasa Inggris,

<u>Novi Diana Mandawasa, S.Ag</u>
NIP: 19741123 200604 019

INSTRUMEN PRE-TEST FOR READING COMPREHENSION AT THE EIGHT GRADERS OF MTS N 1 LAMPUNG TIMUR

DIRECTION

    a. Write down your name, Class, and Date completely.

    b. Read the story. Then answer the question below.

    c. Choose the best answer by crossing a, b, c, or d on the answer sheet

Read the following text to answer questions number 1 to 6

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

1. What did the hunter do to the dove?

    A. He was hoping to eat it

    B. He wa trying to eat it

    C. He was trying to shoot it

    D. He was running towards it

2. Which statement is true according to the text?

    A. The dove bit the ant.

    B. The hunter killed the dove

    C. Both animals were finally safe

    D. The ant bit the dove

3. "....., the dove quickly **plucked** a leaf......"(paragraph 2). The underlined word refers to....

   A. Picked on something.

   B. Pull something

   C. Put something

   D. Push something

4. "Soon, **it** carried her safety....."(paragraph 2). What does the underlined word refer to?

   A. Ant

   B. Leave

   C. Dove

   D. Spring

5. What is the main idea of the third paragraph?

   A. The ant saved the dove

   B. The ant called the dove

   C. The ant was thankful to the dove

   D. The dove couldn't hear the ant

6. What can we learn from the story?

   A. Don't be greedy, or you may lose

   B. Don't kill animals

   C. One good turn deserves another.

   D. It wise to plan ahead for hard time

(Questions number 7-10 refer to the following text)

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.

7. 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 some flowers.

8. Which statement is NOT true according to the text?
    A. The little girl told the wolf where her grandmother lived.
    B. The wolf wanted to eat the girl in public.
    C. The wolf advised the girl to pick up some flowers.
    D. The wolf pretended to be her grandmother.

9. A word in the text that has the same meaning as **"save"** is....
    A. Rescue
    B. Approach
    C. Emerged
    D. Advise

10. She **naively** told him where she was going.(**sentence 4**). What is the antonym of the underlined word?
    A. Certainly
    B. Simply
    C. Suspiciously
    D. Clearly

Rubric

1. Total of Score maximal: 10
2. Score maximal   : 100
3. Student's score : $\dfrac{\text{score}}{\text{Score maximal}} \times 100$

    Key answer

1. C
2. C
3. A
4. B
5. A
6. C
7. D
8. B
9. A
10. C

Lampung Timur, August 2017

Mengetahui,
Collaborator   Researcher

Novi Diana Mandawasa, S.Ag   **Nera Andani**
NIP: 19741123 200604 019   **St.Number 13107807**

INSTRUMEN POST-TEST 1 FOR READING COMPREHENSION AT THE EIGHT GRADERS OF MTS N 1 LAMPUNG TIMUR

DIRECTION

    d. Write down your name, Class, and Date completely.

    e. Read the story. Then answer the question below.

    f. Choose the best answer by crossing a, b, c, or d on the answer sheet

Text 1 Read the following text and answer questions 1 to 6

The Lion and the Bear

On a summer day, when the hot weather made the animal thirsty, a lion and a bear came at the same time to river to drink. They argued which one of them to drink first. Soon they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The lion said to the bear, "it's better for us to be friends".

1. Why did the eagles watch the lion and the bear?
   A. They wanted to drink together with them.
   B. They wanted to separate those animals.
   C. They wanted to know the winner of the fight.
   D. They waited for the one who would die first.

2. When they stopped for <u>a moment</u>, they saw some eagles. What does the underlined word mean?
   A. A little time
   B. A stop
   C. A winner
   D. A surprise

3. What is the complication of the story?
   A. The lion and the bear were thirsty.
   B. The lion and the bear became friends

C. The lion and the bear were fighting for determining the one drinking first.

D. The lion and the bear stopped fighting.

4. <u>They</u> waited for the one who would die first. What does the underlined word refer to?

A. The animals.

B. The eagles.

C. The lion and the bear.

D. The eagles, the lion, and the bear.

5. Which statement is TRUE based on the text?

A. The lion came before the bear.

B. The bear came after the bear

C. The lion and the bear came in the different time.

D. The lion and the bear came in the same time.

6. What can we learn from the story?

A. We need to fight to get what we want.

B. We should stop fighting when someone else is watching.

C. Friendship is better than having enemies.

D. We do not need to separate people who are fighting.

Text 2 (Questions 7-10 refer to the following text)

The Golden Eggs Story

Long time ago a remote village, in central China, there lived farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with long grey beard passed by his house and gave him a goose. He said. ″I don't have any expensive thing to give you and hope this goose will help you to ease your hardship.″ A week later to the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Then, the

livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy and arrogant. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though the very much regretted for his foolishness, it's already too late.

7. What happened to the farmer's livestock?
   A. They were all stolen
   B. They were killed by flood
   C. They were all given away
   D. They were eaten by the wild animal

8. Why did the goose only lay one golden egg every six months?
   A. Because the farmer forget to feed it
   B. Because the farmer became lazy and arrogant
   C. Because the goose was hungry
   D. Because the farmer became rich

9. What does the main idea of paragraph two?
   A. An old man gave the farmer a goose
   B. The farmer prayed hard to God for help
   C. The farmer became lazy and arrogant
   D. The farmer regretted for his foolishness

10. Which of the following statement is TRUE ?
   A. God gave the goose to the farmer
   B. The farmer did not believe the old man
   C. An old man with long grey beard gave a farmer a goose
   D. The farmer died of starvation because he became lazy

Rubric

4. Total of Score maximal: 10

5. Score maximal   : 100

6. Student's score :   score   x 100

                          Score maximal

        Key answer

11. D

12. A

13. C

14. B

15. D

16. C

17. D

18. B

19. C

20. C

Lampung Timur, August 2017

Mengetahui,

Collaborator   Researcher

Novi Diana Mandawasa, S.Ag   **Nera Andani**
NIP: 19741123 200604 019   **St.Number 13107807**

INSTRUMEN POST-TEST 2 FOR READING COMPREHENSION AT THE EIGHT GRADERS OF MTS N 1 LAMPUNG TIMUR

DIRECTION

g. Write down your name, Class, and Date completely.

h. Read the story. Then answer the question below.

i. Choose the best answer by crossing a, b, c, or d on the answer sheet

Text 1 Read the following text and answer questions 1 to 5

The Wolf and the Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the wolf, "Why dine alone?" "My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
   A. To be his friend
   B. To graze on the level ground
   C. To climb up higher
   D. To be his dinner

2. "Aren't you cold up there in the wind?" The word 'there' refers to...
   A. A high cliff
   B. Sheltered area
   C. Grass

    D. Ground

3. "Aren't you <u>afraid</u> you will fall down from that cliff? What is the antonym of the underlined word?

    A. Suspicious

    B. Nervous

    C. Scared

    D. Brave

4. What can we learn from the story?

    A. Don't look down others

    B. Don't easily believe others

    C. Don't judge others by their appereances

    D. Don't easily beat other creatures

5. From the story we know...

    A. The goat was very hungry

    B. The wolf was a helpful animal

    C. The wolf was eager to eat the goat

    D. The goat was going to fight with the wolf

(Questions 6-10 refer to the following text)

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 lived 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.

6. What is the purpose of the text above?
   A. To explain about something.
   B. To inform the readers the factual information.
   C. To amuse or entertain the readers.
   D. To tell story in the past event.

7. When did the complication of the story start?
   A. Sura and Baya fought for the goat
   B. Sura and Baya hit each other
   C. Sura bit Baya's tail
   D. Sura went to the land and looked for some food in the river

8. What did the Baya do when he saw a goat?
   A. He asked Sura's help to catch it.
   B. He ignored it.
   C. He gave the goat to Sura.
   D. He wanted to eat it for his lunch.

9. What did Sura and Baya do to avoid the fight again?
   A. They would never meet again.
   B. They made promise about their territory
   C. Baya would live in the land.
   D. Baya bitted the Sura's tail.

10. What happened to Sura when there is no food in the sea?
    A. He went to the deeper sea.
    B. He was dying of hunger.
    C. He came to the river.
    D. He came to eat Baya.

Rubric

7. Total of Score maximal: 10

8. Score maximal : 100

9. Student's score : $\frac{score}{\text{Score maximal}}$ x 100

Key answer

21. B

22. B

23. A

24. D

25. A

26. D

27. A

28. D

29. B

30. C

Lampung Timur, August 2017

Mengetahui,
Collaborator

Researcher

Novi Diana Mandawasa, S.Ag
NIP: 19741123 200604 019

Nera Andani
St.Number 13107807

SCORE OF PRE TEST

No.	Students' Code	Score
1.	AF	40
2.	AN	50
3.	AF	60
4.	AL	50
5.	AJ	40
6.	ADS	60
7.	AD	50
8.	ADR	40
9.	AES	60
10.	AS	50
11.	DAM	40
12.	DA	60
13.	EP	50
14.	FA	70
15.	FS	40
16.	HZ	50
17.	IR	70
18.	JM	40
19.	MRI	70

20.	PL	50
21.	PDS	40
22.	RAP	70
23.	RDS	50
24.	RY	60
25.	SA	70
26.	SAP	40
27.	TPA	50
28.	TA	50
29.	ZA	70
30.	ZH	70
31.	ZAA	40
Total		1730
Lowest Score		40
Highest Score		70
Average		56

SCORE OF POST TEST 1

No.	Students' Code	Score
1.	AF	50
2.	AN	60
3.	AF	70
4.	AL	50
5.	AJ	40
6.	ADS	70
7.	AD	60
8.	ADR	40
9.	AES	70
10.	AS	50
11.	DAM	60
12.	DA	70
13.	EP	50
14.	FA	70
15.	FS	50
16.	HZ	60

17.	IR	70
18.	JM	50
19.	MRI	70
20.	PL	70
21.	PDS	60
22.	RAP	70
23.	RDS	60
24.	RY	70
25.	SA	70
26.	SAP	60
27.	TPA	70
28.	TA	70
29.	ZA	70
30.	ZH	80
31.	ZAA	40
Total		1830
Lowest Score		40

SCORE OF POST TEST 2

No.	Students' Code	Score
1.	AF	70
2.	AN	70
3.	AF	70
4.	AL	70
5.	AJ	70
6.	ADS	80
7.	AD	70
8.	ADR	70
9.	AES	80
10.	AS	70
11.	DAM	70
12.	DA	90
13.	EP	70
14.	FA	90
15.	FS	70
16.	HZ	70
17.	IR	80
18.	JM	70
19.	MRI	90

20.	PL	70
21.	PDS	70
22.	RAP	90
23.	RDS	70
24.	RY	70
25.	SA	90
26.	SAP	70
27.	TPA	70
28.	TA	70
29.	ZA	90
30.	ZH	90
31.	ZAA	70
Total		2350
Lowest Score		70
Highest Score		90
Average		76

Observation Sheet of Students' Activities (Cycle I)

Day/Date   : Friday, July 28th 2017

School   : MTS N 1 Lampung Timur

Class   : VIII

No	Name	Students activities					Total
		1	**2**	**3**	**4**	**5**	
1	AF	✓	✓		✓	✓	4
2	AN			✓		✓	2
3	AF	✓		✓	✓	✓	4
4	AL	✓				✓	2
5	AJ	✓		✓	✓	✓	4
6	ADS			✓		✓	2
7	AD	✓		✓		✓	3
8	ADR	✓		✓	✓	✓	4
9	AES	✓	✓		✓	✓	4
10	AS	✓		✓		✓	3
11	DAM	✓	✓		✓	✓	4
12	DA	✓		✓		✓	3
13	EP	✓		✓	✓	✓	4
14	FA	✓		✓	✓	✓	4
15	FS	✓				✓	2
16	HZ	✓	✓	✓		✓	4
17	IR	✓			✓	✓	2
18	JM	✓		✓	✓	✓	4

No	Name	1	2	3	4	5	Total
19	MRI	✓		✓	✓	✓	4
20	PL			✓		✓	3
21	PDS	✓		✓	✓	✓	4
22	RAP			✓		✓	2
23	RDS	✓				✓	2
24	RY	✓		✓		✓	3
25	SA					✓	2
26	SAP	✓		✓	✓	✓	4
27	TPA	✓	✓		✓	✓	4
28	TA	✓		✓		✓	3
29	ZA	✓				✓	2
30	ZH	✓	✓	✓	✓	✓	5
31	ZAA					✓	1

Notes:

- **Tick (√) for each positive activity**

- **The students' activities that observed are:**

  1. Pay attention to teacher's explanation.

  2. Responded to the topic enthusiastically

  3. Making Notes

  4. Following the Teacher's Instruction

  5. Able to do the task well

No	Students Activity	Frequency	Percentage

1	Pay attention to teacher's explanation	25	80.64%
2	Responded to the topic enthusiastically	5	15,5%
3	Making Notes	20	62,00%
4	Following the Teacher's Instruction	15	48,38%
5	Able to do the task well	31	100%

Mengetahui,

English Teacher   Researcher

Novi Diana Mandawasa, S.Ag   **Nera Andani**
NIP: 19741123200604019   **St.Number 13107807**

Observation Sheet of Students' Activities (Cycle II)

Day/Date   : Friday, August 4th 2017
School   : MTS N 1 Lampung Timur
Class   : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	AF	✓	✓	✓	✓	✓	5
2	AN	✓		✓		✓	3
3	AF	✓		✓	✓	✓	4
4	AL	✓		✓	✓	✓	4
5	AJ	✓	✓	✓	✓	✓	5
6	ADS	✓		✓	✓	✓	4
7	AD	✓	✓	✓	✓	✓	5
8	ADR	✓		✓		✓	3
9	AES	✓	✓	✓	✓	✓	5
10	AS	✓	✓	✓	✓	✓	5
11	DAM	✓	✓	✓	✓	✓	5
12	DA	✓	✓	✓	✓	✓	5
13	EP	✓		✓	✓	✓	4
14	FA	✓		✓	✓	✓	4
15	FS	✓		✓	✓	✓	4
16	HZ	✓	✓	✓	✓	✓	5
17	IR	✓	✓		✓	✓	4
18	JM	✓	✓	✓	✓	✓	5
19	MRI	✓		✓	✓	✓	4
20	PL			✓	✓	✓	4
21	PDS	✓	✓	✓	✓	✓	5
22	RAP	✓			✓	✓	3
23	RDS	✓		✓	✓	✓	4

24	RY	✓	✓	✓	✓	✓	5
25	SA	✓		✓		✓	3
26	SAP	✓	✓	✓	✓	✓	5
27	TPA	✓	✓	✓	✓	✓	5
28	TA	✓		✓	✓	✓	4
29	ZA	✓		✓	✓	✓	4
30	ZH	✓	✓	✓	✓	✓	5
31	ZAA				✓	✓	2

Notes:

- **Tick (√) for each positive activity**

- **The students' activities that observed are:**

    1. Pay attention to teacher's explanation.

    2. Responded to the topic enthusiastically

    3. Making Notes

    4. Following the Teacher's Instruction

    5. Able to do the task well

No	Students Activity	Frequency	Percentage
1	Pay attention to teacher's explanation	29	93,54%
2	Responded to the topic enthusiastically	15	48,38%
3	Making Notes	28	90,32%
4	Following the Teacher's Instruction	28	90,32%
5	Able to do the task well	31	100%

Mengetahui,

    English Teacher   Researcher

Novi Diana Mandawasa, S.Ag   **Nera Andani**
NIP: 19741123200604019   **St.Number 13107807**

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date   : Tuesday, July 25th 2017

School   : MTS N 1 Lampung Timur

Class   : VIII

Teacher's Activity	Good	Enough	Less

1. Pre Teaching
   a. Prepare the lesson plan
   b. Prepare the material that will be given
   c. Ability in opening the learning process
	√		

2. While teaching
   a. Inform the objective of learning
   b. Explain the material chronological
   c. Guide the students follow the lesson
   d. Motivate the students
   e. Guide the students to practice the material
	√		

3. Post teaching
   a. Conclude the result Learning
   b. Close the learning activity
	√		

Collaborator   **Researcher**

Novi Diana Mandawasa, S.Ag   **Nera Andani**

NIP: 19741123 200604 019   St. Number 13107808

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date   : Friday, July 28th 2017
School   : MTS N 1 Lampung Timur
Class   : VIII

Teacher's Activity	Good	Enough	Less

4. Pre Teaching
 	
   d. Prepare the lesson plan
 	
   e. Prepare the material that will be given
 	
   f. Ability in opening the learning process
	√		

5. While teaching
 	
   f. Inform the objective of learning
 	
   g. Explain the material chronological
 	
   h. Guide the students follow the lesson
 	
   i. Motivate the students
 	
   j. Guide the students to practice the material
	√		

6. Post teaching
 	
   c. Conclude the result Learning
 	
   d. Close the learning activity
	√		

Collaborator   **Researcher**

Novi Diana Mandawasa, S.Ag   **Nera Andani**

NIP: 19741123 200604 019   **St. Number 13107808**

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date   : Tuesday, August 1st2017

School   : MTS N 1 Lampung Timur

Class   : VIII

Teacher's Activity	Good	Enough	Less

7. Pre Teaching
 	
  g. Prepare the lesson plan
 	
  h. Prepare the material that will be given
 	
  i. Ability in opening the learning process
	√		

8. While teaching
 	
  k. Inform the objective of learning
 	
  l. Explain the material chronological
 	
  m. Guide the students follow the lesson
 	
  n. Motivate the students
 	
  o. Guide the students to practice the material
	√		

9. Post teaching
 	
  e. Conclude the result Learning
 	
  f. Close the learning activity
	√		

        Collaborator   **Researcher**

Novi Diana Mandawasa, S.Ag   **Nera Andani**

NIP: 19741123 200604 019   **St. Number 13107808**

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date   : Friday, August 4th 2017

School   : MTS N 1 Lampung Timur

Class   : VIII

Teacher's Activity	Good	Enough	Less

10. Pre Teaching
   j. Prepare the lesson plan
   k. Prepare the material that will be given
   l. Ability in opening the learning process
	√		

11. While teaching
   p. Inform the objective of learning
   q. Explain the material chronological
   r. Guide the students follow the lesson
   s. Motivate the students
   t. Guide the students to practice the material
	√		

12. Post teaching
   g. Conclude the result Learning
   h. Close the learning activity
	√		

Collaborator   **Researcher**

Novi Diana Mandawasa, S.Ag

NIP: 19741123 200604 019

Nera Andani

St. Number 13107808

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id: e-mail: iainmetro@metrouniv.ac.id

Nomor   : B-2990/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA MTS N 1 LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2989/In.28/R/TL.01/06/2017, tanggal 15 Juni 2017 atas nama saudara:

Nama	:	NERA ANDANI
NPM	:	13107807
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan menjadakan research/survey di MTS N 1 LAMPUNG TIMUR, dalam rangka meyelusaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING SKILLS BY USING POSSE STRATEGY AT THE EIGHT GRADERS OF MTS N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP. 19731218052005011999031003

KEMENTRIAN AGAMA
MADRASAH TsNAWIYAH NEGERI (MTsN) I
LAMPUNG TIMUR
IL.Lembayung 38B Banjarrejo Kec.Batanghari Kode Pos 34181 Telp(0725) 48510

SURAT PERSETUJUAN IZIN RESEARCH

Nomor : B/⁰⁴ /MTs.08.01/PP.005/ 08 / 2017

Menindaklanjuti surat Institut Agama Islam Negeri (IAIN) Metro,Nomor,B-2990/In.28/R.1/ TI.00/06/2017, 15 Juni 2017 , Perihal **Izin Research** Dengan ini saya selaku Kepala Madrasah Tsanawiyah Negeri I Lampung Timur Menerangkan Bahwa :

Nama   : NERA ANDANI
NPM   : 13107807
Program Studi   : Pendidikan Bahasa Inggris

Memberikan izin kepada nama tersebut diatas untuk melaksanakan Penelitian   di MTsN Metro Batanghari Lampung Timur dengan judul "**Improving The Students Reading Skills By Using Posse Strategy At The Eight Graders Of MTsN 1 Lampung Timur In The Academic Year of 2017/2018 Timur**" mulai dari Tanggal 21 Juli s/d 5 Agustus 2017.

Demikian surat Izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 07 Agustus 2017
An Kepala
Kepala Tata Usaha MTsN 1 Lampung Timur

DARWIS BRANGAI
NIP. 19591021 198203 1 004

KEMENTRIAN AGAMA RI
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNGTIMUR
MADRASAH TsNAWIYAH NEGERI (MTsN.I)
LAMPUNG TIMUR
JL.Lembayung 38B Banjarrejo Kec.Batanghari Kode Pos 34181 Telp(0725) 7852539

SURAT KETERANGAN IZIN RESEACRH

Nomor : B /82 /MTs.08.01/PP.005/ 09 / 2017

Menindaklanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B.2985/N.28/R/TL.01/06/2017 Tanggal 15 Juni 2017 Perihal **Izin research**, Dengan ini Kepala Madrasah Tsanawiyah Negeri I Lampung Timur Menerangkan Bahwa :

Nama	: **NERA ANDANI**
NPM	: 13107807
Program Studi	: Pendidikan Bahasa Inggris

Telah selesai melaksanakan **Research** di MTsN I Lampung Timur dengan judul" **Improving The Students Reading Skills By Using Posse Strategy At The Eight Graders Of MTsN 1 Lampung Timur In The Academic Year of 2017/2018 Timur**" mulai dari Tanggal 21 Juli s/d 5 Agustus 2017.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 09 September 2017
Kepala

Hj. LENNY DARNISAH,S.Pd,M.M
NIP. 19731011 199703 2 003

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Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

S U R A T   T U G A S

Nomor: B-2989/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	NERA ANDANI
NPM	:	13107807
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS N 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING SKILLS BY USING POSSE STRATEGY AT THE EIGHT GRADERS OF MTS N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Juni 2017

Mengetahui
Pejabat Setempat

a.n Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

1. TREATMENT

The students' predict the story

The students' organize the story

1.1 THE STUDENTS DO THE TASK

The students' do the task of

The students' do the task of p

CURRICULUM VITAE

Nera Andani was born on November 18th 1995 in Kasui, Lampung Way Kanan. Ethnically speaking, she comes from Semendo family descenth. She is the first child of Mr. Haris Tamami and Mrs. Usmanila.

...ary school at SDN 2 Jaya Tinggi (2001-2007). Then, she continued to junior high school at SMPN 1 Kasui (2007-20010). Having graduated from junior high school, she took her study on SMA N 1 Kasui and finished in 2013. Actually, at the same year, she was registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.