

CHAPTER II

REVIEW OF RELATED LITERATURE AND ACTION HYPOTHESIS

The discussion of this section is divided into two main parts, theoretical review which discusses theories related to this research, and action hypothesis.

2.1 Theoretical framework

In the previous chapter, it was mentioned the purpose of this study was to improve the reading comprehension of the tenth grade students of SMK PGRI 2 Bondowoso through POSSE strategy. Hence, in this chapter, the researcher discusses some related theories on reading comprehension; the nature of reading, the POSSE strategy and several related studies are elaborated as follows

2.1.1 Definition of Reading Comprehension

Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. According to Klingner (2007:2), reading comprehension is “the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Furthermore, he summarized reading comprehension

instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

A. Kinds of Reading

1. Intensive Reading

In reading comprehension there are many ways of how to improve reading skill. Intensive reading activity is one of the effective ways that can be used in reading passage. This reading activity is one of the way to appear and develop reading ability critically.

Patel and jain (2008: 117-119) state intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis of explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will not only be read but will be discussed in detail in a target language.

Intensive reading is basically reading for information. Thus, trough the act of intensive reading the students are usually hoped to find out something new in order to do something with the information they get from the reading text.

2. Reading Comprehension Achievement

Reading comprehension is one of the language skills that should be learned in junior high school as part of the English language teaching. Achievement is related to the test that is done to discover how successful students have been achieving the objective of a course of the study (Hughes, 1989:10). To know the students' achievement, the researcher gave the students reading comprehension achievement test.

According to Gillingham (1996:83) points out that the students have to comprehend word, sentence, paragraph, and text in order to get the information. Therefore, in this research those components were used in reading comprehension test. Each component is discussed thoroughly in the following section.

a. Word Comprehension

Understanding word meaning is basically important in reading since understanding of the written materials depends upon the understanding of word meaning. Morris (2007:26) argues that “word is basic in our understanding of the relation between each sentence and the rest of the language to which it belongs”. It means that understanding word meaning is important in reading comprehension, because if we know what the individual words means and how they are put together in our language we know what the sentence means. Thus, comprehending word meaning is the basic step and the key success for reading comprehension, since it is impossible to comprehend text meaning without understanding the word meaning.

There are the examples of word comprehension' question:

Once upon a time, there was a girl called *Cinderella*.

She lived with her stepsisters and stepmother. They treated her badly. They asked Cinderella to do all the house works.

One day, an invitation to the prom came to the family.

However, her stepsisters would not let her go. Cinderella was very sad knowing her stepsisters went to the prom without her.

Fortunately, the fairy godmother came and helped her to get to the prom. At the prom, Cinderella danced with the prince. The prince fell in love with her and then married her. They lived happily ever after.

1. Word comprehension question

“....., there was a girl called *Cinderella*.”

What is the synonym of the underlined word?

- a. named
- b. meant
- c. aimed
- d. liked

Answer: (a) named

b. Sentence Comprehension

Knowing the meaning of the sentence is the basic unit in comprehending the reading text besides knowing the meaning of the words as the basic unit in comprehending the reading text.

Hogue (2008:20) states that a sentence is a group of words that contains a subject, verb and expresses a complete thought and a sentence begins with a capital letter and ends with a period. Comprehending sentence are needed before someone tries to comprehend the paragraph. According to Long & Crooks (2001) in Willis (2008:127) “Without the ability to connect each new words, sentence, or page with those that come before, children can’t build a comprehensive understanding of the word they read”.

It can be said that after understanding the meaning of each word, comprehending every sentence in reading text is very important because by comprehending each sentence the reader can understand word every single thought the writer wants to deliver to the readers.

There are the examples of sentence comprehension’ question:

Once upon a time, there was a girl called *Cinderella*.

She lived with her stepsisters and stepmother. They treated her badly. They asked Cinderella to do all the house works.

One day, an invitation to the prom came to the family.

However, her stepsisters would not let her go. Cinderella was very sad knowing her stepsisters went to the prom without her.

Fortunately, the fairy godmother came and helped her to get to the prom. At the prom, Cinderella danced with the prince. The prince fell in love with her and then married her. They lived happily ever after.

1. How did stepsisters and stepmother treat Cinderella?

- a. They lived happily ever after.
- b. They treated Cinderella badly.
- c. They lived sadly ever after.
- d. They treated Cinderella very well.

Answer: (b) They treated Cinderella badly.

c. Paragraph Comprehension

According Siahaan (2008:5) states that a paragraph is a piece of written text. It contains several sentence. It can be classified into three parts; they are the beginning, the body and the ending. The definition of a paragraph given above indicates the basic rules how to write paragraph. Hogue (2008:4) says tells what a paragraph must contain. Paragraph must have three components; they are the topic sentence, the supporting sentence, and the concluding sentence.

There are the examples of paragraph comprehension' question:

Once upon a time, there was a girl called *Cinderella*.

She lived with her stepsisters and stepmother. They treated her badly. They asked Cinderella to do all the house works.

One day, an invitation to the prom came to the family.

However, her stepsisters would not let her go. Cinderella was very sad knowing her stepsisters went to the prom without her.

Fortunately, the fairy godmother came and helped her to get to the prom. At the prom, Cinderella danced with the prince. The prince fell in love with her and then married her. They lived happily ever after.

1. What does the second paragraph tell us about?

- a. They treated Cinderella badly.
- b. They asked Cinderella to do all the house works.
- c. About the invitation to the prom.
- d. They lived happily ever after.

Answer: (c) About the invitation to the prom.

d. Text Comprehension

Actually, the students' purpose in reading a text is to know what the writer tells about. According to Cunningham & Stanovich (1998) in Willis (2008:128) states "To comprehend text, the reader must be able to decode words or recognize words and

access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their longterm memories”. It means the reader should focus on main idea and viewpoints. In other word, if the students want to get the message of the text they should first understand the meaning of the words, sentences, and paragraph that exist in the text, that way they can understand the whole meaning of the text.

There are the examples of text comprehension question:

Once upon a time, there was a girl called *Cinderella*.

She lived with her stepsisters and stepmother. They treated her badly. They asked Cinderella to do all the house works.

One day, an invitation to the prom came to the family.

However, her stepsisters would not let her go. Cinderella was very sad knowing her stepsisters went to the prom without her.

Fortunately, the fairy godmother came and helped her to get to the prom.

At the prom, Cinderella danced with the prince. The prince fell in love with her and then married her. They lived happily ever after.

1. What is the purpose of the text?

- a. To entertain the readers
- b. To amazed the readers

- c. To persuade the readers
- d. To show the reader how to make something

Answer: (a) To entertain the readers

3. Narrative Text

Narrative is a short of text that consists of the act following a sequence of actions or event in time. Fisher (2000) defines narrative as a story interpretation of some aspect of the world that is historically and culturally grounded and shaped by human personality. Those kinds of narrative are assumed to be able to make the teaching learning activities fun, enjoyable, and meaningful. Narrative text also deals with problematic events which lead to a crisis or turning point of some kinds, which in turn subject finds a resolution. There are many types of narrative text including: folktales, mysteries, science fiction, realistic fiction, fantasy, historical fiction, etc.

And all those kinds of narrative form have the same general structure, the main requirement of narrative consist of:

1. Orientation : sets the scene and introduces the participants.
2. Complication : a crisis is resolved, for better or worse.
3. Resolution : the end of the story

The researchers use narrative text because narrative text should be given to the senior high school for the tenth grade students as suggested in the curriculum 2013. Moreover, narrative text tells the life and experiences of people it can improve students'

reading comprehension because there is an interesting story content and we can to preserve and promote storytelling.

Reading and studying narrative text will help students make connections to their cultural heritage. They will gain an appreciation of the rich traditions that during their time of slavery, their efforts to manage relationships in their new environment, and their ability to find humor amid struggles and sorrow. They will look into what the relationships in the story reveal by asking how problems were solved, who contributed to the solution, and if this strategy can be useful to us.

4. The Concept of POSSE strategy

The P.O.S.S.E strategy is developed by Carol Englert and Troy Mariage in 1991, it is a reading comprehension strategy. P.O.S.S.E Stands for Predict, Organize, Search, Summarize, and Evaluate. It encompass some reading comprehension techniques such as advance organizer, text structures, self-assessment, activates previous knowledge, encourages the learners to organize their knowledge, and compare between what they knew and what they have learned recently.

a. Steps of POSSE strategy

The P.O.S.S.E Strategy consists of three phases: Prereading, during reading, and post reading. The following are the characteristics and the steps of implementing the strategy.

1. Predict: the students guess what the topic talks about. The learners are forced to activate their previous knowledge. The teacher uses title, pictures, some lines from the text. (Klinger, et at, 2007)
2. Organize: the learners organize, arrange, the ideas which they have predicted in " Semantic (concept) Map". The teacher discusses with learners what new ideas they have predict (Bergerson: 2001cited in Aprilia:2015: 26)
3. Search: the learner begins reading the topic silently and searches for the main idea of each paragraph, and the new vocabularies that they do not know their meaning. This step confirms learners' predictions by comparing them with the new ideas and vocabularies they found during reading the text (Aprilia, 2009:26)
4. Summarize: Students identify the main idea of each paragraph, then join them to form an acceptable summary of the whole text.
5. Evaluate: The learners do four things in this step, they ask questions, compare between the information they have predicted (in the POSSE sheet) with the new one they have founded, (in the POSSE sheet), then they clarify about new information from the teacher for unknown information or unclear vocabularies, or unfamiliar things (Klinger et at, 2007).

6. At the end, the learner summarizes the reading text by reviewing P.O.S.S.E strategy sheet.

b. The use of POSSE strategy in improving reading comprehension

The POSSE 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 summarize and elaborate on the connections between what they already knew and what they have learned.

Through the POSSE strategy, it is expected that students have practices in predicting the text, organizing their prediction, searching the main idea, summarizing the text, and evaluating their understanding. Those practices help student comprehend the text effectively. With regard to the interview with the English teacher and the students, the researcher found that the lack of vocabulary was the main problems causing students' low comprehension. To enrich students' vocabulary, students should maximize the use of predicting and evaluating step. In the predicting step, students write as many ideas as possible. Meanwhile in the evaluating step, they note the new vocabulary they find in the text. As consequence, the students could improve their comprehension. The strategy is also expected to make the students have more interesting and challenging activities in reading class. Moreover, it is expected that the students actively participate and enjoy the reading activities during the

implementation of the strategy.

Based on the previous research done by Andaleni (2014) Combining Posse (Predict, Organize, Search, Summarize, Evaluate) Strategy And Reciprocal Teaching Strategy For Teaching Reading Comprehension of Expository Text In Senior High School”³⁸ the result of research shows that, this strategy is very useful, especially for high school students. Application of this combination strategy is able to make teachers and students play an active role and be able to improve students' motivation to read the text, especially text exposition. And in the end, the level of understanding of students increased as the end point of the objectives of this strategy is implemented.

c. The Advantages of Using POSSE strategy

The founder of POSSE strategy Englert and Marriage (1991) and Brownell (2012:116) State the following merit and advantages of using POSSE strategy in developing reading comprehension for the EFL learners as follow:

1. The learners have the opportunity to activate their previous knowledge and connect it with a specific topic to predict new information
2. The learners have the opportunity to practice the experience of using advance organizer in learning new information of a foreign language.
3. The learners can infer a new topic by utilizing their background knowledge.
4. The learners have the opportunity to share information with whole group.
5. The learners have the opportunity to monitor, and evaluate themselves by comparing their knowledge before acquiring the new information and after the

instructional process. The students (in groups) compare the first graphic organizer (done in prediction step) and the second one (done in search step).

6. The learners have the opportunity to learn how to summarize a text successfully, without missing necessary information. This activity develops learner's comprehension of the new information, and enlarge the vocabularies bank.

2.2 Action Hypothesis

The use of POSSE Strategy improve the tenth grade students' reading comprehension through narrative text at SMK PGRI 2 Bondowoso in the 2019/2020 Academic Year by organizing the students existing knowledge, summarize and elaborate on the connection between what they already knew and what they have learned.