

CHAPTER I INTRODUCTION

A. The Background of the Study

Reading comprehension is very important to be mastered by students. It is important for students because it is the basis of nearly all learning, and a basic requirement to progress in life. Reading comprehension is the goal of reading because the purpose of all reading is to grasp meaning from the printed text. According to Gupta (2008:77) Reading comprehension is the process of understanding and constructing meaning from a piece of text. To be able to accurately understand the text, students need to decode what they read and then make connections between what they read and what they already know. It involves the students' experiences and prior knowledge while comprehending the text. It is clear that reading comprehension is an ability that involves the background knowledge of students while they comprehend a text.

Nowadays, the expectation on the students' reading comprehension is high. It can be seen from the Educational Level Oriented Curriculum, (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) 2006 that stated students must be able to comprehend the meaning of the text in form of recount, narrative, procedure, descriptive, and report in the context of daily live. Moreover, in the curriculum, the ideal criterion of students' exhaustiveness for each indicator in one basic competence is 75%. It means the minimum score (KKM) of the students that is created by the teacher is approximately 70 up to 75.

In fact, Mastery of reading is a significant problem in schools. Almost the number of the students can not comprehend the meaning from the text.

They failed to interpret the meaning that the writers want to convey. The students are difficult to comprehend the text because they are not familiar with the text. They also have problem in understanding the words and sentences in the text. Mulyadi as National Commission chairman for child protection adds Indonesian students are frustrated with boring teaching methods(The Jakarta Post, 14 Desember 2010). The reading method that is used by the teacher was not effective to improve the comprehension of the students. The method that is usually used by the teachers makes the students get bored and monotonous. The teachers usually ask the students to translate the whole text and answer the questions. We know that when reading skills are inadequate or minimal, time is wasted, frustration can become overwhelming and the lost of interest may start the cycle which blocks further learning (Callahan and Leonard 1988: 72).

For Indonesian students, reading English text is still difficult to be comprehended because English is still a foreign language in Indonesia. Many students can not reach the KKM of English subject that was created by the teachers. It was showed from a research conducted by Nurshiyam(Metodika Jurnal Pendidikan 2011) in SMP Negeri 1 Slawi that states the average score of grade VIII students is only 73,23. This score is still lower than the KKM that was given by the teacher, which is 75. In additional, Mardawasti(2011) who also conducted a research in SMA Negeri 1 Rengat in order to know the comprehension of the students showed that from 30 students in one class, only 10 students reach the KKM. It is obvious that students' achievement on the reading comprehension is still low.

The problem of the reading comprehension is also found in the national examination. Many students failed in the national examination because they can not reach the minimum score. BSNP(Badan Standar Nasional Pendidikan) 2012 states that to be able to pass the National Examination, the students either in Junior high school or Senior high school must get the average score 5.5 and the minimum score for every subjects included English subject is 4.0. In reality, students are difficult to reach that score in National Examination. Tribun Surabaya (2012) found that 38 students of junior high school in Pacitan failed in the National Examination because of English subject. They failed because they get the score below 4.00. These students have problems in understanding the text because the reading text is too long and there are many unknown vocabularies. Moreover, a national research on English language teaching in 358 senior high schools in 26 provinces conducted by Petrus Ismail(2011) showed that the results of the national examination of English both reading comprehension(35 multiple choice items) and listening comprehension(15 multiple choice items) were discouraging: 66,7% of the students had the scores below 6.0.

In addition, Indonesian Education and Culture Minister, Mohammad Nuh, in *Harian Analisa*(2012) said that reading comprehension of students in Indonesia is still low. It is showed by the Programme for International Student Assessment (PISA) in 2009 which indicates the reading comprehension of the Indonesian students was at the lowest level. Indonesia is in the order of 57 of the 65 countries. The difficulty of teaching reading and the failure of reading comprehension were also found on the researcher's experience during the teacher training practice (PPL) at SMA Methodist Lubuk Pakam. It was found that the students'

achievement on the reading comprehension were low. They have problem in getting the meaning of the text. They were not interested in reading activity because the teaching strategy that teacher applied in teaching reading was not effective. The teacher usually asked the students to translate the whole reading material and answer the questions given by the teacher. In short, the teacher do not let their students to analyze and understand the meaning of the text.

In order to make teaching and learning process interesting and effective, teachers need a good technique, method or strategy in teaching reading. By using an appropriate technique, method or strategy, it is hoped that the students' achievement on the reading comprehension will improve. The reading comprehension strategy that can be applied in improving students' achievement in reading is POSSE strategy. It is an active reading comprehension strategy.

POSSE strategy is a mnemonic reading comprehension strategy. The acronym of POSSE stands for Predict- Organize- Search- Summarize and Evaluate. POSSE is a strategy that is used to help students active their prior knowledge while reading the text .This strategy teaches them to use prediction as a comprehension aid when they are reading the text. Moreover, POSSE strategy guides students to arrange their ideas in the semantic map that is useful to help students get the key ideas easily from the text. POSSE strategy has been shown to improve readers understanding, and their ability to recall information. In other words, the readers are more likely to learn, and to learn more of the material they are reading. When using POSSE strategy, the students will connect their background knowledge with the new information provided in the text. This strategy can effectively increase the students' comprehension of the text.

Therefore, the researcher wants to conduct a research to prove whether the using of POSSE (Predict- Organize- Search- Summarize –Evaluate) in teaching reading can be an appropriate strategy to improve students reading comprehension achievement.

B. The Problem of the Study

Based on the background of the study above, the problem is formulated as the following:

“Does the POSSE (Predict- Organize-Search-Summarize-Evaluate) strategy significantly affect the students’ reading comprehension?”

C. The Objective of the Study

Parallel with the research problem, the objective of the study is to investigate the effect of applying POSSE (Predict- Organize-Search-Summarize-Evaluate) strategy significantly affects the students’ reading comprehension.

D. The Scope of the Study

There are some levels of comprehension. In this study, the levels of reading comprehension focused on literal, inferential, and evaluative comprehension. This research focuses on identifying the effect of applying POSSE (Predict- Organize-Search-Summarize-Evaluate) strategy on the students’ reading comprehension.

E. The Significance of the Study

1. Findings of the study are expected to be useful for the teachers to improve their ability in teaching reading comprehension by applying POSSE (Predict-Organize- Search- Summarize- Evaluate) strategy.
2. It is expected that the result of this study would provide information about the strategy in teaching reading for those who are interested in this study.
3. Students they can improve their ability in reading comprehension and have a good reading by applying POSSE (Predict- Organize-Search- Summarize-Evaluate) strategy.