

ABSTRACT

Wahidiah, Ivan. 2020. *Improving Students' Reading Comprehension by Using Posse Strategy at SMK PGRI 2 Bondowoso in the 2019/2020 Academic Year*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember.

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This classroom action research was conducted to improve the reading comprehension of high school students by implementing the POSSE strategy, which stands for Predict, Organize, Search, Summarize, and Evaluate. The study was carried out over two cycles, each consisting of planning, action, observation, and reflection. The first cycle revealed that the POSSE strategy had not yet produced satisfactory results. Only 44% of students achieved the minimum standard score of 65, and classroom participation was relatively low at 58.55%. A reflection on these findings indicated that students' limited vocabulary and lack of familiarity with the structure of narrative texts were major obstacles in comprehending the reading materials.

Based on this reflection, several modifications were made in Cycle 2. These included providing explicit instruction about narrative texts and the POSSE strategy, giving students a list of unfamiliar vocabulary before each reading activity, and applying heterogeneous groupings to promote peer support during cooperative learning activities. These changes contributed to a more effective learning environment where students were better equipped to understand the texts. In the second cycle, the mean score increased to 79.06, and 86% of students scored ≥ 65 , indicating a significant improvement in reading comprehension and student participation.

The findings support previous research that highlights the benefits of the POSSE strategy in improving students' understanding of reading materials by activating prior knowledge, encouraging student interaction, and developing vocabulary mastery. Compared to other studies, such as Wahyuni (2020), which focused on descriptive texts and younger learners, this study contributes new insights into the adaptation of the POSSE strategy for narrative texts at the high school level, emphasizing vocabulary enrichment and cooperative grouping. The study concludes that the POSSE strategy, when modified to fit student needs, is an effective method to improve reading comprehension and classroom engagement.