

CHAPTER I

INTRODUCTION

1.1 Background of study

Language is used as tool to communicate with other people. Lansen (2000:2) states that language is a bridge to connect one another. People realize that language has an important role in society to express their ideas. Thus, with language human can gain information and knowledge either orally or written.

In English has 4 skills listening, speaking, reading, and writing. Every skill is important to mastering. But the most important to master is reading. Hamer (2007) states that reading is useful activity for the students' language acquisition because it can increase their information. To get the information from the text, the students must comprehend what the writers say in their text. Because the according to Nastrand (1986), reading is dialogue between writer and reader by text. That is the reason why the students must read and comprehend the text. It is to know the writers' mean from the text. Besides that, reading also can improve students' vocabulary knowledge which is on their spelling and their writing (Hammer, 2007).

Based on Hellkjaer's (2009) statement, Reading is the receptive skill in the written mode. The goal of reading comprehension is student will increase in the use of cognitive strategies to build knowledge from text. Evidence of the use of strategy use will be based on frequency, appropriateness and effectiveness of the use of strategies, and the complexity of texts to which strategies are applied. The strategy of the teacher to explain about reading comprehension is important and gives effect on student's skill. If teacher gives interesting strategies, it makes

students like reading and then can develop their skill.

Reading is the important one for every people, from child until adult. In reading we can develop our knowledge, we do not know before, so we can know after we have reading. Beside that reading can give us information, readings the problem solving if we have some problem. The important of reading comprehension is what one reads is make successful in school. The student can understand about the context of the word in individual sentence, and also understand multiple concept of reading when reading longer passages. Reading without comprehension is also like listening to a person talking to you without understanding what she or he actually want to convey. Students learn to read and understand what they are reading so that they are reading so that they will not find it difficult to learn various thing in future and throughout their life.

The important of reading comprehension are learning to comprehend what are reading makes life easier, reading comprehension give students foundation in learning process, increase their vocabulary knowledge which is strongly needed reading comprehension, help the students make some prediction and make clarification on difficult or confusing part the next help them connect what they are reading to their life experiences or their previous knowledge

The students can get many information, knowledge, and many advantages from reading. The students do not lack of background knowledge because reading invite them to know everything.

In reference to the explanation above. In order to be able to comprehend foreign language especially English that is considered to be difficult by most people, it needs process to learn. Learning is a complex process that happen to

everyone during their life. The learning process happen because of interaction between the people with their environment. Therefore, learning can happen anytime and anywhere. One of the sign that someone has learned that is there is a behavior change in the person it itself, it my caused by a change in the level of knowledge, skill or attitude (Arsyad, 2009:01)

Zainotalia (2012) supported that through reading, the students will get many advantages such as the student can get more information, improve their knowledge, get the new ideas and get pleasure. The aim of reading is comprehension, so by reading the student should be able to get meaning, message and information from the text. Reading skills is not only reading the text. But also the student comprehend about what they have read. If the student do not have capability in reading, they will fail in examination and cannot follow the globalizations.

There are so many and different kinds of the texts, each of text bring difference reader interest and level difficulties in comprehending it. The difficulty in comprehending the text is not just from the vocabulary or idiom used but also the content in the given information. Here should be better to implement the appropriate strategy use in each type of the text for understanding.

Based on the observation, researcher finds problems in reading at grade 11 Khanaradsadonbamrung YALA School, some of the students do get difficulty to find the main idea of the text. It may be caused by some factors such as, they do not know the meaning of the word, lack of vocabulary. So, in reading a text students need much time to interpret the meaning of the text. Also, the teacher's ways of teaching English in the class is influenced them to study.

Researched to be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text – appropriate background knowledge. In this activity, the readers make an effort to understand the information within reading text by utilizing some reading strategies. Moreover, in this context, the readers are required to actively interact with the reading materials. Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in text, and creating goals and purposes for their reading.

POSSE strategy 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 (Englert & marriage 1991). The strategy not only activates prior knowledge, but also encourages students to organize their existing knowledge and then summarize and elaborate on the connection between what they already knew and what they have learned.

In procedures of implementing POSSE strategy Based on previous studies have been done by Jameel (2017) with the title The Effectiveness of P.O.S.S.E strategy on Improving Reading comprehension of the EFL university students based on research concluded that POSSE strategy has improved student's reading comprehension, and it has save time and efforts. In addition to this, Freville & Collen (2006:21) stated that the POSSE encourages the students to organize their existing knowledge and then summarize and elaborate on the connections between

what they have already known what they have learned. 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 that they have learned.

As reviewed by the researcher above, most previous studies those related to POSSE strategy only used that strategy without using additional interesting media that used technology in its application, so the researchers felt that just implementing a POSSE strategy was not enough. Therefore, here researcher try to combine POSSE strategy using Google Classroom technology as a media for teaching and learning reading comprehension.

As we know that the use of technology itself has been very popular in the process of teaching and learning, because technology as a tool so students can explore their learning (Gil-Garcia & Cinton, 2002) besides that according to (Fredricks, Blumenfeld & Paris, 2004) Technology can also help students achieve their goals. Because integrating technology into learning will encourage them (students) to be more motivated.

Besides being motivated through technology, students can be more understanding in Reading. Among the many parts of technology that exist today, researchers are very interested in one of the E-Learning technologies “Google Classroom”. By definition Google Classroom is a digital class program for students to be able to communicate with their teachers and partners (Phan, 2015)

Google classroom is a free application, teachers can create digital classes and teachers can also upload files in word document, PowerPoint, videos, announcements and assignments for students, document files can also be edited and shared. And when they have completed the assignment, they can post their assignments on the teacher's board or class board.

Access to enter Google Classroom is a very easy because it can be accessed through any device. On Google classroom there is also a platform that allows students to be able to send messages, chat, discuss tasks and topics learned in class. Not a few studies using Google Classroom E-Learning as their research material, such as Agarwal and Pandey (2009) in their research entitled "Impact of E-Learning in Education" there show the results that E-Learning supports broad use of education training. Because E-learning has many advantages over traditional learning techniques and is superior. E-learning is believed to be the easiest way to pursue a higher education degree. Next, Izwan Nizal Mohd Shaharane, Jastini Mohd Jamil, and Sarah Syamimi Mohamad Rodz in 2016 conducted research under the title "The Implementation of Google Classroom as a Teaching and Learning Tool".

Through the results of interview observations, surveys, and demographic analysis showing that students overall satisfaction with the application. Thus, Google Classroom shows that this is effective and active in its application in the classroom. Furthermore, research from Maroof and Emran (2018) examined. The effect of student use and acceptance of Google classroom at Al Buraimi University College (BUC) in Oman. Shows that many students from Al Buraimi University College rely on Google classroom because they believe that

technology like this can improve their education system. This conclusion is supported by the high dependence of BUC students on this technology because of the factors mentioned earlier namely ease of use and usability.

Therefore, it is important to conduct a study to find out evidence on whether the implementation of POSSE Strategy Using Google Class Room can give a significant contribution on reading comprehension achievement.

1.2 Statement of the problem

Based on the background above, this study is aimed at finding the effect of using POSSE on reading comprehension descriptive text of 11th grade in Khanaradsadonbamrung YALA School. The problem of this study can be stated as follows:

Does POSSE Strategy Using Google Class Room give significant effect able to be process of teaching and learning reading of students in Khanaradsadonbamrung yala school ?

1.3 Hypothesis

Based on the explanation above, the researcher formulates the hypothesis of this study are as follow:

H₀: There is no significant effect using the POSSE Strategy Using Google Class Room able to be process of teaching and learning reading of students in Khanaradsadonbamrung YALA School

H₁: There is significant effect using the POSSE Strategy Using Google Class Room able to be process of teaching and learning reading of students in Khanaradsadonbamrung YALA School

1.4 Objective of the study

According to the problem statement above, the objective of the study is to find out the significant influence of POSSE strategy using Google class room on reading comprehension in Kanarasadonbamrung Yala School

1.5 Significance of the study

Significance of this study is divided into two types, those are theoretical significance and practical. It will be described below.

1.5.1 Theoretical significance

The theoretical benefit , the result of study of using POSSE strategy to increase student reading comprehension.

1.5.2 Practical significance

a. Students

Students get experiences by POSSE Strategy Using Google Class Room in reading comprehension and the students' reading comprehension will be better than before by understanding of POSSE Strategy Using Google Class Room.

b. Teacher

- It gives input the teacher in formulating procedure for teaching reading.
- The teacher can apply this strategy in the next teaching and learning
- Teacher can see how improve teaching reading and learning English can improve by use POSSE Strategy Using Google Class Room

The results of the present study may be useful as a model in teaching reading skills.

1.6 Scope and limitation of the study

In this study, the researcher will limit on the effect of POSSE strategy using Google classroom in students' reading comprehension on eleventh grade of Khanaradsadonbamrung YALA School. The researcher focus on POSSE strategy using Google classroom for the students' reading comprehension descriptive text.

1.7 Definition of key terms

There are some terms used in this study that need to be defined in to order to avoid misunderstanding. There terms are defined as follow:

POSSE strategy is designed to activate students' prior knowledge about a topic and link t with new information contained in the text.

POSSE stands for Predict (predict what the story will be about), Organize (organize your knowledge into categories and details) Searcher (read to identify the main ideas and details or story parts) Summarize (name the main idea) , and Evaluate (ask a question, compare , clarify, and predict).

Reading comprehension is process of reading in which the reader understand, extracts, and constructs the meaning of the text which consists of four levels: the literal, eliciting, evaluative and creative. Westwood (2008)