THE EFFECT OF POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE, EVALUATE) STRATEGY TO THE STUDENTS' ABILITY IN READING COMPREHENSION AT GRADE I IN SMA SWASTA TAMANSISWA TAPIAN DOLOK

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Abstract
This research is focused on the effect of POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy to the students' ability in reading comprehension at grade I in SMA Tamansiswa Tapian Dolok. The problem of the research are: (1) Is there any significant effect of using POSSE strategy on students' ability in reading comprehension narrative text? (2) Is there any significant effect without using POSSE strategy on students' ability in reading comprehension narrative text? (3) What are the effect of using POSSE strategy on students' ability in reading comprehension narrative text? The researcher uses the theory (Elin (2016);Fatma (2013);Gomez (2011);Grellet (1999);Pammun (2017);Patel and Jain (2008), Ashadi (2013);Dorn and Soffos (2005);Marlini (2016);Westwood (2001), Knapp and Watkins (2005). The methodology research is quantitative research. The data of this research was collected at grade I in SMA swasta Tamansiswa Tapian Dolok. The researcher used two classes as the sample, where one class was the experimental group and the other one was the control group. The instrument for collecting data was multiple choice for both groups. The data were analyzed by applying T-Test formula. The T-test is higher than T-table $(8,86 > 1.67)$ at the level sigificant is 5% $(0,05)$ with degree of freedom (df) 60 $(31+31–2 = 60)$, it means that there is an affect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy to the students' ability in reading comprehension. The conclusion is that the students could increase their ability in comprehending narrative text by using POSSE strategy that without POSSE strategy.
Keywords: *Effect, POSSE, Strategy, reading comprehension*

PENGARUH STRATEGI POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE, EVALUATE) TERHADAP KEMAMPUAN SISWA DALAM PEMAHAMAN MEMBACA KELAS I SMA SWASTA TAMANSISWA TAPIAN DOLOK

Abstract
Penelitian ini difokuskan kepada pengaruh strategi POSSE (Predict, Organize, Search, Summarize, Evaluate) terhadap kemampuan siswa dalam membaca komprehensif pada tingkat I di SMA Tamansiswa Tapian Dolok. Masalah penelitian adalah: (1) apakah ada pengaruh yang signifikan dengan menggunakan strategi POSSE (Predict, Organize, Search, Summarize, Evaluate) terhadap kemampuan siswa dalam membaca komprehensif dalam teks naratif pada tingkat I di SMA Tamansiswa Tapian Dolok, (2) apakah ada pengaruh yang signifikan tanpa menggunakan strategi POSSE (Predict, Organize, Search, Summarize, Evaluate) terhadap kemampuan siswa dalam membaca komprehensif dalam teks naratif pada tingkat I di SMA Tamansiswa Tapian Dolok, (3) apa pengaruh menggunakan strategi POSSE (Predict, Organize, Search, Summarize, Evaluate) terhadap kemampuan siswa dalam membaca komprehensif dalam teks naratif pada tingkat I di SMA Tamansiswa Tapian Dolok? Peneliti menggunaka teori (Elin (2016);Fatma (2013);Gomez (2011);Grellet (1999);Pammun (2017);Patel and Jain (2008), Ashadi (2013);Dorn and Soffos (2005);Marlini (2016);Westwood (2001), Knapp and Watkins (2005). Metodologi penelitian adalah penelitian kuantitatif. Data dalam penelitian dikumpulkan melalui siswa tingkat I SMA swasta Tamansiswa Tapian Dolok. Penelitian ini menggunakan dua kelas sebagai samplel dimana satu kelas sebagai kelompok eksperimen dan yang lainnya adalah kelompok kontrol. Adapun instrumen penelitian adalah bentuk pilihan berganda untuk kedua kelompok kelasa. Data dianalisis dengan mengaplikasikan rumus T-Tes. T-Tes lebih tingg daripada T-Table $(8,86 > 1.67)$ di tingkat signifikan yaitu 5% $(0,05)$ dengan tingkat kebebasan (df) 60 $(31+31–2 = 60)$, itu artinya kemampuan siswa dalam membaca komprehensif berpengaruh dengan menggunakan strategi POSSE (Predict, Organize, Search, Summarize, Evaluate). Kesimpulan dari penelitian adalah bahwa siswa dapat meningkatkan kemampuannya dalam membaca

komprehensif teks naratif dengan menggunakan strategi POSSE (Predict, Organize, Search, Summarize, Evaluate).
Kata Kunci: pengaruh, POSSE, strategi, membaca komprehensif

1. INTRODUCTION

The ability to read will lead students to gain newknowledge, enjoy the beauty of literature, and do daily things, for example reading newspaper, magazine, novels, maps, and so on. Through reading, students can learn ideas, concepts, and attitudes. Reading can help the students learn to think in English, enlarge their English vocabulary, improve them in writing, may be a good way to practice their English if they live in a non English-speaking country, help them to find out about the new ideas, facts, and experiences. According to Westwood (2001:10) Reading is a process of getting meaning from print. It is impossible to get meaning from text, if students cannot comprehend the text well. Rubin (2000:171) in Westwood (2001) stated that Reading comprehension has been described as 'a complex intellectual process involving a number of abilities'. Students must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information on the page. In order to understand text, students must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. The researcher found that the students had some problems in reading comprehensionin SMA TamansiswaTapianDolokat grade one. Based on the researcher's experience when teaching practice there, the students' lack of vocabulary,lack of students' ability towards reading and the students was difficult to find the meaning of the text, they do notknow how to read well, and they was bored to read a long paragraph of the text then if the teacher asked them to answer some questions from the text, almost all of the students does not know how to answer the question well.The other problem is the teacher just used one strategy or technique in every schedule subject.This situation happened because the teaching method or the technique which was used was not suitable. Usually, teacher teaches reading comprehension by translating the text. The teacher ordered students to read the text loudly then translate it to Indonesian language and then they have to memorize it and present in front of the class to tell what the text talk about. Therefore, the students always open the dictionary when they want to understand the text. Students just listen to their teacher's explanation and then do some matters given by the teacher until the teacher gave a score for them and so on. It will make the students feel bored and less active in the learning process. On the other side it is caused also because in daily life they use Batak or Java language, so English is the third language for them after Indonesian. Students are unable to comprehend the reading materials in the text, they only guess to understand the meaning on the text. Since students often feel bored in doing the reading activity above, they need new activities which are more challenging and interesting.To provide solution to these problems, that is with use a strategy to solve the problem in reading comprehension class. In teaching and learning English, there are many strategies to teach students about the materials. The researcher has found the suitable strategy toward students' reading comprehension, called POSSE strategy.

In order to enhance the students' reading comprehension by using POSSE (Predict, Organize, Search, Summarize Evaluate) strategy can be chosen as alternatively way to teaching reading comprehension. POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy by 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.In Jameel (2017) journal stated that there was positive statistical significance difference on the students' scores on the pos-test due to the treatment, also there was an observed improvemen on the students' reading comprehension. In Meljuita (2013), the researcher compared the effect of POSSE and Question Answer in reading comprehension. And the researcher found that POSSE strategy gave significant effect versus a strategy Question Answer agains results. And then in Darmayenti and Kustati (2017), the researcher used t-test, and the value of t-calculated is greater that the value of t-table. It could br concluded that teaching reading by POSSE could be better enhance the students' reading comprehension. Based on the background of the researcher, the problem is formulated as follow: (1) Is there any significant effect of using POSSE strategy on students' ability in reading comprehension narrative text at grade I in SMA SWASTA TAMANSISWA TAPIAN DOLOK?, (2) Is there any significant effect without using POSSE strategy on students' ability in reading comprehension narrative text at grade I in SMA SWASTA TAMANSISWA TAPIAN DOLOK?, and (3) What arethe effect of using POSSE strategy on students' ability in reading comprehension narrative textat grade I in SMA SWASTA TAMANSISWA TAPIAN DOLOK? The hypothesis of the research is proposes in terms of alternative hypothesis (Ha) and null hypothesis (Ho). They are follows: (1) Ha : The effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy is significant on the students' ability in reading comprehension at grade one in SMA SWASTA TAMAN SISWA TAPIAN DOLOK and (2) H0 : The effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy is not significant on the students' ability in reading comprehension at

grade one in SMA SWASTA TAMAN SISWA TAPIAN DOLOK. The objective of this research is to find out the effect of usingPOSSE (Predict, Organize, Search, Summarize, Evaluate) strategyon Reading Comprehension Narrative Text at Grade I in SMA Swasta Tamansiswa Tapian Dolok.

POSSE (Predict, Organize, Search, Summarize, Evaluate)Strategy

POSSE strategy is a mnemonic reading comprehension strategy developed by Carol Englert and Troy Mariage (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.Richardson (2013) in NBSS said the POSSE strategy (Englert & Mariage 1991) is a reading comprehension strategy thatincorporates reading and learning practices that effective readers and learners use automatically. Students discuss their reading and use the strategies of predicting, organising, searching, summarising and evaluating to comprehend informational or expository text. The strategy activates prior knowledge, but also encourages students to organise their existing knowledge and then summarise and elaborate on the connections between what they already knew and what they have learned. POSSE strategy is a reading comprehension strategy that 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 informational or expository text. The strategy 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. This strategy can improve students' comprehension on finding topic of reading comprehension components. 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.

Procedure of Posse Strategy Mastropieri and Scruggs in Freville Ben (2006:21) cited in Meljulita (2013) there are five steps in POSSE strategy there are as follow: (1) Provide students with POSSE strategy sheet and explain how the sheet highlights each step in the strategy and includes concept or thinking maps to help them organize their thoughts and (2) Show students that the strategy sheet is divided into two activities to complete before reading (predict and organize background knowledge) and three activities to complete during and after reading (search, summarize and evaluate).

a. Predict, Students activate background knowledge by brainstorming what the text will be about using text clues such as the title, headings, pictures/diagrams or initial paragraphs, etc. Help students by asking questions like 'What does this text feature tell you…'

b.Organize, Students organize their background knowledge or brainstorming predications into a semantic or concept map. Discuss with students what new ideas they have learned about the topic. Provide students with a POSSE cue card and explain that the cue card is used to guide their group discussions in the following steps of the strategy.

c. Search, Students read the text to confirm their predictions and to find the main ideas

d. Summarize, student state what each paragraph is mainly about

e. Evaluate, compare (student compare the semantic maps they prepared before read the text with the maps they prepared as part of the discussion), clarify (student ask question about unfamiliar vocabulary, unclear referents, and information not provided by the author of the text)

Reading Comprehension

Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text related, and situational factors.Reading comprehension refers to reading for meaning, understanding and entertaiment (Nunan, 2005:71) in Marlini (2016), Reading comprehension has been described as 'a complex intellectual process involving a number of abilities' (Rubin 2000:17) in Westwood (2001). From the statement above, researcher can conclude that reading comprehension is an activity to finding the meaning and understanding the text and involve the abilities of reader. Snow (2002:11) in Ashadi (2013) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. Wilhelm (2008:2) cited in Agustiani (2010:2)in Ashadi (2013) states, "Reading comprehension is the degree to which we understand what we read. It is the ultimate end-goal of reading that if we don't read to understand, we'll read for nothing and comprehension requires the reader to be an active constructor of meaning". It means that in reading comprehension, students are hopefully able to create their own interpretation actively as an effort to get meaning from the text he/she reads. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding of text results from an

interaction between word identification, prior knowledge and the effective use of cognitive strategies (Lyon; Scarborough 1998:10) in Westwood (2001). So, reading comprehension is a complex process, the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. Reading comprehension is the ability to process the written or printed material from what has been read to develop and construct the main idea on the experience or prior knowledge of the reader. The purpose to get information, entertaiment, improvegeneral language skill, and develope knowledge for the reader, to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

According to Westwood (2001:21), levels of Reading Comprehension are:

1. Literal level: At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

2. Inferential level: At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbor to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complaints.

3. Critical level: At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example,when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating. Critical and inferential reading together probably make the reader feel that moving up to the 18th floor may not suit Miss Chow and it is not a good solution.

4. Creative level: At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest other ways of dealing with Miss Chow's problem; or might write a short story indicating what happens next time Miss Chow is disturbed by her neighbors.

Narrative Text

According to Knapp and Watkins (2005:221-222), Narrative is one of the most commonly read, because narrative has been and continues to be such popular genre that students 'pick up' and write 'naturally'. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitude. The social function of narrative text are to amuse, entertain, and to deal with actual or vicarious experience in different ways; Narrative deals with problematic events which is lead to a crisis or turning point of some kind, which in turn finds a resolution.

According to Knapp and Watkins (2005:222-223) stated the generic structure of narrative, such as:

a) Orientation: Introducing the people, time and place in the story.

b)Complication: Using the sequence to setup one or more complexities or problems.

c) Resolution: The problem part of the narrative must eventually find someway of being resolved.

d) Coda: is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story. Based on Knapp & Watkins about the language features of narrative text, are:

a. The story is written in the first person (I,we) or third person (she, he,and they).

 b. The verbs are in past tense. For example: One day a man and his son went to the jungle to hunt deer.

c. Chronological (plot or content have a chronology of events that happened in a particular order). So that it is sequenced in time and use time connectives; once upon a time, after a while, then finally. Connectives are widely used to move the narrative along and to affect the reader.

d. Main participants are characters with recognize able qualities, are often specific and individual.

e. The processes that mostly occur in this kind of text is material, verbal and mental.

Example: Narrative Text

TIMUN MAS

Orientation

Long time ago, there was a farmer couple. They were staying in a village near a forest. They lived happily.

Complication 1

Unfortunately, they hadn't had any children yet.

Resolution 1:

Everydaythey prayed to God for a child. One day a giant passed their home. He heard what they were praying. Then the giant gave them a cucumber seed. "Plant this seed, then you'll get a daughter," said the giant. "Thank you, Giant," said the couple. "But in one condition, in her 17th birthday, you must give her to me," said the

Giant. The couple wanted a child so much that they agreed without thinking first. Then the couple planted the cucumber seed. Each day they took care the growing plant so carefully. Months later, a golden cucumber grew from the plant. The cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully they cut out the cucumber and how surprised were they when they found a beautiful baby inside. They were so happy. They named the baby, TimunMas, or Golden Cucumber.**(Resolution 1)**

Years were passing by and Timun Mas had grown into a beautiful girl. Her parents were very proud of her. But their happiness turned to fear when her 17th birthday came. The giant returned to ask for their promise. He was going to take Timun Mas away. **(Complication 2)**

The farmer tried to be calm "just a moment, please. Timun Mas is playing. My wife will call her,' he said. Then the farmer came to his daughter. "My child, take this," as he was giving her a little bag to Timun Mas. "This will help you from the giant. Now, run as fast as you can," he ordered. So Timun Mas ran away.**(Resolution 2)**

The couple was very sad about her leaving. But they didn't want the giant to eat Timun Mas. Meanwhile, the giant had been waiting for too long. He became impatient. Somehow he knew that the couple had lied to him. So he destroyed their house and ran for Timun Mas. The giant was chasing Timun Mas and he was getting closer and closer. Timun Mas then took a handful of salt from her little bag. She spread out the salt behind her. Suddenly a wide sea appeared between them. The giant had to swim to reach her.**(Complication 3)**

Timun Mas was still running, but now the giant almost caught her. Then she took some chilly and threw them to the giant. The chily suddenly grew into some tress and trapped the giant. The tress grew some thorns as sharp as a knife. The giant screamed painfully. At the meantime, Timun Mas could escape again.**(Resolution 3)**

But the giant was very strong. Again he almost caught Timun Mas. So Timun Mas took the third magic stuff, the cucumber seeds. She threw the seeds and suddenly they became a wide cucumber field. The giant was very tired and hungry so he ate those fresh cucumbers. He ate too much that he felt sleepy and fell asleep soon.**(Complication 4)**

Timun Mas kept on running as fast as she could. But soon she was very tired herself. To make things worse, the giant had woken up! Timun Mas was so scared. Desperately she then threw her last weapon, terasi (a kind of shrimp pasta). It did miracle again. The pasta became a big swamp. The giant fell into it but his hands almost reached Timun Mas. Suddenly the lake pulled him to the bottom. The giant panicked and he couldn't breathe. At last he was drown.**(Resolution 4)**

Timun Mas was very relieved. She was safe now. Then she returned to her parents' house. Her parents were of course very happy to see their daughter safe and sound. "Thanks God. You have saved my daughter," they cried happily. From then on, Timun Mas lived happily with her parents with no fear anymore. (Re-Orientation) *http://didisuryadi38.blogspot.co.id/2013/narative-text.html*

2. RESEARCH METHODOLOGY
Research Design

This research is conducted by using Quantitative research with using quasi experimental research design. According to Ary (2010:26), Quantitative research are classified as experimental or non-experimental, where an experimental design based on Ary (2010:271), is the general plan for carrying out a study with an active independentvariable. The design is important because it determines the study's internal validity,which is the ability to reach valid conclusions about the effect of the experimentaltreatment on the dependent variable.It means that experimental designis a research design that is used to find the influence of one variable to another. This researcher also include as quasi experimental research design because quasi experimental designsare similar to randomized experimental designs in that they involvemanipulation of an independent variable but differ in that subjects are not randomly assignment to treatment groups.Because the quasi-experimental design doesnot provide full control, it is extremely important that researcher be aware of thethreats to both internal and external validity and considered these factors in theinterpretation. In this research, the researcher selected two classes, the first class as an experimental class with use POSSE strategy and the second class as a control class without use strategy. The researcher usedpre-test and post-test group design with the researcher design can be presented in the table as:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	X_1	√	X_2
Control group	Y_1	-	Y_2

Notes: E = Experimental group;   C= Control group; X_1 = Pre-test to experimental group
      X_2 = Post-test to experimentsl group; Y_1= Post-test to controlgroup
      Y_2 = Post- test to control group;   √ = Using POSSEstrategy   − = Without using POSSE strategy

In this research the text will be given to test their reading comprehension is a Narrative text with four meetings for each group class (experiment and control group class) and the first the students will be given the pre-test with purpose to know their reading comprehensionof narrative text before treatment and the post-test will be given in the treatment by using the POSSE strategy. The pre-test and post-test will be conducted for control and experimentalclass.

2.1 Population and Sample

1. Population

Population is all data that concerns use in a scope and time that theresearcher specify. Based on Ary (2010:148), "a population is defined as all members of any well-defined class of people, events, or objects". In this study, the population of the study includes all grade ten students of SMA SWASTA TAMANSISWA TAPIAN DOLOK in the academic year 2017/2018.

Class	Number of Students
X IPA	31
X IPS 1	31
X IPS 2	31
X IPS 3	31
X IPS 4	31
Total	**155**

2. Sample

Ary (2010:148) said, sample is a portion of a population.In this research, the researcher took two classes as the sample of the research, one class as the experimental class and one class as control class. And for observation the samplesare only 62 students consist of2 classes (X IPS 1 andX IPS 3). The students then are divided into two groups,31 students as experiment group and 31 students as control group.

The Instrument of the Research

1. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To get the data, the researcher did the test; it consisted of pre-test and post test. The function of pre-test is to knowpre-ability students in comprehending narrative text without using a techniques. And the function of post test is to know post-ability of the students in comprehending narrative text after they were taught by the techniques in treatment. The test will be used to see the result of students' comprehension. And the score of the test will be used to measure the effectiveness of posse strategy. The form of test is multiple-choices, which consist of30 items of narrative text to measure students reading comprehension.The reason why the items test will be constructed in form of multiple choices, because multiple choice is an objective test. And the instrument of this research is put on the appendix.

Scoring of the Test

To score the test the researcher used score ranging from 0 to 100 by counting the correct answer and applying the formula:

$$S = \frac{R}{N} \text{x } 100\%$$

Notes: S= the score, R= the right answer, N= number of test items

The Technique of Collecting the Data

There are some techniques that the researcher will use to collecting the data, they are:

1. Pre–Test

The researcher will give pre-test in the first meeting. The researcheruses multiple choice techniquethat consisted of 30 items of narrative text to measure students reading comprehension. Multiple choicetechnique is a technique that will be designed by using four choices and the participant choose one correct answer.After finishing the testthe students collected it to teacher.

2. Treatment

The treatment will be conducted after pre-test. In the experimental class, the student will teach by applying POSSEstrategy for 2 times while control group will teach without POSSE strategy for 2 times. Both of the groups will get the same reading material.The activities during the treatment to the experimental group and the control group could be briefly described as follows:

a. Teaching activities in Experimental Group

Meeting 1

(Pre-Activities) Teacher	Students	Time Allocation
1. Teacher greets the students and ask one of the students to lead the pray	Students response to the teacher and one of the students lead the pray	3'
2. Teacher checks the attandence list	Students respon the teacher and say present that they are in the class	5'
3. Teacher continue with the subject about narrative text share the handout of narrative text	Students prepare their self for the lesson that will be given by the teacher	2'
Whilst Activities		
Observation 4. Teacher explain about POSSE strategy (what POSSE strategy is, each step of the strategy, and how to implement the strategy in reading process and used the sheet) 5. Teacher gives a new story "The Legend of Toba Lake" by some pictures that related to the story	Students listen to their teacher's explanation	20'
Questioning 6. Teacher asks the students what are they thinking when they see the picture about The Legend of Toba Lake	Students answer their teacher's questions, student's try to tell the story and mention the word that related to the topic (Predict)	10'
Thinking 7. Teacher gives POSSE strategy sheet to the students and asks students to write their predictions in their POSSE strategy sheet 8. Teacher gives a text of The Legend of Toba Lake and asks the students to read the story in silent reading and comprehend the text	Students write their prediction of the story in their sheet (Organize) Students read the story	10'
Trying 9. Teacher asks the students to find the main idea of every paragraph in the text 10. Teacher asks the students to see their organizer graphic before and summarize the story	Students try to find the main idea (Search) Students try to summarize the story using their prediction In POSSE strategy sheet (Summarize)	10' 10'
Communicating 11. Teacher ask the students to compare their organizer graphic that have by them before (prediction) and after read the text 12. Teacher asks the students to answer the comprehension question ofThe Legend of Toba Lake story	Students compare (Evaluate) Students answer the questions	5' 5'
Post-Activities		
13. Teacher asks the students to review what they have learned today and give conclusion	Students give their conclusion	5'
14. Teacher reminds the students to learn the material in home and tell the lesson	The students makes a note in their book about the conclusion of the lesson and	3'

planning in the next meeting 15. Teacher asks the student to lead the pray	listen to their teacher's explanation Student lead the pray and greet their teacher	2'

Meeting 2

(Pre-Activities) Teacher	Students	Time Allocation
1. Teacher greets the students and ask one of the students to lead the pray 2. Teacher checks the attandence list 3. Teacher continue with the subjectabout narrative text and share the posse sheet's stratey 4. Teacher divided students into 9 group that consist of 4-5 students	Students response to the teacher and one of the students lead the pray Students respon the teacher and say present that they are in the class Students prepare their self for the lesson that will be given by the teacher Students join with their group	3' 5' 7'
Whilst Activities		
Observation 5. Teacher review the explain about POSSE strategy (what POSSE strategy is, each step of the strategy, and how to implement the strategy in reading process) 6. Teacher gives a text of RoroJonggrang" by picture that related to the story	Students listen to their teacher's explanation	10'
Questioning 7. Teacher asks the students to make a prediction 8. Teacher asks the students to tell their prediction to the posse sheet's strategy	Students make their prediction (Predict) Students write in the sheet (Organize)	5' 5'
Thinking 9. Teacher gives a text of Roro Jonggrang and asks the students to read the story in silent reading and comprehend the text	Students read the story	10'
Trying 10. Teacher asks the students to find the main idea of every paragraph in the text, generic structure and an unfamiliar words in the story 11. Teacher asks the students to see their organizer graphic before and summarize the story	Students try to find the main idea, generic tructure and an unfamiliar words (Search) Students try to summarize the story using their prediction In POSSE strategy sheet (Summarize)	15' 10
Communicating 12. Teacher ask the students to compare their organizer graphic that have by them before (prediction) and after read the text 13. Teacher asks students to present their sheet of POSSE strategy 14. Teacher asks thestudents to answer the comprehension question ofRoroJonggrangstory	Students compare their discussion with their prediction (Evaluate) Students present their sheet of POSSE strategy Students answer the questions	5' 10' 5'
Post-Activities		
15. Teacher asks the students to review what they have learned today and give conclusion	Students give their conclusion	5'

16. Teacher gives conclusion about narrative text and posse strategy	The students makes a note in their book about the conclusion of the lesson and listen to their teacher's explanation	3'
17. Teacher aks one of students to lead a pray.	Student lead a pray	2'

3. Post- Test

After treatment, the researcher will give the post-test in the last meeting. The teacher shared the test, multiplechoice that consists of 30 items of narrative text and the students are given a post- test which is similar with the pre-test. The function of the post-test is to know the mean scores of the experimental group and the control group after treatment finished.

2.6 Technique of Analyzing Data

After the data are collected, and then the researcher analyzed the data by the following steps: (1) The researcher checks the students' test and the second gives the scoring to the students' test, (2) The researcher collected the data from students' score, and then the researcher analyzes the data by using IBM SPSS 21 Windows based program that can be used to perform data entry and analysis and to create table's graphs.SPSS is capable of handing large amounts of data and can perform all of the analyses covered in the text and much more SPSS data processing program has been used in various issues such as marker research, control and quality improvement and scientific research. SPSS program is very popular because it is often used as a tool to simply the process of data processing. The researcher uses SPSS because the program is very helpful in the process of data processing, so that the result of data are accurate and trusted, (3) The Data Editor Window has two views that can be selected from the lower left hand side of the screen. Data View is where you input the data you are using. Variable view is where you can specify the format of your data when you are creating a file or where you can check the format of a pre-existing file. The data in the Data Editor is saved in a file with the extention.sav, (4) The variable view of the Data Editor displays the names and qualities of every variable, show information regarding the meaning of our data. Each row represents a single variable. The columns contain information about specific features of each variable such as the Name, Type, Label and Value. The Data View of the Data Editor display every case and data value for all variables. Data values can be entered by clicking on a cell and typing in the value, (5) To calculate Mean just input the data of pre-test and post-test of one group to Data View in var 1 and 2. Click Variable View. In the **Name** column, researcher will type Pre-test in cell 1 and Post-test in cell 2, and same with **Label** column. In the **Measure** column, please set the cell 1 and 2 become **Nominal**.After that, click **Data View**, click **Analyze, Descriptive Statistic** and then **Descriptive** automatically will appear automatically minimum score, maximal score, mean and standard deviation, (6) To get the result from t-test with the same step need to input data. Input the post-test score of Experimental and Control group to**Data View** cell 1 and 2. Type experimental in Group 1 column and Control in Group 2 column. Set the Variable View like when find out the Mean. The last step then click **Analyze, Compare Means and Independent Sample T-Test.**Click Post-test of Experimental in Test Variable (s) and Post-test of Control group to **Grouping Variable** then click **Define Groups**. Experimental group as group 1 and Control group as group 2 then click **continue** and **OK**. Automatically will appear the table of **Test of Variance Homogeneity** and **Independent Samples Test.**

3. RESULTS AND DISCUSSION

3.1 Data Analysis

1. Experimental Group (X IPS 1)

These are the data of pre-test and post-test of experimental group which are sorted from the highest to the lowest score. The data is written in table form as follows:

Table 3.1
a) Pre-Test and Post-Test of Experimental Group

No.	Initial Name of Students	Pre-test (X_1)	Post-test (X_2)
1.	DD	10	60
2.	AD	23	77
3.	WF	27	77
4.	AZ	33	77
5.	DY	37	77
6.	RA	40	77
7.	AA	40	80
8.	TK	40	80

9.	RV	40	80
10.	NK	40	73
11.	MN	43	77
12.	GA	43	80
13.	SN	43	77
14.	PM	47	83
15.	ZV	47	80
16.	AP	47	80
17.	YP	47	83
18.	JS	50	80
19.	AE	50	83
20.	NA	50	87
21.	NH	50	87
22.	MD	50	77
23.	CP	50	80
24.	BS	53	80
25.	DB	53	77
26.	AN	57	80
27.	JM	57	87
28.	SNH	57	83
29.	RF	57	80
30.	YM	57	87
31.	JS	63	90

From the table above, there are 31 students that followed pre-test and post-test in experimental group. The highest score in pre test is 63 and the lowest score is 10. The highest score in post-test is 90 and the lowest score is 60. It can be seen that there is improvement of students' score in post-test. After that, there are frequency statistics tables which show the frequency of scores data briefly and clearly as follows:

Table 4.2

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	10	63	45.19	11.128
Posttest	31	60	90	79.87	5.359
Valid N (listwise)	31				

Note: N   : Total number of students who did the test, Min   : Shows the lowest value
      Max : Shows the highest value   Mean : Shows the average value
      Std. Deviation : Shows the standard deviation value of the data

Descriptive statistics table shows about pre-test and post-test of experimental group. The first, total number of students who did the test in pre-test are 31 students. Minimum score pre-test in experimental group is 10, and maximum score in pre-test is 63. Mean of the pre-test is 45,19 and standard deviation is 11,128.

Total number of students who did the test in post-test are 31 students. Minimum score in post-test is 63 and maximum score is 90. Mean of post-test is 79,87 and standard deviation is 5,359.

   b) The Level of Students' ability in Pre-test of Experimental Group

The researcher will find out the level of the students' ability in pre-test of experimental group. By knowing the level of students' ability it means that the researcher can describe to the reader about the ability of student in the classroom. To know the level of students' ability in pre-test, firstly we have to know the mean and standard deviation from all the data of the students' ability in pre-test. To find out the percentage of the students' ability in reading comprehension, the formula used are listed below:

$$P = \frac{f}{n} \times 100\%$$

Note: P : Percentage, f   : Frequency number of the students , n   : Total number of sample.
The mean (M) and standard deviation (SD) of students in pre-test are listed below.
Mean (M) = 45,19   Standard Deviation (SD) = 11,128

Table 4.3

Level Ability	The Criteria	Number of Students	Percentage %

High More than 56,318	M + SD 45,19 + 11,128 56,318	6	19,35
Medium Between 34,062-56,318	M - SD M + SD 45,19 - 11,128 45,19 + 11,128 34,062 56,318	21	67,74 %
Low Under 34,062	M – SD 45,19-11,128 34,062	4	12,90%

High   : The highest level of students' ability   Medium : The standard level of students' ability
Low   : The lowest level of students' ability   Criteria : The way to conclude the level of students
Number of students : Total students that got score based on level ability
Percentage   : The sum of the percentage from the class who get the level ability

        The researcher made the level and classification ability of students in experimental class in three categories. They were high, medium, and low. The high level had criteria 56,318. It is concluded that the students had the score pre-test more than 56,318, we can see that the total of students in high level was 6 students.The medium level had criteria between 34,062 to 56,318 that was 67,74%. It means there were almost students had medium ability. The low level had criteria under 34,062 that was 12,90%. It means the percentage of low ability is lowest than the percentage of high ability, 4 students got low ability. So, in pre-test of experimental class, there is no studentspassed or got the KKM (73) and high score was 63.
    c)   The Level of Students' ability in Post-test of ExperimentalGroup
        The researcher will find out the level of the students' ability in post-test of experimental group. By knowing the level of students' ability it means that the researcher can describe to the reader about the ability of student in the classroom. To know the level of students' ability in post-test, firstly we have to know the mean and std. deviation from all the data of the students' ability in post-test.The mean of post-test was 79,87and standard deviation in post test was 5,359 which showed the significant change. To find out the percentage of the students' ability in reading comprehension, the formula used are listed below;

$$P = \frac{f}{n} \times 100\%$$

Note: P : Percentage; f   : Frequency number of the students , N   : Total number of sample.

The mean (M) and standard deviation (SD) of students in post-test are listed below.
Mean (M) = 79,87   Standard Deviation (SD) = 5, 359
        Table 4.4

Level Ability	The Criteria	Number of Students	Percentage %
High More than 85,229	M + SD 79,87+ 5,359 85.229	5	16,12%
Medium Between 74.511-85.229	M - SD M + SD 79,87-5,359 79,87+5,359 74, 51185,229	24	77,42%
Low Under 74,511	M – SD 79,87-5,359 74,511	2	6,45%

High   : The highest level of students' ability;   Medium : The standard level of students' ability
Low   : The lowest level of students' ability   Criteria : The way to conclude the level of students
Number of students : Total students that got score based on level ability
Percentage   : The sum of the percentage from the class who get the level ability

        The researcher made the level and classification ability of students in experimental class in three categories. They were high, medium, and low. The high level had criteria85,229 that was 16,12%. It means only

5 student got high score and high ability. The medium level had criteria between 74,511 to 85,229 that was 77,42%. It means there were almost students had medium ability. The low level had criteria under 74,511 that was 6.45%. It means the percentage of low ability is lowest than the percentage of high ability. So, in post-test of experimental group, students got high score was 90, and the low scorewas 60 that was 1 student. Researcher conclude that was1 student got low score or low ability and others passed or got the KKM (73)..

2. Control Group (X IPS 3)
These are the data ofpre-test and post-test of control group which are sorted from the highest to lowest score. The data is written in table form as follows:

Table 4.5
   a)   Pre-Test and Post-Test Score of Control Group

No.	Initial Name of the students	Pre-test (Y_1)	Post-test (Y_2)
1.	WS	30	37
2.	WN	33	43
3.	P	33	63
4.	US	37	57
5.	IH	37	77
6.	TW	37	63
7.	FY	37	60
8.	DS	37	40
9.	SM	37	37
10.	NK	37	73
11.	MA	40	60
12.	AAT	40	43
13.	RA	40	70
14.	IP	40	70
15.	RJA	40	53
16.	IW	43	47
17.	NE	43	67
18.	AS	43	60
19.	AA	43	53
20.	AP	43	60
21.	JN	43	60
22.	CA	43	70
23.	ZS	47	57
24.	ES	47	50
25.	MS	47	70
26.	FS	50	73
27.	HA	53	70
28.	TS	60	60
29.	PA	63	70
30.	NY	63	57
31.	FA	73	77

From the table above, there are 31 students that followed pre-test and post-test in control group. The highest score in pre test is 73 and the lowest score is 30. The highest score in post-test is 77 and the lowest score is 37. It can be seen that there is improvement of students' score in post-test. After that, there are frequency statistics tables which show the frequency of scores data briefly and clearly as follows:
Table 4.6

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	30	73	43.84	9.713
Posttest	31	37	77	59.58	11.558
Valid N (listwise)	31				

N   : Total students
Min   : The lowest score of Pre-test and Post-test
Max   : The highest score of Pre-test and Post-test

Mean   : The average of Pre-test and Post-test score
Std. Deviation   : a number that indicates the extent to which a set of numbers lie apart

Descriptive statistics table shows about pre-test and post-test of control group. The first, total number of students who did the test in pre-test are 31 students.Minimum score pre-test in controlgroup is 30 andmaximum score in pre-test is 73. Mean of the test is 43, 84 and standard deviation is 9,713.
Total number of students who did the test in post-test are 31 students. Minimum score post-test in control group 73 and maximum score is 77. Mean of post-test is 59,58 and standard deviation is 11,558.
b)The Level of the Students' ability in Pre-test Score of ControlClass
The researcher will find out the level of the students' ability in pre-test of control group. By knowing the level of students' ability it means that the researcher can describe to the reader about the ability of student in the classroom. To know the level of students' ability in pre-test, firstly we have to know the mean and standard deviation from all the data of the students' ability in pre-test.   To find out the percentage of the students' ability in reading comprehension, the formula used are listed below;

$P = \frac{f}{n} \times 100\%$

P : Percentage   ; f   : Frequency number of the students;   n   : Total number of sample.

The mean (M) and standard deviation (SD) of students in pre-test are listed below.
Mean (M) = 43, 84   Standard Deviation (SD) = 9,713.

Table 4.7

Level Ability	The Criteria	Number of Students	Percentage %
High 53,55	M + SD 43,84 + 9,713 53,55	4	12,90%
Medium 34,12 – 53.55	M - SD M + SD 43,84 - 9,713 43,84 + 9,713 34,1253,55	24	77,41 %
Low 34,12	M – SD 43,84 – 9,713 34,12	3	9.67%

High   : The highest level of students' ability
Medium   : The standard level of students' ability
Low   : The lowest level of students' ability
Criteria   : The way to conclude the level of students
Number of students   : Total students that got score
Percentage   : The sum of the percentage from the class who get the level

The table above showed the high level is got score 53,55 that was 12,90%. It means 4 students got high score and high ability. The medium level is got between 34,12 to 53,55 that was 77,41%. It means there were almost students had medium ability. The low level is got score under 34,12 that was 9.67%. It means the percentage of low ability is lowest than the percentage of high ability. So, in pretest of control class, there is no significant because there is no students passed the KKM (73) and got high score was 70.
c) The Level of the Students' ability in Post-Test of Control Class
The researcher will find out the level of the students' ability in post-test of control group. By knowing the level of students' ability it means that the researcher can describe to the reader about the ability of student in the classroom. To know the level of students' ability in post-test, firstly we have to know the mean and standard deviation from all the data of the students' ability in post-test. To find out the percentage of the students' ability in reading comprehension, the formula used are listed below;

$P = \frac{f}{n} \times 100\%$

Note:
P   : Percentage; f   : Frequency number of the students; n   : Total number of sample.

The mean (M) and standard deviation (SD) of students in pre-test are listed below.
Mean (M) = 59,58   Standard Deviation (SD) = 11,558

Table 4.8

Level Ability	The Criteria		Number of Students	Percentage %
High 71,13	M + SD 59,58 + 11,55 71,13		4	12,90%
Medium 48,03 – 71,13	M - SD 59,58 – 11,55 48,03	M + SD 59,58 + 11,55 71,13	21	70 %
Low 48,03	M – SD 59,58 – 11,55 48,03		6	19,35%

Where,
High　　　　　　　　　　: The highest level of students' ability
Medium　　　　　　　　: The standard level of students' ability
Low　　　　　　　　　　: The lowest level of students' ability
Criteria　　　　　: The way to conclude the level of students
Number of students　　　: Total students that got score
Percentage　　　　　　　: The sum of the percentage from the class who get the level

The table above showedthe high level is got score 71,13 that was 12,90%. It means 4 students got high score and high ability. The medium level is got between 48,03 – 71,13 that was 70%. It means there were almost students had medium ability. The low level is got score under 48,03 that was 19,35%. It means the percentage of low ability is higher than the percentage of high ability. So, in post-test of control class, there is significant because 4 students passed the KKM (73) and got high score was 77.

B. T-Test of Experimental and Control Group
To analyze whether there is effect of using POSSE strategy to the students' ability in reading comprehension in experimental and control group or not, the researcher uses Independent Sample T-test which is calculated by using SPSS. The calculated data are post-test score of experimental and control group.
Table 4.9
Group Statistics of Experimental and Control Group
Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
(1)　Experimental	31	79.87	5.359	.962
(2)　Control	31	59.58	11.558	2.076

Where,
N　　　　　　　　　　　: Total number of students
Mean　　　　　　　　　　: The average of Experimental and Control score
Std. Deviation　　　　　　: a number that indicates the extent to which a set of numbers lie apart
Std. Error Mean　 : a number that indicates the accuracy as an estimate of the population mean

In group statistics table, there are data of two groups which have 31 students of each group who are involved in the research. From the table, Mean of experimental group is higher than control group. It means that there is higher improvement in experimental group (1) than control group (2). The mean of each group showed the improvement that experimental class was 79,87 is higher than control class was 59,58.
　　　　The output of data divided in two tables. The first, Levene's Test for Equality of Variance, this table is the to the homogeneity of variance.
a)Test ofVariance homogeneity
The output of independent sample t-test data from SPSS is divided two tables. The first, Levene's Test for Equality ofVariance, this table is used to test the homogeneity of variance:
Table 4.10
Test of Variance Homogeneity

	Levene's Test for Equality of Variances	
	F	Sig.
Equal variances assumed	15.523	.000

Equal variances not assumed		

F   : To measure the magnitude of variance differences between the two groups
Sig   : Significance value

In that table, it can be seen that significance value (Sig.) is 0.000. This value is higher than 0.05, so it can be interpreted that both samples (experimental and control group) have homogeneous variance.

b) The Result of T-Test

The second, t-test for Equality of Means, it is to test the difference of means. There are two important columns, namely t and Sig. (2-tailed). Because two samples have homogeneous variance, so value that is used is t and Sig. (2-tailed) in line Equal variances assumed.

Table 4.11
Independent Samples Test

t-test for Equality of Means						
T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
8.868	60	.000	20.290	2.288	15.713	24.867
8.868	42.328	.000	20.290	2.288	15.674	24.907

To identify there is effect of POSSE strategy that used in the class, there must be improvement score of experimental group which is higher than control group. It can be seen from t and Sig. (2-tailed) column in line Equal variances assumed, t = 8.868 and Sig. (2-tailed) = 0.000. The calculation of t should be higher than t-table (t > t-table 8,868 > 1,67. The last, Sig (2-tailed) should be lower than 0.05, Sig. (2-tailed) = 0.000 < 0.05. It can be concluded that there is significant means difference of experimental and control. There was a significant effect after using POSSE Strategyto the students' ability in reading comprehension at grade I in SMA SwastaTamansiswaTapianDolok.

c)The HypothesisTesting

The hypothesis is aimed to know the answer of the question about the significant effect of the ability of students in reading comprehension by using POSSE strategy. The Alternative Hypothesis (Ha) and Null Hypothesis (Ho) should be proposed as follow: (1) Ha:There is any significant effect by using POSSE strategy to the students' ability in reading comprehension at Grade Iin SMA SWASTA TAMAN SISWA TAPIAN DOLOK."the value of t-test is higher than the value of t-table (t-test>t-table)" (2) Ho   :   There   is   no significant effectby using POSSE strategy to the students' ability in reading comprehension at Grade Iin SMA SWASTA TAMAN SISWA TAPIAN DOLOK. "The value of t-test is the same or less than the value of t-table" (t-test = t-test < t-table)

From the result calculation above, the total t-test obtained value of the research is 8,86 with degree of freedom (df) is (31+31) – 2 = 60 and the level of significant is 5% (0.05), so the value table of t-table is 1.67. It shows that the result of t-test was higher than t-table (8,86>1.67), there forthe null hypothesis (H$_0$) is rejected and alternative hypothesis (Ha) was accepted. It means that there was a significant different between variable X and variable Y. So, hypothesis testing was Accepted.

According to the result above that, where t$_{test}$ = 8,86 was higher than t$_{table}$ $_=$ 1.67. It is concluded that the effect of POSSE strategy is significant than the effect of without POSSE strategy to the students' ability inreading comprehension at Grade I in SMA SwastaTamansiswaTapianDolok.

3.2 Results

Based on the data analysis, it is found that, there were several discoveries that were found, these were the followings:

1. The effect of POSSE strategy is significant to the students' ability in reading comprehension at Grade I in SMA SwastaTamansiswaTapianDolok.It was proved from mean of the score in pre-test 45,26 and post-test 79,87 in experimental group. The result of analyzing the data, the score of t – test is higher than t – table (8,86> 1.67).

2. There is no significant effect without usingPOSSE strategyto the students' ability in readingcomprehension at Grade I in SMA SwastaTamansiswaTapianDolok.It was proved from the

mean of score in pre-test 43,84 and post-test 59,58 in control class. It means that the control class got lower mean score than experimental class in pre-test and post-test are 45,26 and 79,87.

3. It was found that the effect of POSSE strategy is a good decision in teaching narrative text to the students' ability in reading comprehension.The statement could be showed by describing the analysis of the score from the pre-test and post-test in experimental and control class. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 8,86 and t-table was 1.67. So, Ha was accepted and Ho was rejected.

3. Discussion

To know the effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy to the students' ability in reading comprehension of narrative text, the researcher gave them pre-test and post-test. After the post-test was administered, the researcher got the data in the form of pre-test and post-test score. Then, the data is analyzed by using t-test. It shows from the mean of total score in pre-test from 31 students are 45,26. Besides, the score of post-test can be said good by the mean of total score of 31 students are 79,87. At a glance, the mean from pre-test and post-test can be seen that students' ability in reading comprehension improved. Then, to know the significance different score between pre-test and post-test, the researcher analyzed the data using t-test, the result of t-test is 8,868. The value of t-test has be found, and then the researcher considered the degree of freedom or df = N - 2. So, the df is 62 - 2 = 60. The researcher consulted to t-table, at the significance level of 0,05. The researcher found the df (60) in t-table at significance level 0.05 that is 1,67.

To answer the hypothesis testing, the researcher compared the value of t-test and t-table. The value of t-test that is gotten by the researcher is (8,868) and the value of t-table is 1,67. It id known that t-test is bigger t-table. Since, the t-test is bigger than t-table, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis is rejected, the theory is verified. It means that there is difference writing score at Grade I in SMA SwastaTamansiswa before and after taught using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy.

Finally, the researcher finds the answer of the problem namely to know the significant effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy in reading comprehension of narrative text by analyzing the data. The researcher found t-observed > t-table namely 8,868 > 1,67 which made (Ha) is accepted. If t-test is higher than t-table, it means that there is significant effect of using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy in reading comprehension narrative text. By using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy, the students can discuss in their group to make the prediction about text, they can share their knowledge based on the text, and then students can arrange their prediction one by one in the available sheets. After that they can read the text, comprehend it and try to find out the main idea, making a summarize from the text and finally they can evaluate their knowledge by compare the result in prediction with search step. And the students can share the information to other group. It can increase students' motivation in studying. So, the students can be active and fun in read a narrative text. And while in control class, the students were difficult to solve the problems that they have found, because the researcher didn't use POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy, so the students bored and lazy to read a narrative text.

The researcher used two classes of grade I as the sample that consist of 31 students of each class. One class was chosen to be experimental class that is received treatment by using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy and the other one as the control class that is received different treatment or without using POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy.

4. CONCLUSION

Based on the finding of research found the researcher found out thatt – test is higher than t – table (8,86> 1.67). It means that t – test > t – table, where t – table is 1.67 and t – test is 8,86, so t – test is higher than t – table.Therefore the null hypothesis (H_0) is rejected and alternative hypothesis (Ha) was accepted. It means that there was a significant different between variable X and variable Y. So, hypothesis testing was Accepted.In other words, usingPOSSE strategy is effective than without POSSE strategy to the students' ability in reading comprehension at grade I in SMA SwastaTamansiswaTapianDolok.

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