IMPROVING READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS AT SMPN 6 YOGYAKARTA THROUGH POSSE STRATEGY IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the *Sarjana Pendidikan* Degree in English Language Education

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
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APPROVAL SHEET

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SURAT PERNYATAAN

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar,maka sepenuhnya menjadi tanggung jawab saya.

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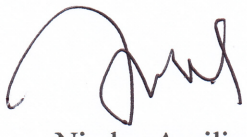

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MOTTOS

And seek help through patience and prayer
(Quraan 2: 45)

"Getting things done is not always what is most important. There is value in allowing others to learn, even if the task is not accomplished as quickly, efficiently or effectively."

(R.D. Clyde)

DEDICATIONS

This thesis is sincerely dedicated to:

my beloved family

who always show patience, support, and love to me

and

my best friends

who have supported me throughout the process of thesis writing.

I will always appreciate all they have done.

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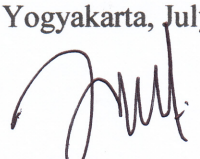
Yogyakarta, July 2015



The Researcher

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LIST OF ABBREVIATIONS

ET	: English Teacher
S	: Students
R	: Researcher
C	: Collabolator
SMP	: Sekolah Menengah Pertama
Int	: Interview
FN	: Field Note
LKS	: Lembar Kerja Siswa
LCD	: Liquid Crystal Display
BSE	: Buku Sekolah Elektronik
SPSS	: Statistical Product and Service Solutions

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ABSTRACT

The objective of this research is to improve reading comprehension of the eighth grade students at SMPN 6 Yogyakarta through POSSE strategy.

The type of the research was action research. The steps of this research were reconnaissance, planning, conducting action, observation, and reflection. The subjects of the research were 34 students of grade VIII A at SMPN 6 Yogyakarta. There were two kinds of the data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing both students and collaborator, making field notes, and having discussion with the collaborator as the observer. The quantitative data were obtained from the pre-test and post-test. They were presented in the form of scores and analyzed by using descriptive statistics in SPSS 17 program. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In reference to the actions conducted in two cycles, use of the POSSE strategy improves students' reading comprehension as justified in the following results. First, the POSSE strategy allows students to have practices in predicting the text, organizing the prediction, searching the main idea, summarizing the text, and evaluating their understanding of the text. Second, the students enrich their vocabulary by maximizing use of the predicting and the evaluating steps. Third, most students show their enthusiasm and active participation in the teaching and learning process of reading. Fourth, there is an improvement on students' reading comprehension as displayed in the increase of the gain score (17,05) gained by deducting the mean score of the pre-test from the mean score of post-test.

Key words: *reading, comprehension, POSSE strategy, students*

CHAPTER I

INTRODUCTION

This chapter presents the main issues of the background of the study, identification of the problems, limitation of the problems, formulation of the problem, objective of the study, and significance of the study.

A. The Background of the Study

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.

In reading class, most of the reading activities focused on reading for comprehension. The reason is that the students' skills in comprehending the text lead them to develop their knowledge, even to gain new information. Moreover, reading comprehension is generally used to measure students' achievement in English, like in the national examination in which reading has a relatively a large portion. When they do the examination, they encounter with many kinds of text types. If students do not have a good reading comprehension, they may fail to do the examination. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

In reference to the explanation above, it can be said that the ability or skill of comprehending a message or content in the text is the main goal of reading in the language instruction. As argued by Richard and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. However, comprehending a text message is not easy for students. It can be seen from the fact that students' reading comprehension is still far from what is being expected. The survey conducted by organization for Economic Cooperation and Development's Program for International Student Assessment 2012 (PISA) shows that Indonesia ranks second from the bottom in an international education survey conducted to assess students' skill in reading.

This also happens to be the case found in the eighth grade of SMP N 6 Yogyakarta, especially Grade VIII A students, where most students still face difficulties dealing with reading texts written in English as their second language. With regard to the preliminary observation, the unsatisfactory results of the students'

reading comprehension were caused by several following factors. First, most students did not know the meaning of many words found in the text. 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. Finally, students felt unmotivated to do it. It was not effective enough to promote language acquisition. 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.

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 eighth grade students' reading comprehension at SMP N 6 Yogyakarta by conducting Classroom Action Research.

B. Identification of the Problems

With regard to the observation which had been done in Grade VIII A of SMP N 6 Yogyakarta, there were some problems occurring in the teaching and learning process of reading. To identify the problems occurring in the classroom, the researcher categorized the problems into five categories, as follows.

1. Learning Materials

The learning materials used during the teaching and learning of reading in Grade VIII A class were limited. The teacher often gave student the copy of materials from *LKS* (*Lembar Kerja Siswa*) and comprehension questions, but the

LKS did not belong to the students themselves. The teacher got them back after the class. Even though each student was given *BSE* (*Buku Sekolah Elektronik*), the *BSE* was seldom used because the key answers were attached in the book. Therefore, it was considered ineffective to use the *BSE*.

2. Teaching Strategy

The teacher used the monotonous reading activities in the class. She gave a short explanation about the text by reading the text aloud or translating each word or sentence followed by answering the comprehension questions related to the text. These activities usually made the students bored and sleepy.

3. Media

The variation of media was still low. The media often used during teaching and learning process such as board markers and white board did not help much in reading. On the other hand, LCD (Liquid Crystal Display) projector was rarely used by the teacher. The teacher also did not use other media such as pictures, realia, and so on.

4. Teacher

The teacher rarely encouraged students to think about the meanings of some difficult words they found in the learning process. She always asked students to directly find the meanings in the dictionaries. In this situation, the teacher became the centre of reading activity. Students only listened to the teacher's explanation and the teacher would not explain more if there were no questions from the students.

5. Students

The students of Grade VIII A had some problems in reading that affected their reading achievement which was low. The first problem was that students' mastery of vocabulary was still categorized low. They would give up on the text if they found some difficult words that they had never known before. The second problem was lack of students' comprehension of the content of the text such as finding a topic, stated and unstated details, and identifying references. The third problem was the lack of students' participation in the class. They were not actively engaged in the teaching and learning process especially in asking and giving their opinions. The fourth problem was the lack of students' enthusiasm during teaching and learning process of reading. They did not pay attention to the teacher and were busy to have chit chat with their friends.

C. Limitation of the Problems

The researcher limited the problem areas into a more specific one which focused on the lack of students' reading comprehension. The research focused on the implementation of POSSE strategy to improve the students' reading comprehension toward narrative texts at Grade VIII A, SMP N 6 Yogyakarta in the academic year of 2014/2015.

D. Formulation of the Problems

In reference to the limitation of the problem, the problem was formulated as follows: "How could the POSSE strategy be implemented to improve the reading comprehension of the Grade VIII A students of SMP N 6 Yogyakarta ?

E. Objective of the Study

This research aimed at improving the reading comprehension of Grade VIII A students of SMP N 6 Yogyakarta through the POSSE strategy.

F. Significance of the Study

It is expected that the research gives the theoretical and practical benefits. The specifications of the significances of this research as follows:

1. Theoretical Significance

   The results of this study inform others about the improvement of students' reading comprehension after being taught using the POSSE strategy. This information is also useful for those who want to do a research on the same subject in the future.

2. Practical Significance

   a. For the Researcher

      This research is expected to be able to be used as an exercise in conducting research, and to enrich the researcher's insight and knowledge regarding the appropriate learning activities and methods.

   b. For the School

      The results of this study are expected to be beneficial as the input and model in the implementation of English reading activities. Besides, the results are expected to be consideration of the school in determining policies regarding the learning process, including curriculum, and facilities.

c. For the English Teachers

This study may provide a solution to the problems related to students' reading comprehension because basically this study is a way of handling the problems faced by the English teachers in the learning process.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In the previous chapter, it was mentioned the purpose of this study was to improve the reading comprehension of the eighth grade students of SMP N 6 Yogyakarta 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.

1. The Nature of Reading

a. Definition of Reading

Reading in general can be defined into several definitions. According to Rivers (1981; 261), reading is a process enunciating the conventional way the sound symbolized by the printed or written markers on the script. Brown (2004: 189) adds that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the net parts of reading process to finally reach their understanding about the meaning of the text they read.

Furthermore, Nunan (1989: 72) states that in reading, the readers do a solitary activity in which the reader interacts with the text in isolation. This isolated activity involves many interaction between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types.

According to Harmer (2002: 199), when the learners read a story or a newspaper, they deploy range of respective skills. It means that reading is respective skills that require the readers' ability to create interaction between the linguistic knowledge and knowledge of the world.

From the definitions above, reading can be concluded as an active process of getting the meaning of a printed words or verbal symbols in written text. In order to get the intended meaning from the text, a reader has to comprehend what she/he has read. During this process, a reader combines his/her language skills and background knowledge of the world to grasp the meaning.

b. 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.

Reading comprehension and reading proficiency is equally dependent on two critical skills: language comprehension which is the ability to construct meaning from the language the text is written in; and, decoding which is the ability to recognize and to process words in the text. Both language comprehension and decoding are necessary for reading comprehension (Hoover & Gough, 2011; Snow, Burns, & Griffi, 1998). Students who readily understand spoken language and who are able to fluently and easily recognize printed words do not have problems with reading comprehension. However, students must be proficient in both domains well. Difficulty with either language comprehension or decoding will result in poor reading comprehension.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

c. Types of Reading Comprehension

One important activity to do when someone wants to comprehend certain texts is activating background knowledge. It is the same as what is previously stated that reading comprehension involves the process of integrating and relating the information of the text to the readers' background knowledge.

Bos and Vaugh (2009: 314) mention three types of reading comprehension based on how readers activate their background knowledge to construct the

meaning. The first type belongs to what is textually explicit. In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply.

The second type belongs to what textual implicit is. In this reading type, readers need to make use of their background knowledge to find out the information of the text, because the information that is obtained in the text is not enough to help them in comprehending the text.

The last type belongs to what scripturally implicit is. When readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help them to comprehend the text.

In addition to the notion above, Brown (2001: 312) mentions two types of reading comprehension based on the reading performance. The first category includes silent and oral reading. Readers read aloud when they read in oral reading, whereas they are silent when they read in silent reading. The next category includes intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read using extensive reading when they are reading for pleasure.

Those types of reading comprehension are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types. Therefore, students have various ways of reading. In this case, the teacher

should not teach students the theories of reading type. The teacher can only guide the reading activity using the reading type.

d. The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008: 7). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text.

Grabe (2009: 14) has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity.

The process of reading comprehension based on the order how the readers decode the language can be divided into three categories; bottom-up, top-down and interactive reading (Goodman in Brown, 2001: 298). In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text. Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their

knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

e. Micro and Macro Skills in Reading Comprehension

Brown (2004: 187-188) notes that reading comprehension consists of two big elements, micro and macro skills. The micro skills are presented below.

a) discriminating among the distinctive graphemes and orthographic patterns of English.
b) retaining chunks of language of different lengths in short-term memory.
c) prosses writing at an efficient rate of speed to suit the purpose.
d) recognizing a core of words, and interpret word order patterns and their significance.
e) recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
f) recognizing that a particular meaning may be expressed in different grammatical forms.
g) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile the macro skills include these following skills.

a) recognizing the rhetorical forms of written discourse and their significance for interpretation.
b) recognizing the communicative functions of written texts, according to form and purpose.
c) inferring context that is not explicit by using background knowledge.
d) distinguishing between literal and implied meanings.

e) detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
f) developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

f. Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language (Rivers, 1981). The stages of teaching reading according to Brown (2001) and Vaughn & Bos (2009) can be summarized as follows:

1) Before reading

   In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating scemata, and the other strategies that can heko students comprehend the text. The use of prompts such as visuals, realia, photos,etc is recommended (Gower et al., 1995).

2) Whilst reading

   In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3) After reading

In this stage, the teacher may provide follow-up activities such as disscussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

g. Strategies in Teaching Reading

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000: 306-311), the followings are ten strategies which can be applied in the teaching reading comprehension in the classroom.

1) Identifying the purpose in reading
2) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)
3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
4) Skimming the text for the main ideas
5) Scanning the text for specific information
6) Using semantic mapping or clustering
7) Guessing when you are not certain

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriates for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

h. Principle in Teaching Reading Comprehension

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson (2003) proposes eight principles of teaching reading as follows.

1) Exploit the readers' background knowledge

   As it has been stated that background knowledge helps students ro comprehend the text (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw, 2003, Spartt et al., 2005; Day & Bamford, 1998), it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making prediction, teaching text structures, etc. (Anderson, 2003).

2) Build a strong vocabulary base

   It is valuable to teach students how to guess a meaning of difficult word from the context.

3) Teach for comprehension

   It is more important to model how to comprehend the text rather than testing reading comprehension.

4) Work on increasing reading rate

   The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence of dictionary because they look for every word in a text so it will take a long time to read.

5) Teach reading strategies

Strategic reading is "not only knowing what strategy to use, but also how to use and integrate a range of strategies (Anderson, 1991).

6) Encourage readers to transform strategies into skills

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading (Anderson, 2001; Moreillon, 2007; Oxford, 1990) while skills are "strategies that has become automatic" (Anderson, 2011). The teacher should make the strategies automatic to be employed by students with a lot of practices.

7) Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students' reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

8) Strive for continuous improvement as a reading teacher

Anders, Hoffman, and Duffy in Anderson (2003) argue that the good teachers need to understand the nature of reading process.

i. Assessing Reading Comprehension

To see whether the students do make progress in reading comprehension or not, an assessment should be done. Here, assessment is different from testing. Testing is prepared administrative procedure whereas assessment is not. As

Brown (2004: 4) states, assessment is the process of measure that is done by the teacher whenever students practice language skills. The teacher can assess the students during the learning process and after the learning process. Moreover, Caldwell (2008: 15) says "Assessment and instruction can happen at the same time." It can be said that the assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson; when students respond to a question, give comment, and ask questions.

According to Brown (2004: 5), assessment is divided into two types. The first type is informal assessment. It is done by the teacher without designing the assessment first. The form of this assessment is incidental, unplanned comment or responses or impromptu feedback to the students like "Good job", "Great", and "Well-done". Moreover, this kind of assessment can be done by commenting on students' paper, and correcting students' pronunciation. The second type is formal assessment. It is in the opposite of informal assessment. Using this kind of assessment, the teacher prepares first some exercises to assess students' competence, for example quizzes, assignments, and examinations. Nevertheless, formal assessment is not testing, because it is designed by the teacher himself not by the administrative of government.

Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his/her students' competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson (2000: 206-232), as follows:

1) Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

2) The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

3) Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

4) Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

5) Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

6) Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

7) The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

The teacher can choose more than one of reading assessments to check students' competence. The teacher also can use for example two reading assessments to assess students' competence of one reading text. Those reading assessments can be used to measure the students' competence in the form of score.

j. Teaching Reading in Junior High School

One mission of teaching is to tender the complex and difficult materials to be understandable and manageable (Sadoski, 2004: 2). Teaching reading aims at helping the learners or students to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed without vocalizing what is being read. He states that the teaching of reading is not always dominated by the teacher and the students, but can also be dependent on the programs or materials (Sadoski, 2004: 10).

In Indonesia, English teaching and learning especially the teaching of reading is based on the National Standard of Curriculum (SBC) or *Kurikulum Tingkat Satuan Pendidikan* (KTSP). The curriculum implements the School-Based Curriculum. The School-Based Curriculum is a curriculum which is developed based on each unit of

educational institutions, the local/school potentials, the local/school characteristics, the socio-cultural conditions of the area, and the learners' characteristics.

The objective of teaching English in junior high schools aims at making the students are able to communicate in English both spoken and written forms. Teaching junior high school students is not a simple and easy work. The students of junior high schools are including to the young adults or teenagers (Brown, 2001: 92). Izzaty (2008: 123) identifies the students of junior high schools as the adolescence. Adolescence comes from the Latin word "asolecere" which means grows. In this age, the learners' interests of readings are on the hill. Piaget in Izzaty, et al. (2008: 35) states that the adolescence learner is in the stage called formal operational where they begin to develop their ability in being a natural conceptual learner and hypothetical thinker. They begin to have a critical and logic thinking. They begin to employ symbols in learning. Because of these special characteristics, we should pay much attention in choosing the appropriate program and techniques. Marsh in Izzaty, et al. (2008) suggests the teacher to employ appropriate strategies in handling learners at this stage as mentioned below.

1) Using the concrete and contextual materials.
2) Employing some visual media and techniques.
3) Providing understandable models.
4) Providing the brief and well organized instructions.
5) Providing the real tasks and activities in learning.

Referring to the School-Based Curriculum, the area of reading in junior high schools includes the ability of understanding written texts to reach the functional level of literacy and the ability to understand many kinds of short functional written

texts and the short essays. Below are the standard of competence and the basic competences of reading for the eighth grade students.

Table 1: The Standard of Competence and the Basic Competences of Reading of Grade VIII of SMP N 6 Yogyakarta

Standard of Competence	Basic Competences
Reading 11. Comprehending the meanings of the functional written texts and the short essays in the form of recount and narrative texts to interact with the environment.	11.1 Reading aloud the functional texts and the short essays in the form of narrative and recount text through the acceptable pronunciations, stresses, and intonations related to the environment. 11.2 Responding to the meaning of the short functional written texts accurately, fluently, and acceptably related to the environment. 11.3 Responding to the meaning and the rhetoric steps found in the short essays in the form of recount and narrative texts accurately, fluently, and acceptably related to the environment.

Teaching reading in junior high school is done by using various kinds of reading materials. The teachers select the materials which are appropriate to the students' level. In relation to the School-Based Curriculum, there are two kinds of texts that must be learned by the students in second semester. Those are short functional texts and short essays. The short functional texts are short English texts which exist in real

life for example announcements, invitations, greeting cards, shopping lists, notices, etc. Meanwhile, the short essays include the narrative and the recount texts. As stated in the basic competences and the standard competence of junior high school students, those kinds of texts are taught in order that students enrich functional literacy level, that is level of proficiency in which students can communicate using both written and oral language to get things done.

2. The POSSE Strategy

a. The Definitions of POSSE strategy

POSSE strategy is a mnemonic reading comprehension strategy developed by Carol Englert and Troy Mariage in 1991. The acronym of POSSE stands for Predict, Organize, Search, Summarize, and Evaluate. This strategy is designed to model habits of strong readers to students and teach them how to utilize these strategies. This reading comprehension strategy 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

In addition, Englert & Marriage in Westwood (2008: 45) state that POSSE strategy is designed to activate student's prior knowledge about the topic and to link it with new information contained in the text. Freville&Collen (2006:21) support this by saying that POSSE is a multistep teaching strategy that not only assists students in activating the prior knowledge, but also encourages them to organize their existing knowledge and structure, and then summarize and elaborate on the connections between what they already knew and what they have learned.

In conclusion, POSSE strategy is a mnemonic reading comprehension strategy designed to model habits of strong readers to students by activating the background knowledge of the students and combining the existing information with the new information provided in the text.

b. Teaching Reading using the POSSE strategy

It has been mentioned previously that reading can be taught through three stages; those are pre-reading, whilst-reading, and post-reading. The POSSE strategy is applied in all of the stages. Predicting and organizing steps are implemented in the pre-reading stage. While searching, summarizing, and evaluating steps are implemented during the whilst-reading and the post- reading stages. The following are the explanations of the each step.

1) Predict

Predict is guessing what the text might be about. Predicting invites readers to use their background knowledge or their experiences to find clues from the text. The purpose of this strategy is to link what readers already know with the knowledge acquire through reading (Klinger, et al., 2007)

In this step, the students predict the text by brainstorming activity. The teacher asks the students to predict what the text might tell about using text clues such as the title, headings, pictures/diagrams or initial paragraphs, etc. The brainstorming activity allows the students to tap into their prior knowledge (Boyle 2010: 210). The teacher can also guide students in the prediction step by asking questions like “What do you think this text is going to be about?” or

"What clues from the text helped you make your prediction?" these questions can encourage the students to be aware of their own metacognitive processes. It is clear that the prediction step has the purpose to activate the students' prior knowledge while doing the brainstorming activity.

2) Organize

Organize is the step when the students arranging their brainstormed ideas in the prediction step into a semantic map. This semantic map assists the students in organizing their thoughts and searching for the structure of the text (Bergerson 2001: 78). Moreover, Klingner and Vaughn(2007:61) also state that semantic maps are used to help students learn important words and to make connections with related key words or ideas. Semantic mapping activity has the purpose to introduce key terms, activate prior knowledge, and as a pre-assessment. In organize step also, the students prepare themselves for reading. The teacher also discusses with students what new ideas they have learned about the topic.

3) Search

Search is the step when the students begin reading the text. In this step, the students also search for the main idea of the text. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.

4) Summarize

Summarize is the step when the students summarizing the text. In summarizing the text, students required to identify the key idea of each

paragraph. A good summary does not include details which are not important. Students are encouraged to make use of heading, sub heading, and the main idea of each paragraph to summarize the text they read. A summary is usually in the form of students' own words (Klinger *et al*, 200; 134).

5) Evaluate

Evaluate is the final step of POSSE strategy. In this step, the students evaluate their understanding by doing the comparing and clarifying. In the comparing, the students compare the two semantic maps generated before reading the text with the semantic map that is completed after the reading of the passage. This stage supports the students in comparing prior knowledge with new information and supports them in making more in-depth connections (Reardon 2009).

Clarifying is the strategy that readers use while monitoring comprehension. It occurs when readers meet with comprehension breakdowns or confusion and when they attemp to get the meaning back, when, for example, the reference terms are unclear or the vocabulary is difficult or unfamiliar (Klinger et al, 2007). If this happens, readers are instructed to try to define reading sentences that precede and follow it.

c. Advantages of POSSE strategy

Englert & Marriage in Westwood (2008: 87) state that POSSE strategy is very suitable for teaching reading comprehension because it has several advantages, as presented below.

1) Student can activate their prior knowledge about the topic and link it with new information contained in the text.
2) Student can infer context that is explicit by using background knowledge.
3) Students are encouraged to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have already learned.
4) Students can comprehend the text effectively by using graphic organizers used during organize and summarize steps.
5) Students can self-monitor themselves by comparing their first graphic organizer and their second one. It makes the students become active readers that can apply this strategy effectively and automatically.

B. Related Research Studies

Some researchers have proved the effectiveness of POSSE strategy in teaching reading comprehension. POSSE strategy has been proven to be helpful to improve the students' achievement in comprehending reading material (Englert & Marriage in Westwood: 2008).

Meljulit**a** (2012) applied POSSE strategy in improving students reading comprehension in the eighth grade students of SMP N 2 Jujuhan in academic year of 2012/2013. The research finding shows that the POSSE strategy improves students' reading comprehension. There is an improvement in students' reading scores as justified by the gain score of students' scores of pre-test and post-test.

Research conducted by Pesa and Somers (2007) also found that if not prompted students do not properly implement all steps of the POSSE strategy, which in turn means that they are not able to properly identify the main ideas of the passages because they do not take the time to familiarise themselves with the text before reading or take time to organize the information. Therefore, it is important for students to implement all of the steps of the POSSE strategy to comprehend the text.

Moreover, Yunetri (2011) also has proved that POSSE strategy can improve students' reading comprehension. This strategy has motivated students in the teaching learning process. By using POSSE strategy, students become more active in the learning activities. Students discuss their reading and use the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend text.

In reference to the three studies above, it can be concluded that the POSSE strategy has been proven as a useful strategy to enhance students' reading comprehension.

C. Conceptual Framework of the Research

Reading is a kind of a crucial activity in an attempt to master a certain language. In relation to the English language learning, reading is one of the four essential skills that language learners need to acquire. The ability or skill of comprehending a message or content is the main goal of reading in language instruction. However, comprehending a text message is not easy for the students. It is not a solely understanding the meaning of each sentence in the text. Nevertheless, it is an understanding the intended meaning of a whole text by the writer.

In reference to the preliminary observation done by the researcher at SMP N 6 Yogyakarta, the researcher found that the students had difficulties dealing with reading texts written in English. The unsatisfactory results of the students' reading comprehension were caused by several following factors.. First, most students did not know the meaning of many words found in the text. 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 shortly explained the text and asked students to answer questions related to the text. As a result, students found difficulties in comprehend the text.

A teaching method or strategy needs to be implemented to solve those problems. The strategy used should be a strategy that involves the students in the process of reading activity. Therefore, the students experience the learning. The POSSE strategy is one of the reading strategies that can solve the problems mentioned before. 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.

CHAPTER III

RESEARCH METHOD

This chapter presents following sections: type of research, the research subject, research setting, focus of the research, research procedure, data and research instrument, validity and reliability, data analysis, and data collection technique.

A. Type of Research

This research is categorized as classroom action research. Kusumah (2012:9) explains that classroom action research is research conducted by teachers in their own classes by a way of planning, implementing, and reflecting action collaboratively with the aim of improving their performance as teachers, so that students learning outcomes can be improved.

In this research, the researcher and the teacher of the subject collaboratively carry out the research at least in two cycles. Furthermore, Kusumah (2012:9) explains the ideal classroom action research is one that is carried out in pairs between the ones who perform the action and the ones who observe the ongoing proses of implementation of the action.

The procedure used in the research is action research of Kemmis and McTaggart model. There are eight stages of action in the model. Those are the planning, first action, first observation, first reflection, revision against first planning, second action, second observation, and second reflection.

The following is the spiral chart proposed by Kemmis and McTaggart in Burns (2010: 9).

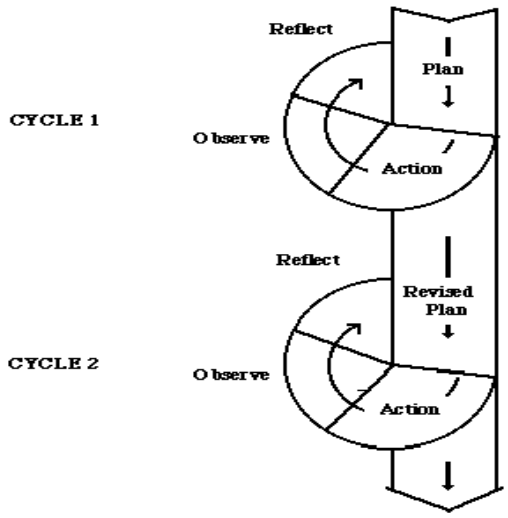

Figure 1: Classroom Action Research Process of the Kemmis and McTaggart Model

B. Subject of the Research

The subjects of the research were the eighth grade students at SMP 6 Yogyakarta. The choice of the class was based on the teacher's information that the students of the class had insufficient reading comprehension proficiency (as indicated by the average of the middle semester test reading score). Further information was from English teacher's monitoring on students' reading ability in daily activities in the class.

C. Research Setting

This research was conducted at SMP N 6 Yogyakarta. It was carried out in the second semester of 2014/2015 academic year at SMP N 6 Yogyakarta from March to

April 2015. It was implemented in the second semester because the materials used in the actions were included in the second semester.

D. Research Procedure

This research belongs to classroom action research which has some procedures. According to Burns (2010:8), there are four procedures in doing this kind of research. Those are planning, action, observation, and reflection. The more detailed explanations are described below.

1. Planning

In this first stage, the researcher identified problems or issues and developed a plan in order to bring improvement in students' reading comprehension. Observation and interview were used to draw the problems those students encountered when they were having reading activities. After drawing the problems and reviewing some theories of reading comprehension and methods in teaching reading comprehension, the lesson plans were designed using the POSSE strategy. A discussion with the English teacher was also done in referrence to what the text that would be used, how to manage students, how long the treatment would take, and what properties that would be needed.

2. Action and Observation

In the stage of action, the students were taught with the language skill of reading through the POSSE strategy. The kind of the text was chosen based on the SK/KD (Standard of Competence and Basic Competence) in the

second semester. The *Narrative* texts were choosen as the main materials. Some lesson plans were implemented by following the steps of POSSE strategy.

The first step was predicting step. In this step, students guessed what the text might be about by doing brainstorming activity. They made use of text clues such as the title, headings, pictures/diagrams or initial paragraphs, etc. The brainstorming activity allowed the students to tap into their prior knowledge. The second step was organizing step. The students organized their predictions into such a semantic map in their POSSE strategy sheet. This semantic map assisted the students in organizing their thoughts and searching for the structure of the text. Search was the step when the students began reading the text. In this step, the students also searched for the main idea of each paragraph in the text. Then, summarize was the step when the students summarized the text. This step helped students to comprehend the text effectively. Then, evaluate was the final step of POSSE strategy. In this step, the students evaluated their understanding

Observation was done to observe students' reading process during the teaching learning process in the previous stage. It focused on the students' attitude toward the POSSE strateg, and the problems that would emerge during the action. The field notes were made to collect the data of observation.

3. Reflection

In this final step, the researcher reflected, evaluated and described the effect of POSSE strategy on students' reading comprehension. To make a reflection dealing with the teaching and learning process, some interviews with the students and the collabotor were conducted. It was used to cross check the information of the observation. In addition, some photos were taken to document the teaching learning process that would be used to reflect the action.

In reference to the finding of the data in the observation, the researcher and the collaborator made a conclusion and an evaluation on how the POSSE strategy improved students' reading comprehension. It would show whether students' reading comprehension improved after having the treatment, what the weakness of the action, and what would be needed to do more to improve of the action.

E. Data and Research Instrument

Data of the research were in the form of field notes, photos, interview transcripts and reading comprehension scores (obtained from the pre-test and post-test). The instruments of the research were in the form of observation sheets, a camera, a recorder, interview guides, and reading comprehension tests (a pre-test and a post-test).

F. Data collection Technique

Information about the teaching learning process before the implementation of the action research was collected by observing the teacher's teaching simulation and interviewing the teacher and students. The observation and interview were done to know the situation of the teaching learning process and some problems related to the students' reading comprehension.

The items which had been observed were about how the teacher delivered, explained, and gave examples of the text; how the teacher helped students to comprehend the text; how the teacher encouraged students' motivation; how the teacher guided students' activity; how the teacher monitored students' activity; how the teacher gave feedback to the students; and how the teacher evaluated the learning activity. The observation items also included students' behaviour in the class. They were about how students behave when the teacher explained the material, checked students' understanding, guided students' activity, and evaluated the activity, and how students behave when they worked with a text.

The interview items for interviewing the teacher included students' ability of reading comprehension, students' weakness in reading comprehension, and students' activity in reading class. Meanwhile, interview items for interviewing students included in students' experience of reading texts written in English, students' difficulties in reading English texts, and students' activities in reading class.

Information about the teaching learning process after the implementation of action research was collected by observing the researcher's teaching simulation and interviewing students and the collabolator. The observation was done to know how the actions of the research were conducted. Meanwhile, the interviews with some students were done to know their impressions or responses on the action research conducted. The items asked were about their opinions of the implementation of the POSSE strategy and their confidences when they were applying the strategy. The interview was also provided for the collabolator to get the information related to her impression about the implementation of the actions and her suggestion for the next implementation.

The reading comprehension scores were obtained by administering the pre-test and post-test. The tests were in the form of multiple choice questions. The items were based on the micro-skills and macro-skills of reading comprehension and standard of competence and basic competences of junior high school. The tests were about students' ability in finding the main idea, finding the topic, identifying the specific information, deducting the meaning of unfamiliar lexical items, making inferences, identifying references, describing communicative functions of the text, and finding generic structure of the text. The results of the scores of pre-test and post-test were used to see the improvement of students' reading comprehension after they were given the treatment.

Before the pre-test was done, a try-out to the questions test to find out the validity of the test item was conducted. After having the result of the try-out, the

researcher analysed the result by using ITEMAN 3.00 program. The result of the ITEMAN analysis was judged by the Fernandez theory. The judgment was made on the item difficulty, discrimination index and the distracter of each item.

The result showed that some of the items were invalid. They were invalid because the value of proportional correction was more than 0.75 or their discrimination index was less than 0.3. There were also some items which were needed to revise because their proportional endorsment was less than 0.05. Most items were valid and those were taken to the test. Finally there were 40 items for pre-test. For the post-test, the researcher took some items from the pre-test items and made some new items. There were 40 items for the post-test.

G. Data Analysis

The data in this research were quantitative and qualitative data. The qualitative data consisted of field-notes, transcript, and observation sheets. The quantitative data consisted of reading comprehension scores (obtained from the pre-test and post-test). The scores were analyzed by using descriptive statistics in SPSS 17.

In analysing the interview, the researcher transcribed the interview. The transcripts were read over and over to draw a conclusion on the important points in each teaching and learning process. Then, the data were classified to formulate the substantive theories.The field notes were also analyzed to come to the conclusion.

H. Validity and Reliability

According to Anderson et al. (1994), there are five validity criteria that should be fullfilled to get the valid data in action research. They are described below.

1. Democratic validity

   The result of the research was obtained through the collaboration and the inclusion of the multiple voices. The English teacher, the students, and the collabolator were participated in planning and evaluating the research to know whether the strategy was useful or not and whether the strategy could solve the problems or not.

2. Dialogic validity

   Dialogic validity is the process of peer reviews of the value and goodness of the research. This validity was fulfilled by discussing the research findings with the collabolator, the teacher, and the researcher's consultant. The members of disscussion gave their opinions and their criticisms about the research report.

3. Process validity

   Process validity is where the data were examined from several different perspectives. To gain this validity, the data were collected through observation and discussion.

4. Outcome validity

   Outcome validity is the success of the actions and the subsequent development of new research questions. The researcher found what could be

researched from the research result to attain this validity.

5. Catalytic validity

Catalytic validity is that the participants' understanding of the educational context and how they can make changes to it. Some students were interviewed about their opinions after they were given the action to accomplish this validity.

Meanwhile to make the data trustworthiness or become reliable, the triangulations proposed by Burns (1999: 164) were used as presented below.

1. Time triangulation

Using time triangulation means that the data were collected in period of time. It was done to see the factors which were influenced to the improvement. In this study, the actions were implemented from March 2015 to May 2015.

2. Investigator triangulation

Investigator triangulation means that there was more than one investigator who becomes the observer. It was used to avoid the bias. This study had two observers. They were the researcher and the collaborator.

3. Theoretical triangulation

Theoretical triangulation means that the data were analysed by more than one perspective. In this study, some theories were taken. Those theories were used to make the data reliable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research aimed at improving the reading comprehension of the eighth grade student of SMP N 6 Yogyakarta through POSSE strategy. It was carried out based on the steps prepared before. Those steps were reconnaissance, planning, action and observation, and reflection. This chapter describes the research processes and the results.

A. Identification of the Problems

In reconnaissance step, the researcher identified some problems occurring during teaching and learning process of reading. It was carried out by conducting interviews with the English teacher and the students, doing classroom observation, and analysing the pre-test result in order to find out the problems in the field.

The interview with the English teacher was conducted on Thursday, 24th March 2015 in the teacher's room. From the interview, it was found that the problems came from both students and the teacher. The problems coming from the students were related to the lack of their reading comprehension. First, students lacked of vocabulary. Second, they still had difficulties in comprehending the content of the text such as finding the topic of the text, the main idea, stated and unstated details. Third, the students' participation and enthusiasm in the class were low. They were not actively engaged in the teaching and learning process especially in asking and giving their opinions.

(4.1) R : *Tadi menurut Ibu, kemampuan membaca kelas VIII A masih kurang. Itu disebabkan oleh apa Bu ?* (*Miss previously said that the students' reading comprehension is still low.* **What actually causes the condition?**)

ET : *Ya, itu mbak lack of vocabulary, mereka banyak yang tidak tahu kata-katanya. Kalau saya suruh mereka membuka kamus, kebanyakan banyak yang lupa bawa. Jadi saya harus mwmbantu mengartikan kata-kata sulitnya* (*Yes.* **They lack of vocabulary. If I ask them to open the dictionary, most of them forget to bring it.** *In the end, I help them to tranlate those difficult words*)

R : *Kalau menurut Ibu selain vocabulary kelemahan siswa apa lagi Bu?* (**Besides that, what are the students' weaknesses on reading comprehension?)**

ET : *Mereka masih bingung kalau harus mencari main idea mbak, apalagi kalau tesknya bagi mereka susah yang vocabnya banyak yang tidak tahu.***They are still confused when they are trying to find the main idea, moreover if the text is difficult for them to understand**).

(Int-1 /24 March 2015**)**

The problems also came from the teacher herself. First, the teacher did not maximally use teaching and learning media to teach reading. The media often used during teaching and learning process such as board markers and white board did not help much in reading. On the other hand, LCD (Liquid Crystal Display) projector was rarely used by the teacher. She also did not use the other media such as pictures, realia, videos and so on. Second, the teacher rarely encouraged students to think about the meanings of some difficult words they found in the learning process. She always asked students to directly find the meanings in the dictionaries but most of the students did not bring dictionaries. In the end, she translated the word and the

sentence to the students. This strategy did not help students much in comprehending the text they read.

To figure out the problems from students' perspectives, the researcher also conducted interviews with some students of Grade VIII A. The problems were shown by this following interview transcript.

(4.2)
R : *Dek apa kesulitan terbesarmu dalam memahami teks bahasa inggris*? (**What is your main difficulty in comprehending English texts?**)
S : *Kata-katanya banyak yang susah yang enggak tau artinya mbak. Ya kan jadi enggak paham textnya mbak* (**There are many difficult words that I dont know the meaning yet. Therefore, I find it difficult to comprehend the text**)
R : *Oh begitu, kalau mencari main idea, atau topik teks itu gitu susah nggak?*(**I see, how about finding main ideas or finding the topic of the text, is it difficult for you?**)
S : *Iya susah lah mbak, itu kan aku harus paham dulu artinya kan mbak* .**(Of course it is difficult for me. I have to know the meaning of the words of the text first**.)
R : Biasanya apa yang dilakukan bu guru untuk membantu kalian memahami teks? (**what usually the teacher do to help you comprehend the text?**)
S : Biasanya sih langsung tanya kata-kata yang tidak tahu. Kemudian nanti diartikan sama ibuknya. (**Usually, I directly asks to her. Then she will transtlate the word)**

(Int-2/25 March 2015),

In reference to the transcript above, student's lack of vocabulary directly caused students' low reading comprehension. In order to solve the problem, the strategy used by the teacher was by translating word by word to the students. However, that strategy did not help them much. It was proven by the fact that students could not comprehend the English text well. They still had difficulties in

answering comprehension question related to find the topic and main idea, to find stated and unstated details from the text, and etc.

In the reconnaissance phase, the researcher also conducted a classroom observation when the teaching and learning process was running. The observation revealed the several problems during teaching learning process of reading. First the teacher still used a conventional way in teaching and learning process of reading. In order to help students comprehend the text, she read the text aloud, translated the difficult parts to the students, and asked students to do some tasks. In this situation, the teacher became the centre of reading activity. Students only listened to the teacher's explanation and she would not explain more if there were no questions from the students. Second, the media used by the teacher were copy of *LKS* (*Lembar Kerja Siswa*), in English known as students' worksheets, which did not belong to the students. It was considered as a problem since the students could not study it before and after the lesson. The third problem was students' misbehaviour during the class. They did not show their enthusiasm and did not actively engage in asking questions and giving their opinions. The last problem was students' lack of comprehension of the content of the text. They still had difficulties in answering comprehension questions, especially in finding main idea, finding stated and unstated details of the text, and identifying generic structure of the texts.

Besides interviewing the English teacher and the students and observing the class, the researcher also administered a reading test before the actions. The test consists of 40 items of the objective type. The items measured students' ability

related to the macro skills and micro skills of reading in junior high school which consist of finding the main idea and topic of the text, identifying stated and unstated details, deducting the meaning of unfamiliar lexical items, identifying references, identifying communicative function of the text, and identifying generic structure of the text. The students' score of pre-test were analysed as follows.

Table 2. The Result of Grade VIII A Students' Pre-Test

Statistics

Pre-Test

N	Valid	34
	Missing	0
Mean		62.529
Median		63.000
Mode		55.0
Minimum		45.0
Maximum		83.0

With regard to the above table, it can be concluded that the students' reading comprehension was categorized low. The average score of Grade VIII A students was 62.5 which were lower than the passing grade of English which was 75. Only five students that achieved the passing grade with the highest score were 83. The average score of Grade VIII A was quite low compared with the try-out of Grade VIII D students which was 73 with the highest score was 88 as shown in the following table.

Table 3. The Result of Grade VIII D Students' Try out Pre-Test

Statistics

Try out Pre-test

N	Valid	31
	Missing	0
Mean		73.870
Median		74.000
Mode		76.00
Minimum		44.0
Maximum		88.0

From the explanation above, there were several problems in the teaching and learning process of reading that were revealed from the results of reconnaissance phrase. The researcher categorized the problems as follows.

Table 4. The field Problems Found in the Reconnaissance Phase

No	Categories	Problems
1.	Problems related to reading strategies.	a. The lack of reading strategies b. The use of inappropriate reading strategies in comprehending reading text.
2.	Problems related to the use of media	a. The infrequently use of media such as LCD projector, pictures, realia, and so on in order to help the students in reading. b. The lack of learning sources for students such as modules, LKS, and handouts
3.	Problems related to the teacher	a. The teacher's use translation strategy in teaching reading. b. The lack of pre-reading activities to activate students' background knowledge.
4.	Problems related to the students	a. The lack of students' active participation in asking questions and giving their

		opinions. b. The lack of students' enthusiasm during teaching and learning process of reading. c. The infrequently use of dictionary by the students
5.	Problems related to teaching and learning process	a. Monotonous activities which were less encouraging for the students to learn reading. b. The lack of classroom interaction among the students such as peer work or group work.
6.	Problems related to the students' reading comprehension	a. The lack of vocabulary. b. The lack of the students' comprehension of the content of the text such as finding a topic, main idea, reference, stated and unstated details.

B. Selection of the Problems based on the Urgency Level

All the problems stated above were considered important to be improved. However, it was not possible to solve all those problems. Since the researcher's focus was improving students' reading comprehension, the problems selected were presented below.

1. The lack of students' vocabulary.
2. The lack of the students' comprehension of the content such as finding topic, main idea, reference, stated and unstated details.
3. The lack of students' enthusiasm during teaching and learning process of reading.
4. The lack of students' participation in asking questions and giving their opinions.

C. Determining the Actions to Overcome the Problems

After the problems had been discussed and limited, a technique or strategy used to solve the problems were determined. In order to help the students enrich their vocabulary, find the topic of the text, stated and unstated details, identify reference as well as provide the students with more effective reading strategy, the researcher, the English teacher, and the collaborator agreed to utilize the POSSE strategy. The step of POSSE strategy were predicting what the text might tell about, organizing the prediction, searching the main idea of each paragraph, summarizing the text, and evaluating students' understanding. Those steps were expected to be able to solve the selected problems.

First, the predicting step would help students in finding the topic of the text as well as enriching their vocabulary. In this step, students were introduced a topic. Then they did brainstorming activity to predict what text might tell about by mentioning as many ideas as possible related to the text based on their background knowledge and experiences. In this first step, students enriched their vocabularies.

Second, in the organizing step the students organized their ideas and labelled them into some categories in such a pre-reading map. Through this step, the students could see the relationship among their ideas. Since the text was narrative text, the categorization would be based on the generic structure of the text. It would be useful in determining the generic structure of the text.

Third, the searching step would be used to help them in finding the main idea of the text. In this step, students began to read the text followed by searching the main idea of each paragraph.

Fourth, in the summarizing step, students summarized the text by completing the graphic organizer provided in the POSSE strategy sheet. This step was useful to provide students' an adequate strategy to comprehend the text effectively.

Fifth, in the evaluating step, students evaluated their understanding of the text. First, they wrote the new vocabulary they found in the text so they could enrich their vocabulary. Second, they presented their POSSE strategy sheet briefly. This activity would engage students' participation and enthusiasm during teaching and learning process. The last activity was answering comprehension questions related to the text. The activity could be used to assess students' comprehension.

D. The Report of Actions and Discussions

1. Report on Cycle 1

This research was carried out in 2 cycles. The first cycle consisted of three meetings while the second cycle consisted of two meetings. The learning process was conducted using the POSSE strategy. The following were the steps on Cycle 1.

a. Planning

Planning stage on Cycle 1 was conducted through several stages including having consultation and coordination with the English teacher and the collaborator. This first stage was aimed at discussing the implementation of the action plan and various preparations including writing lesson plans,

deciding learning materials and preparing research instruments such as observation sheets, interview guidelines, comprehension test, and etc. The next stage was to conduct a briefing preparation or guidance on learning scenario in the classroom for the researcher with the collaborator before the learning process took place. This was done in order that the learning process could run smoothly and the results obtained in the observations could be used as reflection.

From this stage, some activities were planned to be implemented in the next stage as the following.

1. Teaching reading comprehension of narrative text with three texts entitled "The Red Riding Hood", "The story of Roro Jonggrang", "The legend of Toba Lake".
2. Introducing and explaining the POSSE strategy.
3. Creating some interesting activities in implementing the POSSE strategy to achieve learning indicators. In implementing the POSSE strategy, the researcher followed the three stages of teaching reading. They were explained below.
    a) Pre-reading activity
        1) The researcher gave a picture related to the text and eliciting questions to help students in predicting step**. (Predict)**
        2) Students organized their predictions**. (Organize)**

b) Whilst-reading activity

1) Students read the text silently followed by searching the main idea of each paragraph. **(Search)**

2) Students summarized the text.(**Summarize**)

c) Post-reading activity

1) Students wrote the new vocabularies they found on the text and presented their POSSE Worksheet (**Evaluate**)

2) Students present their POSSE strategy sheets.

3) Students answered comprehension questions related to the text.

4. Using LCD to engage students' enthusiasm.
5. Promoting group discussion to improve students' participation and enthusiasm.

b. Actions and Observations

1) Meeting 1

The first meeting was on Thursday, 14th April 2015 at 07.20 AM until 8.40 AM. The researcher began the class after the English teacher let her start teaching. She greeted the students, led a prayer, and led a prayer. She told that from now on and some meetings onwards she would teach the students. She further introduced herself as well as the collaborator who accompanied her while doing the research. Then, she checked the students' attendance and started the lesson.

First of all, the description about POSSE that would be the teaching and learning strategy was explained to the students. It was about the explanation of what POSSE strategy is, each step of the strategy, and how to implement the strategy in reading process.

After the students clearly understood about the strategy, the explanation went further to the material that would be used during the research. The material was the *Narrative* text which was chosen by relying on the curriculum. During this study LCD projector and handout were used to engage students' enthusiasm and to keep students work in task. Thus, students could use the strategy effectively while understanding the text. This situation was shown by the following field note.

(4.3) *Peneliti meletakan laptopnya dan menyabungkan dengan LCD. Dia meminta salah seorang siswa menyalakan LCD. Kemudian handout dibagikan untuk setiap siswa.*

The researcher put out her laptop and plugged it to the projector cable. She asked one of the students to turn on the projector. Students paid on the LCD. Then the researcher distributed a handout to each student.

(FN-6/14 April 2015)

Then, several pictures of famous narrative stories were displayed to the students to their enthusiasm. The students were asked some questions related to activate their background knowledges to the narrative texts. They looked familiar with it even though it had not been thought before. They could answer the researcher's questions shown in the field note below.

(4.4) Are you familiar with those pictures? tanya peneliti. “Ya”, “Cinderella”, “Malinkundang”, jawab siswa. Tergolong jenis teks cerita-cerita tersebut ? “narratif Miss”. “Okay, semua sudah menerima handoutnya kan?” “Then please look at the red riding hood story. “Have you ever read the story before?” Iya, jawab siswa. Lalu, Peneliti memberikan eliciting questions berkaitan language features, structures, dan tujuan teks nararatif yang terdapat dalam cerita. Siswa berpartisipasi aktif dalam kegiatan ini. Mereka menjawab pertanyaan peneliti dengan antusias. Beberapa dari mereka bahkan berani bertanya kepada peneliti. Beberapa siswa terlihat mencatat hasil diskusi di handout masing-masing.

Are you familiar with those pictures?, asked the researcher.“Yes” “Cinderella”, “Malin Kundang”, answered the student. “Good, what kind of texts are they, asked the researcher. “Narrative text”, answer the students. “Then please look at the red riding hood story. “Have you ever read the story before?” “Yess”, answered the students. Then the researcher gave eliticing questions related to language features, structures, and purpose of narrative text containing in the story. They noted the result of the discussion in their handouts. The students actively participated during this activity by anwering researcher’s questions. Some of them were brave to ask some questions to the researcher. The others noted the result of the discussion in their own handout.

(FN-6/14 April 2015)

In relation to the above transcript, the use of LCD and handout could engage students’ enthusiasm and participation towards the lesson. They gave their ideas related to the researchers’ questions. However, there were some students who made noises during the lesson. The researcher approached them and asked some questions to them in order to get their attentions.

After that, the students did task 1 on their handout. The task was labelling some pictures with the words provided in the table. Students were explained that they might find those words in the text they were going to read and they might open their dictionaries to find the meanings of those words.

However, most of them did not bring their dictionaries. They were asked to always bring their dictionaries for the next meetings. The researcher walked around the class to check students' work and found some students did not do the labelling activity. Then, she asked them to do the activity.

A picture of Roro Jonggrang was displayed through LCD projector. The students were guided to predict what the story might be about by brainstorming activity. "The story of Roro Jonggrang" was written in the white board. Then students predicted the story by anwering the researcher's questions and mentioning as many ideas as possible related to the picture. The condition during the prediction step was shown in the field note below.

(4.5) *Apa yang terlintas di pikiran kalian ketika melihat gambar ini?, tanya peneliti. Siswa meneriakan ide mereka "Roro Jonggrang", "Bandung Bondowoso", "candi", "tampan". "Kalian bisa menyebutkan kata-kata di task 1 yang tadi. Salah seorang siswa bertanya, "menumbuk padi bahasa inggrisnya apa Miss?*. "Class do you know what is "*menumbuk padi*" in English?, *tanya Peneliti. Salah seorang murid menjawab, "pound rice Miss", "Great", jawab peneliti.*

"**What comes in your mind if you are looking at this picture?"asked the researcher. The students shouted their ideas "Roro Jonggrang","Bandung Bondowoso", "temple", "genie", "handsome",. You can mention words in task one. "*menumbuk padi apa miss*?"asked one of the student. "Class do you know what is "*menumbuk padi*" in English?"asked the resercher. One of the students answered "pound rice Miss". "Great", answered the Researcher.**

(FN-6/ 14 April 2015)

The researcher then wrote students' ideas in the white board and asked them to write their prediction on the white board. After all the students gave

their prediction, the students did the second step of the POSSE strategy which was organizing. The researcher modelled the step by organizing students' ideas in such a pre-reading map. She categorized the ideas based on the generic structure of narrative text and wrote them on the white board.

Almost all students paid attention to the map on the white board, but there were few students who had started to copy the map in their POSSE strategy sheets. So the researcher asked students to complete the predicting and organizing steps on their POSSE strategy sheet. She walked around the class to check students' work. After all of students finished those steps, they were asked whether there were questions about the activity or not. There were no questions, so the activity was continued to the searching step.

In the searching step, each student was given a text entitled "The story of Roro Jonggrang". The students read the text silently and tried to comprehend the text. After few minutes, they were asked whether they could understand the text or not. Many of them showed their enthusiasm by asking some difficult words they did know the meaning yet. Then, they were asked to guess the meaning based on the context. The condition during searching step was shown in the field note below.

(4.6) *"Miss artinya cursed apa?". "Apakah ada yang tahu bahasa indonesianya cursed? Tidak ada jawaban. "Coba tebak artinya berdasarkan konteksnya. Lihat kalimat sebelum dan sesudahnya. Siswa kemudian memperhatikan teks kembali dan mecoba menebak arti kata tersebut. "mengutuk miss". "Bagus, iya artinya mengutuk".*

Miss what is the meaning of "cursed" in Indonesia? Does anyone know what is cursed in Indonesia? There was no reply**. "Try to guess the meaning based on the context by looking at the sentence before and the sentence after the word**." Then, they paid attention to the text and tried to guess the meaning of word. "*mengutuk miss*". "Good".

(FN-6/14 April 2015**)**

The activity was followed by finding the main idea of each paragraph. The students were asked what they already knew related a main idea such as how to find it and where usually it could be found. Then, they were guided to find the main idea of the first paragraph. They continued to find the main idea of the next paragraphs. The time was up while they had not finished the POSSE strategy sheet. They were explained that they could continue it at home and were reminded to bring the POSSE strategy sheet tomorrow. Then, the researcher led prayer and closed the class.

2) Meeting 2

The second meeting was conducted on Wednesday, 15th April 2015 at 07.00 AM. The teaching and learning process was moved to another room because VIII A room was used for try-out test of class 9.

The researcher and the collaborator entered the classroom. Some students showed their enthusiasm by putting out their POSSE strategy sheets. The researcher greeted them, led a prayer, and checked the attendance. All the students were present.

The activity in the the previous meeting was continued. The students were asked to put out their POSSE strategy sheets. All of them brought it. Then, they were asked whether they had finished the searching step or not. They answered that they had not finished yet, although there were some students who had completed all of steps of POSSE strategy. The students searched for the main idea of each paragraph in the text.

After few minutes, the activity was continued to the summarizing step. The students were asked to look at the graphic organizer provided in their sheets and were explained how to summarize the text by looking at the main idea of each paragraph that they had found. The researcher wrote some conjunctions used for summarizing the text such as *but, so, then, and finally* and modelled how to summarize the text. The students asked various questions related this step as described in the field note below.

(4.7) *Siswa menanyakan beragam pertanyaan di tahap merangkum. "Miss masih bingung". "Seperti ini kan Miss?". " Iya, pertama kamu baca dulu gagasan utama setiap paragraf yang sudah kamu tulis tadi, kemudian kamu kelompokan mana yang orientation, complication atau resolution. Lalu kalian tulis di kolom summary, tadi kata penghubungnya apa saja? "but, then, so,and, finally. "Bagus", jawab Peneliti*.

The students asked various questions in the summarizing step. **"Miss, I am confused, like this miss ?"**."Yes, first you read again the main idea of each paragraph that had you found, then categorize them into orientation, complication, and resolution.". "Then, you write it down in the summary column by using what kind of conjunctions?". "But, so, then, finally". ".Great", answered the researcher.

(FN-7/15 April 2015**)**

In the evaluating step, students wrote the new vocabulary they found in the text and their meanings. Then, they were asked to present their POSSE strategy sheet. There was no volunteer, so the researcher chose one student. However, she found it difficult as described below.

(4.8) *Peneliti menunjuk salah seorang murid untuk mempresentasikan POSSE strategy sheetnya. Dia tidak tahu apa yang harus dilakukannya. Lalu peneliti secara perlahan membantu membantunya. Akhirnya dia dapat mempresentasikan POSSE strategy sheetnya*.

The researcher pointed one student to present her POSSSE strategy sheet. She had no idea about what she had to do. Then the researcher slowly guided her to present her work. Finally she could present her POSSSE strategy sheet.

(FN-7/15 April 2015**)**

Then, the guidelines to present the POSSE strategy was displayed on the LCD projector to make the students easier in presenting their posse strategy sheets. They were given the example by the researcher. Then, the

other students were asked to present theirs. They could do better than the previous student by using the guidelines. After three students presented their POSSE strategy sheets, the researcher and the students discussed the content the text together and asked whether they was a question or not. They were no question.

The students were given ten multiple questions related to the text. Some of them could finish it in less than 15 minutes. The others need longer time to finish it. After all of the students finished, the content of the text and the correct answers were discussed together. Many of them could answer the exercises correctly. Before the class dismissed, the students were informed that the next meeting they would study in group. They were also reminded them to bring dictionaries. Then, the class was dismissed.

3) Meeting 3

The third meeting was conducted on Thursday, 21th April 2015 at 07.20 AM until 8.40 AM. The researcher and collaborator entered the classroom. The researcher greeted the students, led a prayer, and checked students' attendance.

In the third meeting, the students studied in group and they were given scores to compete with the other groups. The winner of the group was the group which got the best scores. They were interested in the activity as shown in the field note below.

(4.9) *"Hari ini, kalian akan belajar berkelompok dan Miss akan memberi skor kelompok kalian." "Pemenangnya adalah kelompok yang skornya paling tinggi." "Are you ready?", "Yes","ready", jawab siswa.*

"Today, you will study in group and be given score based on your performance. **"The winner is the group who get the best score." "Are you ready?" The students answered, "Yes", "Ready".**

(FN-8/21 April 2015**)**

The activity was started by dividing the students into eight groups. However, the class situation became so crowded when they were looking for their group as described below.

(4.10) *Kelas menjadi sangat ramai karena para siswa mencari grup masing-masing. Setelah beberapa menit, siswa telah berkumpul dengan kelompoknya, namun mereka masih berisik.*

The class became so crowded because they looked for their groups noisily. After a few minutes, the students had gathered with their own groups but they still made some noises.

(FN-8/15 April 2015**)**

The students were asked to doo task 1. To engage students' enthusiasm, the researcher wrote down the first until the eight group score in the white board. She said that the fastest group finishing the task would be given score. She added that the group finishing the task had to raise their hand. Some group were enthusiastic in finishing the task, but the others group which were boys were lazy in doing this task.

After a few minutes, group 3 finished the task. Then, the leader of the group was asked to read the answer of the group. When the leader of the

group was reading the answer, the other students did not pay attentions to her. So the researcher asked her to stop reading and told the class that they should pay attention to their friends. When the class was conducive, the student continued reading the answer of her group. The others groups checked whether their answers were correct or not. Then, the researcher wrote score of group 3 on the whiteboard. She gave 2 point for group 3. She told the class that the others group still had the chance to be the winner.

The activity was followed by showing the students a picture of Toba Lake. Most of the students paid attention to the picture on the LCD projector. Then the students were asked whether they knew about the story or not. Most of them answered that they had already known about the story. They were asked to make predictions and write them down in their POSSE strategy sheets. Then they had to organize their predictions into such a pre-reading map provided in the POSSE strategy sheet. They were given fifteen minutes to finish those two steps.

They looked confused of the instruction, so they were explained that the activity was the same with the activity in the previous meeting and were reminded about the steps of POSSE strategy. After students clearly understood, the activity was continued to the next step.

The researcher walked around the class to check the students' works and found that some groups who always made some noises did not do the activities. They were asked whether they were serious or not in joining the

class. They were offered to leave the class if they did not want to do the task. They said that they wanted to do the task.

After a few minutes, group 5 finished the predicting and organizing steps, so they were asked to present their predictions and got 5 scores. The students were explained that their predictions might be different from the others group followed by asking the students whether the predictions had to true or not. Some of them answered that it might be false and the others answered it had to be true. Then further explanation was provided as described below.

(4.11) *Tidak apa-apa jika prediksi kalian berbeda dengan yang lainnya. Di tahap prediksi ini, kalian seperti sedang bermain detektif game. Klian menebak erita berdasarkan klu yang diberikan seperti gambar, judul teks, dan pengetahuan yang sudah kalian tahu.*

It was okay if your prediction was not the same with the others because it did during pre-reading activity. It was like you were detectives. You searched the truth from the clues provided such as the title, pictures, your prior knowledge, and experiences. After this activity you would be given the text and you could check it whether your predictions was correct or not.

(FN-8/21 April 2015)

Each group was given a text and was explained that they had to do the next two steps which were searching the main idea of each paragraph and summarizing the text. They read the text. During these two steps, the class was so crowded, especially the groups consisting of the male students. Then, the researcher walked around the class to assist students in doing the tasks. Most students were still confused in the summarizing step. After twenty

minutes, the researcher asked students to write the new vocabulary they found in the evaluating step on their POSSE strategy sheets.

Finally, group 3 finished of the steps of POSSE strategy. They were asked to read their POSSE strategy sheets in front of the class. However, they still had difficulties in presenting their POSSE strategy sheet. They were guided slowly and finaly could present it by following the guidance. Then, the other groups were asked to present. Group 5 could present their POSSE strategy better than the previous group. Finally the two points were given for each group presenting their POSSE strategy sheets. The students were informed that there would be a game, so the others group still had a chance to get the more scores and to be the winner.

The true and false game was done to assess students' comprehension in interesting way. True and false choices were used during this activity. Each group was provided 2 different colours of papers. It was written "true" for the blue colours. And it was written "false" in another. The rule was that the researcher would read five statements which were related to the text. After the she finished reading each statement, each group decided whether the statement was true or not in the time of 10 seconds. Finally, after deciding the answer, each group raised the answer the statement by showing "true" if the group thought that the best answer was true and showing "false" if the best answer was false.

With the regard of above activity, the 2 points were given for each correct answer and -1 for each wrong answer. The final score of each group was 4 for group one, 4 for group two, 7 for group three, 1 for group four, 4 for group five, 1 for group six, 4 for group seven, and -2 for group eight. It could be seen that the most prominent group was group two as the winner of the game. In the end, the score was accumulated, and the group three got the best scores and became the winner.

Time was up and the researcher asked students to submit their POSSE strategy sheet. Then she closed the class.

c. Reflection

After conducting actions of cycle 1, the researcher and the collaborator saw some changes in the students' reading comprehension. The reflection was done based on the interviews with some students, and the collaborator as well as the observation. The reflections of the actions can be elaborated as follows.

1. Teaching reading comprehension of narrative text with three texts entitled "The Red Riding Hood", "The story of Roro Jonggrang", "The legend of Toba Lake".

   This first action was done successfully. The first and second text entitled "The Red Riding Hood" and "The story of Roro Jonggrang were used in the first two meetings. Meanwhile, in the last meeting the text entitled "The legend of Toba Lake" was used.

2. Introducing and explaining POSSE strategy.

In connection to the interviews with the collaborator and the students, many students had not understood well about the concept of POSSE strategy and what should they do in each stage like shown in these following interview transcripts.

(4.12) R : *Sejauh ini apakah adek-adek sudah paham dengan narrative text*? (**So far, have you understood about narratif text**?)
S1 : *Sudah miss, tapi masih bingung tentang POSSE strategynya itu Miss dan apa yang harus kita lakukan di setiap step –nya.* (**Yes, I have. However, I still get confused about the POSSE strategy and what we should do in each step.**)
R : *Oke. Bagaimana dengan yang lain? Ada masalah lain?* (**I see. How about the others? Is there any other problem?)**
S2 : *Sama miss.*(**It's the same as previous problem.**)
R : *Kalau begitu, di pertemuan yang akan datang, saya akan jelaskan kembali tentang POSSE strategy kepada kalian. Tapi kalian jangan malu-malu untuk bertanya ya kalau masih bingung!* (**If it is so, in the next meeting, I will explain you more about the POSSE Strategy. But then, don't be afraid to ask me if you cannot understand my explanation well. Okay?**)
S1,S2: ***Oke, miss!*** (Okay!)

(Int-4/ 21 April 2015)

(4.13) R : *Pi ini kan cycle 1 nya sudah selesai, menurutmu kira- kira yang perlu diperbaiki yang mana?* (**By the way, the cycle 1 has been implemented, on what aspects do I need to improve?**)
C : *Ya sebenernya sih udah bagus nin, tapi anak-anak masih keliatan bingung mau ngapain ketika POSSE Strateginya itu.* (**I think it was good. However, the students seemed to get confused when they should apply POSSE Strategy**.)

(Int-6/21 April 2015)

Then, the researcher and the collaborator had a discussion to solve the problem. The description of the discussion was presented in the following interview transcript.

(4.14) R : *Kira- kira harus bagaimana ya?* (**What should I do, then?**)
C : *Kamu harus kasih penjelasan lagi sampai mereka benar-benar paham, baru nanti diimplementasikan. Dan juga selama mengaplikasikan tekniknya, mereka membutuhkan pengawasan dan pendampingan.* (**You should give more explanation to the students. If the students seem to understand well about the strategy, you may ask them to apply the strategy. Then, I think they also need more assistance and monitoring in applying the strategy. I think it will work better.**)
R : *Oh gitu.. Nanti dipertemuan berikutnya aku jelasin lagi POSSE Strategynya. Tapi yang masalah pendampingan tadi, minta tolong ya pi..jumlah anaknya banyak, Hehe.* (**I see. Later, in the next meeting, I will give more explanation to the students about the POSSE Strategy.** But then, for the matter of assistance for the students, I think I need your hand to assist and monitor the students. There is a little bit big number of students in the class. Do you mind to help me?)
C : *It's okay*, good luck ya. (**It's okay, good Luck!)**
R : *Thanks a lot* (**Thanks a lot,!)**

(Int-6/21 April 2015)

3. Creating some interesting activities in implementing the POSSE strategy to achieve learning indicators.

The first step was predicting step. Based on the observation and the interviews, students did not find difficulties in this step as shown in this interview transcript.

(4.15) R : *Dek menurutmu kegiatan memprediksi teks yang tadi gimana? ada kesulitan tidak?* (**What is your comment in the predicting step? Do you find any difficulties ?**)
S : *Enggak, gampang miss terus syik miss bisa nambah kata-kata baru* (**It was easy and enjoyable because it can enrich my vocabulary.**)
(Int-5/21 April 2015)

In reference to the interview transcript above, the predicting step could enrich students' vocabulary. Moreover, it also could improve students' participation in the teaching and learning process. Students were actively engage in giving their ideas although some of them still used Bahasa Indonesia in this predicting step.

The second step was organizing. Most students found difficulties in organizing their predictions and labelling them into such a semantic map in the pre-reading stage. However, some of them thought that this activity motivated them to predict the story and would help them in comprehend the text better as shown in the interview transcript below.

(4.16) S : *Ya lumayan bingung sih Miss masuk-masukinnya. Tapi jadi penasaran buat tahu cerita aslinya. Iya menurtku membantu memahami teks yang mau dibaca.* (**Yes, it is quite confusing. But I am motivated to know the story. It will help me comprehend the text will be read better.**
(Int-5/21 April 2015)

The third step was searching. In this step, the students read the text silently. They discussed the content together and began to find the main idea of each paragraph. During this step, the students were also asked to guess the

meaning of the difficult words based on the context. The searching step helped them to find the main idea of each paragraph.

The fourth step was summarizing. Most students found difficulties during this step. They were still confused in writing the summary based on the graphic organizer provided in the summarizing step like shown in the field note transcript below.

(4.18) *Di tahap meringkas, Kebanyakan siswa terlihat masih bingung. Ini dapat dilihat dari banyaknya pertanyaan dari siswa. "Miss ini seperti ini kan Miss?", "Miss itu disini di tulis apa?"*

In the summarizing step, most of the students seemed confused. It was proven by the questions students asked, **"Miss, is like this?", "Miss, what I should write here?".**

(FN-5/14 April 2015)

The last step was evaluating. They did this last step easily. First, they wrote down the new vocabularies they found in the text. This activity could enrich their vocabulary. However, it had not maximally improved students' vocabulary because some of them were lazy to write the new vocabulary the found. It was described in the field note below.

(4.19) *Peneliti bertanya " Have you finished the last step?" "Sudah selese menulis kata-kata baru yang kalian temukan ? Sudah. Jawab siswa. Kemudian peneliti mengecek siswa yang hanya menulis dua kata dan bertanaya "Reza hanya dua kata yang kamu baru tahu? Iya miss. "then what is furious?" hehe enggak tahu.*

The researcher asked the students " Have you finished the last step? **"Have you written all of the new vocabularies you found ?" "Yes", answered the students. Then the researcher checked their works and found a student and asked him, "Do you only find two words? "Yess". Then, "What is furious". "I dont know."**

(FN-4/21 April 2015)

Second, they had not found difficulty to present their POSSE strategy since they had been provided by guideline. Then, in the last activity was answering comprehension question related to the text. They also could do it easily because they discussed it before.

4. Using LCD projector and handout to engage students' enthusiasm.

This action was successful in engaging students' enthusiasm toward the lesson. The use of LCD projector helped them to make prediction about the text would be read. Meanwhile the use of handout helped them to be engaged in the teaching and learning process of reading. This following interview transcript supported the finding.

(4.20) P: Dek menurutmu kemarin gimana belajarnya pake LCD?
S: *Ya asyik miss, jadi nggak ngantuk.hehe.. Bisa nebak ceritanya dari gambar di LCD. Biasanya kan cuma dikasih soal terus suruh mengerjakan* (**Yes, it is enjoyable. I can predict the story through the picture on the LCD projector. I am usually given the comprehension questions and asked to answer it.)**
P : *Terus kemarin kan dikasih handout juga kan? Itu membantu enggak dek?* (**Yesterday, you were given a handout, right? Did it help you to comprehend the text?)**
S: *Iya membantu miss. Bisa buat belajar di rumah juga. Kalo sama Miss Erna kan biasanya disuruh ngembaliin*. **(Yes, it helped me. Moreover, I could learn at home. Usually, We had to gave the exercises back to Miss Erna.)**
(Int-4/21 April 2015)

5. Promoting group discussion to improve students' participation and enthusiasm.

The group activity in the third meeting was not so effective because it made the class so crowded as commented by the collaborator below.

(4.21) C : *Ya menurutku kelasnya malah jadi ramai. Mereka jadi tidak memperhatikan instruksimu. Mereka malah ribut sendiri sama teman satu grupnya* (**It made the class crowded. They did not pay attention to your instructions. They were talking with their friends in their group.**

(Int-6/21 April 2015)

However, they were more serious and engaged in the group discussion and presentation.

d. Summary of Cycle 1

In reference to the data analysis of Cycle 1, the following presents the successful and the unsuccessful points of the action.

1) The successful actions
   a) Students' mastery of vocabulary improved.
   b) The students were willing to participate in giving their ideas and asking questions to the researcher.
   c) The classroom interaction improved. Students interacted with their friends as well as the researcher during the group discussion.

2. The unsuccessful actions
   a) Many students did not understood well about the concept of POSSE strategy and what they should do in each step.
   b) Some students were not enthusiastic and did not enjoy the reading activities provided.
   c) In the evaluating step, some students were lazy to write the new vocabulary they found in the text.

3. Report on Cycle 2

Reflecting on the discussion between the researcher and the collaborator, it was decided that the implementation of Cycle 2 would focus on solving problems found in the previous cycle. In this cycle, some new activities were provided during the implementation of the POSSE strategy. This second cycle was held within two meetings on Wednesday, 22 April 2015 and Thursday, 28 April 2015. It was expected that this implementation could overcome the problems and the teaching learning process would be more fun and interesting for the students. Finally the students' reading comprehension could improve. The following sections were the steps on Cycle 2.

a. Planning

The planning stage on Cycle 2 was conducted similarly to the planning step in the previous cycle. It was through several stages with still involving the collaborator to have some coordination. There were some activities carried out in this stage. The first activity was aimed at discussing the implementation of the action plan and various preparations including preparing some learning media which were appropriate with the learning materials. The second activity was to conduct a briefing preparation or guidance on learning scenario in the classroom for the researcher with the collaborator before the learning process took place.

From this stage, some activities were planned to be implemented in the next stage as the following.

1) Teaching reading comprehension of narrative text with two texts entitled "The greedy Dog" and "The Ant and the Dove".
2) The explanation about POSSE strategy and how to implement it would be given more to the students.
3) Creating more interesting activities in implementing the POSSE strategy to engage students' enthusiasm toward teaching and learning process.

b. Action and Observation

1) Meeting 1

The first meeting on Cycle 2 was implemented on Wednesday, 22 April 2015. The researcher and the collaborator entered the class. The researcher greeted the students, led a prayer, and checked the students' attendance. They all were present.

First of all, the students were reminded about POSSE strategy. It was about the explanation of what the POSSE strategy is, each stage of the strategy, and how to implement the strategy in reading situation. This action was aimed to make the students clearly understand about the strategy, so that they would not get confused when they apply the strategy in the teaching and learning process. In explaining the strategy, a discussion about the students and the teacher was held. A question-answer method was used by the teacher to check the students' understanding. The students were not ashamed to ask some questions related to the strategy. This can be seen from this following field note.

(4.22) *Peneliti selalu menanyakan "apakah sudah jelas?" kepada para siswa setelah memberikan penjelasan. Jika para siswa menjawabnya dengan "jelas", guru memberikan pertanyaan umpan balik kepada siswa. Dengan begitu, siswa bertanya jika mereka kurang jelas. Beberapa pertanyaan diajukan okeh siswa, seperti, "kalau summarize itu main idea tiap paragraf diringkas lagi, Miss?", "Kemarin kata hubungnya apa Miss?,dan lain-lain.*

The researcher provided question of "Is it clear?" to the students after giving some explanations about the strategy. If the students seemed to clearly understand of the teacher's explanation, the researcher then gave some questions to check the students' understanding. Therefore, the students asked the teacher if they still got confused. Some questions were proposed to the teacher, like **"In the summarizing step, do we summarize the main idea of each pargraph Miss?", "What conjunctions should we use to summarize the text?",etc.**

(FN-4/ 22 April 2015)

After the students clearly understood about the strategy, the explanation went further to the material which was *Narrative* text. Because the text had also been explained in the previous cycle, it was only a review about the text that was conducted by the researcher. Some questions were given to the students to check whether the students still remembered the concept of the text. The questions were about the definition of a narrative text, its social purpose, and its generic structure. Here, if the students could not answer the questions, the teacher gave more explanation about the thing.

Then, the students were asked to work in pair. A series picture of the greedy dog story was displayed to the students. All students paid attention to

the picture in the LCD projector. They were asked some questions related to the picture to activate their background knowledge. They began to do the predicting activity. Most of them were actively engaged in this activity by answering the researcher's question and asking various questions as described in the field note below.

(4.23) *Miss itu gambar bayangan ya Miss ?, Bayangan bahasa inggrisnya apa Miss? Yang lain ada yang bisa membantu? shadow jawab seorang siswa. Good,puji peneliti. Selain itu ada lagi yang tahu sinonimnya shadow?, apa kalian membawa kamus? Tidak, bawa miss. Coba dibuka kamusnya. "Reflection miss" jawab seorang siswa. "Great."*

Miss, was that the reflection on the picture? What is bayangan in English? Anyone has an idea?, **"Shadow", answered a student**. "Good"**. Does anyone know the synonym of shadow? Do you bring your dictionary?, asked the teacher. "No", "Yes", answered the students. Then, open your dictionary. "Reflection", shouted a student.** "Great."said the researcher.

(FN-4/ 22 April 2015)

The students continued the next step which was organizing step. Some of them had difficulties in organizing the complication and resolution. The researcher guided them by giving eliciting questions to help them make prediction based on the picture series. Finally they did the two step of POSSE strategy.

Students were given the texts. All of the verbs in the text were in the form of verb one. They were asked to change the verbs one into the verbs two. Some of them had difficulties in changing the verbs. Most of them did not know the verbs which were in the form of irregular verbs. Then, the

researcher and the students discussed it together. In addition, a list of irregular verb was given to the students. They were asked to learn it at home because it would be discussed again in the next meeting.

The next activity was discussing the content of the text. The students asked the meaning of some difficult words. Then, they were guided to guess the meaning based on the context. After the students understood the content of the text, they searched the main idea of each paragraph, summarized the text, and listed the new vocabulary in the text. They were given twenty minutes to finish those steps. Finally, a pair finished the two steps and presented their POSSE strategy sheet followed by the others pairs.

To engage students' enthusiasm, the crossword puzzle game was used in checking the students' comprehension. In pair, the students had to complete the crossword puzzle containing comprehension questions of the greedy dog story. They were interested in the activity.

The bell rang, the students were asked to submit the POSSE strategy sheet and the crossword puzzle. Then, each student was given a blank form of "My Dictionary". They were asked to list the new vocabulary they got from the first meeting to the latest meeting. They had to submit it in the next meeting.

2) Meeting 2

The second meeting of Cycle 2 was conducted on Thursday, 28th April 2015. The researcher greeted the students, led a prayer, and checked the students' attendance. They all were present.

In this meeting, most of the students showed their enthusiasm by putting out their homework although some of them told that they forgot to bring their works. Then, those students were asked to submit it tomorrow. The others submitted their works.

The activity was begun by asking the students whether they had studied the list of irregular verbs at home or not. They were informed that they would do word a wordsearch game. They had to search the verbs two of the words provided and circled them. This activity was used to engage students' enthusiasm. The students were givem three minutes to finish the game. The winner of the game was the first student who could search all of the verbs two in the table. All of them were serious in searching the words. Finally, in less than three minutes, a student finished the game and became the winner of the game. Most students showed their enthusiasm by asking the researcher to choose the runner up of the game as described below.

(4.26) *Miss tunggu dong cari miss juara duanya, pinta salah seorang murid bernama Mudi. "Iya miss",didukung yang lainnya. "Okay". "Then I will wait for the runner up. So who will be the runner up for this game?", tanya peneliti..*

"Miss, wait for the runner up, please", asked one student. "Yes Miss", supported by the others. "Okay." "Then I will wait for the runner up. So who will be the runner up for this game?", asked the researcher.

(FN-5/ 28 April 2015)

A few minutes later, a student raised hand and became the runner up of the game. The others students still had not found all of words. Then, she was asked to mention all of the words they found.

The next activity was displaying a series of pictures of the Ant and the Dove. The questions related to the picture were given to activate their background knowledge. In this last meeting, most students had understood all the steps of the POSSE strategy well. They began to write their predictions and to organize their prediction in their POSSE strategy sheets.

After all of the students wrote their prediction, a text entitled "The Ant and the Dove" was given to each student. The students read the text silently and began to search the main idea of each paragraph. Most of them could do this step smoothly. Then, they were asked to continue the step. They summarized the text based on graphic organizer provided in the POSSE strategy sheet. They could do this step in less than fifteen minutes.

They were continued the last step. They wrote the new vocabulary they found in the evaluating step. The researcher and the collaborator walked

around the class to check their work. Most of them could finish their POSSE strategy sheet. Then, three students presented their POSSE strategy sheets. They could present it smoothly.

To check students' understanding about the text, ten multiple questions were given to the students. They did not find any difficulties in answering the questions in which the text has been discussed before. They could do it fast. However, there were some students who still cheated their friends' works.

The time was up, the students were asked to submit their works and to learn what they had studied because there would be pre-test in the next meeting. Then, the class ended.

c. Reflection

As in the Cycle 1, the researcher and the collaborator did reflection after the implementation of all actions in Cycle 2. The reflection was described as follows.

1) Teaching reading comprehension of narrative text with two texts entitled "The Greedy Dog" and "The Ant and the Dove".

   This first action was done successfully. The first and the second texts were used in the first and the second meeting in Cycle 2.

2) The explanation about POSSE strategy and how to implement it would be given more to the students.

In Cycle 2, the researcher gave the explanation about the POSSE strategy and how to implement each step of it since most of the students did not understood well about the concept of POSSE strategy in Cycle 1. In Cycle 2, they could comprehend the text using POSSE as shown in the following interview transcript.

(4.27) *R : Kalian masih merasa kesulitan tidak pas menggunakan POSSE Strategy*? (**Do you still find any difficulties in using the POSSE strategy?**)
S1 : *Udah dong sekarang Miss.* (**I had understood well now.**)
R : *Apa POSSE Strategy membantu kalian dalam memahami teks dong?.* (**Does POSSE Strategy help you in comprehending texts?**)
S1 : *Iya, jadi gampang memahaminya.* (**Yes, It made me easy to comprehend texts**.)
S2 : *Jadi tahu kata-kata banyak Miss.* (**I knew many English words**)
(Int-7/ 28 April 2015)

3) Creating more interesting activities in implementing the POSSE strategy to engage students' enthusiasm.

The first step was predicting step. In Cycle 1, the students did not find difficulties during the predicting step, but most of them used Bahasa Indonesia. In the cycle 2, most of the students used English in giving their prediction and participated actively during the predicting step.

The second step was organizing. Some students could do the activity more easily. There were some students who were still confused about the complication of the story, but they could predict the complication of the story by the researcher's guide.

The third step was searching step. Students could do this step better than they did in Cycle 1. They could find the main idea of each paragraph easily without researcher's guidance.

The next step was summarizing. In Cycle 1, most students still had difficulties in summarizing the text using graphic organizer provided in the POSSE strategy sheet. They also still confused in identifying the generic structure of the text. However, those problems could be solved in the Cycle 2 like shown in the interview transcript below.

(4.28) S: *Sudah gak bingung Miss. Gampang kan tinggal ngikutin yang di POSSE strategy sheetnya itu.* (**I am not confused anymore. It is easy by following the step in the POSSE strategy sheet.**
(Int-5/28 April 2015)

The last step was evaluating. In Cycle 1, there were many students who were lazy to write the new vocabulary in the text. Meanwhile, in Cycle 2, they were more motivated to write the new vocabulary they found in the text. Moreover, the researcher also gave homework entitled "My Dictionary". This homework was successful to motivate the students to note the new words they had not known yet, so they could enrich their vocabulary.

In Cycle 2, the researcher used interesting activities to check students' comprehension of the text. She used word search puzzle and crossword puzzle. These two activities could improve students' motivation toward teaching and learning process of reading. They showed their enthusiasm and their active participation as shown in the interview transcript below.

(4.29) R : *Dek waktu yang di evaluating step itu membantu kamu memahami teks enggak dek?* (**Does evaluating step help you in comprehending the text?)**

S : *Ya jadi paham miss, kan kita presentasi itu kan terus didiskusikan bareng. Terus kan kita nulis kata-kata baru itu lo miss jadi tambah kata-kata bahasa inggrisnya* (**Yes, It helps me comprehend the text because we should present our work then we disscuss the content togeher. Moreover, It helps me to enrich my vocabulary.)**

R : *Kemarin kan kita bermain wordsearch puzzle terus tadi bermain crossword puzzle? Menurut kamu bagaimana?***(Yesterterday we play wordsearch puzzle, and todays we play crossword puzzle. What is your comment?)**

S : *Asyik Miss, jadi semangat mencari jawabannya. Terus kan yang di wordsearch puzzle itu jadi tambah kata-kata bahasa inggrisnya juga*. (**It was enjoyable Miss, I was motivated to search the anwers. Then, in the wordsearch puzzle, I can enrich my vocabulary**.)

(Int-7/ 28 April 2015)

In relation to the discussion, it could be seen that the actions that all the problems in the previous cycle could be overcome. As a consequence, the actions finally had improved the students' reading comprehension as well as their participation and enthusiasm to follow reading classes. One of the evidences for this condition was the interview conducted with the collaborator after the implementation of the action had finished.

(4.30) R : *Oh ya pi, menurutmu gimana implementasi cycle II kemarin.* (**By the way, what do you think about the last implementation of Cycle 2**?)
C : *Udah ada perkembangan kok nin, terus lebih baik dari sebelumnya. kemampuan anak-anak untuk memahami teks bacaan juga lumayan lebih baik.* (**There had been an improvement, and I think it was better than before. Moreover, the students' ability to comprehend reading texts had also improved**.)
R : *Kalau antusias anaknya menurut gimana pi?* (**How about the students' enthusiasm, what do you think about that?)**
C : *Kelihatan ko nin kalau mereka sekarang tambah aktif dan antusis di kelas.* (**It can be seen that the students were active enthusiastic to follow the classes**.)
R : *Kalau interaksi antar siswanya?* (**How about the students' participation, what do you think then?**)
C : *Bagus ko, mereka juga mau tanya-tanya ke kamu juga. Berarti interaksi ke gurunya kan juga bagus.* (**That was good. The students were also willing to ask some questions to you. Thus, the interaction between the students and the teacher was also good**.)

(Int-8/ 28 April 2015)

d. Summary of Cycle 2

In reference to the data analysis of Cycle 2, the following presents the successful and unsuccessful points of the actions.

1) Students' comprehension improved.
2) Students' mastery of vocabulary improved.
3) Most students had understood well about the concept of POSSE strategy and what they should do in the each step.
4) Most students participated actively during teaching and learning process of reading.
5) Students' enthusiasm improved.

In conclusion, all of the actions implemented in cycle two were successful in improving both students' reading comprehension and the teaching learning and process of reading. As a result, the researcher and the collaborator agreed to end the actions of the research and to conduct a post-test.

E. General Findings and Discussions

In this part, the findings in connection to the discussion of Cycle I and Cycle 2 are discussed. The findings of this research consist of qualitative and quantitative data. The qualitative data consist of the general findings of the actions, while the quantitative data includes the students' reading scores. The following section is the qualitative data of the study.

First of all, the POSSE strategy is believed to improve the students' reading comprehension. Previously, students found many difficulties in comprehending the text. They read the text by translating each word in the text. Now, they could comprehend the text through the POSSE strategy. Although, in the beginning, they were confused to implement the strategy, in Cycle 2 they admitted that the POSSE strategy could help them comprehend the text better. It also could drive students' read strategically such as predicting the text, organizing the prediction, searching the main ideas of each paragraph, summarizing the text, and evaluating their understanding.

Second, the POSSE strategy is believed to enrich students' vocabulary. In connection to the observation and the interview with the students and the teacher, the main problem of students' reading comprehension is the lack of vocabulary. The lack

of vocabulary could be solved by using the POSSE strategy especially during the predicting and the evaluating step. In the predicting step, students predicted as many ideas as possible related to the topic. Meanwhile, in the evaluating step, they wrote the new vocabulary they found during the implementation of the strategy. Those activities allowed students to enrich their vocabulary.

Third, the POSSE strategy is believed to improve students' participation toward teaching and learning process of reading. During the implementation of the strategy, the students were encouraged to be active in giving their ideas. They discussed their reading and used the strategies of predicting, organizing, searching, summarizing, and evaluating to comprehend the text.

Fourth, the POSSE strategy is believed to improve interaction in the class. The activities of this strategy were conducted both in pair and in group. These activities allowed students to interact with their classmates. It also improved the interaction between the teacher and the students. The teacher interacted closely with the students when she gave guidance and assistance during the discussion activities.

The last, use of LCD, the handout, the posse strategy sheet and the accompanying actions such as word search puzzle, guessing game, true false game and crossword puzzle could improve students' enthusiasm. It changed students' behaviour. They paid more attention toward the lesson. Those actions also decreased students' misbehaviour like having chit-chat, drawing, and operating their mobile phones during the teaching and learning process.

There were some good suggestions related to the problems which emerged on the implementation. First, the teacher should consider the time. The teacher should be able to manage the time, so the activities could be implemented well. Second, the teacher should give clear explanation and make sure that the students understand in his/ her explanations in applying this strategy. Third, the teacher should give effective guidance and assistance during the group and paired discussion. The last, the teacher should manage the class well, in order that the discussion activities run well. The summary of findings is presented in the following table.

Table 5: The findings after the implementation of the POSSE strategy

No	Before Implementation	After Implementation	
		Cycle 1	Cycle 2
1.	The students lacked vocabulary. In reference to the observations and the interviews with the English teacher, the main problem of the students' reading comprehension was the lack of vocabulary.	The students improved their vocabulary but it had not been maximal yet because they were lazy to write the new vocabularies the found.	Most students wrote the new vocabularies they found during applying the POSSE strategy and they said that the strategy could help them enrich their vocabularies.
2.	The students had difficulties in comprehending the texts.	The students could comprehend the text through the POSSE strategy although they still had difficulties in applying the each step of the strategy.	The students could comprehend the text through the POSSE strategy. Most of them had understood well about the concept of the POSSE strategy and they admitted that the strategy could help them comprehend the text better.

3.	There was low interaction among the English teacher and the students in the process of teaching reading.	Classroom interaction improved but there were some students who did not take a part in the group discussion.	Most students interacted not only with their friends but also with the teacher in the pair discussion.
4.	Students were not enthusiastic in joining reading activities in the teaching and learning process. They had chit-chat with their friends, drew pictures, or even operated their mobile phones.	Some students were not enthusiastic in joining the reading activities provided by the researcher.	Most students were enthusiastic in joining the reading activities after they worked in pair and the accompanying actions such as guessing game, word search puzzle and crossword puzzle were implemented.
5.	Students' participation was low.	The students were willing to participate in giving their ideas and asking questions to the researcher although some students were still shy to participate in the teaching and learning process of reading.	Most students participated actively in giving their ideas, asking questions and presenting their POSSE strategy sheets.
6.	The mean score of pre-test was 62.58. The standard deviation was 10.56.		The mean score of post-test was 79.64. The standard deviation was 3.96.

As stated before, the quantitative data were derived from the students' reading comprehension scores. The scores were based on the pre-test and post- test that had been done before and after the implementation of the actions. The students' scores are presented in the following table.

Table 6: The Students' Reading Comprehension Scores

Tests	**Number of Students**	
	Score ≤75	**Score ≥75**
Pre-test	29	5
Post-test	0	34

In connection with the table above, there were only five students or 14.7% of the total number of students who could pass the passing grade of 75 in the pre-test. Meanwhile, all of the students could pass the passing grade when they had done with the post-test.

The result of the pre-test and post-test above was then analysed by using descriptive statistics in SPSS 17 program. The finding is presented in the table below.

Table 7: The Result of the Pre-test and Post-Test

Descriptive Statistics

	N	Mean	Std. Deviation
Pre-test	34	62.5882	10.56902
Post-test	34	79.6471	3.96868
Valid N (listwise)	34		

The above table shows that the mean score of post-test is higher than the mean score of pre-test. The gain score of students' reading comprehension test is 17,05 which shows that there is an improvement of students' reading comprehension. In the other words, the students' reading comprehension improved.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents the conclusions, implications, and also some suggestions of the research. Those items above are discussed below.

A. Conclusions

This research is aimed at improving the reading comprehension of the eighth grade students of SMP N 6 Yogyakarta through the POSSE strategy. The subjects of the research were the students of grade VIII A. The research was begun on March and ended on May 2015. In this research, the POSSE strategy was implemented in two cycles. In Cycle 1, the actions focused on introducing the text and the strategy to the students. In Cycle 2, the actions focused on the implementation the five steps of the POSSE strategy to improve the students' reading comprehension.

After the implementation of the POSSE strategy, there were some improvements in the teaching and learning process of reading as well as the students' reading comprehension. The findings of the research in Cycle 1 and Cycle 2 were presented below.

1. The implementation of the POSSE strategy improved students' participation. The students were encouraged to be active in giving their ideas. They discussed their reading and used the strategies of predicting, organizing, searching, summarizing, and evaluating to comprehend the text.

2. The implementation of the POSSE strategy improved students' interaction. The steps of the strategy were conducted both in pair and in group. These activities allowed students to interact with their classmates. The researcher also could interact closely with the students when she gave guidance and assistance during the discussion activities.
3. Use of LCD, the POSSE strategy sheet, and the accompanying actions such as word search puzzle, true false game, and crossword puzzle engaged students' enthusiasm. It changed students' behaviour toward the lesson. They paid more attention toward the lesson and enjoyed the reading activities provided.
4. Use of POSSE strategy could facilitate students to enrich vocabulary. In the predicting step, students predicted as many ideas as possible related to the topic. Meanwhile, in the evaluating step, they wrote the new vocabulary they found during the implementation of the strategy.
5. The implementation of the POSSE strategy improved students' reading comprehension. It helped the students read strategically and allowed them to have practices in predicting the text, organizing the prediction, searching the main ideas of each paragraph, summarizing the text, and evaluating their understanding by following the steps of the POSSE strategy.

In brief, students' reading comprehension improved as displayed in the increase of the gain score gained by deducting the mean score of the pre-test from the mean score of the post-test.

B. Implications

With regard to the conclusions, some further implications could be made. It could be implied that the implementation of POSSE strategy was useful to improve the students' reading comprehension. It also could enrich students' vocabulary and help them comprehend the content of the text better. Beside, this strategy improved the teaching and learning of reading such as improving classroom's interaction and students' participation and enthusiasm toward the lesson. Therefore, it is suggested that the English teachers use the POSSE strategy in their teaching and learning process of reading.

C. Suggestions

In connection with the conclusions and implications above, some suggestions are directed to the English teacher, the students and other researchers.

1. To English teachers

   English teachers should be more creative in choosing the activities. The teachers should know what students need to improve students' weakness. If they want to use the POSSE strategy, they should consider the situation of the class so that they can manage the class well. They also should consider on the topic of the text that influences students' enthusiasm in reading.

2. To the students

   The students should manage themselves to always have positive attitude toward English lesson. They should know what is really important for them to

comprehend the text. Always practicing and equipping the right reading strategies are useful to comprehend the text better and improve their vocabulary. Furthermore, they should participate more active in the process of teaching and learning. They should also manage themselves to work in pairs, in groups, or individually.

3. To other researchers

   This research only deals with the use of POSSE strategy to improve students' reading comprehension. Therefore, it is suggested that the other researchers may explore this strategy using different type of research such as experimental or correlational ones.

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APPENDIX A:
FIELD NOTES

FIELD NOTE GUIDELINE

No :
Hari, tanggal :
Kegiatan :
Tempat :
Responden :

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FIELD NOTES

No : FN-1
Hari, tanggal : Kamis, 19 Februari 2015
Jam : 08.00-08.40
Kegiatan : Mengurus izin penelitian
Tempat : TU dan ruang guru
Responden : R (Researcher)
ET (English Teacher)
PT (Petugas Tata Usaha)

R tiba di sekolah pukul 9.00 kemudian bertemu petugas TU. R menemui PT di ruang tata usaha dan menyampaikan maksud tujuannya untuk melakukan penelitian di SMP N 6 Yogyakarta. PT menjelaskan prosedur penelitian dan meminta R melengkapi persyaratannya sebelum melakukan penelitian. Kemudian R meminta izin untuk bertemu dengan ET untuk meminta izin kepada ET untuk melakukan penelitian di kelas VIII. PT mengantarkan R ke ruang guru untuk menemui ET.

ET menyambut R dengan ramah dan mempersilakan R duduk. R meminta izin untuk melakukan penelitian di kelas VIII. ET merespon dengan positif dan mengatakan bahwa anak-anak pasti suka diajar R. R kemudian menjelaskan secara umum tentang penelitiannya dan menunjukan proposal yang telah R buat. ET kemudian menanyakan berapa kali pertemuan yang dibutuhkan. R menjawab 8 kali pertemuan yang terdiri dari 5 kali pertemuan untuk penelitian dan 2 kali pertemuan untuk pre-test dan post-test. memberikan mengizinkan R untuk melakukan penelitian dan menjelaskan bahwa ET mengajar delapan kelas. R menanyakan kelas yang kira-kira cocok dijadikan subjek penelitian. ET merekomendasikan kelas VIIIA karena ET mempertimbangkan kemampuan siswa kelas VIIIA rendah dibandingkan dengan kelas-kelas yang lain. R menyetujui kelas VIIIA sebagai subjek penelitian dan meberitahukan bahwa jadwal pelajaran bahasa inggris kelas VIIIA adalah setiap hari selasa dan rabu. ET memberikan jadwal pelajaran kelas VIII dan nomor telepon kepada R. ET meminta R tidak sungkan untuk sms ET apabila ingin bertanya terkait dengan penelitian. R berterima kasih kepada ET dan mohon pamit.

No : FN-2
Hari, tanggal : Kamis , 25 Februari 2015
Jam : 08.00-08.20
Kegiatan : Observasi kelas
Tempat : ruang kelas.
Responden : R (Researcher)
ET (English Teacher)
PT (Petugas TU)

R datang ke sekolah pukul 08.00 dan menuju ke ruang tata usaha. R menyerahkan surat tembusan izin penelitian untuk kepala sekolah SMPN 6

Yogyakarta. PT mengatakan bahwa Ibu kepala sekolah sedang ada tamu sehingga R diminta mentipkannya ke PT. R menanyakan apakah R perlu menggandakan surat untuk ET dan PT. PT menjawab PT yang akan menggandakan surat dan menyerahkan kepada kepala sekolah dan ET. PT juga mengingatkan surat izin penelitian yang untuk R tidak boleh hilang karena akan dipakai untuk lampiran di skripsi R. Kemudian R berterima kasih skan udah diingadan menjawab bahwa R sudah menyimpan surat izin penelitianya. PT meminta R untuk menyerahkan skripsi R untuk perpustakaan SMPN 6 Yogyakarta ketika R sudah menyelesaikan penelitian. R menyetujui permintaan PT dan berterima kasih kepada PT. Setelah semuanya jelas, R mohon pamit kepada PT.

No : FN-3
Hari, tanggal : Rabu, 18 Maret 2015
Jam : 07.20-08.50
Kegiatan : Observasi kelas
Tempat : ruang kelas.
Responden : R (Researcher)
ET (English Teacher)
S (Students)

Seperti yang telah dijanjikan melalui sms, pada hari itu R melakukan observasi di kelas VIII A. R menuju ke ruang guru untuk menemui ET. R memberi salam ET. ET mengatakan bahwa jam pertama dimulai pukul 7.20 karena sebelum memulai pelajaran, kegiatan di pagi hari diawali dengan tadarus Al-Quran dan menyanyikan lagu indonesia raya.

Tepat pukul 7.20 ET dan R menuju ke ruang kelas VIIIA. untuk melakukan observasi kelas VIII A. ET kemudian membuka pelajaran dengan memberi salam. Siswa menjawab salam namun beberapa siswa laki-laki di belakang tidak memperhatikan mereka terlihat sibuk mengobrol dengan temannya. Kemudian ET memperkenalkan R dan mempersilakan R duduk di belakang kelas untuk melakukan observasi. Kemudian ET memimpin doa, dan mengecek kehadiran siswa.

ET memberitahukan bahwa hari ini mereka akan meneruskan pelajaran minggu kemarin masih tentang recount text. Kemudian ET membagikan recount text berjudul “Last Holiday” dan soal pilihan ganda terkait teks tersebut. ET meminta S untuk membaca terlebih dahulu teksnya. Beberapa siswa tampak tidak fokus membaca teks yang diberikan, ada yang sibuk berbincang dengan temannya, bermain hp, menggambar dan sebagainya. Setelah sekitar 10 menit, ET menanyakan kata-kata sulit kepada S. “Sudah semua membacanya?”tanya ET. “Sudah Miss”, jawab S. Ada yang tidak tahu artinya? Tanya ET kembali. “exhausted apa Miss?” tanya seorang siswa. “Ada yang bawa kamus?”, tanya ET. S tidak menjawab. Kemudia ET memberitahukan arti exhausted adalah lelah.

ET memberi kesempatan S untuk bertanya. “Ada pertanyaan lainnya”, tanya ET. Namun, S tidak menanyakan apapun. Kemudian ET meminta S mengerjakan soal

pilihan ganda terkait dengan teks. ET kemudian meninggalkan kelas sembari mengatakan bahwa S harus selese mengerjakan soal kerika ET kembali ke kelas. Suasana kelas semakin gaduh setelah ET meninggalkan kelas. ET kembali ke kelas dan secara bersama-sama membahasa jawaban soal. ET meminta siswa secara bergantian menjawab soal-soal tersebut. Bel pun berbunyi, ET menutup kelas.

No : FN-4
Hari, tanggal : Jumat, 27 Maret 2015
Jam : 07.20
Kegiatan : Uji Validitas soal pre-test
Tempat : Ruang kelas.
Responden : R (Researcher)
ET (English Teacher)
S (Students)

Seperti yang sudah disepakati melalui sms, R menemui ET di ruang guru. R menjelaskan bahwa kegiatan hari itu adalah uji validitas soal. Kelas yang digunakan untuk uji validitas merupakan kelas yang berbeda dengan kelas penelitian. R menjelaskan bahwa hal ini dilakukan untuk mengetes kelayakan soal yang akan digunakan untuk pre-test kelas penelitian. Kemudian ET mempersilakan R untuk memilih kelas yang akan digunakan untuk uji validitas. R mengajukan kelas VIII D karena jadwal kelas VIII D adalah di jam pertama pelajaran. ET kemudian mempersilakan R untuk langsung menuju ke ruang kelas dengan menunjukan jalan menuju kelas VIII D. ET meminta maaf karena tidak dapat ikut masuk ke kelas karena keadaan ET yang kurang sehat. R memberitahu ET agar istirahat dan mendoaan agar ET segera sembuh.

R menuju kelas VIIID. Beberapa siswa masih di luar ketika R memasuki kelas VIII D. R membuka kelas dan memperkenalkan diri. R memberitahukan bahwa R meminta bantuan kelas VIII D untuk mengerjakan soal reading comprehension. Beberapa siswa terlihat tidak antusias, namun mereka tetap berusaha mengerjakan soal-soal yang diberikan. R membagikan soal sebanyak 50 soal dan lembar jawab kepada S. Selama kurang lebih 60 menit S mengerjakan soal sampai bel tanda berkahirnya pelajaran berbunyi.

S mengumpulkan soal dan lembar jawab kepada R. R mengucapkan terimakasih dan menutup kelas.

No : FN-5
Hari, tanggal : Selasa, 31 Maret 2015
Jam : 07.20
Kegiatan : Pre-Test
Tempat : Ruang kelas.
Responden : R (Researcher)

ET (English Teacher)
S (Students)

R menemui ET dan meminta izin untuk melakukan pre-test. Kemudian R menuju ke kelas VIII A. R membuka kelas dan memperkenalkan diri. R memberitahukan memberitahukan secara ringkas tentang penelitian R dan memberitahukan bahwa kegiatan hari itu adalah pre-test.

R membagikan soal dan lembar jawab kepada S. Selama kurang lebih 60 menit S mengerjakan soal sampai bel tanda berkahirnya pelajaran berbunyi.

No : FN-6
Hari, tanggal : Selasa, 14 April 2015
Jam : 07.20
Kegiatan : Pertemuan 1 (Cycle 1)
Tempat : Ruang kelas
Responden : R (Researcher)
ET (English Teacher)
C (Collabolator)
S (Students)

R dan C menemui ET dan meminta izin untuk memulai penelitian. ET menunjukan kelas VIII A, kelas yang digunakan untuk penelitian. Kemudian ET mempersilahkan P dan C untuk memperkenalkan diri. P memperkenalkan diri dan menjelaskan bahwa P dan C akan mengadakan penelitian di kelas VIII A. Kebanyakan siswa antusias walaupun ada beberapa siswa yang membuat keributan dengan temannya. Kemudian C mengecek kehadiran siswa. Semua siswa hadir di pertemuan yang pertama.

R meletakan laptopnya dan menyabungkan dengan LCD. Dia meminta salah seorang siswa menyalakan LCD. Kemudian handout dibagikan untuk setiap siswa. R menejelaskan tentang POSSE strategy secara umum. Kebanyakan siswa terlihat bingung dengan konsep POSSE strategy. R menjelaskan setiap tahapan yang harus dilakukan ketika menggunakan POSSE strategy. Banyak siswa yang tidak tahu arti dari setinyaan-pertanyaan yangap stepnya. Kemudian R memberikan pertanyaan-pertanyaan yang memacu siswa menebak arti akronim POSSE.

Setelah siswa terlihat paham dengan konsep POSSE strategy, R menjelaskan teks narratif teks dengan memberikan gambar-gambar mengenai jenis-jenis teks naratif yang terkenal dan memberikan berbagai pertanyaan untuk membantu S mengaktifkan background knowledge mereka. “Apakah kalian familiar dengan gambar-gambar tersebut? Tanya peneliti. “Ya” “Cinderella”. “Malinkundang”, jawab S. “Ya benar, cerita-cerita tersebut termasuk ke dalam jenis teks apa? tanya R.Kemudian R menunjukan siswa teks berjudul “The Red Riding Hood”. Teks ini digunakan sebagai input teks untuk mempelajari narratif teks. R dan S menganalisis language feature

dari teks tersebut dan generic structures of the the text. S diberi latihan vocabulary untuk membantu mereka melakukan prediksi.

R memberikan topik baru yaitu “The legend of Roro Jonggrang” dan meminta siswa memprediksi cerita berdasarkan gambar yang ada di LCD. R memberikan contoh dengan dengan menuliskan prediksi siswa di whiteboard. Setiap siswa diminta berdiri menyebutkan satu ide (the last man standing game). S menikmati kegiatan ini. Setelah itu, R memberi contoh kegiatan di tahap yang kedua yaitu mengelompokan prediksi ke dalam pre-reading map. Setelah selese R meminta S menyalin yang mereka lakukan di tahap predict dan organize, di POSSE strategy sheet mereka.

R membagikan teks dan meminta S membaca dalam hati sambil menebak beberapa kata sulit berdasarkan konteks. R membahas isi cerita dengan S . Setelah itu penjelsan tentang mencari ide utama teks dijelaskan kepada siswa. Setelah siswa paham, S diminta mencari ide utama setiap paragraf. Bel berbunyi, R menutup kelas dan mengingatkan agar S membawa POSSE strategy sheet mereka dan text yang telah dibagikan.

No : FN-7
Hari, tanggal : Rabu, 15 April 2015
Jam : 07.20
Kegiatan : Pertemuan 2 (Cycle 1)
Tempat : Ruang kelas.
Responden : R (Researcher)
ET (English Teacher)
S (Students)

R membuka kelas dengan berdoa dan mengecek kehadiran siswa. R bertanya apakah mereka membawa POSSE strategy sheet mereka. Kebanyakan dari mereka membawa. Kemudian melanjutkan tahap POSSE strategy yang kemarin.
Kemarin sampe tahap searcch. R menanyakan apakah S sudah mencari ide pokok setiap paragraf. Kebanyakan dari mereka sudah namun beberapa dari mereka masih belum selese.

Kemudian R menjelaskan lagi apa yang harus mereka lakukan di tahap summarize. Siswa menanyakan beragam pertanyaan di tahap merangkum. “Miss masih bingung”. “Seperti ini kan Miss?”. “ Iya, pertama kamu baca dulu gagasan utama setiap paragraf yang sudah kamu tulis tadi, kemudian kamu kelompokan mana yang orientation, complication atau resolution. Lalu kalian tulis di kolom summary, tadi kata penghubungnya apa saja? “but, then, so,and, finally. “Bagus”, jawab PenelitiSiswa menanyakan beragam pertanyaan di tahap merangkum. “Miss masih bingung”. “Seperti ini kan Miss?”. “ Iya, pertama kamu baca dulu gagasan utama setiap paragraf yang sudah kamu tulis tadi, kemudian kamu kelompokan mana yang orientation, complication atau resolution. Lalu kalian tulis di kolom summary, tadi kata penghubungnya apa saja? “but, then, so,and, finally. “Bagus”, jawab Peneliti.

Di tahap evaluate, S diminta menuliskan kata-kata baru yang mereka temui. Kegiatan ini belum bisa maksimal karena banyak dari mereka yang malas mencatat. R kemudian menjelaskan pentingnya mencatat vocabulary baru. Setelah itu, R menunjuk salah seorang murid bernama Nabila untuk mempresentasikan POSSE strategy sheetnya. Dia tidak tahu apa yang harus dilakukannya. Lalu R secara perlahan membantu membantunya. Akhirnya Nabila dapat mempresentasikan POSSE strategy sheetnya.

R membagikan comprehension questions dan memberi waktu siswa 15 menit untuk mengerjakannya. Banyak siswa yang sudah selese mengerjakan sebelum 15 menit. Mereka tidak mengalami kesulitan karena teks sudah dibahas sebelumnya. R dan S mendiskusikan jawaban dari comprehension questions. Bel berbunyi R menutup kelas.

No : FN-8
Hari, tanggal : Rabu, 21 April 2015
Jam : 07.20
Kegiatan : Pertemuan 3 (Cycle 1)
Tempat : Ruang kelas.
Responden : R (Researcher)
ET (English Teacher)
S (Students)

R membuka kelas dan mengecek kehadiran siswa. R menjelaskan kegiatan hari ini. “Hari ini, kalian akan belajar berkelompok dan Miss akan memberi skor kelompok kalian.” “Pemenangnya adalah kelompok yang skornya paling tinggi.” “Are you ready?”, “Yes”,”ready”, jawab siswa. Kelas menjadi sangat ramai karena para siswa mencari grup masing-masing. Setelah beberapa menit, siswa telah berkumpul dengan kelompoknya, namun mereka masih berisik.

Di tahap predicting dan organizing, kebanyakan S tidak mengalami kesulitan. R dapat memprediksi cerita berdasarkan gambar “The legend of Toba Lake”. Kemudian R memberi penejalsan lagi di tahap predict. Tidak apa-apa jika prediksi kalian berbeda dengan yang lainnya. Di tahap prediksi ini, kalian seperti sedang bermain detektif game. Klian menebak erita berdasarkan klu yang diberikan seperti gambar, judul teks, dan pengetahuan yang sudah kalian tahu.

R membagikan teks dan merieview apa yang harus mereka lakukan di setiap tahap POSSE strategy. Siswa banyak bertanya di tahap summarize. Kemudian S menulis new vocabulary di tahap evaluate. Setelah S selese mengerjakan semua tahap. Beberapa kelompok maju untuk mempreserntasikan POSSE strategy sheet mereka. Setelah itu dilanjutkan game true false. Setiap kelompok dibagikan kertas betuliskan TRUE dan FALSE. R menjelaskan aturan permainan dan memulai game. S sangat antusias dalam game ini. Kelas berakhir, R menutup kelas.

No : FN-9
Hari, tanggal : Rabu, 22 April 2015
Jam : 07.20
Kegiatan : Pertemuan 1 (Cycle 2)
Tempat : Ruang kelas.
Responden : R (Researcher)
ET (English Teacher)
S (Students)

R membuka pelajaran dan menjelaskan bahwa mereka akan belajar berpasangan dengan teman sebangku mereka. R memberikan pertanyaan untuk mengaktifkan background knowledge S dan menampilkan gambar dengan topc "The Greedy Dog". R membagikan POSSE strategy sheet dan meminta S menuliskan prediksi mereka. Antusias siswa bertambah di Cycle 2 ini. Miss itu gambar bayangan ya Miss ?, Bayangan bahasa inggrisnya apa Miss? Yang lain ada yang bisa membantu? shadow jawab, Farhan. Good, farhan. Selain itu ada lagi yang tahu sinonimnya shadow?, apa kalian membawa kamus? Tidak, bawa miss. Coba dibuka kamusnya. "Reflection miss". "Great Reza. Kegiatan dilanjutkan dengan mengelompokan prediksi mereka.

R meminta S melanjutkan ke tahap search dan summarize dengan memberikan teks berjudul "The Greedy Dog". Di dua tahap ini R Guru selalu menanyakan "apakah sudah jelas?" kepada para siswa setelah memberikan penjelasan. Jika para siswa menjawabnya dengan "jelas", guru memberikan pertanyaan umpan balik kepada siswa. Dengan begitu, siswa bertanya jika mereka kurang jelas. Beberapa pertanyaan diajukan okeh siswa, seperti, "kalau summarize itu main idea tiap paragraf diringkas lagi, Miss?" Setelah sekitar 20 menit S menyelesaikan dua tahap tersebut, R meminta S menuliskan new vocabulary yang mereka dapatkan.

Setiap pasangan berlomba sebagai pasangan petama yang menyelesaikan POSSE strategy sheet. Kemudian ada dua orang anak mangangkat tangan tanda mereka telah menyelesaikan POSSE strategy sheet. R meminta pasangan tersebut membacakan POSSE strategy sheet mereka dan dilanjutkan dua pasangan lainnya.

Kegiatan terakhir mampu menarik antusias S. R membagiakan comprehension questions dalam bentuk crossword puzzle. S bersemangat menyelesaikan puzzle dan berlomba untuk menjadi yang pertama. R membagikan crossword puzzle kepada siswa. Siswa tidak boleh membuka kertas tersebus sebelum diperbolehkan memlai. Guru menghitung 3,2,1 dan siswa membuka kertas. Mereka terlihat serius mengerjakan dan terburu-buru menyelesaikan puzzle. R dan S mendiskusikan jawaban yang benar dan menutup pelajaran.

No : FN-10
Hari, tanggal : Selasa, 28 April 2015
Jam : 07.20
Kegiatan : Pertemuan 2 (Cycle 2)
Tempat : ruang kelas.
Responden : R (Researcher)
ET (English Teacher)

R membuka pelajaran dan mengawali pelajaran dengan wordsearch puzzle game. Siswa diminta mencari bentuk kedua dari kata kerja yang tersedikan waktu 3 menit untuk menyelesaikan puzzle dan meminta siswa yang selese untuk mengangkat tangan.S bersemangat mengikuti kegiatan ini dengan meminta R untuk mencari runnerupp dari game. Miss tunggu dong miss cari runner upnya, pinta salah seorang murid bernama Mudi. “Iya miss”,didukung yang lainnya. “Okay”. “Then I will wait for the runner up. So who will be the runner up for this game?”, tanya peneliti.

Kegiatan dilanjutkan dengan membahas jawaban yang benar dari puzzle.R memperlihatkan gambar dengan topik “The Ant and the Dove”. S mengerjakan mandiri dan mereka tidak menemukan kesulitan untuk memprediksi dan menggolongkan prediksi mereka. Ditahap Search, Summarize, dan Evaluate mereka juga tidak mengalami kesulitan. R membagikan comprehension questions dan siswa mengerjakannya dengan cepat. Kegiatan dilanjutkan dengan membahas pertanyaan dan jawaban dari soal-soal tersebut. R mem beritahukan bahwa besok akan diadakan post-test dan meminta agar S mempelajari kembali di rumah. R menutup pelajaran.

No : FN-11
Hari, tanggal : Rabu, 29 April 2015
Jam : 07.20
Kegiatan : Post-test
Tempat : Ruang kelas.
Responden : R (Researcher)
ET (English Teacher)
S (Students)

R membuka kelas dan mengecek kehadiran S. R menjelaskan kegiatan hari itu adalah post-test dan meminta S untuk mengerjakannya sendiri-sendiri. R membagiakn soal dan lembar jawab. S mengerjakan soal-soal tersebut sekitar 60 menit. Bel berbunyi, S mengumpulkan lembar jawab dan soal. R menutup pelajaran dan memberitahukan bahwa hari itu adalah hari terakhir R mengajar S.

APPENDIX B:

INTERVIEW GUIDELINES & TRANSCRIPTS

INTERVIEW GUIDELINES

Interview Guideline before Implementation

A. Interview guideline for the English teacher

1. What do you think about reading comprehension of VIII A students?
2. What are their weaknesses of reading comprehension?
3. What are students' difficulties in reading comprehension?
4. Do students read the text use the reading strategies?
5. What kind of activities do you think to help students in comprehending the text?
6. What do you think about the use of POSSE strategy to improve students' reading comprehension?

B. Interview guideline for students

1. Do you like reading an English text? Why?
2. What problems or difficulties do you find when you are reading an English text?
3. How did you solve your problem? Did it work?
4. Have you ever practice reading strategies when you reading an English text?
5. How do you usually reading an English text?
6. Does the way help you comprehend the text?

Interview Guideline after the Implementation

A. Interview guideline for the collabolator

1. What is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the students' enthusiasm?
4. What do you think about students' participation?
5. What do you think about the interaction between students and students?
6. What do you think about the interaction between students and the teacher?
7. What is your suggestion for the next implementation?

B. Interview guide for students

1. What do you think about the learning activity today?
2. What do you think about reading a text through the POSSE strategy?
3. Did it help you comprehend the text?
4. Did you findt difficulties in applying the strategy?
6. Was you confidence comprehend the text through the POSSE strategy?
8. Did you enjoy the teaching and learning process of reading through the POSSE strategy?

INTERVIEW TRANSCRIPTS

Interview 1

Hari, Tanggal : Selasa, 24 Maret 2015
Tempat : Ruang guru
Responden, R : Researcher
E : English Teacher

R : Selamat pagi Bu.
ET : Pagi mbak, sudah daritadi mbak? Maaf nunggu ya?
R : Belum Bu, gak papa hehe.
ET : Gimana hari ini agendanya apa?
R : Ini mau tanya-tanya sedikit mengenai kesulitan siswa, minta waktu Ibu sekitar 15 menit, tidak apa-apa Bu?
ET : Iya gpp mbak..gimana-gimana?
R : Begini Bu, kalau menurut Ibu bagaimana kemampuan membaca kelas VIII A?
ET : Kalau menurut saya, ya beragam mbak. Soalnya kan disini kelasnya tidak dikelompokan berdasarkan kemampuan akademis. Ada yang bisa dan beberapa anak yang secara kemampuan masih kurang.
R : Tadi kan menurut Ibu kemampuan membaca anak itu masih kurang, itu disebabkan oleh apa Bu?
ET : Ya, itu mbak lack of vocabulary, mereka banyak yang tidak tahu kata-katanya. Kalau saya suruh mereka membuka kamus, kebanyakan banyak yang lupa bawa. Jadi saya harus mwmbantu mengartikan kata-kata sulitnya.
R : Kalau menurut Ibu selain *vocabulary* kelemahan siswa apa lagi Bu?
ET : Dalam memahami, *reading comprehension* ya, secara *grammar* juga masih lemah. Itu saling berkaitan ya. Itu kalau memahamkan juga harus diberitahu. Seperti kata kerjanya yang mana, begitu.
R : Kalau mencari main idea siswa juga kesulitan tidak Bu?
ET : Mereka masih bingung kalau harus mencari main idea mbak, apalagi kalau tesknya bagi mereka susah yang vocabnya banyak yang tidak tahu
R : Apakah Ibu pernah mencoba untuk memperbaiki permasalahan siswa tersebut Bu?
ET : Ya itu saya biasanya suruh mereka buka kamus tapi kebanyakan gak pada bawa si mbak. Ya paling saya artikan kata-katanya. Nanti kan dibahas lagi sambil nyocokin jawaban.
R : Kalau Ibu biasanya ngambil materinya darimana Bu?
ET : Kalau saya pakainya biasanya ngambil dari BSE atau dari internet, tapi kadang saya kurang suka yang dari BSE.
R : Hehe kepana Bu?
ET : Ya itu mbak teksnya panjang-panjang.
R : Iya kalau panjang mereka jadi males duluan ya Bu?
ET : Iya mbak, yang pendek-pendek saja masih susah.
R : Kalau soal strategi , strategi yang biasa Ibu pakai itu apa Bu?

ET : Ya paling seperti yang observasi kemarin, kita bahas bareng setelah mereka menjawab comprehension questionnya mbak.
R : Kalau menurut Ibu cara apa Bu yang bisa digunakan untuk meningkatkan kemampuan reading comprehension siswa?
ET : Kalau menurut saya, ya skimming scanning itu ya, mencari main ideanya, conclusion kan itu arahnya ke ujian nasional ya.
R : Kalu menggunakan POSSE strategy belum pernah ya Bu?
ET : Belum pernah, saya malah baru denger itu mbak.
R : Hehe iya Bu, POSSE strategy itu srategu yang bisa dugnankan sebelum saat dan setelah membaca. Itu kepanjangan dari *predict, organize, search, summarize, evaluate.* Tahap sebelum reading, anak akan memprediksi cerita dan memasukan prediksi mereka ke dalam pre-reading map Bu. Tahap membaca, mereka akan menebak arti kata berdasarkan konteks dan mencari main idea.Kemudian dari main idea tiap paragraf itu, siswa membuat meringkas ceritanya. Di tahap setelah reading mereka menulis kata-kata baru yang mereka temui di teks kemudian menjawab comprehension questions. Nanti saya juga akan menggunakan LCD, handout, dan gambar biar anak tertarik. Hehe..
ET : Iya itu bagus mbak. Saya tertarik nanti saya dikasih contohnya ya mbak. Anak-anak juga pasti antusias.
R : Ya Bu, mungkin ini saja Bu. Saya juga minta maaf sering mengganggu waktu Ibu. Hehe.. Kalau begitu saya pamit dulu Bu.
ET : Hehe enggak papa mbak, semoga sukses ya.
R : Amin, terimaksih Bu.

Interview 2

Hari, Tanggal : Rabu, 25 Maret 2015
Tempat : Ruang kelas
Responden, R : Researcher
S : Student

R : Pagi, Dek. Boleh mengganggu sebentar?
S : Boleh- boleh mbak hehe...
R : Suka belajar bahasa inggris enggak nih dek?
S : Hehe ya suka mbak kalo pas lagi dong.
R : Dek apa kesulitan terbesarmu dalam memahami teks bahasa inggris ?
S : Kata-katanya banyak yang susah yang enggak tau artinya mbak. Ya kan jadi enggak paham textnya mbak
R : Oh begitu, kalau mencari main idea, atau topik teks itu gitu susah nggak?
S : Biasanya sih langsung tanya kata-kata yang tidak tahu. Kemudian nanti diartikan sama bu guru .
R : Kalau bu guru ngajarnya gimana dek?
S : Ya gitu mbak biasanya sih dikasih soal terus kita suruh ngerjain nanti dibahas bareng.
R : Itu membantu kamu memahami teks enggak dek?
S : Ya itu mbak kita taunya kalo udah dicocokin ketauan salahnya deh hehe.. Ya sebenernya sih kurang, soalnya nanti kan soalnya dikumpulin lagi ke

R : Oh berarti gak bisa buat belajar lagi ya dek dirumah.
S : Iya mbak, kan jadi lupa hehe..
R : Biasanya sebelum mebaca ada kegiatan *predicting* enggak dek? Jadi misalnya diliatin gambar atau diberi pertanyaan buat menebak isi teksnya?
S : Enggak mbak, langsung dikasih soal aja sih biasanya.
R : Menurutmu kalo dikasih gambar untuk memprediksi itu membantu enggak dek kira-kira?
S : Iya mbak, kan juga jadi gak bosen bacanya nanti.
R : Okedeh deh dek, makasih ya.
S : Sama-sama mbak.

Interview 3

Hari, Tanggal : Rabu, 25 Maret 2015
Tempat : Ruang kelas
Responden, R : Researcher
S1 : Student 1
S2 : Student 2
S3 : Student 3
S4 : Student 4

R : Pagi adek-adek maaf ganggu sebentar ya?
S 1,2,3,4 : Pagi mbak, hehe iya gak papa mbak..
R : Pada suka bahasa inggris gak nih ?
S 1,2,3,4 : Lumayan mbak.
R : Kalau reading gimana dek?
S1 : Ya suka sih mbak tapi gak dong kalo gak tau artinya itu mbak.
S3 : Iya mbak itu lo kata-katanya banyak yang sulit.
R : Kalau kalian gimana dek?
S2 : Ya itu mbak kalo teksnya panjang-panjang terus nggak ada gambarnya kan bosen mbak.
S4 : Sama mbak kalau teksnya panjang-panjang tambah males.
R : Kalau disuruh jawab pertanyaan tentang gagasan pokok atau topik teks itu bisa enggak dek?
S2 : Ya itu mbak, kalo katanya gak tahu otomatis gak tau isinya kan ya.
S1 : Iya mbak.
S3 : Kan harus tahu arti kata-katanya kalo pengin tahu artinya mbak
P : Biasanya kamu kalo membaca teks gimana dek biar paham teksnya?
S3 : Ya itu mbak setelah membaca kan nanti dikasih soal terus suruh jawab soalnya.
S2 : Nanti kalo gak tau biasanya tanya ke Bu Guru kata-kata sulitnya.
S1 : Iya mbak, kadang kalo tes juga boleh tanya kata-kata sulitnya. Hehe
P : Hehe gitu ya, makasih ya adek-adek.
S1,2,3,4 : Sama-sama mbak.

Interview 4

Hari, Tanggal : Selasa, 21 April 2015
Tempat : Ruang kelas
Responden, R : Researcher
S1 : Student 1
S2 : Student 2

R : Dek kemarin kan tiga pertemuan bersama miss, gimana menurut kalian?
S1 : Iya aasyik miss hehe.
S2 : Enggak ngantuk miss.
R : Sejauh ini apakah adek-adek sudah paham dengan narrative text?
S1 : Sudah miss, tapi masih bingung tentang POSSE strategynya itu Miss dan apa yang harus kita lakukan di setiap step –nya.
R : Oke. Bagaimana dengan kamu? Ada masalah lain?
S2 : Sama mas.
R : Kalau begitu, di pertemuan yang akan datang, saya akan jelaskan kembali tentang POSSE strategy kepada kalian. Tapi kalian jangan malu-malu untuk bertanya ya kalau masih bingung.
All : Oke, Miss !

Interview 5

Hari, Tanggal : Selasa, 21 April 2015
Tempat : Ruang kelas
Responden, R : Researcher
S1 : Student 1
S2 : Student 2

R : Dek boleh ganggu sebentar enggak, Miss mau nanya-nanya sedikit?
S1 : Boleh Miss.
S2 : Susah enggak Miss pertanyaannya?
R : Enggak lah..sante aja. Kemarin kan seminggu lebih udah belajar bareng Miss, gimana menurutmu dek?
S2 : Ya seneng miss hehe..
S1 : Asyik Miss.
R : Kemarin kan belajar readingnya pakai POSSE strategy itu gimana dek ada kesusahan enggak?
S2 : Iya paling itu miss waktu meringkas itu masih bingung.
R : Bingungnya gimana dek?
S2 : Nggabunginnya Miss hehe..
R : Kalau kamu gimana dek?
S1 : Iya itu miss masih bingung, masih lupa-lupa setiap tahapannya harus ngapain.
R : Oh gitu, besok Miss jelasin lagi bareng temen-temen ya.
S1 : Oke Miss.
R : Kemarin sebelum membaca kan ada tahap predicting sama organizing itu gimana dek? Membantu memahami teksnya enggak?

S2 : Iya miss kan jadi tahu kira-kira ceritanya tentang apa.
R : Susah enggak dek memperediksinya kemarin?
S1 : Enggak miss kan ada gambarnya, terus dibantuin juga sama Missnya hehe..
R : Berarti gambar sama pertanyaan Miss itu membantu kamu dalam memprediksi ya?
S1 : Iya Miss..hehe.
R : Okedeh makasih ya adek-adek.

Interview 6

Hari, Tanggal : Selasa, 21 April 2015
Tempat : Ruang kelas
Responden, R : Researcher
C : Collabolator

R : Kemarin cycle 1 nya sudah selesai, menurutmu kira- kira yang perlu diperbaiki yang mana?
C : Ya sebenernya sih udah bagus, tapi anak-anak masih keliatan bingung mau ngapain ketika POSSE Strateginya itu.
R : Kira- kira harus bagaimana ya?
C : Kamu harus kasih penjelasan lagi sampai mereka benar-benar paham, baru nanti diimplementasikan. Dan juga selama mengaplikasikan tekniknya, mereka membutuhkan pengawasan dan pendampingan.
R : Oh gitu.. Nanti dipertemuan berikutnya aku jelasin lagi POSSE Strategynya. Tapi yang masalah pendampingan tadi, minta tolong ya pi..jumlah anaknya banyak, Hehe.
C : It's okay, good luck ya.
R : Thanks a lot**.**

Interview 7

Hari, Tanggal : Selasa, 28 April 2015
Tempat : Ruang kelas
Responden, R : Researcher
S1 : Student 1

R : Dek boleh ganggu enggak?
S : Hehe iya Miss, gimana?
R : Menurut kamu Miss gimana ngajarnya ?
S : Ya asik Miss hehe..
R : Masih bingung enggak dek POSSE strategynya?
S : Sudah gak bingung Miss. Gampang kan tinggal ngikutin yang di POSSE strategy sheetnya itu.
R : Menurutmu membantu enggak dek dalam memahami teks?
S : Membantu Miss jadi bisa mencari main idea, meringkas ceritanya.
R : Kalo kata-kata bahasa inggrismu nambah enggak dek?
S : Nambah mbak waktu pertama dan terakhir itu Miss.

R : Ini kan Miss terakhir, ada yang mau disampaikan lagi enggak dek?
S : Ya paling mau minta maaf Miss haha..
R : Haha Miss juga minta maaf, makasih ya..
S : Sama-sama Miss.

Interview 8

Hari, Tanggal : Selasa, 28 April 2015
Tempat : Ruang kelas
Responden, R : Researcher
S1 : Student 1
S2: Student 2

R : Miss mau tanya-tanya sebentar ya dek?
S1 : Iya miss tanya apa Miss?
R : Kalian masih merasa kesulitan tidak pas menggunakan POSSE Strategy?
S1 : Udah dong sekarang Miss.
S2 : Udah bisa Miss.
R : Apa POSSE Strategy membantu kalian dalam memahami teks dong?.
S1 : Iya, jadi gampang memahaminya.
S2 : Jadi tahu kata-kata banyak Miss
R : Hehe menurut kalian gimana Miss mengajarnya?
S2 : Asik Miss.
R : Asiknya gimana dek?
S2 : Iya kan biasanya cuma dikasih soal terus suruh ngerjain.
S1 : Iya sekarang kan dikasih gambar, terus ngerjainnya kemarin kan kelompokan terus sama temen sebangku juga pernah hehe..
R : Terus kemarin kan kita sempet main game itu menurut kalian gimana?
S2 : Iya seru miss, aku sukanya pas nebak kata itu.
R : Kalau kamu gimana Miss?
S1 : Waktu itu miss kayak teka-teki itu seru miss, kan jadi tertantang.
R : Makasih ya dek.
S1,2 : Sama-sama Miss.

Interview 9

Hari, Tanggal : Selasa, 28 April 2015
Tempat : Ruang kelas
Responden, R : Researcher
C : Collabolator

R : Menurutmu gimana implementasi Cycle 2 kemarin.
C : Udah ada perkembangan, terus lebih baik dari sebelumnya. kemampuan anak-anak untuk memahami teks bacaan juga lebih baik. Mereka juga gak males waktu predicting dan evaluating step, banyak kan yang tanya-tanya kata-kata bahasa inggris yang mereka belum tahu.
R : Iya, kalau antusias anak-anak menurut kamu bagaimana?

C : Bagus, mereka sekarang lebih semangat ngerjain POSSE strategy sheetnya. Menurutku LCD, handout, sama game-game kemarin itu berhasil. Anak-anak jadi tambah semangat.

R : Kalau partisipasinya mereka menurut kamu gimana?

C : Kelihatan kalau mereka sekarang tambah aktif di kelas dibandingkan waktu di Cycle yang pertama.

R : Kalau interaksi antar siswanya menurut kamu gimana?

C : Bagus, mereka aktif waktu berkelompok atau berpasangan, Mereka mereka juga mau tanya-tanya ke kamu juga. Berarti interaksi ke gurunya kan juga bagus.

APPENDIX C: OBSERVATION SHEETS

Observasi Kelas sebelum Impementasi

Hari : Rabu
Tgl : 25 Maret 2015
Waktu : 07.20-08.40
Tempat: SMP N 6 Yogyakarta

No.	Aspek yang diamati	Deskripsi hasil pengamatan
A.	Perangkat pembelajaran	
	1. Kurikulum Tingkat Satuan Pembelajaran (KTSP)	Guru mengajar dengan berpedoman pada KTSP.
	2. Silabus	Silabus dibuat sebagai pedoman pembuatan RPP.
	3. Rencana Pelaksanaan Pembelajaran	RPP dibuat berdasarkan SK/KD pada semester tersebut dengan materi narrative text.
B.	Proses Pembelajaran	
	1. Cara membuka pelajaran	Guru membuka pelajaran dengan mengucapkan salam dan menyapa siswa.
	2. Cara menyampaikan materi	Guru memberikan penjelasan tentang generic structure, feature dan fungsi dari narrative text.
	3. Cara menyampaikan teks	Guru menyampaikan text dengan memberikan teks dan soal-soal berisi narrative texts.
	4. Cara memberikan contoh dalam memahami teks	Guru tidak memberikan contoh.
	5. Cara memahamkan isi bacaan dalam teks	Guru tidak menayakan kata-kata yang sulit dan mengartikannya untuk siswa. Di akhir pelajaran guru mencocokan jawaban yang benar dari pertanyaan yang telah dibagikan dan meminta siswa mengumpulkan soal kembali.

	6. Cara mengecek (mencari tahu) pemahaman siswa	Guru bertanya apakah siswa memiliki pertanyaan atau tidak setelah guru memberi penjelasan.
	7. Hal yang dilakukan jika tidak ada siswa yang bertanya	Guru tidak memberikan penjelasan lebih lanjut dan melanjutkan ke aktivitas yang
	8. Cara memberikan latihan soal	Guru membagikan latihan soal meminta siswa mengerjakan.
	9. Cara mendampingi siswa dalam mengerjakan soal	-
	10. Hal yang dilakukan jika siswa meminta penjelasan kembali mengenai materi	Guru memberikan penjelasan.
	11. Hal yang dilakukan jika siswa bertanya mengenai arti dari sebuah kosakata	Guru meminta siswa membuka kamus, namun siswa menjawab tidak membawa kamus. Kemudian guru mengartikan kata-kat yang sulit.
	12. Cara menjelaskan atau memahamkan latihan soal pada siswa yang mengalami kesulitan dalam mengerjakannya	-
	13. Hal yang dilakukan jika ada siswa yang tidak mau mengerjakan latihan soal	Guru menegur siswa dan meminta siswa tersebut mengerjakan.
	14. Cara memotivasi siswa	Guru memberi reward dengan memuji
	15. Cara guru membangun interaksi dengan siswa	Guru mencocokan jawaban dengan siswa dengan tanya jawab. Namun banyak siswa yang tidak tertarik untuk menjawab
	16. Cara guru membangun interaksi antara siswa dengan siswa	-
	17. Cara guru membangun kerjasama antara siswa dengan siswa	Guru memperbolehkan siswa saling membantu dengan teman sebangku dalam mengerjakan soal latihan.
	18. Cara mengoreksi atau memeriksa pekerjaan siswa	Guru menunjuk siswa menjawab pertanyaan.
	19. Cara mengevaluasi pekerjaan siswa	Guru bertanya tentang kesulitan siswa dalam mengerjakan soal latihan.

	20. Cara mengevaluasi pelajaran	Guru melakukan tanya jawab dengan siswa terkait pelajaran dan kesulitan siswa dalam memahami materi pelajaran.
	21. Cara menutup pelajaran	Guru memimpin berdoa dan mengucapkan salam.
C.	Perilaku siswa di dalam kelas	
	1. Perilaku siswa saat guru member salam (membuka pelajaran)	Sebagian besar siswa merespon dan membalas salam dari guru.
	2. Perilaku siswa saat guru menyampaikan materi	Hanya sebagian siswa yang memperhatikan, siswa lain sibuk menggambar, mengobrol, dan
	3. Perilaku siswa saat guru memberikan contoh	Hanya sebagian siswa yang memperhatikan, siswa lain sibuk menggambar, mengobrol dan
	4. Perilaku siswa saat guru menanyakan kesulitan siswa	Siswa tidak mengambil kesempatan tersebut untuk bertanya.
	5. Perilaku siswa saat guru memberikan latihan soal	Beberapa siswa tampak malas untuk mengerjakan.
	6. Perilaku siswa saat guru mendampingi siswa dalam mengerjakan latihan soal	Hanya beberapa siswa yang meminta bantuan pada guru.
	7. Perilaku siswa saat guru menanyakan kesulitan siswa	Siswa tidak bertanya dan mengatakan bahwa mereka sudah bisa.
	8. Perilaku siswa saat guru mengoreksi atau memeriksa pekerjaan siswa	Guru harus menunjuk siswa, agar siswa mau menjawab soal. Beberapa siswa tidak memperhatikan saat guru memberi koreksi pada pekerjaan mereka.
	9. Perilaku siswa saat guru mengevaluasi pekerjaan siswa	Hanya beberapa siswa yang merespon, mereka juga tidak mengambil kesempatan tersebut untuk bertanya.
	10. Perilaku siswa saat guru mengevaluasi pelajaran	Hanya beberapa siswa yang menjawab dan merespon pertanyaan dari guru.
	11. Perilaku siswa saat guru menutup pelajaran	Siswa membalas salam dari guru, namun ada beberapa siswa yang sibuk mengobrol.

OBSERVATION CHECKLIST

Day/Date : Thursday / 14 April 2015
Meeting : 1
Observer : Christy Dewi Pramanik
Check each item in the column that most clearly represents your observation.

	Reading Activities	**YES**	**NO**	**NOTES**
A.	**Pre- Reading**			
	(P) Predict			
1.	The teacher gives the handout to the students and explains about the narrative text and the posse strategy in general.	√		
2.	The students do a vocabulary exercise related to the text.	√		
3.	The teacher presents a picture of the story of Roro Jonggrang and gives eliciting questions to help students predict the story.	√		
4.	The students predict the story	√		
	(O) Organize			
5.	The students organize their ideas into some categories in their posse strategy sheets.	√		
B.	**Whilst-Reading**			
	(S) Search			
6.	The students read the text thoroughly.	√		
7.	The students guess the difficult words through the context.	√		Time was up. The following steps were continued in the next meeting.
8.	The students write the main idea of each paragraph.			
	(S)Summarize			
9.	The students summarize the narrative text.			
C.	**Post Reading**			
	(E)Evaluate			
10.	The students write the new words and their meanings.			
11.	The students present their posse sheet strategy.			
12.	The students answer the comprehension questions related to the text.			

OBSERVATION CHECKLIST

Day/Date : Wednesday / 15 April 2015
Meeting : 2
Observer : Christy Dewi Pramanik
Check each item in the column that most clearly represents your observation.

	Reading Activities	**YES**	**NO**	**NOTES**
A.	**Pre- Reading**			
	(P) Predict			
1.	The teacher gives the handout to the students and explains about the narrative text and the posse strategy in general.			
2.	The students do a vocabulary exercise related to the text.			
3.	The teacher presents a picture of the story of Roro Jonggrang and gives eliciting questions to help students predict the story.			
4.	The students predict the story			
	(O) Organize			
5.	The students organize their ideas into some categories in their posse strategy sheets			
B.	**Whilst-Reading**			
	(S) Search			
6.	The students read the text thoroughly			
7.	The students guess the difficult words through the context			
8.	The students write the main idea of each paragraph	√		
	(S)Summarize			
9.	The students summarize the narrative text	√		
C.	**Post Reading**			
	(E)Evaluate			
10.	The students write the new words and their meanings	√		
11.	The students present their posse sheet strategy	√		
12.	The students answer the comprehension questions related to the text	√		

OBSERVATION CHECKLIST

Day/Date : Thursday / 21 April 2015
Meeting : 3
Observer : Christy Dewi P
Check each item in the column that most clearly represents your observation.

	Reading Activities	**YES**	**NO**	**NOTES**
A.	**Pre- Reading**			
	(P) Predict			
1.	The teacher gives the handout to the students.	√		
2.	The students do a vocabulary exercise.	√		
3.	The teacher presents a picture of The legend of Toba lake and gives eliciting questions to help students predict the story.	√		
4.	The students predict the story.	√		
	(O) Organize			
5.	The students organize their ideas into some categories in their posse strategy sheets	√		
B.	**Whilst-Reading**			
	(S) Search	√		
6.	The students read the text thoroughly	√		
7.	The students guess the difficult words based on the context	√		
8.	The students write the main idea of each paragraph	√		
	(S)Summarize			
9.	The students summarize the narrative text	√		
C.	**Post Reading**			
	(E)Evaluate			
10.	The students write the new words and their meanings	√		
11.	The students present their posse sheet strategy	√		
12.	The students answer the comprehension questions related to the text	√		

OBSERVATION CHECKLIST

Day/Date : Wednesday / 22 April 2015
Meeting : 4
Observer : Christy Dewi P
Check each item in the column that most clearly represents your observation

	Reading Activities	**YES**	**NO**	**NOTES**
A.	**Pre- Reading**			
	(P) Predict			
1.	The teacher gives the handout of narrative text included the posse strategy sheet and explains the instructions to the students	√		
2.	The students search past tense forms of verbs provided using word search puzzle	√		
3.	The teacher presents a series picture of greedy dog story and gives eliciting questions to activate students' background knowledge	√		
4.	The students predict the the story	√		
	(O) Organize			
5.	The students organize their ideas into some categories in their posse strategy sheets	√		
B.	**Whilst-Reading**			
	(S) Search			
6.	The students read the text thoroughly	√		
7.	The students write the main idea of each paragraph	√		
	(S)Summarize			
8.	The students summarize the narrative text	√		
C.	**Post Reading**			
	(E)Evaluate			
9.	The students write the new words and their meanings	√		
10.	The students present their posse strategy sheets	√		
11.	The students answer the comprehension questions related to the text by completing the crossword puzzle	√		

OBSERVATION CHECKLIST

Day/Date : Thursday / 28 April 2015
Meeting : 5
Observer : Christy Dewi P
Check each item in the column that most clearly represents your observation

	Reading Activities	**YES**	**NO**	**NOTES**
A.	**Pre- Reading**			
	(P) Predict			
1.	The teacher gives the handout of narrative text included the posse strategy sheet and explains the instructions to the students.	√		
3.	The students found past tense forms of verbs provided using word search puzzle.	√		
4.	The teacher presents a series picture of The ant and the Dove and gives eliciting questions to activate students' background knowledge.	√		
6.	The students predict the story.	√		
	(O) Organize			
7.	The students organize their predictions into some categories in their posse strategy sheets.	√		
B.	**Whilst-Reading**			
	(S) Search			
8.	The students read the text thoroughly	√		
9.	The students guess the difficult words based on the context	√		
10.	The students write the main idea of each paragraph	√		
	(S)Summarize			
11	The students summarize the narrative text	√		
C.	**Post Reading**			
	(E)Evaluate			
12	The students write the new words and their meanings	√		
13	The students present their posse sheet strategy	√		
14	The students answer the comprehension questions related to the text by completing the crossword puzzle	√		

APPENDIX D:

READING COMPREHENSION TEST
(PRE-TEST & POST-TEST)

BLUE-PRINT OF READING COMPREHENSION
PROTOTYPE TRY-OUT

Students: Junior High School, Grade VIII, semester 2

A. Standard of Competence

11. Students understand the meanings of functional written texts and short essay in the form of recount and narrative texts related to the social environtment.

B. Basic Competency

11.3 Students are able to respon to the meaning and rhetoric step found in short functional written texts formed narrative.

Genre	Indicators	Item Number	Total
Narrative	Finding the main idea and topic	7,17,28,42	4
	Identifying the purpose of the narrative text	1,27,35,18	4
	Identifying generic structure of the text	19,40	2
	Finding stated and unstated details of the text	2,3,4,9,10,11,12,15, 20,21,22,25,29,30, 32,38,43,44,47, 48,49.	20
	Deducting the meaning of unfamiliar lexical items	5,13,14,24,31,33,39 , 46,	8
	Identifying references	6,23,37,45	4
	Identifying moral value of the text	8,16,26,34,41,50	6
Total			**50**

PROTOTYPE TRY-OUT
READING COMPREHENSION

Class : VIII D
Time : 60 minutes

Choose the best answer by crossing a, b, c, or d on the answer sheet
Read the following text to answer questions number 1 to 8

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

(Adapted from http://www.kidsworldfun.com/shortstories_php)

1. What is the purpose of the text?
   a. To entertain the readers
   b. To inform the readers about ant
   c. To describe the job of a hunter
   d. To describe a dove
2. What did the hunter do to the dove?
   a. He was hoping to eat it

Number 1 is removed

b. He was trying to eat it
c. He was trying to shoot it
d. He was running towards it

3. What did the dove do to save the ant?
   a. It climbed the nearby tree
   b. It saw the ant struggling
   c. It carried the ant to dry ground
   d. It dropped a leaf

Number 3 is removed

4. Which statement is true according to the text?
   a. The dove bit the ant.
   b. The hunter killed the dove
   c. Both animals were finally safe
   d. The ant bit the dove
5. ".....", the dove quickly **plucked** a leaf....."(paragraph 2)
   The underlined word refers to....
   a. Picked on something.
   b. Pull something
   c. Put something
   d. Push something
6. "Soon, **it** carried her safety....."(paragraph 2)
   What does the underlined word refer to?
   a. Ant
   b. Leave
   c. Dove
   d. Spring
7. What is the main idea of the third paragraph?
   a. The ant saved the dove
   b. The ant called the dove
   c. The ant was thankful to the dove
   d. The dove couldn't hear the ant
8. What can we learn from the story?
   a. Don't be greedy, or you may lose
   b. Don't kill animals
   c. One good turn deserves another.
   d. It wise to plan ahead for hard time

(Questions number 9- 16 refer to the following text)

Little Red Riding Hood

Once upon a time there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to grandmother's house pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However, a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed.

(Adapted from English on Sky)

9. Who did Little Red Riding Hood visit in the story?
   a. Her mother
   b. Her grandmother
   c. The hunter
   d. The wolf

Number 9 is removed

10. What did the wolf do in order to enter the grandmother's house?
    a. He ate the girl.
    b. He pretended to be the girl.
    c. He pretended to be the grandmother
    d. He advised the girl to pick up some flowers.
11. Who came to rescue the girl and the grandmother?
    a. A farmer
    b. A police
    c. Another wolf
    d. The hunter

Number 11 is removed

12. Which statement is NOT true according to the text?
    a. The little girl told the wolf where her grandmother lived.
    b. The wolf wanted to eat the girl in public.
    c. The wolf advised the girl to pick up some flowers.
    d. The wolf pretended to be her grandmother.
13. A word in the text that has the same meaning as **"<u>save</u>**" is....
    a. Rescue

b. Approach
c. Threaten
d. Advise

Revision of choice b from threaten to emerged

14. She **naively** told him where she was going.(**sentence 4**)
    What is the antonym of the underlined word?
    a. Certainly
    b. Simply
    c. Suspiciously
    d. Clearly
15. What is a good description for the wolf?
    a. Helpless
    b. Kind
    c. Cocky
    d. Wicked

Revision of choice a from helpless to helpful

16. What can we learn from the story above?
    a. Do not act badly in front of public.
    b. The good will defeat the evil.
    c. We should believe in a strange person.
    d. Do not rescue a strange person.

(Questions number 17- 26 refer to the following text)

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him.

Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as boat". The poor boy was thanked to the old woman.

While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from http://bel-ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html)

17. What is the topic of the text?
    a. The description of "lesung"
    b. The kindness of the old woman
    c. The poverty of the little boy
    d. The story of how Rawa Pening existed
18. What is the purpose of the text?
    a. To tell the reader about "lesung"
    b. To explain how Rawa Pening existed
    c. To amuse the readers
    d. To describe Rawa Pening
19. What is the complication of the story?
    a. The generous old woman gave to the little boy
    b. The poor boy used the "lesung" as a boat
    c. Nobody could pull out the stick
    d. The whole village became a huge lake.
20. What is a "lesung" ?
    a. The meal that the woman gave to the little boy
    b. The name of the village
    c. A big wooden mortar for pounding rice
    d. A kind of boat

Number 20 is removed

21. What is the "lesung" for?
    a. To cook a meal
    b. To pick up the boy and the old woman
    c. To pull out the stick
    d. To eat the meal
22. Why was everybody in the village surprised?
    a. The village became a huge lake
    b. One of the people in the village succeeded to pull out the stick
    c. There was flood in the village
    d. The poor boy succeeded to pull out the stick
23. "**It** did not stop until it flooded the village"
    The word "it" refers to.....

a. Hole
b. Water
c. Stick
d. Village

24. "....the **generous** old woman who gave him meal." What does the underlined word mean?
    a. Friendly
    b. Kind
    c. Patient
    d. Helpless

Revision of choice number d
from helpless to honest

25. Which statement is NOT true based on the text?
    a. No one in the village cared about the boy.
    b. The boy could pull out the stick effortlessly.
    c. The village became Rawa Pening Lake.
    d. The boy could not save the old woman.
26. What can we learn from the story?
    a. Appearances are deceptive.
    b. We should help other person who needs help.
    c. Don't give up on trying something.
    d. A stick can make a flood.

(Questions number 27- 34 refer to the following text)

Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen "Won't you marry me?" The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I will learn first to fly as high as you. Then we can fly together."The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you had already promised to marry me?" shouted the rooster. The hen was so frightened at the rooster anger that she threw away the ring immediately.

When the hawk came next day, the hen told him the truth. The hawk was so furious that he cursed the hen, "why didn't you tell me earlier?" "Now you'll

always be scratching the earth, and I'll be flying to catch your children," said the hawk. The curse seems to have come true.

(Taken from https://dharmapathni.wordpress.com/2012/05/19/narrative-text/)

27. What is the purpose of the text?
    a. To tell the readers about the hen and the hawk
    b. To tell the readers about the hen and the rooster
    c. To entertain the readers
    d. To describe the hen, the hawk, and the rooster

Number 27 is removed

28. What is the story about?
    a. A hen and a rooster
    b. A hawk, and a hen
    c. A hawk, a hen, and a rooster
    d. A hawk and a rooster

Number 28 is removed

29. Why did not the hen say "Yes" right away?
    a. She did not love the hawk.
    b. She had to learn how to fly as high as the hawk.
    c. It would make the rooster angry.
    d. The hawk was too brave and strong.
30. Which statement is TRUE according to the text?
    a. The hen betrayed the hawk.
    b. The rooster cursed the hen.
    c. The hen promised to marry the hawk.
    d. The rooster gave the hen a ring.
31. "The hawk flew down from the sky and asked the hen, "**won't you marry me**? (Paragraph 1) What do the underlined utterances mean?
    a. The hen wanted to marry the hawk.
    b. She hen refused to marry the hawk.
    c. The hen agreed to be the hawk's wife.
    d. The hawk proposed the hen to be his wife.
32. Why was the rooster angry when he saw the ring?
    a. The hen betrayed him.
    b. The hen had stolen his ring
    c. The hen wore the ring
    d. The ring was not good for the hen.
33. "The hawk was so **furious** that he cursed the hen..."(paragraph 3) What does the underlined word refer to?
    a. Dissapointed
    b. Angry
    c. Dejected

Revision of choice b from angry to mad

d. Shocked

34. What can we learn from the story?
    a. Take care of our children.
    b. Listen to others
    c. Keep our promise
    d. Marry soon

(Read the following text to answer question number 35-41)

The Smartest Animal

Once there was a farmer in Laos. Every morning and evening he plowed his field with the help of his buffalo. One day a Tiger saw the farmer and his buffalo working, The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man.

After the man went home, the Tiger spoke to the buffalo.“You are so big and strong. Why do you do everything the man tells you?”“oh the man is very intelligent”. So, the next day the tiger said to the man. “Can I see your intelligence?” But the man answered. “It’s at home”. “Can you go and get it?” asked the tiger.“Yes”, said the man. “But I’m afraid you will kill my buffalo when I’m gone. Can I tie you to a tree?”

After the man tied the tiger to a tree, he didn’t go home to get his intelligence. He took his pillow and hit the tiger with a stick. Then he said, “Now you know about my intelligence even if you haven’t seen it.”

(Adapted from UN SMP 2012)

35. What is the writer’s main purpose of the text?
    a. To persuade the readers to do something
    b. To entertain the readers
    c. To describe the smartest animal
    d. To explain about human intelligence
36. When does the farmer plough his field?
    a. In the morning and afternoon.
    b. Only in the afternoon.
    c. In the morning and evening.
    d. Only in the morning

Number 32 is removed

37. **He** wanted to know more about the buffalo and the man.(paragraph 1) What does the underlined word refer to?
    a. The man
    b. The farmer
    c. The buffalow
    d. The tiger
38. How did the tiger find out that the man was intelligent?
    a. The tiger asked the man
    b. The buffalo told the tiger
    c. The man tricked the tiger to a tree
    d. The man tried the buffalo
39. "The tiger was surprised to see big animal **listening** to small animal". The underlined word has similar meaning to ...
    a. Hear
    b. Afraid
    c. Obey
    d. Weak
40. Which statement is true according to the text?
    a. The tiger is the most intelligent animal
    b. A buffalo is more intelligent than a tiger
    c. Human is smarter than the tiger
    d. The tiger is smarter than the farmer
41. What can we learn from the story?
    a. Never underestimate others
    b. We have to plow the field everyday
    c. A buffalo is more intelligent than a tiger
    d. The size of body determines the power

(Read the following text to answer questions number 42-50)

The Tortoise and the Hare

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. The entire animal in forest gathered to watch.

Hare run down the road for a while and then paused to rest. He looked back at the tortoise and cried out, "How do you expect to

win this race when you are walking along at your slow, slow pace?" Hare stretched himself out alongside the road and fell asleep.

The animals who were watching cheered so loudly for tortoise, they woke up Hare. Hare began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!"

(Adapted from https://www.storyarts.org/library/aesops/s/.html)

42. What is the story about?
    a. The tortoise win the race
    b. The hare win the race
    c. The hare is the winner
    d. The hare defeat the tortoise

Number 42 is removed

43. What did the tortoise do after hearing the hare boast?
    a. He got angry
    b. He challenged him to a race
    c. He slept the forest
    d. He did not do anything

Number 43 is removed

44. He did not do anything What made the hare wake up from her sleeping?
    a. The loud noise of the cheering animals
    b. The forest animal's cry
    c. The steady walk of the tortoise
    d. The race voice
45. The tortoise which was slow and steady challenged **him** to a race…" **(paragraph 1)**
    The word "him" refers to....
    a. The hare's friend
    b. A certain animal
    c. The tortoise
    d. The hare
46. Once there was a speedy hare who **bragged** about how fast he could run. (**paragraph 1**)
    What does **"bragged**" mean?
    a. He was angry
    b. He showed off
    c. He told
    d. He was proud

Revision of choice a from he was angry to he was proud

47. Which statement is TRUE according to the text above?
    a. The hare win the race
    b. The tortoise was careless

c. The tortoise slept during the race
d. All the animals in the forest gathered to watch the race.

48. From the text, we can conclude that the hare's characters were..
    a. Arrogant and sarcastic
    b. Care and crazy
    c. Friendly and helpful
    d. Humble and nice
49. What do you think about the tortoise's characters?
    a. Humble and nice
    b. Nice and careless
    c. Careless and arrogant
    d. Friendly and arrogant

Number 45 is removed and substituted new one

50. What can we learn from the story?
    a. Do not underestimate anyone who seems inferior to you
    b. Do not sleep while you have a competition
    c. Do not blame anyone even though he did it
    d. Do not stop walking until you succeed

--Good Luck--

ANSWER KEY
PROTOTYPE OF TRY-OUT TEST

1. A	11. D	21. B	31. D	41. A
2. C	12. B	22. D	32. A	42. A
3. D	13. A	23. B	33. B	43. B
4. C	14. C	24. B	34. C	44. A
5. A	15. D	25. B	35. B	45. D
6. B	16.B	26. B	36. A	46. B
7. A	17. D	27. C	37. D	47. D
8. C	18. C	28. C	38. C	48. B
9. B	19. D	29. A	39. C	49. A
10. D	20. C	30. A	40. C	50. A

BLUE-PRINT OF READING COMPREHENSION (PRE-TEST)

Students: Junior High School, Grade VIII, semester 2

A. Standard of Competence:

11. Students understand the meanings of functional written texts and short essay in the form of recount and narrative texts related to the social environtment.

B. Basic Competency:

11.3 Students are able to respon to the meaning and rhetoric step found in short functional written texts formed narrative.

Genre	Indicators	Item Number	Total
Narrative	Finding the main idea and topic	5,13,22,40	4
	Identifying the purpose of the narrative text	14,28	2
	Identifying generic structure of the text	15	1
	Finding stated and unstated details of the text	1,2,7,8,11,16,17,20, 23,24,25,26,31,33, 35,38	16
	Deducting the meaning of unfamiliar lexical items	3,9,10,19,27,32,37	7
	Identifying references	4,18,30,36	4
	Identifying moral value of the text	6,12,21,29,34,39	6
Total			**40**

READING COMPREHENSION (PRE-TEST)

Class : VIII A
Time : 60 minutes

Choose the best answer by crossing a, b, c, or d on the answer sheet
Read the following text to answer questions number 1 to 8

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

(Adapted from http://www.kidsworldfun.com/shortstories_php)

1. What did the hunter do to the dove?
   a. He was hoping to eat it
   b. He wa trying to eat it
   c. He was trying to shoot it
   d. He was running towards it
2. Which statement is true according to the text?

a. The dove bit the ant.
b. The hunter killed the dove
c. Both animals were finally safe
d. The ant bit the dove

3. "....., the dove quickly **plucked** a leaf....."(paragraph 2)
The underlined word refers to....
a. Picked on something.
b. Pull something
c. Put something
d. Push something

4. "Soon, **it** carried her safety....."(paragraph 2)
What does the underlined word refer to?
a. Ant
b. Leave
c. Dove
d. Spring

5. What is the main idea of the third paragraph?
a. The ant saved the dove
b. The ant called the dove
c. The ant was thankful to the dove
d. The dove couldn't hear the ant

6. What can we learn from the story?
a. Don't be greedy, or you may lose
b. Don't kill animals
c. One good turn deserves another.
d. It wise to plan ahead for hard time

(Questions number 9- 16 refer to the following text)

Little Red Riding Hood

Once upon a time there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to grandmother's house pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother.

When the girl arrived, he ate the girl too. However, a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed.

(Adapted from English on Sky)

7. What did the wolf do in order to enter the grandmother's house?
   a. He ate the girl.
   b. He pretended to be the girl.
   c. He pretended to be the grandmother
   d. He advised the girl to pick up some flowers.
8. Which statement is NOT true according to the text?
   a. The little girl told the wolf where her grandmother lived.
   b. The wolf wanted to eat the girl in public.
   c. The wolf advised the girl to pick up some flowers.
   d. The wolf pretended to be her grandmother.
9. A word in the text that has the same meaning as **"save**" is....
   a. Rescue
   b. Approach
   c. Emerged
   d. Advise
10. She **naively** told him where she was going.(**sentence 4**)
    What is the antonym of the underlined word?
    a. Certainly
    b. Simply
    c. Suspiciously
    d. Clearly
11. What is a good description for the wolf?
    a. Helplful
    b. Kind
    c. Cocky
    d. Wicked
12. What can we learn from the story above?
    a. Do not act badly in front of public.
    b. The good will defeat the evil.
    c. We should believe in a strange person.
    d. Do not rescue a strange person.

(Questions number 17- 26 refer to the following text)

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him.

Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as boat". The poor boy was thanked to the old woman.

While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from http://bel-ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html)

13. What is the topic of the text?
    a. The description of "lesung"
    b. The kindness of the old woman
    c. The poverty of the little boy
    d. The story of how Rawa Pening existed
14. What is the purpose of the text?
    a. To tell the reader about "lesung"
    b. To explain how Rawa Pening existed
    c. To amuse the readers
    d. To describe Rawa Pening
15. What is the complication of the story?

a. The generous old woman gave to the little boy
b. The poor boy used the "lesung" as a boat
c. Nobody could pull out the stick
d. The whole village became a huge lake.

16. What is the "lesung" for?
    a. To cook a meal
    b. To pick up the boy and the old woman
    c. To pull out the stick
    d. To eat the meal
17. Why was everybody in the village surprised?
    a. The village became a huge lake
    b. One of the people in the village succeeded to pull out the stick
    c. There was flood in the village
    d. The poor boy succeeded to pull out the stick
18. "**It** did not stop until it flooded the village"
    The word "it" refers to.....
    a. Hole
    b. Water
    c. Stick
    d. Village
19. "....the **generous** old woman who gave him meal." What does the underlined word mean?
    a. Friendly
    b. Kind
    c. Patient
    d. Honest
20. Which statement is NOT true based on the text?
    a. No one in the village cared about the boy.
    b. The boy could pull out the stick effortlessly.
    c. The village became Rawa Pening Lake.
    d. The boy could not save the old woman.
21. What can we learn from the story?
    a. Appearances are deceptive.
    b. We should help other person who needs help.
    c. Don't give up on trying something.
    d. A stick can make a flood.

(Questions number 27- 34 refer to the following text)

Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen "Won't you marry me?" The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I will learn first to fly as high as you. Then we can fly together."The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you had already promised to marry me?" shouted the rooster. The hen was so frightened at the rooster anger that she threw away the ring immediately.

When the hawk came next day, the hen told him the truth. The hawk was so furious that he cursed the hen, "why didn't you tell me earlier?" "Now you'll always be scratching the earth, and I'll be flying to catch your children," said the hawk. The curse seems to have come true.

(Taken from https://dharmapathni.wordpress.com/2012/05/19/narrative-text/)

22. What is the story about?
    a. A hen and a rooster
    b. A hawk, and a hen
    c. A hawk, a hen, and a rooster
    d. A hawk and a rooster
23. Why did not the hen say "Yes" right away?
    a. She did not love the hawk.
    b. She had to learn how to fly as high as the hawk.
    c. It would make the rooster angry.
    d. The hawk was too brave and strong.
24. Which statement is TRUE according to the text?
    a. The hen betrayed the hawk.
    b. The rooster cursed the hen.
    c. The hen promised to marry the hawk.
    d. The rooster gave the hen a ring.

25. "The hawk flew down from the sky and asked the hen, "**won't you marry me**? (Paragraph 1) What do the underlined utterances mean?
    a. The hen wanted to marry the hawk.
    b. She hen refused to marry the hawk.
    c. The hen agreed to be the hawk's wife.
    d. The hawk proposed the hen to be his wife.
26. Why was the rooster angry when he saw the ring?
    a. The hen betrayed him.
    b. The hen had stolen his ring
    c. The hen wore the ring
    d. The ring was not good for the hen.
27. "The hawk was so **furious** that he cursed the hen..."(paragraph 3)
    What does the underlined word refer to?
    a. Dissapointed
    b. Mad
    c. Dejected
    d. Shocked
28. What can we learn from the story?
    a. Take care of our children.
    b. Listen to others
    c. Keep our promise
    d. Marry soon

(Read the following text to answer question number 35-41)

The Smartest Animal

Once there was a farmer in Laos. Every morning and evening he plowed his field with the help of his buffalo. One day a Tiger saw the farmer and his buffalo working, The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man.

After the man went home, the Tiger spoke to the buffalo."You are so big and strong. Why do you do everything the man tells you?""oh the man is very intelligent". So, the next day the tiger said to the man. "Can I see your intelligence?" But the man answered. "It's at home". "Can you go and get it?"

asked the tiger.“Yes”, said the man. “But I’m afraid you will kill my buffalo when I’m gone. Can I tie you to a tree?”

After the man tied the tiger to a tree, he didn’t go home to get his intelligence. He took his pillow and hit the tiger with a stick. Then he said, “Now you know about my intelligence even if you haven’t seen it.”

(Adapted from UN SMP 2012)

29. What is the writer’s main purpose of the text?
    a. To persuade the readers to do something
    b. To entertain the readers
    c. To describe the smartest animal
    d. To explain about human intelligence
30. **He** wanted to know more about the buffalo and the man.(paragraph 1)
    What does the underlined word refer to?
    a. The man
    b. The farmer
    c. The buffalow
    d. The tiger
31. How did the tiger find out that the man was intelligent?
    a. The tiger asked the man
    b. The buffalo told the tiger
    c. The man tricked the tiger to a tree
    d. The man tried the buffalo
32. “The tiger was surprised to see big animal **listening** to small animal”.
    The underlined word has similar meaning to ...
    a. Hear
    b. Afraid
    c. Obey
    d. Weak
33. Which statement is true according to the text?
    a. The tiger is the most intelligent animal
    b. A buffalo is more intelligent than a tiger
    c. Human is smarter than the tiger
    d. The tiger is smarter than the farmer
34. What can we learn from the story?
    a. Never underestimate others
    b. We have to plow the field everyday
    c. A buffalo is more intelligent than a tiger
    d. The size of body determines the power

(Read the following text to answer questions number 42-50)

The Tortoise and the Hare

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. The entire animal in forest gathered to watch.

Hare run down the road for a while and then paused to rest. He looked back at the tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?" Hare stretched himself out alongside the road and fell asleep.

The animals who were watching cheered so loudly for tortoise, they woke up Hare. Hare began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!"

(Adapted from https://www.storyarts.org/library/aesops/s/.html)

35. What made the hare wake up from her sleeping?
    a. The loud noise of the cheering animals
    b. The forest animal's cry
    c. The steady walk of the tortoise
    d. The race voice
36. The tortoise which was slow and steady challenged **him** to a race…" **(paragraph 1)**
    The word "him" refers to....
    a. The hare's friend
    b. A certain animal
    c. The tortoise
    d. The hare
37. Once there was a speedy hare who **bragged** about how fast he could run. (**paragraph 1**)
    What does **"bragged**" mean?
    a. He was proud
    b. He showed off
    c. He told
    d. He was proud
38. Which statement is TRUE according to the text above?

a. The hare win the race
b. The tortoise was careless
c. The tortoise slept during the race
d. All the animals in the forest gathered to watch the race.

39. What can we learn from the story?
    a. Do not underestimate anyone who seems inferior to you
    b. Do not sleep while you have a competition
    c. Do not blame anyone even though he did it
    d. Do not stop walking until you succeed
40. What is the main idea of the third paragraph?
    a. The tortoise beat the hare
    b. The animals cheered for the tortoise to win the race
    c. The hare defeat the tortoise
    d. The hare win the race

--Good Luck—

ANSWER KEY
PRE-TEST

1. C	11. D	21. B	31. B
2. C	12. B	22. C	32. C
3. A	13. D	23. B	33. C
4. B	14. C	24. A	34. A
5. A	15. D	25. D	35. A
6. C	16.B	26. A	36. D
7. D	17. D	27. B	37. B
8. B	18. B	28. C	38. A
9. A	19. B	29. B	39. A
10. C	20. D	30. D	40. A

BLUE-PRINT OF READING COMPREHENSION (POST-TEST)

Students: Junior High School, Grade VIII, semester 2

A. Standard of Competence:

11. Students understand the meanings of functional written texts and short essay in the form of recount and narrative texts related to the social environtment.

B. Basic Competency:

11.3 Students are able to respon to the meaning and rhetoric step found in short functional written texts formed narrative.

Genre	Indicators	Item Number	Total
Narrative	Finding the main idea and topic	9,26,35,38	4
	Identifying the purpose of the narrative text	3,19	2
	Identifying generic structure of the text	20	1
	Finding stated and unstated details of the text	1,5,7,8,10,14,17,21, 22,23,24,29,30,36, 37,39	16
	Deducting the meaning of unfamiliar lexical items	3,11,16,18, 27,32	6
	Identifying references	4,12,15,25,31	5
	Identifying moral value of the text	6,13,28,33,34,40	6
Total			**40**

POST-TEST READING COMPREHENSION

Class : VIII A

Time : 60 minutes

Choose the best answer by crossing a, b, c, or d on the answer sheet

Read the following text and answer questions 1 to 6

Text 1

The Lion and the Bear

On a summer day, when the hot weather made the animal thirsty, a lion and a bear came at the same time to river to drink. They argued which one of them to drink first. Soon they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The lion said to the bear, "it's better for us to be friends".

(Adapted from English on Sky)

1. Why did the eagles watch the lion and the bear?
   a. They wanted to drink together with them.
   b. They wanted to separate those animals.
   c. They wanted to know the winner of the fight.
   d. They waited for the one who would die first.
2. When they stopped for **<u>a moment</u>**, they saw some eagles.
   What does the underlined word mean?
   a. a little time
   b. a stop
   c. a winner
   d. a surprise
3. What is the complication of the story?
   a. The lion and the bear were thirsty.
   b. The lion and the bear became friends
   c. The lion and the bear were fighting for determining the one drinking first.
   d. The lion and the bear stopped fighting.
4. **<u>They</u>** waited for the one who would die first.
   What does the underlined word refer to?
   a. The animals.
   b. The eagles.
   c. The lion and the bear.

d. The eagles, the lion, and the bear.

5. Which statement is TRUE based on the text?
   a. The lion came before the bear.
   b. The bear came after the bear
   c. The lion and the bear came in the different time.
   d. The lion and the bear came in the same time.
6. What can we learn from the story?
   a. We need to fight to get what we want.
   b. We should stop fighting when someone else is watching.
   c. Friendship is better than having enemies.
   d. We do not need to separate people who are fighting.

(Questions 7-13 refer to the following text)

Text 2

The Golden Eggs Story

Long time ago a remote village, in central China, there lived farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard passed by his house and gave him a goose. He said. ″I don't have any expensive thing to give you and hope this goose will help you to ease your hardship.″

A week later to the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Then, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy and arrogant.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though the very much regretted for his foolishness, it's already too late.

(Taken from ://freeenglishcourse.info/contoh-example-of-narrative-text)

7. What happened to the farmer's livestock?
   a. They were all stolen
   b. They were killed by flood

c. They were all given away
d. They were eaten by the wild animal

8. Why did the goose only lay one golden egg every six months?
   a. Because the farmer forget to feed it
   b. Because the farmer became lazy and arrogant
   c. Because the goose was hungry
   d. Because the farmer became rich
9. What does the main idea of paragraph two?
   a. An old man gave the farmer a goose
   b. The farmer prayed hard to God for help
   c. The farmer became lazy and arrogant
   d. The farmer regretted for his foolishness
10. Which of the following statement is TRUE ?
   a. God gave the goose to the farmer
   b. The farmer did not believe the old man
   c. An old man with long grey beard gave a farmer a goose
   d. The farmer died of starvation because he became lazy
11. "He was suddenly overcome with **joy**" (paragraph 3). What does the underlined word refer to?
   a. Happinnes
   b. Sadness
   c. Depression
   d. Misery
12. ″**I** don't have any expensive thing to give you...″ (**paragraph 3**)
   The word ″I″ refers to ……
   a. A poor farmer
   b. The hunter
   c. An old man
   d. The goose
13. What do we learn from the story?
   a. Foolishness did not pay
   b. Always pray to God for help
   c. Not to forget a good deed
   d. Not to be greedy and be contented with what we had

(Questions 14-18 refer to the following text)

Text 3

The Wolf and the Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."
"No, thank you," said the goat.
"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."
"No, thank you," said the goat.
"But the grass tastes better down here!" said the wolf, "Why dine alone?"
"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

(Taken from UN SMP 2009)

14. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend
    b. To graze on the level ground
    c. To climb up higher
    d. To be his dinner
15. “Aren’t you cold up **there** in the wind?”
    The word ‘there’ refers to...
    a. A high cliff
    b. Sheltered area
    c. Grass
    d. Ground
16. "Aren't you **afraid** you will fall down from that cliff? What is the antonym of the underlined word?
    a. Suspicious
    b. Nervous
    c. Scared
    d. Brave
17. What can we learn from the story?
    a. Don’t look down others
    b. Don’t easily believe others
    c. Don’t judge others by their appereances
    d. Don’t easily beat other creatures
18. From the story we know...
    a. The goat was very hungry
    b. The wolf was a helpful animal

c. The wolf was eager to eat the goat
d. The goat was going to fight with the wolf

(Questions 19- 28 refer to the following text)

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

(Taken from http://freeenglishcourse.info/contoh-example-of-narrative-text)

19. What is the purpose of the text above?
    a. To explain about something.
    b. To inform the readers the factual information.
    c. To amuse or entertain the readers.
    d. To tell story in the past event.
20. When did the complication of the story start?
    a. Sura and Baya fought for the goat
    b. Sura and Baya hit each other
    c. Sura bit Baya's tail
    d. Sura went to the land and looked for some food in the river
21. What did the Baya do when he saw a goat?
    a. He asked Sura's help to catch it.
    b. He ignored it.
    c. He gave the goat to Sura.
    d. He wanted to eat it for his lunch.
22. What did Sura and Baya do to avoid the fight again?

a. They would never meet again.
b. They made promise about their territory
c. Baya would live in the land.
d. Baya bitted the Sura's tail.

23. What happened to Sura when there is no food in the sea?
a. He went to the deeper sea.
b. He was dying of hunger.
c. He came to the river.
d. He came to eat Baya.

24. How was Sura according to the writer? He was… .
a. mean
b. greedy
c. kind
d. humorous

25. "Yummy, **this** is my lunch," said Baya. (**paragraph 2**)
The underlined word refers to … .
a. Sura
b. The meat
c. Baya
d. The goat

26. What is the main idea of paragraph three?
a. Sura broke his promise.
b. Baya was angry to Sura.
c. There is no food in the sea.
d. Sura was looking for food.

27. "Baya was **happy**." (paragraph 4) The synonym of the underlined word is...
a. sorrow
b. glad
c. worry
d. mad

28. What can we learn from the text?
a. Keeping the promise that has been made.
b. Sufferings bring happiness.
c. Arguing makes you distressed.
d. A good deed deserves a reward.

(Questions 29- 34 refer to the following text)

The Legend of Banyuwangi

Once upon a time, there was local ruler named king Sulahkromo. The king has a Prime Minister Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he killed and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu.....Wangi...Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of the noble and scared love.

(Taken from scaffolding book)

29. Who was Sri Tanjung ?
    a. The King Sulahkromo's wife
    b. The King Sulahkromo's mother
    c. The Prime Minister's mother
    d. Raden Sidopekso's wife
30. Why was the Prime Minister very angry with his wife?
    a. Because the king told him that she was unfaithful to him
    b. Because she lied to him
    c. Because the she liked the King
    d. Because she was not honest to him
31. " Thus, when Sidopekso went back, the King told him that his wife was unfaithful to **him**. What does the underlined word refer to?
    a. Sidopekso
    b. The King
    c. His wife
    d. Sri Tanjung
32. "Before he killed and threw her into the river, she said that her **innocence** would be proven." (paragraph 2) What does the underlined word mean?
    a. Sin
    b. Guilty
    c. Badness
    d. Purity
33. What can we learn from the story?
    a. Don't make the decisions quickly.
    b. The bad always beat the good
    c. Don't give up to try something
    d. Don't underestimate others
34. What happened after Sri Tanjung's body thrown into the river?

a. The river became clean and spread a wonderful fragrance
b. The river became dirty
c. The river became stink
d. The river change color

(Questions 34- 40 refer to the following text)

The Fox and A Little Rabbit Story

Once upon a time in the jungle, there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was afraid of him because his face and style looked very vicious.

One day, in a beautiful summer morning, when Rox was drinking at the side of river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit . To relieve the hunger, the snake was going to eat it. Rox jumped over the snake as soon as possible and scared it away.

The little rabbit then felt relieved that Rox just saved his life from the threat of the dangerous snake. After that, it told the whole jungle that Rox was a kind fox. He just saved its life. There was no need to be afraid of him anymore.

(Taken from www.mediabelajarbahasainggris.com)

35. The story is about a fox who….
    a. had a vicious looks but had a kind heart
    b. helped the little rabbit
    c. was very vicious
    d. did not have any friends
36. Which statement is TRUE according to the text?
    a. The little rabbit was not in a danger.
    b. Rox is a kind fox.
    c. Everybody was never afraid of Rox.
    d. Rox jumped over and scared the little rabbit away.
37. What did the fox do when the snake was sneaking behind the little rabbit?
    a. He went to eat the snake.
    b. He didn't care.
    c. He jumped over and scared the snake away.
    d. He scared the little rabbit.
38. What is the main idea of the last paragraph?
    a. A little rabbit was in danger.
    b. Everybody in the jungle was afraid of Rox.
    c. Rox saved the little rabbit's live.
    d. Rox is a kind fox

39. “To relieve the **hunger**, the snake was going to eat it.” The underlined word means...
    a. Full
    b. Starvation
    c. Heave
    d. Gag
40. What is the moral lesson from the text?
    a. Don’t judge a book by the cover.
    b. Helping each other.
    c. A friend in need is a friend indeed.
    d. d. Sufferings bring happiness.

--Good Luck—

ANSWER KEY
POST-TEST

1. D	11. A	21. D	31. A
2. A	12. C	22. B	32. D
3. C	13. D	23. C	33. A
4. B	14. B	24. B	34. A
5. D	15. B	25. D	35. A
6. C	16.A	26. A	36. B
7. D	17. D	27. B	37. C
8. B	18. A	28. A	38. C
9. C	19. D	29. D	39. B
10. C	20. A	30. A	40. A

APPENDIX E:

STUDENTS' SCORES

Students' Scores of Reading Tasks

NO	NAME	CYCLE 1	CYCLE 2
1.	Ahmad Zinadine	80	80
2.	Aina Putri	80	90
3.	Alfira Dwi A	100	100
4.	Anggita Sri Dewi C	90	100
5.	Anisa Wirawati	85	95
6.	Awie Matie B	80	85
7.	Azabilal Bagas	80	100
8.	Bagas Gilang A	90	100
9.	Dava Aditya Jauhar	80	90
10.	Denayu Destila P	80	85
11.	Dian Famela	100	85
12.	Dita Setya	100	100
13.	Diva Nabila Z	90	90
14.	Eisyani Putri L	80	100
15.	Eza Dewi Anugrah	85	80
16.	Gilang Surya H	80	90
17.	Halilintar Setyo N	90	100
18.	Irfan Aditya	85	100
19.	Irwan Dwi K	80	100
20.	Khoirul Muna I	80	95
21.	M. Farhan Dzaki	90	85
22.	Muh.Fajar Givary	80	100
23.	M.Reza R	80	100
24.	Mundini Wangi	100	90
25.	Nabila Eka	100	80
26.	Nabila Nur Afifah	90	80
27.	Nada Alya	80	100
28.	Nurmalita Kusumastuti S	85	90
29.	Putri Ayu N	80	100
30.	Rahmat Dwi Setiawan	90	100
31.	Riska Novianti	85	95
32.	Siti Mufidah	80	85
33.	Syahrinda Dzaki	80	90
34.	Wiwis Tanana	80	85

Students' Scores of Pre-Test and Post-Test

NO	NAME	PRE-TEST SCORES	POST-TEST SCORES
1.	Ahmad Zinadine	50	83
2.	Aina Putri	80	88
3.	Alfira Dwi A	75	75
4.	Anggita Sri Dewi C	55	83
5.	Anisa Wirawati	65	75
6.	Awie Matie B	50	78
7.	Azabilal Bagas	53	78
8.	Bagas Gilang A	63	80
9.	Dava Aditya Jauhar	78	88
10.	Denayu Destila P	55	80
11.	Dian Famela	50	80
12.	Dita Setya	55	83
13.	Diva Nabila Z	83	83
14.	Eisyani Putri L	55	75
15.	Eza Dewi Anugrah	65	75
16.	Gilang Surya H	63	75
17.	Halilintar Setyo N	50	78
18.	Irfan Aditya	55	78
19.	Irwan Dwi K	88	80
20.	Khoirul Muna I	50	83
21.	M. Farhan Dzaki	80	83
22.	Muh.Fajar Givary	73	85
23.	M.Reza R	70	85
24.	Mundini Wangi	50	75
25.	Nabila Eka	58	80
26.	Nabila Nur Afifah	65	78
27.	Nada Alya	65	83
28.	Nurmalita Kusumastuti S	63	83
29.	Putri Ayu N	73	75
30.	Rahmat Dwi Setiawan	55	80
31.	Riska Novianti	65	75
32.	Siti Mufidah	45	75
33.	Syahrinda Dzaki	63	78
34.	Wiwis Tanana	60	78

APPENDIX F:

ATTENDANCE LIST

Students' Scores of Pre-Test and Post-Test

NO	NAME	Pre	14/4	15/4	21/4	22/4	28/4	Post
1.	Ahmad Zinadine	√	√	√	√	√	√	√
2.	Aina Putri	√	√	√	√	√	√	√
3.	Alfira Dwi A	√	√	√	√	√	√	√
4.	Anggita Sri Dewi	√	√	√	√	√	√	√
5.	Anisa Wirawati	√	√	√	√	√	√	√
6.	Awie Matie B	√	√	√	√	√	√	√
7.	Azabilal Bagas	√	√	√	√	√	√	√
8.	Bagas Gilang A	√	√	√	√	√	√	√
9.	Dava Aditya J	√	√	√	√	√	√	√
10.	Denayu Destila P	√	√	√	√	√	√	√
11.	Dian Famela	√	√	√	√	√	√	√
12.	Dita Setya	√	√	√	√	√	√	√
13.	Diva Nabila Z	√	√	√	√	√	√	√
14.	Eisyani Putri L	√	√	√	√	√	√	√
15.	Eza Dewi Anugrah	√	√	√	√	√	√	√
16.	Gilang Surya H	√	√	√	√	√	√	√
17.	Halilintar Setyo N	√	√	√	√	√	√	√
18.	Irfan Aditya	√	√	√	√	√	√	√
19.	Irwan Dwi K	√	√	√	√	√	√	√
20.	Khoirul Muna I	√	√	√	√	√	√	√
21.	M. Farhan Dzaki	√	√	√	√	√	√	√
22.	Muh.Fajar Givary	√	√	√	√	√	√	√
23.	M.Reza R	√	√	√	√	√	√	√
24.	Mundini Wangi	√	√	√	√	√	√	√
25.	Nabila Eka	√	√	√	√	√	√	√
26.	Nabila Nur Afifah	√	√	√	√	√	√	√
27.	Nada Alya	√	√	√	√	√	√	√
28.	Nurmalita S	√	√	√	√	√	√	√
29.	Putri Ayu N	√	√	√	√	√	√	√
30.	Rahmat Dwi S	√	√	√	√	√	√	√
31.	Riska Novianti	√	√	√	√	√	√	√
32.	Siti Mufidah	√	√	√	√	√	√	√
33.	Syahrinda Dzaki	√	√	√	√	√	√	√
34.	Wiwis Tanana	√	√	√	√	√	√	√

APPENDIX G:

COURSE GRID & LESSON PLANS

COURSE GRID

School : SMPN 6 Yogyakarta **Grade : VIII A**
Cycle 1 (Meeting 1 & 2)

Standard competence	Basic competence	Indicators	Learning materials	Learning activities	Assessment	Media
11.Students understand the meanings of functional written texts and short essay in the form of recount and narrative texts related to the social environtment.	11.3 Students are able to respon to the meaning and rhetoric step found in short functional written texts formed narrative.	1. Students are able to identify the topic of the narrative text. 2. Students are able to identify the purpose of narrative text. 3. Students are able to identify the generic structure of narraive text 4. Students are able to identify the stated and unstated details of the texts. 5. Students are able to identify reference. 6. Students are able to find the meaning of the diffiucult words based on	The narrative texts: 1. The Red Riding Hood 2. The story of Roro Jonggrang The social function of the text: Amusing or entertaining the readers. The generic structure of the text: 1. Orientation 2. Complication 3. Resolution The language features of a narrative text: 1. The form of simple past.	1. Pre-reading a) Students are given the handouts of narrative text. b) Students are introduced to narrative text and POSSE strategy in general. c) Students pay attention to the powerpoint and analyze the generic structure and the language features used in narrative text entitled " The Red Riding Hood". d) Students are given a vocabulary exercise (labeling activity). e) Students are introduced a new topic entitled the story of Roro	1. Completing tasks individually 2. Answering comprehesion questions related to the text.	1. Handout 2. POSSE strategy sheet 3. White board 4. Markers 5. Powerpoint 6. LCD

		the text. 7. Students are able to find the moral value of the text.	2. Adverb of time/ 3. Conjunctions Vocabulary: delivered, wolf, public, approached, naive, safe, famous, weapon, genie, spirit, temples, statue, run away, kingdom.	Jonggrang. f) Students predict ideas related to the topic by paying attention to the researcher's questions and the picture displayed in the LCD. g) Students played "the last man standing" game in the predicting step. h) The researcher modeled the way to organize students' predictions in the white board. i) Students organize their ideas into a pre-reading map in their posse strategy sheets. 2. Whilst-reading a) Students are given the text and read it throughly. b) Students guess the difficult words from the context.		

				c) Students search the main idea of each paragraph. d) Students summarize the text. 3. Post-reading a) Students note the new vocabulary they found in the text. b) Some students present the POSSE strategy sheet. c) Students answer the comprehension questions related to the text. d) Students and the researcher disscuss the correct anwers of the questions.		

Cycle 1 (Meeting 3)

Standard competence	Basic competence	Indicators	Learning materials	Learning activities	Assessment	Media
11.Students understand the meanings of functional written texts and short essay in the form of recount and narrative texts related to the social environtment.	11.3 Students are able to respon to the meaning and rhetoric step found in short functional written texts formed narrative.	1. Students are able to identify the topic of the narrative text. 2. Students are able to identify the purpose of narrative text. 3. Students are able to identify the generic structure of narraive text 4. Students are able to identify the stated and unstated details of the texts. 5. Students are able to identify reference. 6. Students are able to find the meaning of the diffiucult words based on the text.	The narrative texts: The Legend of Toba Lake The generic structure of the Text. 1. Orientation 2. Complication 3. Resolution The language features of narrative text. 1. The form of simple past. 2. Adverb of time/ 3. Conjunctions Vocabulary: caught, promised, let out, found, flooded, furious, secret, proposed, behaved, turned.	1. Pre-reading a) The students are divided into eight groups. b) Students are given the handout as well as the POSSE strategy sheet. c) Students do a vocabulary exercise (matching activity). d) The researcher gives eliciting questions and display a picture related to the topic. e) In group, students predict the story. f) Students organize their predictions into a pre-reading map in their posse strategy sheets. 2. Whilst-reading a) Students are given the text entitled	1. Completing tasks in group. 2. True/False game.	1. Handout 2. POSSE strategy sheet 3. White board 4. Markers 5. Powerpoint 6. LCD

		7. Students are able to find the moral value of the text.		"The Legend of Toba Lake" b) Students guess the difficult words from the context. c) Students search the main idea of each paragraph. d) Students summarize the text. 3. Post-reading a) Students note the new vocabulary they found in the text. b) Some students present the POSSE strategy sheet. c) Students competate with the other groups to win the true and false game related to the text had been read.		

Cycle 2 (Meeting 4)

Standard competence	Basic competence	Indicators	Learning materials	Learning activities	Assessment	Media
11.Students understand the meanings of functional written texts and short essay in the form of recount and narrative texts related to the social environtment.	11.3 Students are able to respon to the meaning and rhetoric step found in short functional written texts formed narrative.	1. Students are able to identify the topic of the narrative text. 2. Students are able to identify the purpose of narrative text. 3. Students are able to identify the generic structure of narraive text 4. Students are able to identify the stated and unstated details of the texts. 5. Students are able to identify reference. 6. Students are able to find the meaning of the diffiucult	The narrative texts: The Greedy Dog The social function of the text: Amusing or entertaining the readers. The generic structure of the text. 1. Orientation 2. Complication 3. Resolution The language features of a narrative text. 1. The form of simple past. 2. Adverb of time/ 3. Conjunctions	1. Pre-reading a) Students study in pairs. b) Students are given the handout and the POSSE strategy sheet. c) Students are introduced a topic of the text through some eliciting questions and a series picture related to to topic. d) Students predict the story and organize their predictions. 2. Whilst-reading a) Students read the text throughly. b) Students guess the difficult words from the context. c) Students search the main idea of each paragraph.	1. Completing tasks in pairs. 2. Answering comprehesnion questions related to the text in the form of crossword puzzle.	1. Handout 2. POSSE strategy sheet 3. White board 4. Markers 5. Powerpoint 6. LCD

		words based on the text. 7. Students are able to find the moral value of the text.	Vocabulary: greedy, juicy, foolish, hungry, grasped, barked, thought, fell, lost, bone, reflection, stream.	d) Students summarize the text. 3. Post-reading a) Students note the new vocabulary they found in the text. b) Students present the POSSE strategy sheet. c) Students answer the comprehension questions related to the text by completing the crossword puzzle.		

Cycle 2 (Meeting 5)

Standard competence	Basic competence	Indicators	Learning materials	Learning activities	Assessment	Media
11.Students understand the meanings of functional written texts and short essay in the form of recount and narrative texts related to the social environtment.	11.3 Students are able to respon to the meaning and rhetoric step found in short functional written texts formed narrative.	1. Students are able to identify the topic of the narrative text. 2. Students are able to identify the purpose of narrative text. 3. Students are able to identify the generic structure of narraive text 4. Students are able to identify the stated and unstated details of the texts. 5. Students are able to identify reference. 6. Students are able to find the meaning of the	The narrative texts: The Ant and the Dog The social function of the text: Amusing or entertaining the readers. The Generic structure of the text. 1. Orientation 2. Complication 3. Resolution The language features of a narrative text. 1. The form of simple past. 2. Adverb of time/	1. Pre-reading a) Students are given the handout and the POSSE strategy sheet. b) Students are given a vocabulary exercise by completing the wordsearch puzzle. c) Students are introduced a topic of the text through some eliciting questions and a series picture related to to topic. d) Students predict the story and organize their	1. Completing tasks individually. 2. Answering comprehesnion questions related to the text.	1. Handout 2. POSSE strategy sheet 3. White board 4. Markers 5. Powerpoint 6. LCD

		diffiucult words based on the text. 7. Students are able to find the moral value of the text.	3. Conjunctions Vocabulary: came, climbed, slipped, drowned, pluck off, dropped, shot, flew away, moved, crawlwd, bow, arrow, spring, ant, dove.	predictions. 2. Whilst-reading a) Students read the text throughly. b) Students guess the difficult words from the context. c) Students search the main idea of each paragraph. d) Students summarize the text. 3. Post-reading a) Students note the new vocabulary they found in the text. b) Some students present their POSSE strategy sheets. c) Students answer the comprehension questions related to the text.		

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Cycle 1 Pertemuan 1&2)

Satuan Pendidikan	: SMP Negeri 6 Yogyakarta
Kelas/Semester	: VIII /2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: *Narrative Text*
Keterampilan	: Membaca
Alokasi Waktu	: 4x40 menit (2 pertemuan)

A. STANDAR KOMPETENSI

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. STANDAR DASAR

11.3 Merespon makna dan langkah dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative.*

C. KARAKTER

1. Rasa ingin tahu
2. Teliti

D. INDIKATOR

Peserta didik dapat :

1. Mengidentifikasi ide pokok atau topik suatu teks *narrative*,
2. Mengidentifikasi tujuan pembelajaran teks *narrative*,
3. Mengidentifikasi generic structure teks *narrative*,
4. Mengidentfikasi informasi-informasi penting dalam suatu teks narrative baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*)
5. Mengidentifikasi reference,
6. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat.

7. Mengidentifikasi nilai moral yang terkandung dalam teks.

E. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik dapat memahami teks *narrative* dengan tepat.

F. MATERI AJAR

1. Input text

Text 1

The Red Riding Hood

Once upon a time there was a girl call Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother.

A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it.

In the meantime, he went to grandmother's house pretending to be the girl. He ate the grandmother and wait for the girl. He disguise as the grandmother.

When the girl arrived, he ate the girl too. However, a hunter come to rescue and cut the wolf open. Little Red Riding Hood and her grandmother were safe.

(Adapted from http://englishjuniorhighschool.blogspot.coml)

Text 2

The Story of Roro Jonggrang

Once upon a time there was a prince named Bondowoso. He was famous for his wonderful weapon, called Bandung. Therefore, Bondowoso was called Bandung Bondowoso. He wanted to marry a beautiful princess, Roro Jonggrang.

Roro Jonggrang was not interested in Bandung Bandawas, so she asked him to build one thousand temples within one night. He had to finish them before sunrise. With the help of genies and spirits, he almost built one thousands temples.

Knowing Bandung would complete the temples, Roro Jonggrang cheated. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of her kingdom. Hearing the sound of pounding and seeing a bright sky, the genies and spirits were afraid. They run away with only one more temple to complete. They thought the morning had come.

Bandung bondowoso was extremely angry when he found what Roro Jonggrang had done to him. He cursed Roro Jonggrang and turned her into a statue.

(Adapted from http://englishjuniorhighschool.blogspot.coml)

2. Generic Structure of the text

a. Orientation (Beginning or introduction)

The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)

b. Complication

It is about the problems which involve the main characters in the story developed.

c. Resolution

It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

3. Language feature of the text

a. Specific characters
b. Time words that connect events to tell when occur
c. Verbs to show the actions that occur in the story
d. Descriptive words to potray the characters and setting

G. MEDIA PEMBELAJARAN

1. *Handout (naratif text)*
2. *Worksheet*
3. *White board*
4. *Markers*

5. *Power point*

H. METODE PEMBELAJARAN

Method : Three stages of reading

Strategy : POSSE strategy (Predict-Organize-Search-Summarize-Evaluate)

I. KEGIATAN PEMBELAJARAN

No	Kegiatan	Strategi
1	**Pendahuluan** a. Mengucapkan salam dan berdoa. b. Presensi. c. Memberikan motivasi dan apersepsi. d. Menginformasikan tujuan pembelajaran dan fokus keterampilan e. Menginformasikan tentang strategi POSSE secara umum.	
2	**Kegiatan Inti** **a. Pre-Reading** 1) Siswa dibagikan handout narrative text. 2) Siswa ditanya apakah mereka sering membaca buku cerita atau sering dibacakan dongeng sebelum mereka tidur sewaktu kecil. 3) Siswa diperkenalkan teks narrative dan dijelaskan bahwa dongeng termasuk teks narrative. 4) Siswa memperhatikan slide presentasi dari guru dan diminta menyebutkan contoh-contoh teks narrative yang mereka ketahui seperti mite, fable, fairytale, folklore, dan lain-lain. 5) Siswa memperhatikan teks narrative yang berjudul "The Red Riding Hood" dan menganalisis *generic structure* dan *language feature* dari teks tersebut. 6) Siswa diberi latihan vocabulary (memasangkan	

	kata dengan gambar yang sesuai) sesuai topik yang akan dibaca. 7) Siswa diberi suatu topik baru yaitu "The Story of Roro Jonggrang". 8) Siswa memperhatikan sebuah gambar berkaitan dengan topik yang ada di LCD . 9) Siswa ditanya ide-idea apa yang mereka pikirkan ketika melihat melihat gambar tersebut. 10) Salah satu siswa diminta menceritakan cerita Roro Jonggrang sesuai pengetahuan yang dimilikinya. 11) Setiap siswa diminta berdiri dan secara bergantian menyebutkan kata berkaitan dengan topik (The last man standing game). 12) Semua prediksi siswa dituliskan di white board. 13) Siswa dibagikan POSSE strategy sheet. 14) Siswa diminta menyalin prediksi mereka ke dalam POSSE strategy sheet mereka. 15) Siswa mengelompokan prediksi yang belum teratur sesuai graphic organizer yang teresedia di POSSE strategy sheet.	**Predict** **Organize**
	b. Whilst-Reading 1) Siswa diberi teks Roro Jonggrang. 2) Siswa membaca teks dalam hati dan ditanya apakah mereka bisa memahami isi teks. 3) Siswa secara bersama-sama memahami teks dan mencoba mengartikan kata-kata sulit dengan cara menebak arti berdasarkan konteks. 4) Dengan bimbingan guru, siswa menuliskan gagasan utama setiap paragraf. 5) Dengan memperhatikan graphic organizer yang ada di POSSE strategy sheet, siswa meringkas	**Search** **Summarize**

	cerita.	
	c. Post-Reading 1) Siswa membandingan graphic organizer yang mereka buat sebelum membaca teks (prediction) dan setelah mereka membaca teks. 2) Siswa diminta menuliskan kosakata baru dan artinya di POSSE strategy sheet masing-masing. 3) Beberapa siswa mempresentasikan POSSE strategy sheet mereka. 4) Siswa menjawab comprehension questions berkaitan dengan teks Roro Jonggrang.	**Evaluate**
3.	**Penutup** 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3) Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 5) Berdoa dan mengucapkan salam.	

J. PENILAIAN

1. Indikator Penilaian

No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh Instrumen
1.	Mengidentifikasi ide pokok atau topik suatu teks naratif	Tes tulis	Pilihan ganda	What is the topic of the text? a. The description of Prambanan temple b. The story of Roro jonggrang c. The explanation of Prambanan temple d. The story of Bandung Bondowoso
2.	Mengidentifikasi tujuan komunikatif teks *narrative*	Tes tulis	Esai pendek	What is the purpose of the text?
3.	Mengidentifikasi *generic structure of the text*	Tes tulis	Pilihan ganda	Why did the genies and spirits run away before completing the temples? a. Because Bandung Bondowoso was extremely angry b. Because they were afraid of Roro Jonggrang c. Because they were afraid of sound of pounded lesung d. Because they thought that morning had come.
4.	Mengidentifikasi informasi penting (scanning)	Tes tulis	Pilihan ganda	"She called all the women in the kingdom and asked **them** to pound rice".(Paragraph **4**) What does the underlined word refer to?

				a. Genies b. Temples c. Women d. Men
5.	Mengidentifikasi reference	Tes tulis	Pilihan ganda	"He accepted the **requierment** ". (paragraph 2) What does the underlined word mean? a. Something that you must do b. Something you dont like c. Something that is difficult d. Something or someone that helps
6.	Memahami kata-kata sulit berdasarkan konteks	Tes tulis	Pilihan ganda	What is the moral value of the story? a. Dont cheat to get what you want b. Dont underestimate others c. Dont be greedy d. Dont judge the book by the cover

2. Penilaian

Jumlah soal = 10
Nilai jawaban benar = 1
Nilai jawaban salah = 0
Total skor =1

Yogyakarta, 1 Maret 2015

Mengetahui;
Guru Mata Pelajaran

Peneliti

G.Erna Janu P., S.Pd
NIP 1964105 198803 009

Nindya Aprilia
NIM 11202241050

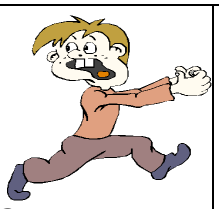
K. Lampiran

Let's Learn Narrative Text

What is a narrative text?
Purpose of the text: to entertain or amuse the readers
Mention the examples of narrative text below:
a. Fairy tale :
b. Legend :
c. Fable :
Generic Structure of Narrative text
Orientation : the paragraph in which the writer tells about **who** is in the story, **when** the story is taking place, and **where** the action is happening (characters and setting)
Complication: sets off a chain of events that influences what will happen in the story (problem)
Resolution: the characters solve the problem created in the complication. It can be bad or good ending.

Activity 1 **Match the picture with the words provided in the table.**

Statue	Genie	Temple	Kingdom	Pound Rice
Prince	Runaway	Marry	Weapon	Burn

1. kingdom	 **2.**	**3.**	**4.**	**5.**
6.	**7.**	**8.**	**9.**	**10.**

Activity 3 **Have you ever heard the legend of Toba Lake? Look at the picture below. What comes in your mind when you are looking at the picture? Write your ideas and organize them in your posse strategy worksheet.**

Activity 4 **Read the story of Roro Joggrang below and complete your POSSE strategy sheet.**

Once upon a time there was a prince named Bondowoso. He was famous for his wonderful weapon, called Bandung. Therefore, Bondowoso was called Bandung Bondowoso. He wanted to marry a beautiful princess, Roro Jonggrang.

Roro Jonggrang was not interested in Bandung Bandawasa, so she asked him to build one thousand temples within one night. He had to finish them before sunrise. With the help of genies and spirits, he almost built one thousands temples.

Knowing Bandung would complete the temples, Roro Jonggrang cheated. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of her kingdom. Hearing the sound of pounding and seeing a bright sky, the genies and spirits were afraid. They run away with only one more temple to complete. They thought the morning had come.

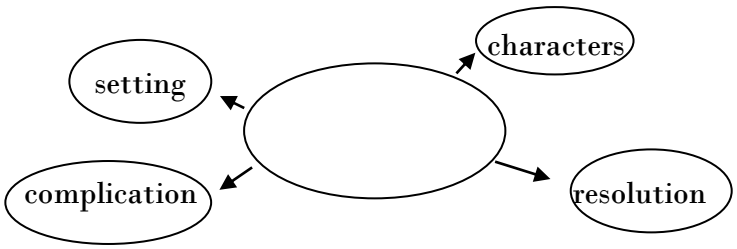
Bandung bondowoso was extremely angry when he found what Roro Jonggrang had done to him. He cursed Roro Jonggrang and turned her into a statue.

(Adapted from http://freeenglishcourse.info/story-of-narrative-text/)

POSSE Strategy Sheet

Predict what will you be finding out about? (Use the title, pictures, etc. as well as what you already know to help you predict)

Organize your thoughts (Use your ideas from above and then organize them into categories)



Search and note the main idea of each paragraph

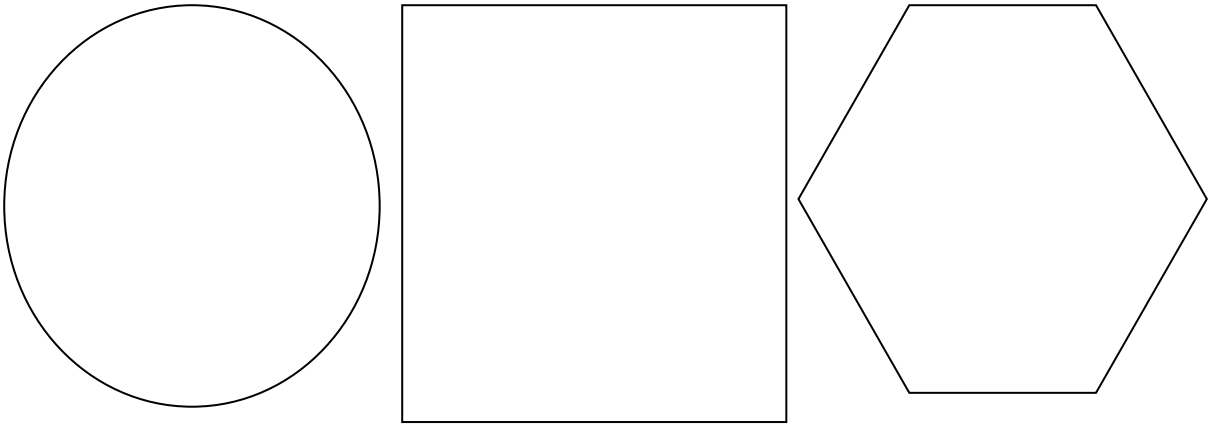
Paragraph 1:

Paragraph 2:

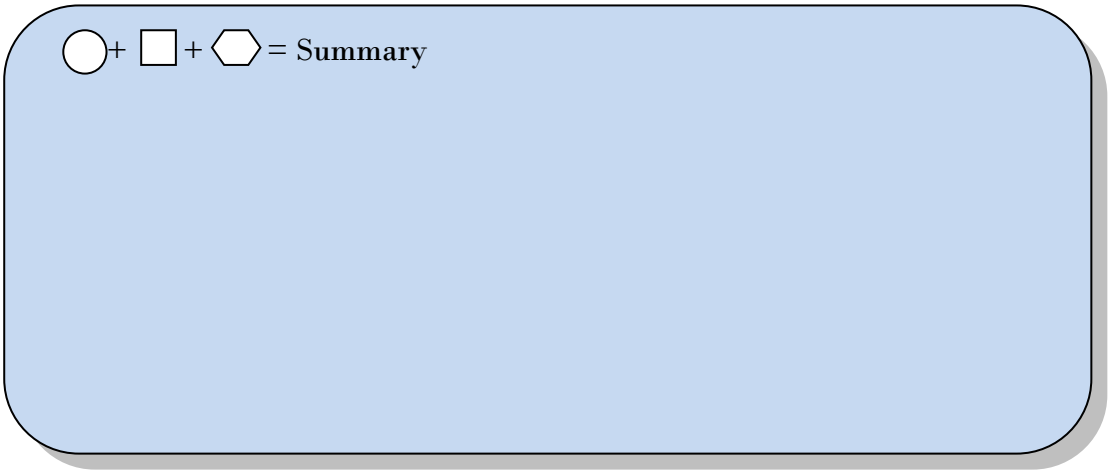
Paragraph 3:

Paragraph 4:

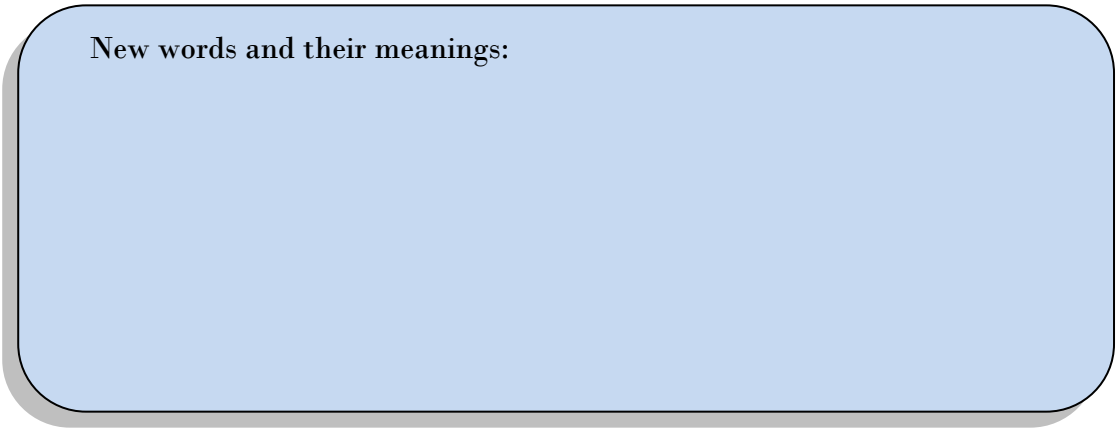
Summarize the text have you read based on the main idea of each paragraph



Orientation Complication Resolution



Evaluate your understanding (compare the maps and clarify any new words from the text)



Answer the following questions shortly

1. What is the topic of the text?
   .....
2. What is the purpose of the text?
   .....
3. What should Bandung Bondowoso do in order to marry Roro Jonggrang?
   .....
4. Who helped Bandung Bondowoso in building the temples?
   .....
5. Does the story have a happy ending or sad ending? Give your reason
   .....

Choose the right answer by crossing (X) a, b, c, d

1. What is "Bandung" based on the story?
   a. One of the cities in West Java
   b. A famous weapon belonged to Bandung Bondowoso.
   c. One of the temples in Prambanan.
   d. A statue in Prambanan temple.
2. "She called all the women in the kingdom and asked **them** to pound rice". (Paragraph 4)
   What does the underlined word refer to?
   a. Genies
   b. Temples
   c. Women
   d. Men
3. Why did the genies and spirits run away before completing the temples?
   a. Because Bandung Bondowoso was extremely angry
   b. Because they were afraid of Roro Jonggrang
   c. Because they were afraid of sound of pounded lesung
   d. Because they thought that morning had come
4. "He accepted the **requirement** ". (paragraph 2)
   What does the underlined word mean?
   a. Something that you must do
   b. Something you dont like
   c. Something that is difficult
   d. Something or someone that helps
5. What is the complication of the story?
   a. Roro Jonggrang wanted to marry Bandung Bondowoso.
   b. Bandung Bondowoso could finish building the temples.
   c. Bandung Bondowoso cursed Roro Jonggrang into statue.
   d. Roro Jonggrang tried to defeat Bandung Bondowoso.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Cycle 1 Pertemuan ke 3)

Satuan Pendidikan	: SMP Negeri 6 Yogyakarta
Kelas/Semester	: VIII /2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: *Narrative Text*
Keterampilan	: Membaca
Alokasi Waktu	: 2x40 menit (1 pertemuan)

A. STANDAR KOMPETENSI

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. STANDAR DASAR

11.3 Merespon makna dan langkah dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative.*

C. KARAKTER

1. Rasa ingin tahu
2. Teliti

D. INDIKATOR

Peserta didik dapat :

1. Mengidentifikasi ide pokok atau topik suatu teks *narrative,*
2. Mengidentifikasi tujuan pembelajaran teks *narrative,*
3. Mengidentifikasi generic structure teks *narrative,*
4. Mengidentfikasi informasi-informasi penting dalam suatu teks narrative baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*)
5. Mengidentifikasi reference,
6. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat.

E. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik dapat memahami teks *narrative* dengan tepat.

F. MATERI AJAR

1. Input text

Text 1

The Legend of Toba Lake

Once upon a time, there was a fisherman named Batara Guru Sahala in North Sumatra. One day, he was very surprised. He caught a big golden fish that turned into a beautiful princess.

Sahala fell in love with the beautiful princess and proposed her to be his wife. However she told him that he must never let out the secret that she was once a fish. Then, Sahala promised to her that he would not tell anyone about it.

They were happily married and had a son. Every morning Sahala went out fishing. One day, his son would help bringing lunch to his father. He was so hungry and he ate his father's lunch. Unfortunately, his father found out and got furious, and shouted; "You behaved exactly like the son of fish". The son ran home and asked his mother. The mother started crying, felt sad because her husband had broken his promise.

Soon, the earth began to shake and the volcano started to erupt followed by non-stop pouring rain. The whole area got flooded and became Toba Lake.

(Adapted from http://freeenglishcourse.info/story-of-narrative-text/)

2. Generic Structure of the text

a. Orientation (Beginning or introduction)

The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)

b. Complication

It is about the problems which involve the main characters in the story developed.

c. Resolution

It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

3. Language feature of the text

a. Specific characters
b. Time words that connect events to tell when occur
c. Verbs to show the actions that occur in the story
d. Descriptive words to potray the characters and setting

G. MEDIA PEMBELAJARAN

1. *Handout (naratif text)*
2. *Worksheet*
3. *White board*
4. *Markers*
5. *Power point*

H. METODE PEMBELAJARAN

Method : Three stages of reading

Strategy: POSSE strategy (Predict-Organize-Search-Summarize-Evaluate)

I. KEGIATAN PEMBELAJARAN

No	Kegiatan	Strategi
1	**Pendahuluan** a. Mengucapkan salam dan berdoa. b. Presensi. c. Memberikan motivasi dan apersepsi. d. Menginformasikan tujuan pembelajaran dan fokus keterampilan	

2	**Kegiatan Inti** **a. Pre-Reading** 1) Siswa dibagi ke dalam kelompok beranggota empat siswa. 2) Secara berkelompok siswa diberi latihan vocabulary (memasangkan kata sesuai dengan artinya) 3) Siswa ditunjukan gambar "The Legend of Toba Lake". 4) Secara berkelompok, siswa menuliskan prediksi mereka. 5) Siswa mengelompokan prediksi yang belum teratur sesuai graphic organizer yang teresedia di POSSE strategy sheet.	**Predict** **Organize**
	b. Whilst-Reading 6) Siswa diberi teks The Legend of Toba Lake dan membaca teks. 7) Siswa mengartikan kata-kata sulit dengan cara menebak arti berdasarkan konteks. 8) Siswa menuliskan gagasan utama setiap paragraf. 9) Dengan memperhatikan graphic organizer yang ada di POSSE strategy sheet, siswa meringkas cerita.	**Search** **Summarize**
	c. Post-Reading 10) Siswa membandingan graphic organizer yang mereka buat sebelum membaca teks (prediction) dan setelah mereka membaca teks. 11) Siswa diminta menuliskan kosakata baru dan artinya di POSSE strategy sheet masing-masing.	**Evaluate**

	12) Kelompok yang tercepat menyelesaikan POSSE strategy sheet, mempresentasikan POSSE strategy sheet mereka. 13) Setiap kelompok berkompetisi untuk memenangkan game *true/false*.	
3.	**Penutup** 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3) Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 5) Berdoa dan mengucapkan salam.	

J. PENILAIAN

1) Indikator Penilaian

Indikator	Teknik Penilaian	Bentuk Instrumen	Instrumen
1. Mengidentifikasi ide pokok atau topik suatu teks naratif 2. Mengidentifikasi tujuan komunikatif teks *narrative*	True/False Game	True/False	There was a fisherman called Batara Guru Sahala in South Sumatera Sahala's wife got angry as Sahala broke his promise

3. Mengidentifikasi informasi penting			Sahala found a small golden fish There were two kinds of disasters occuring in the story The purpose of the story is to amuse the readers

2). Pedoman Penilaian

Jawaban benar = 2

Jawaban salah = -1

Jumlah skor maksimal keseluruhan 10

Yogyakarta, 1 Februari 2015

Mengetahui;
Guru Mata Pelajaran

Peneliti

G.Erna Janu P., S.Pd
NIP 19640105 198803 2 009

Nindya Aprilia
NIM 11202241050

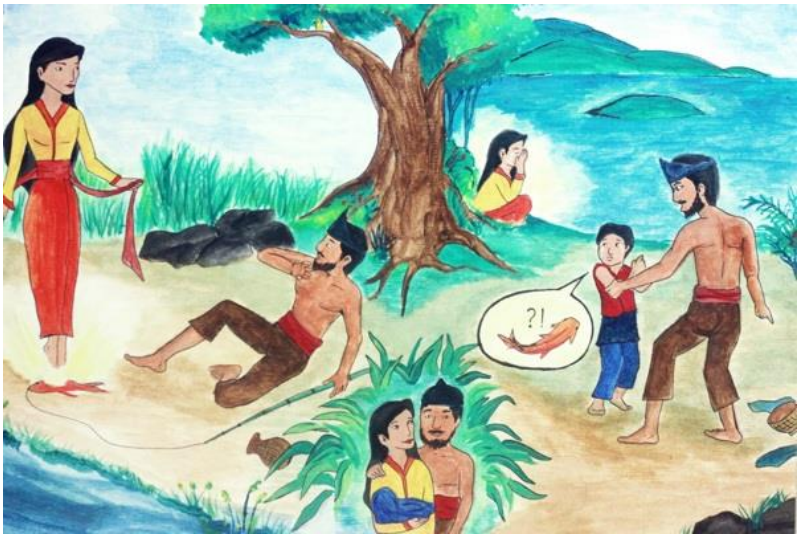
LAMPIRAN

Task 1 **Match the words with the correct definitions by drawing a line to link them. Look at the example.**

1. Married	▪ Berubah
2. Caught	▪ Menikah
3. Turned	▪ Anak laki-laki
4. Son	▪ Berjanji
5. Lake	▪ Menangkap
6. Hungry	▪ Danau
7. Promised	▪ Lapar

Task 2 **Have you ever heard the legend of Toba Lake? Look at the picture below. What comes in your mind when you are looking at the picture? In group, discuss what problems and solutions may occur in the story. Write your predictions and organize them in your posse strategy worksheet.**

The Legend of Toba Lake



Task 3 Read the following legend of Toba Lake carefully.

Toba Lake

Once upon a time, there was a fisherman named Batara Guru Sahala in North Sumatra. One day, he was very surprised. He caught a big golden fish that turned into a beautiful princess.

Sahala fell in love with the beautiful princess and proposed her to be his wife. However she told him that he must never let out the secret that she was once a fish. Then, Sahala promised to her that he would not tell anyone about it.

They were happily married and had a son. Every morning Sahala went out fishing. One day, his son would help bringing lunch to his father. He was so hungry and he ate his father's lunch. Unfortunately, his father found out and got furious, and shouted; "You behaved exactly like the son of fish". The son ran home and asked his mother. The mother started crying, felt sad because her husband had broke his promise.

Soon, the earth began to shake and the volcano started to erupt followed by non-stop pouring rain. The whole area got flooded and became Toba Lake.

(Adapted from http://freeenglishcourse.info/story-of-narrative-text/)

Task 3 Guess the meanings of the following words based on the story.

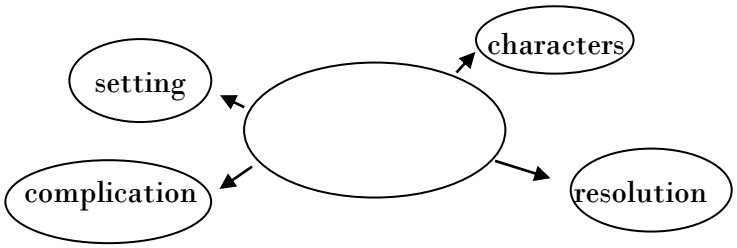
Word	Guessing Meaning
Proposed (Verb)	
Let out (Verb)	
Secret (Noun)	
Unfortunately (Adverb)	
Furious (Adjective)	

Task 4 Disscuss in group to complete the posse strategy worksheet based on the story.

POSSE Strategy Sheet

Predict what will you be finding out about? (Use the title, pictures, etc. as well as what you already know to help you predict)

Organize your thoughts (Use your ideas from above and then organize them into categories)



Search and note the main idea of each paragraph

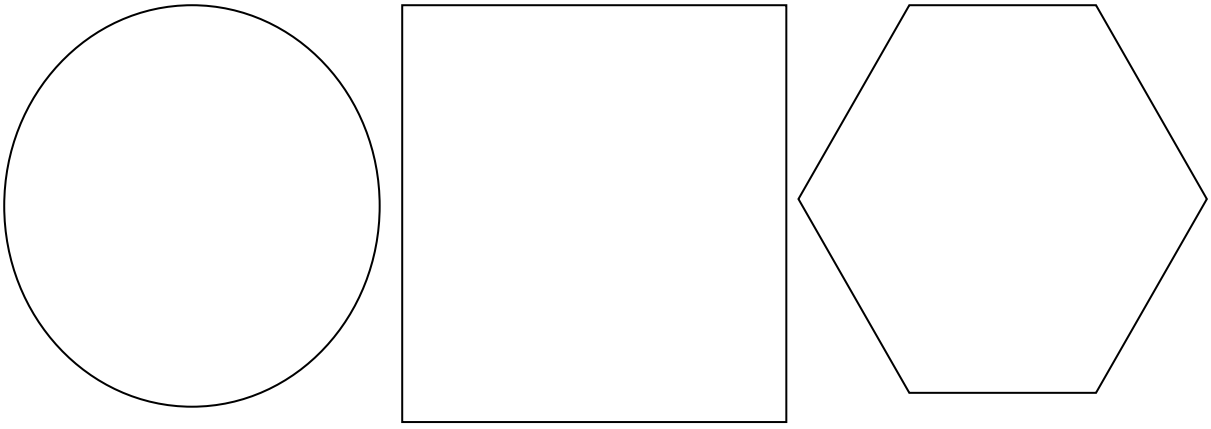
Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Summarize the text have you read based on the main idea of each paragraph



Orientation Complication Resolution

+ + = Summary

Evaluate your understanding (compare the maps and clarify any new words from the text)

New words and their meanings:

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Cycle 2 Pertemuan 1)

Satuan Pendidikan	: SMP Negeri 6 Yogyakarta
Kelas/Semester	: VIII /2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: *Narrative Text*
Keterampilan	: Membaca
Alokasi Waktu	: 2x40 menit (1 pertemuan)

A. STANDAR KOMPETENSI

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. STANDAR DASAR

11.3 Merespon makna dan langkah dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. KARAKTER

1. Rasa ingin tahu
2. Teliti

D. INDIKATOR

Peserta didik dapat :

1. Mengidentifikasi ide pokok atau topik suatu teks *narrative*,
2. Mengidentifikasi tujuan pembelajaran teks *narrative*,
3. Mengidentifikasi generic structure teks *narrative*,
4. Mengidentfikasi informasi-informasi penting dalam suatu teks narrative baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*)
5. Mengidentifikasi reference,
6. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat.

E. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik dapat memahami teks *narrative* dengan tepat.

F. MATERI AJAR

1. Input text

Text 1

The Greedy Dog

One day, a greedy dog found a juicy bone. He grasped the bone tightly between his teeth and ran home with it.

On his way home, he had to cross a bridge. While he was crossing the bridge, the dog saw his own reflection in the water below. The foolish dog thought there was another dog in the water. He was holding another juicy bone.

The greedy dog wanted to have that bone too, so he barked at his own reflection in the water. “If I can get the bone from that other dog, I will have two pieces instead of one,” thought the greedy dog.

The moment the foolish dog opened his mouth to snap his teeth, the piece of bone fell into the stream. The dog lost his bone and had to go home, hungry.

(*Adapted fromhttp://shortstoriesshort.com/story/the-greedy-dog/*)

2. Generic Structure of the text

a. Orientation (Beginning or introduction)

The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)

b. Complication

It is about the problems which involve the main characters in the story developed.

c. Resolution

It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

3. **Language feature of the text**
   a. Specific characters
   b. Time words that connect events to tell when occur
   c. Verbs to show the actions that occur in the story
   d. Descriptive words to potray the characters and setting

G. MEDIA PEMBELAJARAN

1. *Handout (naratif text)*
2. *Worksheet*
3. *White board*
4. *Markers*
5. *Power point*

H. METODE PEMBELAJARAN

Method : Three stages of reading

Strategy: POSSE strategy (Predict-Organize-Search-Summarize-Evaluate)

I. KEGIATAN PEMBELAJARAN

No	Kegiatan	Strategi
1	**Pendahuluan** a. Mengucapkan salam dan berdoa. b. Presensi. c. Memberikan motivasi dan apersepsi. d. Menginformasikan tujuan pembelajaran dan fokus keterampilan e. Mengingatkan kembali tentang narratif teks dan *POSSE strategy* secara umum. f. Menayakan kesulitan siswa dalam memahami POSSE strategy.	
2	**Kegiatan Inti** **a. Pre-Reading** 1) Siswa dibagikan *handout.*	

	2) Siswa ditunjukan *series pictures* berkaitan dengan cerita *"The Greedy Dog*". 3) Siswa diminta untuk membuat prediksi mereka berdasarkan *series pictures* yang ada di LCD. 4) Secara Berpasangan siswa menuliskan prediksi mereka ke dalam POSSE strategy sheet. 5) Siswa mengelompokan prediksi yang belum teratur sesuai graphic organizer yang teresedia di POSSE strategy sheet.	**Predict** **Organize**
	b. Whilst-Reading 1) Siswa dibagikan teks "***The Greedy Dog***". 2) Siswa secara berpasangan mengganti verb 1 yang ada di teks menjadi verb 2. 3) Siswa memahami teks dan mencoba mengartikan kata-kata sulit dengan cara menebak arti berdasarkan konteks. 4) Secara berpasangan, siswa menuliskan gagasan utama setiap paragraf. 5) Dengan memperhatikan graphic organizer yang ada di POSSE strategy sheet, siswa meringkas cerita.	**Search** **Summarize**
	c. Post-Reading 1) Siswa membandingan graphic organizer yang mereka buat sebelum membaca teks (prediction) dan setelah mereka membaca teks. 2) Siswa menuliskan kosakata baru dan artinya di POSSE strategy sheet masing-masing. 3) Siswa mempresentasikan POSSE strategy sheet mereka. 4) Secara berpasangan siswa menyelesaikan	**Evaluate**

	crossword puzzlee berkaitan dengan teks ***The Greedy Dog.*** 5) Siswa dibagikan daftar kata kerja tak beraturan dan diminta untuk mempelajarinya di rumah. 6) Siswa dibagikan tabel "My Dictionary" dan diminta untuk menuliskan kosakata baru yang telah mereka pelajari.	
3.	**Penutup** 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3) Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah dan mengerjakan pekerjaan rumah mereka. 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 5) Berdoa dan mengucapkan salam.	

J. PENILAIAN

1) Indikator Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen
1. Mengidentifikasi tujuan komunikatif teks *narrative*	Tes tulis	Isian singkat dalam bentuk *crossword puzzle*	The purpose of this story

2. Mengidentifikasi pesan moral yang terkandung dalam teks 3. Mengidentifikasi informasi penting dalam teks 4. Mengidentifikasi sinonim dalam teks 5. Mengidentifikasi bentuk irregular verb dalam teks			Don't be...(moral value of the story) What did the greedy dog find? The synonym of foolish Verb 1 of "Lost"

2) Pedoman Penilaian

Jumlah soal = 6

Skor jawaban benar=1

Skor jawaban salah=0

Nilai akhir = $\frac{Skor\ diperoleh}{SkorMaksimal}\ x\ 100$

Total nilai akhir = 100

Yogyakarta, 1 Februari 2015

Mengetahui;
Guru Mata Pelajaran,

G.Erna Janu P., S.Pd
NIP 19640105 198803 2 009

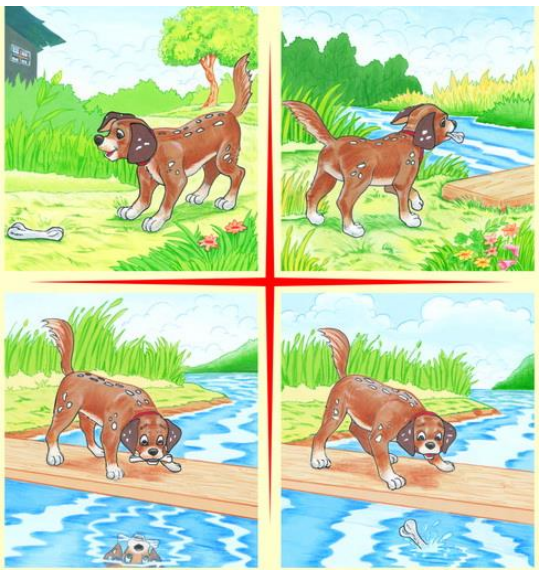
Peneliti,

Nindya Aprilia
NIM 11202241050

LAMPIRAN

TASK 1 **Have you ever read the story of greedy dog? Look at the picture below. In pairs, write your predictions and organize them in your posse strategy sheet**.

The Greedy Dog



TASK 2 **Read the following text and complete your possse strategy sheet.**

The Greedy Dog

One day, a greedy dog found a juicy bone. He grasped the bone tightly between his teeth and ran home with it.

On his way home, he had to cross a bridge. While he was crossing the bridge, the dog saw his own reflection in the water below. The foolish dog thought there was another dog in the water. He was holding another juicy bone.

The greedy dog wanted to have that bone too ,so he barked at his own reflection in the water. “If I can get the bone from that other dog, I will have two pieces instead of one,” thought the greedy dog.

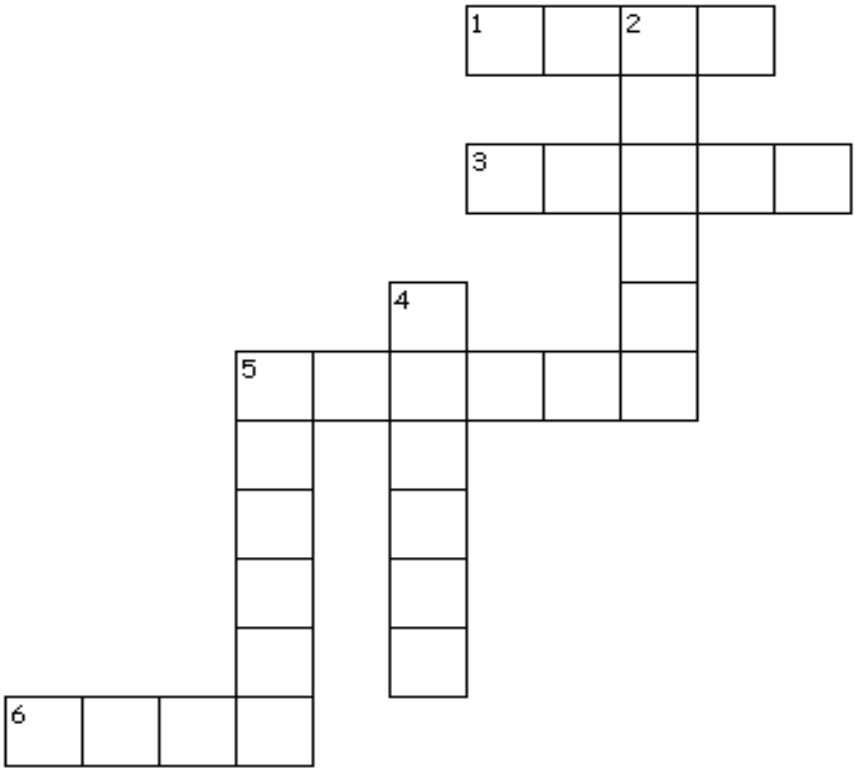
The moment the foolish dog opened his mouth to snap his teeth, the piece of bone fell into the stream. The dog lost his bone and had to go home, hungry.

(*Adapted fromhttp://shortstoriesshort.com/story/the-greedy-dog/*)

TASK 3 **In pairs, complete the crossword puzzle below by writing your answers of the following clues.**

Crossword Puzzle

"The Greedy Dog"

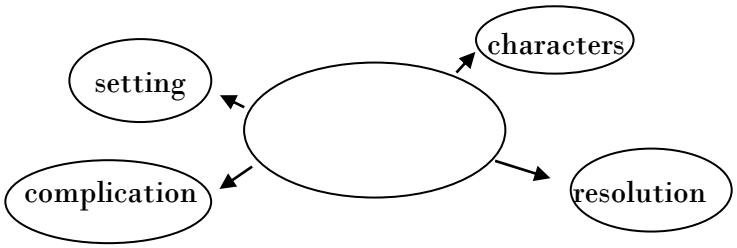


Across	**Down**
1. Verb 1 of "**lost**"	2. The synonym of "**foolish**"
3. The purpose of this story	4. Dont be....(moral value of the story)
5. How did the greedy dog do to get the bone?	5. The dog had to cross...
6. What did the greedy dog find?	

POSSE Strategy Sheet

Predict what will you be finding out about? (Use the title, pictures, etc. as well as what you already know to help you predict)

Organize your thoughts (Use your ideas from above and then organize them into categories)



Search and note the main idea of each paragraph

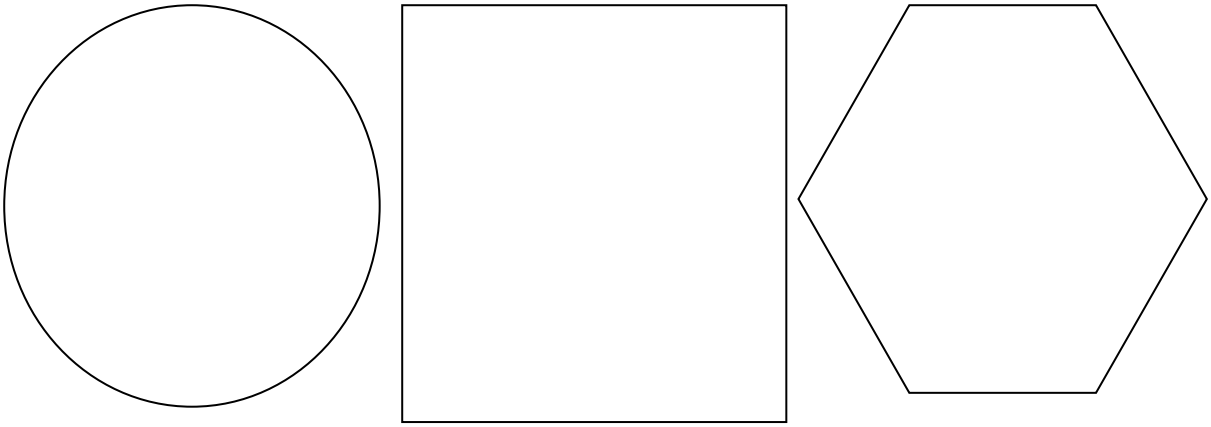
Paragraph 1:

Paragraph 2:

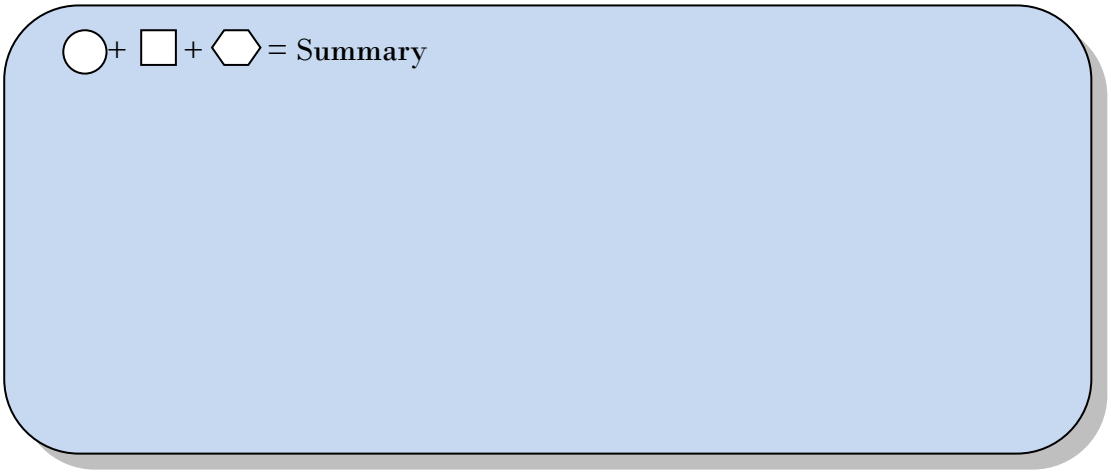
Paragraph 3:

Paragraph 4:

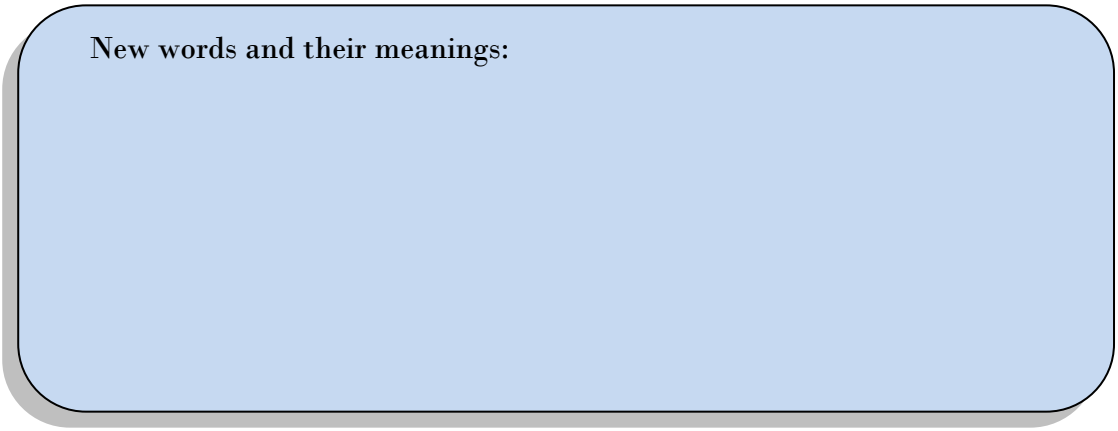
Summarize the text have you read based on the main idea of each paragraph



Orientation Complication Resolution



Evaluate your understanding (compare the maps and clarify any new words from the text)



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Cycle 2 Pertemuan ke-2)

Satuan Pendidikan	: SMP Negeri 6 Yogyakarta
Kelas/Semester	: VIII /2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: *Narrative Text*
Keterampilan	: Membaca
Alokasi Waktu	: 2x40 menit (1 pertemuan)

A. STANDAR KOMPETENSI

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. STANDAR DASAR

11.3 Merespon makna dan langkah dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. KARAKTER

1. Rasa ingin tahu
2. Teliti

D. INDIKATOR

Peserta didik dapat :

1. Mengidentifikasi ide pokok atau topik suatu teks *narrative*,
2. Mengidentifikasi tujuan pembelajaran teks *narrative*,
3. Mengidentifikasi generic structure teks *narrative*,
4. Mengidentfikasi informasi-informasi penting dalam suatu teks narrative baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*)
5. Mengidentifikasi reference,
6. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat.

E. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik dapat memahami teks *narrative* dengan tepat.

F. MATERI AJAR

1. Input text

Text 1

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just as the ant was resting, she saw that a hunter was about to shoot an arrow at the dove. Thinking quickly, the little ant crawled up to the hunter and bit his toe. The hunter cried out in pain and dropped his bow and arrow. Hearing that sound, the dove flew away to safety.

(Adapted from http://www.kidsworldfun.com/shortstories.php)

2. Generic Structure of the text

a. Orientation (Beginning or introduction)

The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)

b. Complication

It is about the problems which involve the main characters in the story developed.

c. Resolution

It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

3. **Language feature of the text**
   a. Specific characters
   b. Time words that connect events to tell when occur
   c. Verbs to show the actions that occur in the story
   d. Descriptive words to potray the characters and setting

G. MEDIA PEMBELAJARAN

1. *Handout (naratif text)*
2. *Worksheet*
3. *White board*
4. *Markers*
5. *Power point*

H. METODE PEMBELAJARAN

Method : Three stages of reading.

Strategy : POSSE strategy (Predict-Organize-Search-Summarize-Evaluate)

I. KEGIATAN PEMBELAJARAN

No	Kegiatan	Strategi
1	**Pendahuluan** a. Mengucapkan salam dan berdoa. b. Presensi. c. Memberikan motivasi dan apersepsi. d. Menginformasikan tujuan pembelajaran dan fokus keterampilan e. Mengingatkan kembali tentang narratif teks dan *POSSE strategy* secara umum. f. Menayakan kesulitan siswa dalam memahami POSSE strategy.	
2	**Kegiatan Inti** **a. Pre-Reading** 1. Siswa dibagikan *handout.*	

	2. Siswa berkompetisi untuk memenangkan crossword puzzle game. 3. Siswa ditunjukan *series pictures* berkaitan dengan cerita *"The Ant and the Dove*". 4. Siswa diminta untuk membuat prediksi mereka berdasarkan *series pictures* yang ada di LCD. 5. Siswa menuliskan prediksi mereka ke dalam POSSE strategy sheet. 6. Siswa mengelompokan prediksi yang belum teratur sesuai graphic organizer yang teresedia di POSSE strategy sheet.	**Predict** **Organize**
	b. Whilst-Reading a. Siswa dibagikan teks "***The Ant and the Dove***". b. Siswa memahami teks dan mencoba mengartikan kata-kata sulit dengan cara menebak arti berdasarkan konteks. c. Siswa menuliskan gagasan utama setiap paragraf. d. Dengan memperhatikan graphic organizer yang ada di POSSE strategy sheet, siswa meringkas cerita.	**Search** **Summarize**
	c. Post-Reading 1. Siswa membandingan graphic organizer yang mereka buat sebelum membaca teks (prediction) dan setelah mereka membaca teks. 2. Siswa menuliskan kosakata baru dan artinya di POSSE strategy sheet masing-masing. 3. Beberapa siswa mempresentasikan POSSE strategy sheet mereka. 4. Siswa menjawab pertanyaan berkaitan dengan teks yang mereka baca.	**Evaluate**

3.	**Penutup** 1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3. Guru mengingatkan peserta didik untuk mempelajari kembali materi karena pertemuan berikutnya akan diadakan *post-test*. 4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 5. Berdoa dan mengucapkan salam.	

J. PENILAIAN

1) Indikator Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen
1. Mengidentifikasi ide pokok atau topik suatu teks naratif	Tes tulis	Pilihan ganda	1. What is the main idea of the third paragraph? a. The ant saved the dove b. The ant called the dove c. The ant was thankful to the dove d. The dove couldn't hear the ant
2. Mengidentifikasi reference			2. "Soon, **<u>it</u>** carried her safety....."(paragraph 2) What does the underlined word refer to? a. Ant b. Dove c. Leaf

3. Mengidentifikasi informasi penting dalam teks 4. Mengidentifikasi kata-kata sulit dalam teks berdasarkan konteks 5. Mengidentifikasi nilai moral yang terkandung dalam teks			d. Spring 3. What did the hunter do to the dove? a. He was trying to shoot an arrow to it b. He was running towards it. c. He was hoping to eat it. d. He was trying to trap it. 4. "....., the dove quickly **plucked of** a leaf....."(paragraph 2) The underlined word refers to.... a. Picked on something. b. Pull something c. Put something d. Push something 5. What can we learn from the story? a. Don't be greedy, or you may lose b. Don't kill animals c. One good turn deserves another. It wise to plan ahead for hard time

2) Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

Yogyakarta, 1 Februari 2015

Mengetahui;

Guru Mata Pelajaran

G.Erna Janu P., S.Pd

NIP 19640105 198803 2 009

Peneliti,

Nindya Aprilia

NIM 11202241050

TASK 1 **Find the past tense forms of each of the following verbs. Each word will occur horizontally or vertically--not diagonally. Look at the example below.**

fall	**come**	**fly**	**shoot**
see	**climb**	**drop**	**slip**

D	A	G	S	E	S	K	S
R	D	B	C	A	H	P	L
O	R	F	F	W	O	R	I
P	T	G	L	I	T	H	P
P	U	F	E	L	L	S	P
E	S	A	W	S	I	R	E
D	C	L	I	M	B	E	D
K	U	N	I	C	A	M	E

TASK 2 **Have you ever read the ant and the dove story? Look at the picture below. Write your predictions and organize them in your posse strategy sheet.**

TASK 3 **Read the following text carefully and complete your posse strategy sheet based on the text.**

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just as the ant was resting, she saw that a hunter was about to shoot an arrow at the dove. Thinking quickly, the little ant crawled up to the hunter and bit his toe. The hunter cried out in pain and dropped his bow and arrow. Hearing that sound, the dove flew away to safety.

(Adapted from http://www.kidsworldfun.com/shortstories_theantandthedove.php)

TASK 4 **Put T if the statement is true and F if the statement is wrong. Then, correct the wrong statement.**

Statements	T/F	Correction
The ant helped the dove by plucking off a leaf and dropping it into the water.		
After walking along for some time, the ant came to a river.		
The ant helped the dove by bitting the hunter's toe.		
The ant drowned into the water.		
The hunter was about to throw out his net towards the dove.		

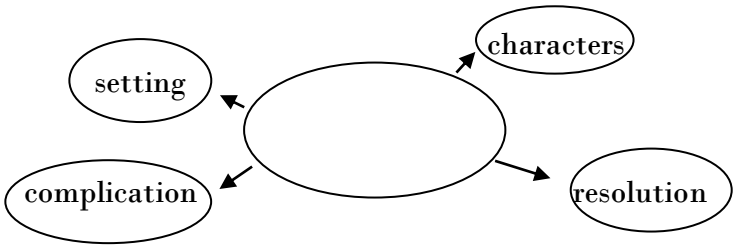
TASK 5 **Choose the best anwer by crossing a, b, c, or d.**

1. What did the hunter do to the dove?
   a. He was trying to shoot an arrow to it
   b. He was running towards it.
   c. He was hoping to eat it.
   d. He was trying to trap it.
2. ".....**,** the dove quickly **plucked of** a leaf....."(paragraph 2)
   The underlined word refers to....
   a. Picked on something
   b. Pull something
   c. Put something
   d. Push something
3. "Soon, **it** carried her safety....."(paragraph 2)
   What does the underlined word refer to?
   a. Ant
   b. Dove
   c. Leaf
   d. Spring
4. What is the main idea of the third paragraph?
   a. The ant saved the dove
   b. The ant called the dove
   c. The ant was thankful to the dove
   d. The dove couldn't hear the ant
5. What can we learn from the story?
   a. Don't be greedy, or you may lose
   b. Don't kill animals
   c. One good turn deserves another
   d. It wise to plan ahead for hard time

POSSE Strategy Sheet

Predict what will you be finding out about? (Use the title, pictures, etc. as well as what you already know to help you predict)

Organize your thoughts (Use your ideas from above and then organize them into categories)



Search and note the main idea of each paragraph

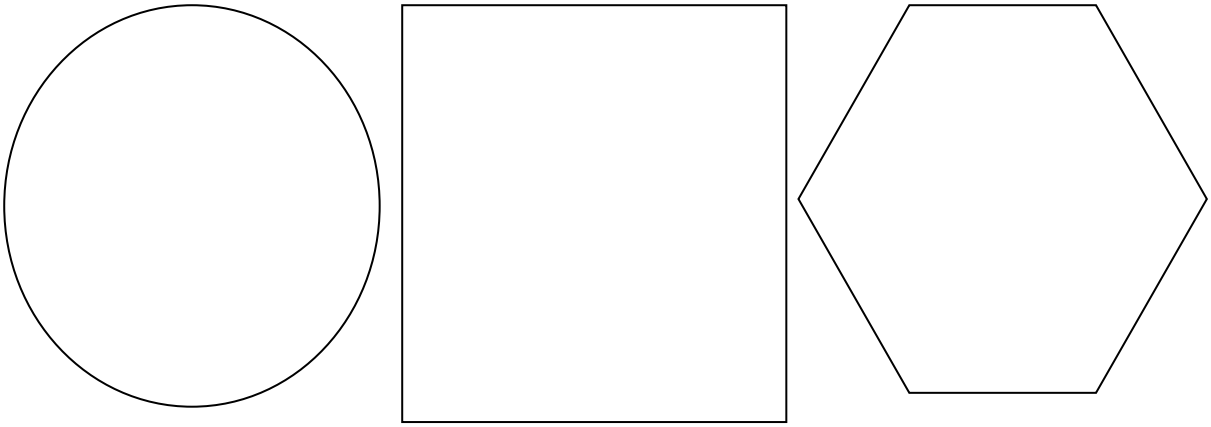
Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Summarize the text have you read based on the main idea of each paragraph



Orientation Complication Resolution

+ + = Summary

Evaluate your understanding (compare the maps and clarify any new words from the text)

New words and their meanings:

APPENDIX H:

PHOTOGRAPHS

Photo 1. The researcher asks some questions to activate students' background knowledge

Photo 2. Students play the last man standing game in the predicting step.

Photo 3. Students organize their predictions

Photo 4. Students study in group

Photo 5. Students study in pairs

Photo 6. Students present their POSSE strategy sheets

Photo 7. The researcher guides the students

Photo 8. Students play true false game

Photo 9. Students do the post-test

APPENDIX I:

LETTERS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

Nomor : 2094/UN34.12/DT/II/2015 Yogyakarta, 17 Februari 2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMPN 6 YOGYAKARTA THROUGHT PRECHDT-ORGANIZE-SEARCH/SUMMARY-EVALUATE (PASSE) STRATEGY IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama	: NINDYA APRILIA
N.IM	: 11202241050
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Maret - Mei 2015
Lokasi Penelitian	: SMPN 6 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala SMPN 6 Yogyakarta

operator2@yahoo.com

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814
(Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/REG/V/658/2/2015

Membaca Surat : **KASSUBAG PENDIDIKAN FAKULTAS BAHASA DAN SENI** Nomor : **209F/UN.34.12/DT/II/2015**
Tanggal : **17 FEBRUARI 2015** Perihal : **IJIN PENELITIAN/RISET**

Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementrian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **NINDYA APRILIA** NIP/NIM : **11202241050**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **IMPROVING READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMPN 6 YOGYAKARTA THROUGH PRECIDT-ORGANIZE-SEARCH/SUMMARIZE-EVALUATE (POSSE) STRATEGY IN THE ACADEMIC YEAR OF 2014/2015**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
Waktu : **24 FEBRUARI 2015** s/d **24 MEI 2015**

Dengan Ketentuan
1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **24 FEBRUARI 2015**
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Up.
Kepala Biro Administrasi Pembangunan

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA SETDA

Dra. Rini Astuti, M.Si
NIP. 19590525 198503 2 006

Tembusan :
1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. WALIKOTA YOGYAKARTA C.Q DINAS PERIJINAN KOTA YOGYAKARTA
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASSUBAG PENDIDIKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN

PEMERINTAHAN KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682
Fax (0274) 555241
E-MAIL : perizinan@jogjakota.go.id
HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/0651
1234/34

Membaca Surat : Dari Surat izin/ Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/REG/V/658/2/2015 Tanggal : 24 Februari 2015

Mengingat :
1. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 18 tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Diijinkan Kepada :

Nama	:	NINDYA APRILIA
No. Mhs/ NIM	:	11202241050
Pekerjaan	:	Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat	:	Kampus Karangmalang, Yogyakarta
Penanggungjawab	:	Dr. Margana, M.Hum.,M.A.
Keperluan	:	Melakukan Penelitian dengan judul Proposal IMPROVING READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMP N 6 YOGYAKARTA THROUGH PREDICT-ORGANIZE-SEARCH/SUMMARIZE-EVALUATE (POSSE)STRATEGY IN THE ACADEMIC YEAR OF 2014/2015

Lokasi/Responden : Kota Yogyakarta
Waktu : 24 Februari 2015 s/d 24 Mei 2015
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan :
1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintanan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

NINDYA APRILIA

Dikeluarkan di : Yogyakarta
Pada Tanggal : 25-2-2015

An. Kepala Dinas Perizinan
Sekretaris

ENY RETNOWATI, SH
NIP. 196103031988032004

Tembusan Kepada :
Yth 1.Walikota Yogyakarta (sebagai laporan)
2.Ka. Biro Administrasi Pembangunan Setda DIY
3.Ka. Dinas Pendidikan Kota Yogyakarta
4.Kepala SMP Negeri 6 Yogyakarta
5.Ybs.