# CHAPTER I

# INTRODUCTION

This chapter presents and discusses background of the research, statement of problem, objective of the research, significance of the research, the operational definition and scope and limitation of the research.

## 1.1 Background of the research

Reading is a kind of a crucial activity in an attempt to master a certain language. Richard and Renandya (2002: 273) state that reading has special spotlight in many second and or foreign language learning situations. In other words, reading becomes an important activity because it enables people to find out information from variety of the texts, to get pleasure, to get jobs, and to deal with some study purposes.

In relation to the English language learning, reading is one of the four essential skills that language learners need to acquire. It contributes to the success of language learning in general, or a foreign language in particular. Harmer (2007) supports this by saying that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. Moreover, Mikulecky and Jeffries (1996) state that reading can improve the students' general language skills in English. It can improve the vocabulary, the writing and the speaking skills, and find out the new ideas, facts and experiences. For senior high school students they are expected to be able to read and

comprehend: Narrative, recount, news item, analytical exposition and review.

Related to the ideas above, a preliminary study was conducted to know the enth grade students problem of reading English texts at SMK PGRI 2 Bondowoso. By interviewing the tenth grade English teacher at SMK PGRI 2 Bondowoso where most students still face difficulties dealing with reading texts written in English as their second language. With regard to the preliminary observation, the students achievement reading score based on the teacher that only 12 of 30 students or the percentage of the students score is only 44% with the target score of the school (65). The expectation is 75% reading comprehension were caused by several following factors. First, most students did not know the meaning of many words found in the text because the lack of vocabulary. Therefore, the students had difficulties in doing exercise and felt unmotivated to do it. Second, students were not able to comprehend the content of texts. It made them difficult to determine the important information such as topic, stated and unstated details, and references. Third, students did not know the way to read. They were not taught reading strategies to comprehend the text effectively. Fourth, the teacher still used a conventional teaching method. She would shortly explain the text and asked students to answer questions related to the text. In the end. All those problems need to be solved because they gave impact on students' reading achievement which was low.

A teaching method or strategy needs to be implemented to solve those problems. Harmer (2002) states that teaching reading is taught from elementary school to university by using many kinds of strategies applied by English teacher. The strategy used should be a strategy that involves the students in the process of reading activity;

therefore, the students will experience the learning and learn how to comprehend the text. POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy (Englert & Mariage 1991) 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 organize their existing knowledge and then summary and elaborate on the connections between what they already knew and what they have learned.

Furthermore, Smith et al. (2007: 82) states that the POSSE strategy utilizes a variety of reading strategies for comprehending material. It includes many reading practices that have been shown to aid reading comprehension, such as graphic organizers, text structures, stimulation of student background knowledge, and self-monitoring. Those practices effectively help students comprehend the text. In addition, students are be highly motivated in the reading activities, especially, find the topic, main idea, and supporting detail of the text since they are given a chance to be active in teaching learning process.

The researcher is interested in implementing the POSSE strategy to improve the tenth grade students' reading comprehension at SMK PGRI 2 Bondowoso by conducting Classroom Action Research under the title "Improving reading comprehension by using POSSE strategy at SMK PGRI 2 Bondowoso in the 2019/2020

academic year."

**1.2 Problem of the Research**

Based on the background above, the problem of the research was formulated as follows:

How can the use of POSSE strategy improve the tenth grade students' reading comprehension at SMK PGRI 2 Bondowoso in the 2019/2020 academic years?

**1.3 Objective of the Research**

The objective of the research is to know how the use of POSSE strategy can improve the tenth grade students' reading comprehension at SMK PGRI 2 Bondowoso in the 2019/2020 academic years.

**1.4 The operational Definition of the Term**

It is necessary to define the terms used in the title operationally to avoid misunderstanding between the writer and the readers. Operational definition of the term is the guidelines to notice the concept of the research problem. The terms that are necessary to be defined operationally are reading comprehension and POSSE strategy.

**1. Reading Comprehension**

Reading comprehension is the comprehension to read the text, process it and understand its meaning. The term of the students reading comprehension in this research refers to the students' ability in the form of reading test to comprehend the word, sentences, paragraph, and text.

**2. POSSE strategy**

POSSE strategy is one of cooperative learning technique. It requires Students to discuss their reading and use the strategies of predicting, organizing, searching, summarising and evaluating to comprehend informational text.

**1.5 Significance of the Research**

**1. Theoretical Significance**

The research result is expected to be useful as a reference and source of information to conduct further research in the similiar field of the study or as a consideration to make new research by using different research method.

**2. Practical Significance**

The result of this research will be useful for the English teacher in order to use it in teaching learning process to improve reading comprehension in studying english. In addition, they can have new learning experience by using POSSE strategy in process of reading that can help them to improve their reading comprehension. The result of this research will be beneficial for several purposes:

a. For the researcher: This study is useful to increase the researcher's knowledge and experience in the implementation of POSSE strategy to improve reading comprehension.

b. For the English teacher: This study provides the specific procedures of how to improve reading comprehension. So, they can use the research as a reference or at least a small guidance in implementing POSSE strategy to improve reading comprehension.

c. For the students: This study hopefully helps the students to improve their reading comprehension, especially in comprehending word, sentences, paragraph of the text.

**1.6 Scope and Limitation of the Research**

The limitation of the research is important to avoid misunderstanding of the concept and anything about the research. The respondents of the research are the tenth grade students at SMK PGRI 2 Bondowoso. This research used narrative text as the teaching material of reading and the test reading material. The reading skill was limited to comprehend words, sentences, paragraphs, and texts. The researcher used classroom action research to know whether the use of POSSE strategy in teaching reading can improve the tenth grade students' reading comprehension.