

CHAPTER I

INTRODUCTION

A. Background of The Study

In English language learning, reading is an important skill that requires complex abilities. This process, known as reading comprehension, involves the reader utilizing all their knowledge, not just the written words.¹ Reading in English language learning is not just about understanding the text, it also involves critical thinking and processing information. This process is important for helping learners master the language more effectively, as they learn to understand meaning deeply rather than just word by word.

Reading comprehension is the ability to understand, and interpret the information contained in a text. This includes getting accurate data and understanding the overall meaning of the text.² Reading comprehension is a process that involves not only understanding a text's content but also the ability to accurately retell the information. It necessitates obtaining precise information and gaining a thorough comprehension of the material, including the capacity to decipher and evaluate its content. Additionally,

¹ Abdul Muin Bahaf, Nia Kurniawati, and Dewi Setya, "Reading Comprehension by Using Assemblr for Young Learner in 6th Grade Students of SDIT AL Irsyad," 2023, 20, <https://doi.org/10.32678/loquen.v16i1.7965>.

² Fitri Hilmiyati, "Journal of Integrated Elementary Education" 2, no. 2 (2022): 97.

reading comprehension entails connecting the text to prior knowledge and critically evaluating the content.

Despite its importance, many students face difficulties in reading comprehension. This challenge can be due to a variety of factors, such as limited vocabulary. Limited vocabulary is a major barrier to reading comprehension. The content of word and the overall meaning of texts are difficult for students with a restricted vocabulary to understand. Students who have an extensive vocabulary tend to be better at reading and understanding texts, especially in academic contexts across a range of disciplines.³ These factors indicate the need for learning strategies that not only increase students' vocabulary but also enrich their background knowledge. By doing so, students can overcome barriers to reading comprehension and enhance their ability to understand various types of texts.

Reading comprehension is an important component of education, yet many students still face difficulties in mastering it. Some of the factors already mentioned are very relevant, especially limited vocabulary and background knowledge. This shows that education is not only about

³ Janis Harmon and Karen Wood, "Education Sciences The Vocabulary-Comprehension Relationship across the Disciplines: Implications for Instruction," 2018, <https://doi.org/10.3390/educsci8030101>.

classroom teaching, but also involves enriching students' learning environment, both at school and at home.

Educational practices and instructional methods can further influence reading comprehension.⁴ Traditional teaching approaches that emphasize rote memorization and surface-level understanding may not adequately prepare students for the complex task of comprehending texts.⁵ Without explicit instruction in reading strategies and critical thinking skills, students may lack the tools they need to effectively engage with and understand written material. These difficulties show how creative and successful teaching methods are needed to improve students' reading comprehension.

According to preliminary studies based on interviews with English teacher at MTs Al Mahdi Sindangheula, students have difficulty understanding descriptive text due to limited vocabulary and lack of interest in reading material. Therefore, by using the POSSE strategy, the writer hopes that it will increase students' reading comprehension. The implementation of the POSSE strategy is to improve information literacy, critical thinking, and efficient learning. It guides learners through five

⁴ Nell K Duke and P David Pearson, "Effective Practices for Developing Reading Comprehension," *Journal of Education* 189, no. 1–2 (2009): 107–22.

⁵ Patricia A Alexander and Tamara L Ietton, "Learning from text: A multidimensional and Developmental Perspective," *Handbook of Reading Research*, 2000, 285.

stages such as Predict, Organize, Search, Summarize, and Evaluate, each enhancing comprehension and engagement with texts.⁶

A study conducted by Asfia Nur Laeli and Yeny Prastiwi, entitled *“Enhancing Students’ Reading Comprehension Achievement of Analytical Exposition Text Using POSSE Strategy A Classroom Action Research of the Tenth Grade of DPK 2 at SMKN 9 Surakarta in the Academic Year of 2022/2023”*.⁷ This study aimed to improve students' reading comprehension of analytical exposition texts by applying the POSSE strategy. After using this strategy, the students' reading comprehension scores significantly increased, according to the data, demonstrating how well POSSE works to improve reading comprehension. The second study conducted by Vita Loca, entitled *“The Use of POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy To Improve Students' Reading Comprehension In Recount Text At The Eleventh Grade Students’ Of SMA Plus Negeri 7 Bengkulu In Academic Year 2015/2016”*.⁸ The goal of this study was to improve the students' reading comprehension and learning

⁶ Carol Sue Englert and Troy V Mariage, “Making Students Partners in the Comprehension Process: Organizing the Reading ‘POSSE,’” *Learning Disability Quarterly* 14, no. 2 (1991): 123–38.

⁷ Asfia Nur Laeli and Yeny Prastiwi, “Enhancing Students’ Reading Comprehension Achievement of Analytical Exposition Text Using POSSE Strategy A Classroom Action Research of the Tenth Grade of DPK 2 at SMKN 9 Surakarta in the Academic Year of 2022/2023,” no. 2017 (2023): 119–32.

⁸ Vita Loca, “The Use of POSSE (Predict, Organize, Search, Summarize, And Evaluate) Strategy To Improve Students’ Reading Comprehension in Recount Text at The Eleventh Grade Students’ of SMA Plus Negeri 7 Bengkulu In Academic Year 2015/2016” (Iain Bengkulu, 2016).

activities by implementing the POSSE strategy. The findings of this study demonstrate the effectiveness of the POSSE strategy in improving students' reading comprehension and learning activities.

The previous studies above have some significant differences from this study. Firstly, the studies conducted by Laeli and Prastiwi⁹ and by Loca¹⁰ were carried out at the Senior High School, while this study was carried out at the Junior High School. It is important to assess how effective the POSSE strategy is in the context of different ages and abilities of students. Secondly, the previous studies focused on analytical exposition text and recount text, while this study adds insight by focusing on descriptive text to see the extent to which the POSSE strategy can be applied to various types of texts. Thirdly, the previous study used a classroom action research method, while this study used a quasi-experimental method, which provides a stronger measure of success.

Based on previous study, the POSSE strategy is acknowledged as a successful approach for enhancing students' reading comprehension, especially when it comes to descriptive texts. The objective of this study is to provide fresh perspectives on how well the POSSE strategy works to

⁹ Laeli and Prastiwi, "Enhancing Students' Reading Comprehension Achievement of Analytical Exposition Text Using POSSE Strategy A Classroom Action Research of the Tenth Grade of DPK 2 at SMK N 9 Surakarta in the Academic Year of 2022/2023."

¹⁰ Loca, "The Use of POSSE (Predict, Organize, Search, Summarize, And Evaluate) Strategy To Improve Students' reading Comprehension in Recount Text at The Eleventh Grade Students' of SMA Plus Negeri 7 Bengkulu in Academic Year 2015/2016."

enhance reading comprehension. This study used a quasi-experimental design of quantitative methods to assess how the POSSE strategy affects seventh-grade junior high school students' reading comprehension.

To achieve the objectives, the writer has organized this study into several sections. The writer begins by reviewing the relevant literature to build a theoretical framework. In addition, the writer also explained the research methodology, discussed the research findings, and concluded with recommendations and implications for further research into this new area. The objectives of this study to developing a novel strategy to enhance students' reading comprehension of descriptive texts. Therefore, **“The Effect of POSSE (Predict, Organize, Search, Summarize, Evaluate) Strategy to Improve Students' Reading Comprehension”** is the title of this study.

B. Identification of The Problem

Based on the background and the observation results presented above, the following research problem identifications can be made:

1. Limited Vocabulary
2. Not Interested in The Reading Material

C. Statements of The Problem

The problem formulation of this study is as follows:

1. How is student's reading comprehension before and after using POSSE strategy?
2. How effective is POSSE strategy in improving students' reading comprehension?

D. Objectives of The Study

This study has the following objectives:

1. To find out the students' reading comprehension before using and after using POSSE strategy
2. To find out the effective is POSSE strategy in improving students' reading comprehension

E. Significant of The Study

The significance of this study is two, namely theoretically and practically:

1. Theoretically

This study theoretically adds to the corpus of knowledge already available on instructional tactics and reading comprehension. This study examines how the POSSE strategy affects students' reading comprehension and offers actual data that either validates or refutes popular beliefs about metacognitive and collaborative learning.

2. Practically

Practically, the findings of this study should have implications for students, teachers, and researchers.

a. For the Students

The present study hopes that students can improve reading comprehension by POSSE strategy.

b. For the Teachers

Teachers can assess the effectiveness of the POSSE strategy after learning about its impact on students' reading comprehension, and if it proves successful, they must continue to use it to enhance their own teaching strategy.

c. For the Researchers

By using POSSE strategy, the researcher will get evaluation about the method. If the strategy is effective, it will be developed by the researcher for her students in the future. In addition, the study will be a review for the next research.

F. Limitation of The Study

The writer encountered obstacles and limitations while conducting this study. As a result, the main objective of this study is to analyze in depth how the POSSE strategy can improve students' reading comprehension.

G. Writing Organization

The research should be structured in a systematic and logical manner, with a clear organization of ideas. This structure ensures that the writing is well-organized. In research, organization refers to how ideas are presented and how paragraphs are developed. The research is organized as follows:

The first chapter is the Introduction, which provides an overview of the research background and the problems to be addressed. It includes the research background, the issues to be explored, the objectives, and a review of previous studies, helping to clarify the relevance of the research topic before proceeding to the data analysis stages.

The second chapter is the Theoretical Framework, which guides the research regarding data analysis and interpretation. This chapter discusses the theories that will support the study's findings.

The third chapter is research methodology, describes the procedures for gathering and analyzing data. Additionally, it discusses any restrictions on data collecting, setting boundaries to ensure the research has sufficient data for evaluation.

The four Chapter is Result and Discussion, an essential step for uncovering major findings and analyzing data. This section references the

theories discussed in second chapter, and the findings will guide the next steps in the research.

The fifth chapter is the Conclusion and Suggestion, which wraps up the study, presenting the final conclusions and offering recommendations based on the research findings.