

**THE USE OF POSSE (PREDICT, ORGANIZE, SEARCH,  
SUMMARIZE AND EVALUATE) STRATEGY THROUGH  
SOCRATIVE APPLICATION TO IMPROVE ENGLISH  
READING ACHIEVEMENT OF THE ELEVENTH GRADE  
STUDENTS OF SMA NEGERI 11 PALEMBANG**

**A Thesis By**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**Sriwijaya University**

**2020**

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## DECLARATION

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Was conducted independently and prepared without unjustifiable assistance. All quotes written and/or thoughts of others used in the thesis, either from published sources or not (including from books, journal, articles, lecture notes, assignments, other students, and others), have been cited properly in accordance to the rules of academic standard and regulations.

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## THESIS DEDICATIONS

In the name of Allah SWT-The Most Beneficent and the Most Merciful.

The writer would like to dedicate this thesis to:

1. Allah SWT-The Most Beneficent and the most Merciful and Prophet Muhammad SAW who has taken all human being from the darkness to the lightness.
2. My lovely parents, Suprpto, S.P., the hero of my life and Parida, S.Pd., my best advisor of life who always support me in every moments of my life.
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### MOTTO:

حَقَّ اللَّهُ وَعْدُ إِنَّهَا صَبْرٌ

*"So be patient. Indeed, the promise of Allah is truth."*

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The writer realizes that this thesis is far from being perfect. Therefore, any comments, creative criticisms, suggestions and ideas for the improvement of this thesis are really appreciated.

Indralaya, 2020

The writer,

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**The Use of POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy through Socratic Application to Improve English Reading Achievement of the Eleventh Grade Students of SMA Negeri 11 Palembang**

**Abstract**

The intentions of this study were to find out: (1) whether or not there was a significant difference of English reading achievement of the eleventh grade students of SMA Negeri 11 Palembang before and after they were taught by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy with Socratic application, (2) whether or not there was a significant difference between experimental group that was taught by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy with Socratic application and the control group that received no similar treatment, (3) the perception of the eleventh grade students of SMA Negeri 11 Palembang toward the teaching and learning of reading Analytical Exposition text by using POSSE strategy through Socratic application. This study used mixed method design: quantitative (experimental and control) and qualitative (questionnaire and interview) designs. The sample of this study consisted of 19 students in XI IPS 2 as the experimental group and 19 students in XI IPS 5 as the control group. The total sample of this study was 38 students. The result of this study indicated that (1) the mean difference in pretest and posttest of experimental group was 29.934 and *t*-test value (0.000) which was less than 0.05, meaning that there was a significant difference in reading achievement of the experimental group before and after the students were taught by using POSSE strategy through Socratic application, (2) the mean difference between posttest of experimental and control groups was 19.1713 and *t*-test value (0.000) which was less than 0.05, showing that there was a significant difference in reading achievement between the students who were taught by using POSSE strategy through Socratic application and those who received no similar treatment, (3) the eleventh grade students of SMA Negeri 11 Palembang showed positive perception toward teaching and learning English reading by using POSSE strategy through Socratic application. Accordingly, the result of this study indicated that the use of POSSE strategy through Socratic application can improve the eleventh grade students' achievement especially in reading analytical exposition text.

**Keywords:** POSSE Strategy, Socratic application, Analytical Exposition Text, Reading Achievement

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# CHAPTER I

## INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

### 1.1 Background

English is an international and a prevalent language used by people from various countries to communicate and relate with others. According to Steve (2017), English is used as a second language by many societies in order to communicate with other people although it is not their own language. Besides that, English is also used in developing other subjects such as science, technology, etc. According to Crystal (2012), there is an extending circle using English as a foreign language. China, Japan, Greece, Poland and also Indonesia are included in that circle. It means that English is a foreign language since the first language is local languages and the second is Bahasa Indonesia.

English is a foreign language in Indonesia. In order to master it, Indonesian has to learn English from an early age. Learning English in Indonesia starts from primary school or elementary school although it is not the main subject. According to Hakiki and Hidayati (2017), Indonesian parents are suggested to assist their children to learn English from an early age as it is innocuous their first language.

Four skills of English such as Listening, Reading, Writing and Speaking should be related to each other, and they cannot be separated mutually. Sadiku (2015) states that the four skills such as reading, listening, speaking, and writing should be incorporated by using an effective way in order to teach English successfully. One of the important output skills that should be learned is reading. By increasing reading skill, the students can improve their vocabulary, tenses, and fluency that are related to knowledge especially English. It can encourage the learners to increase other skills like writing and listening. According to Ambe

(2007), reading is an important skill in the world, therefore politicians, educators, administrators, and researchers strive to make reading important in education. Similarly, PERMENDIKNAS No. 69 (2013) states that teaching reading for SMA level has a goal that is to allow the students to comprehend generic structures, social functions and language features of the texts.

Based on an interview with one of the English teachers at SMA Negeri 11 Palembang, the hardest skill to teach is reading. There are three reasons that make reading skill hard to teach. The first is the students' lack of vocabulary. The second is the lack of media or technology used by the teacher. The last is the laziness of the students in reading a long text. These reasons happened because the English teacher of eleventh grade uses traditional way in teaching reading skill which is she asked one of the students to read a text in front of the class. This traditional way are not interesting for the students in learning English reading.

In 2013 curriculum, the analytical exposition and report text are two kinds of text that should be learned by the eleventh grade students. This study focuses on improving analytical exposition reading achievement of the eleventh grade students of SMA Negeri 11 Palembang.

Analytical exposition is a text that contains the writer's thoughts or opinion about phenomenon surrounding. Based on basic competence for the second grade of senior high school of the first semester by Kementerian Pendidikan dan Kebudayaan (2013), the students are expected to conceive social function, text structure and language features of analytical exposition text about phenomenon and in accordance with the context. Similarly, Arianti and Tiarina (2014) stated that the senior high school students in grade two have to learn about analytical exposition text as a kind of argumentative texts. Therefore, English reading skill especially reading in analytical exposition text is important for the eleventh grade students in Indonesia.

There are still many students that have problems in order to learn reading skill itself. According to Hidayati (2018), there are three difficulties or problems for the students to learn reading. First, the students are difficult to understand grammar. Second, the students find it tough to concentrate because they do not

understand the meaning of the long text in reading. Therefore, they feel afraid to answer the questions from that long text, and it will impact their score too. The last is the lack of technology used by the students in learning English reading and the lack of family support to learn English reading. Moreover, there are two difficulties for the students in reading especially reading an analytical exposition text. Ariansyah and Fitrawati (2013) stated that the author does not give detail background information of the topic is the first reason that make the analytical exposition text difficult to understand. The last reason is the analytical exposition text comprises technical and specialized vocabulary.

Teaching reading cannot be done effectively in the class because of the time limitation. Gultom (2015) states that the problem is about the time allotment provided for English subject. Generally, the time of the English subject is not sufficient for the students in learning English, especially for reading which really needs more time to do it. In conclusion, there are four problems of English reading that can be the reason why reading is important to learn namely the difficulty to understand the grammatical, the difficulty to concentrate, the lack of technology or media, lack of family support and the last is the limit of time allotment. Therefore, the teachers need a good way to teach English especially in reading an analytical exposition.

The teachers and students can use many tools and strategies in order to increase English reading. One of the potential strategies is POSSE strategy. POSSE (*Predict, Organize, Search, Summarize and Evaluate*) learning is a strategy that can improve students' reading comprehension by predicting what the text about, organizing the students background knowledge about a text, searching and summarizing the main idea of a text and evaluating the concept map of a text before and after reading. According to Englert and Mariage (1991), POSSE strategy is a tool in guiding the students during reading and implementing the text structure in order to organize their predictions and summaries. By using POSSE strategy, the students can think creatively and critically. Actually, the steps or activities of POSSE strategy are very interesting for senior high students. In addition, Arianti and Tiarina (2014) state:



POSSE is an effective strategy to comprehend the text because it can help the students to predict what the text is about, identify generic structure, identify main idea and recall the information in the text. In other word, this strategy helps students become success in comprehending the text.

The statement above reveals that the students can improve their English reading comprehension by using POSSE strategy. In POSSE strategy, the students do not only identify about the main idea and generic structure of a reading text but also understand the meaning of new words that they do not know before. Thus, by using POSSE strategy, the students can understand more about the text that they have read.

By using POSSE strategy students can improve their English reading achievement especially in reading an Analytical Exposition text. According to Meljulita (2012), the students' reading comprehension increases after the students are taught by using POSSE strategy (as cited in Jameel, 2017). Besides that, by using POSSE strategy, the students can learn English reading in a short time. Based on Jameel (2017), students reading achievement has improved after the teacher taught reading by using POSSE strategy and it also save efforts and time. In addition, Arianti and Tiarina (2014) state:

Students can identify generic structure, main ideas and recall the information in the text by organizing, searching, and summarizing activity. The students can evaluate their understanding by evaluating activity. Therefore, the students can comprehend analytical exposition text easily.

The statement explains that the students can recognize the main idea and generic structure of analytical exposition text by using POSSE strategy in reading lesson. It means that the students can easily understand an analytical exposition text by using POSSE strategy.

Besides that, the students also need to use a media in learning English reading in the class. In the 21st century, technology can be used as media for learning English. By using technology, the students will learn English reading in a short time. Besides that, the students also will feel bored if the teachers give explanations then ask them to answer manually a group of questions as an

assignment. Actually, this activity is very traditional. And also, this traditional way of learning will make the students become passive. Ronchetti (2010) states that the traditional way of learning used by the teacher in the class is appropriate with a passive student approach.

The students and teachers need to use a modern and active way to increase the students' English reading achievement nowadays. There are many technologies that can be media to increase English reading, for example, an e-book in Smartphone without any internet connection. Another example is the use of applications and features in hand phone to find much information when it is connected to the internet. By using the internet, the teachers and students can download many applications from Play Store for Android's users and Apple Store for the iOS or iPhone's users. In addition, Shyamlee and Phil (2012):

It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand -in hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many.

The statement explains that technology has a prominent role in learning English reading. It means that technology in teaching English reading will make the class more lively and interactively.

Moreover, Audience Response System (ARS), Students Response System (SRS), Classroom Response System (CRS) and Electronic Response Systems (ERS) are applications of learning and teaching English reading. All those applications are used for applying the test in the classroom. The students will increase their English reading if they are interested in the way of tests given by the teacher. In this study, the writer focuses on the Audience Response System named Socrative application. Socrative is an application that provides room for the teachers to make any quizzes, and the students can see and answer it quickly on their own laptop, the classroom computers or their own Smartphone (Wijaya, 2017, p.7). The students can answer the questions in Socrative application directly by using their own tablet, computer, or hand phone. The students will be happier

to use it than they use a paper and pen as the tool of a test. As everyone knows that nowadays, the students are the gadget addict. According to Kaya and Balta (2016), the teaching of English through Socratic application as an ARS makes an interactive English language classes. Besides that, Widyastuti (2016) found that Socratic application is easily used by the students rather than paper-based test because the students are digital natives who like to be exposed to digital devices. It means that the students can easily read a very long text or article by using their gadget through Socratic application because the students are digital natives. Thus, to point them to do the positive thing in using a gadget, the teachers can use this Socratic application.

In addition, there are two related studies about the use of POSSE strategy in teaching reading especially an analytical text. A study from Arianti and Tiarina (2014) found that the students' comprehension of English reading increased after the students are taught by using POSSE strategy. Another research is from Darmayenti and Kustati (2017) who found that by using POSSE in teaching English reading especially analytical exposition text can be comprehended by the students easily.

Besides that, there are two related studies about the use of Socratic application in teaching in the class. A the study from Lim (2017) found that both teachers and students gave the positive attitude about Socratic application. Another research is from Yoon (2017) who revealed that the students' perspectives on Socratic application were positive. The students indicated rather equally distributed preferences in checking comprehension and supplying kinds of opinion of Socratic activities.

Considering the problem above, the writer was interested in doing research about "The Use of POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy through Socratic Application to Improve English Reading Achievement of the Eleventh Grade Students of SMA Negeri 11 Palembang". The writer wanted to find out whether or not there is a significant improvement in reading achievement of students who learn reading by using POSSE strategy through Socratic application.

### **1.2 The Problem of the Study are:**

- 1) Was there any significant difference of English reading achievement of the eleventh-grade students at SMA Negeri 11 Palembang before and after they were taught by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy with Socratic application?
- 2) Was there any significant difference between the experimental group that was taught by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy with Socratic application and the control group that received no similar treatment?
- 3) What was the perception of the eleventh grade students of SMA Negeri 11 Palembang toward the teaching and learning of reading analytical exposition text by using POSSE strategy through Socratic application?

### **1.3 The Objectives of the Study are:**

- 1) To find out whether or not there was a significant difference of English reading achievement of the eleventh-grade students of SMA Negeri 11 Palembang before and after being taught using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy with Socratic application.
- 2) To know whether or not there was a significant difference between experimental group that was taught by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy with Socratic application and the control group that received no similar treatment.
- 3) To find out the perception of the eleventh grade students of SMA Negeri 11 Palembang toward the teaching and learning of reading analytical exposition text by using POSSE strategy through Socratic application.

### **1.4 The Significance of the Study**

The writer hopes that this study will be useful for the English teachers, the students and the writer herself. By reading this study, the English teachers can enlarge their knowledge and understanding about teaching English reading by

using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy and technology names Socratic application. The students can improve their reading achievement by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy in comprehending an Analytical Exposition text and Socratic application as a media in answering reading tests. And this study also can improve the writer's knowledge and ability as a prospective teacher in teaching reading by using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy with Socratic application.

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