CHAPTER 1

INTRODUCTION

This chapter presents: background of study, statement of problem, purpose of research, significance of research, scope and limitation and definition of key terms.

1.1. Background of Study

In English learning, there are four English skills: speaking, writing, listening and reading. Reading is one of four skills must be master well by students in English learning beside speaking, writing, and listening. Through reading activity the students will have many advantages such as having a lot of information, and to build critical thinking, from book, magazine, journal, and newspaper. According to Nation, (2009: 49) reading consists of two sources: learning and pleasure. During students are reading book, students also learn the micro skillof English.

Furthermore, reading also plays a crucial role in academic development especially when student have to work over huge amount of foreign language materials for their own specialist subject (McDonough & Shaw, 2003).In addition, Mickulecky and Jeffies states reading can increase the student's basic language skill in English. Moreover; it can improve speaking and writing skill, to search the new ideas, experience and fact (1996: 1) .

In English class teaching reading focus on reading comprehension. Because reading comprehension skill helpful for students to understanding text, to get author meaning and useful for the teacher to measure student achievement in English language acquisition. However, realize student reading comprehension is not easy in reading teaching. Because, in reading comprehension process the reader not do one activity but the reader do several activities.

According to Samdayo et. al. that reading comprehension is complex thought process that involves understanding words, sentences, written by author, interpreting the author concepts, and summing it up in good way (2013: 166).In reading learning, most students have a problem in reading comprehension.

Graham & Bellert (2005: 71) argue:

> "Students with learning difficulties can experience comprehension problems for a range of reasons. For these students reading comprehension problems often feature difficulties in recognizing and appropriately applying background knowledge, poor decoding and word recognition skills, limited vocabulary knowledge, underdeveloped reading fluency, a less than strategic approach to comprehension, including the use of ineffective or inefficient strategies, and limited understandings about common text structures".

Based on the researcher's experience when practices English teaching in SMPN 1 Balong, the student eighth grade were lack of ability in reading comprehension. There are many factors of student's lack of ability in reading comprehension. The first factor is the students. The students have limited vocabulary and, the students do not use suitable strategy in reading activities.

Therefore students still felt confused and difficult in reading comprehension. Consequently, they did not understand what they have read about text.

Based on observation, the second factor is teaching method used by teacher. The teacher chooses the conventional teaching method in reading class. The first step teacher explain about text material will be learn and then teacher asks student to answer question- related to text.The method does not help student problem in comprehending textbut also give impact the student get bored in reading activity. It can see students not attention with teacher explanation about difficult words in text example some students often interesting talk with friend.

Referred data of preliminary research, the student eighth grade of SMPN 1 Balong need some good teaching method or strategy to improve their reading comprehension. Strategy is one of the most beneficial solutions which needed for improve reading comprehension. The aim of applying strategy is to make the students feel easy to learn and understand the subject. Besides making the student feel easier to comprehend, applying a strategy in comprehending a text can make the teaching learning process more effective and make the students more active in class.

There are many strategies to interact and improve the achievement of student's reading comprehension. One of them is POSSE strategy. POSSE strategy is the acronym of Predict-Organize-Search-Summarize-Evaluate strategy. This strategy is developed by Englert and Mariage in 1991. According to Englert and Marriage as cited in Westwood (2008: 45) POSSE strategy as "designed to

active student's prior knowledge about the topic and to link it with new information contained in the text".They state that POSSE strategy is one of strategies can to solve the problem in reading comprehension(2002: 470) .

Because applying POSSE strategy steps in reading activities makestudent get new vocabulary and active the prior knowledge through predict step, and then inthe organize step student will be encouraged organizing the idea and primer information/knowledge with graphic organizer.Next step POSSE strategy is search. In this step, student will be finding the information text through read text. The summarize step student will be extracting main idea of paragraph and new information from text by own language. Meanwhile evaluate step for comparing and clarifying of student understanding in text.

The benefits using of POSSE strategy in reading classroom among other: "students have lot of information in organize chart, student can discussion with other student to share the prediction about text, the student more independent because student can adjust information base on individual need, give opportunity to ask question unfamiliar word an information from text". So conclude that POSSE strategy is very suitable for reading class.

Meljulita,(2012) showed that POSSE strategy gave significant effect in reading comprehension on narrative and recount text at eight grade students of SMPN 2 Jujuhan Rantau more than the Question Answer strategy . Sunandari (2013) informed that effect POSSE strategy toward reading comprehension at second year students of SMA Hanadayani Pekanbaru on analytical exposition text.

(Setyowati, 2017) reported that POSSE strategy gave positive effect which can help student reading comprehension on narrative text.

From the explanation background described above, the researcher is interested in employing the research entitled "improving student's reading comprehension by using POSSE strategy at Eighth grade in academic year 2019/2020.

1.2. Statement of Problem

Based on the background that has been described above, the researcher give statement problem is "How can the POSSE strategy improve reading comprehension of the eighth grade students of SMPN 1 Balong in academic year 2019/2020?"

1.3. Purpose of Research

The purpose of research is to improve reading comprehension by using POSSE strategy at eighth grade students of SMPN 1 Balong in academic year 2019/2020.

1.4. Significance of the Research

The researcher expected that findings of study will be significant for:

1) Student

   To help student's problem inreading learning by using POSSE strategy and can increase their ability in comprehending the text.

2) Teacher

To give teaching alternative method in teaching reading comprehension.

3) Researcher

To give researcher's knowledge and experience about POSSE strategy in teaching reading.

1.5. Definition of Key Terms

The following key terms are used to help the readers to have the same interpretations in understanding the research:

Reading comprehension : Reading comprehension is Highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself(interest in text, understanding of text types) (Klingner, Vaughn, and Boardman 2007: 8)

POSSE strategy : *POSSE strategy* is Framework to guide teachers and students through pre-reading, reading, and post-reading activities designed to facilitate comprehension, particularly for children with reading problems (Barbara, 2002: 470).