

THE POSSE APPROACH: A PROMISING WAY TO BOOST READING COMPREHENSION

Tanti Sepriana¹Hastini²Jamiluddin³Sudarkam R. Mertosono⁴

English Education Study Program/Tadulako University

tantisepriana@gmail.com tini_firhansyah@yahoo.com

Received: February 10, 2024 Revised: April 12, 2024 Accepted: May 19, 2024

ABSTRACT

This research addresses the persistent challenge of enhancing reading comprehension skills among high school students, a critical competency for academic achievement. The POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy, recognized for its systematic approach to engaging students actively with texts, may provide a viable solution. The objective of this study was to examine whether the application of POSSE (predict, organize, search, summarize, evaluate) strategy could enhance the understanding of reading skills of tenth-grade pupils in SMAN 7 PALU. This study utilized designing quasi-experimental, dividing participants into an experiment group and a control group. The technique of purposive sampling was employed to decide the sample, comprising 36 students from the experimental group and 35 pupils from the control group. Gathering of data involved pre-test and post-test assessments, with analysis conducted utilizing paired sample t-tests with the support of SPSS v.29 for windows. The findings indicated that applying the POSSE approach effectively enhanced the understanding of reading among tenth-grade students attending SMAN 7 PALU. This conclusion was substantiated by the results of conducting the paired sample t-test, which showed a statistically notable disparity (2-tailed=0.001<0.05) in the students' learning outcomes between the initial assessment and subsequent assessment.

Key Words: *Reading Comprehension, POSSE Strategy*

INTRODUCTION

Mastering reading is essential for students as it's an essential form of communication skill (Saraswati et al., 2021). It plays an essential role in updating their knowledge and understanding complex texts (Fang, 2016; Fisher & Frey, 2014; Moss et al., 2015). Proficient reading skills enable students to comprehend texts containing difficult words (Mi-Chelle, 2017). Through this skill, readers aim to grasp the ideas or information conveyed by the writer. Reading comprehension is significant for students in terms of grammar as they naturally learn grammatical structures from the text (Mi-Chelle, 2017). Additionally, students can expand their vocabulary by comprehending the text, ultimately gaining valuable insight and knowledge from the information presented (Priskinanda et al., 2021). According to (Nunan, 1988), the main objective of reading is to enhance understanding. The capacity of students to comprehend text aids them in grasping its content (Giguere & Hoff, 2024; Neumann et al., 2020). Teachers consistently prompt students to

comprehend the text, as reading comprehension serves as a metric for assessing students' English proficiency (Panyasai, 2023).

Reading skill is very significant in the realm of education as they are integral to fulfilling the objectives of curriculum-based teaching (Panyasai, 2023; Rosyidi, n.d.; Wang, 2023). In Indonesia, the widely adopted curriculum is Merdeka Belajar Curriculum. In learning objectives state that "By the end of phase E, students should be proficient in reading and comprehending the texts" (Rofiah et al., 2023; Zaim & Zakiyah, 2024). Students engage in reading to learn and acquire information. Through reading, students can comprehend the information presented in the text, draw upon their existing background knowledge, and acquire new knowledge from the text they encounter.

In actuality, the students are unable to accomplish the aforementioned goal. Through observations, researcher discovered that students encounter various difficulties in the learning process, particularly in reading comprehension. These challenges include a lack of understanding of word meanings, difficulty grasping the core concept of the text and struggle with comprehending the information presented in passages.

Drawing from the reading comprehension challenges experienced by students, employing suitable strategies during the English learning process could serve as a solution for enhancing students' understanding of reading. A specific strategy that could be employed the POSSE strategy. It is essential for teachers employing the POSSE strategy to organize students into groups, distribute the POSSE sheet and provide an explanation of the strategy's purpose and fundamental competencies right from outset. Definitely, the researcher holds the opinion that POSSE strategy can help students in better

The novelty of this study lies in its exploration of the POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy as a targeted approach to improve reading comprehension among tenth-grade students at SMAN 7 PALU. While previous studies

The Novelty of this study lies in its exploration of the POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy as a targeted approach to improve reading comprehension among tenth-grade students at SMAN 7 Palu. while previous studies (Arianti & Tiarina, 2014) have emphasized the importance of

organizing students and introducing the strategy effectively, this research uniquely contributes to the existing literature by examining its specific impact on a local cohort of students. Furthermore, the study explores not only the application of the POSSE strategy but also its potential to address particular reading comprehension difficulties faced by students in a specific cultural and educational context. The localized investigation adds value to the understanding of how the POSSE strategy can be adapted and optimized to meet the needs of diverse students populations, thus offering practical insights for educators seeking to improve students' reading outcomes.

MATERIALS AND METHOD

a. Definition of Reading

One of the fundamental language acquisition abilities that cannot be separated to other language abilities is reading (Keezhatta & Omar, 2019). Pupils who comprehend clearly evaluate their comprehension while they peruse and employing various technique to understand meaning and grasp meaning. The process of reading involves students extracting the main ideas from texts and formulating conclusions to demonstrate their understanding after reading. This process is necessary for developing reading comprehension abilities, since they enable to interact with the content, analyze information, and synthesize key points to demonstrate their grasp of the material (Álvarez Cañizo et al., 2020; Amin, 2022; Jemamus et al., 2021; Li & Wu, 2015; Savage & Pace, 2019).

b. Purposes of Reading

Reading is a purposeful activity. The purpose of reading guides the reader's selection of texts. (Rizki Amelia, 2017) state how you read will determine your purpose in reading. In particular, there are several reasons why people might be reading some particular text.

- 1) Reading for pleasure and enjoyment
- 2) Reading for practical application, to gather the information that can be implemented in real life situations.
- 3) To obtain an overview, to gain a general feel for the material to assess whether it is relevance, usefulness, and currency, as well as understanding the author's approach to the topic.

c. Reading Comprehension

The process of constructing meaning through the coordination of several intricate processes, such as word reading, word and familiarity, and fluency, is known as reading comprehension (Blaži Ostojić, 2023; Lesaux & Harris, 2017). It denotes the capability to interpret the meanings of a text, comprehend word interpretations and identify connections among concept. This is line with (Siregar & Harida, 2021) define that reading comprehension is a good way to develop and understand comprehension, the students not only understand ideas but also recognize relationships and structures among ideas.

d. Definition of POSSE strategy

The POSSE strategy according to (Harisma & Karimah, 2020) consist of Predict, Organize, Search, Summarize, and Evaluate. It encompasses understanding of reading strategy like advance organizers, text structures, self-assessment, activating prior knowledge, prompting learners to structure their understanding, and comparing their existing knowledge with newly acquired information (Al Sultan, 2023; Alyatim et al., 2020; Lorena et al., 2022; Mertosono et al., 2020).

e. Implementation of POSSE strategy in Teaching Reading

(Harisma & Karimah, 2020) assert the application strategy of POSSE for instructing students in reading comprehension are as follows:

1. Predict

Students predict the text by generating ideas about the content of a text by analyzing cues like title, headings, or introductory sections.

2. Organize

Using a semantic map that is provided on the POSSE sheet, students structure their thoughts.

3. Search

In this step, students begin search for the primary idea while reading the text.

4. Summarize

When summarizing the text, students have to figure out each paragraph's main idea.

5. Evaluate

Students measure their comprehension of a text by contrast and to be clear their comprehension. This process involves comparing the concept from the pre-reading semantic map and the post-reading one, allowing students reflect on how their understanding has changed. Additionally, students engage in clarifying activities, where they seek clarification on unfamiliar words and unclear information presented in the text, further enhancing their comprehension.

METHOD

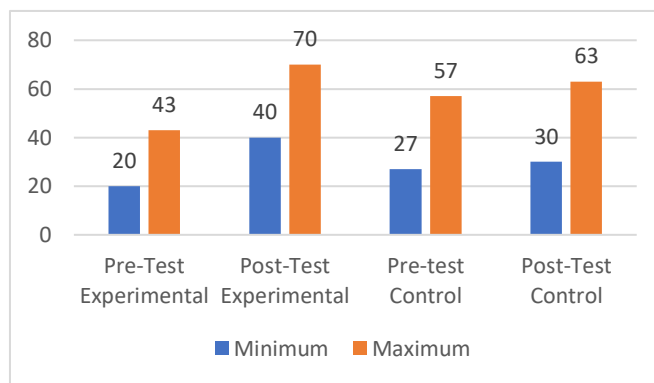
This research utilized a quasi-experimental design. As defined by (Creswell, 2021) quasi experimental research involves assigning participants to groups by the researcher, although not through random selection. This finding employed a single group that is a test, a treatment and after the test. The sample consisting of two types: an experiment class (Class X5) together with control group (Class X8). The researcher selected these classes for the study, with class X5 serving as well as the experimental group and X8 as control class. Paper and pencil method is a method that most frequently used for collecting data. The research's instrument is a test that included a test and a follow-up test. it comprised of ten multiple choice and five items of essay test

Table 1. Scoring Table of tests

No	Number of Text	Score of each item	Total score
1.	10 items	1	10
2.	5 items	4	20
	Total		30

RESULT**Table 2. Descriptive Statistics The students' Maximum Minimum Score of Experimental and Control Class**

Kelas	Minimum	Maximum
Pre -Test Experimental	20	43
Post -Test Experimental	40	70
Pre-test Control	27	57
Post-Test Control	30	63



The table above shows the experimental group comprised 36 students, while control group had 35 students. In experimental class, the requires minimum pre-test score was 20 and minimum score after the test was 40, with highest pre-test score being 43 and maximum post-test score reaching 70. Conversely, control group in the required minimum pre-test score is 27, in the post-test is 30, with maximum of pre-test score 53, in the post-test is 30, with maximal pre-test is 53 and post-test score is 63.

Normality Test

Within this finding, normality test was carried out to ascertain if the sample originates from the population that follows normal distribution (Khatun, 2021). The researcher employed the Shapiro Wilk method within SPSS V.29 for windows. This method was selected due to the study's sample being 71, which is less than 100. In Shapiro wilk assessment, a significance level above 0.05 suggests that the

assignment of data is normal, whereas, a level of significance below 0.05 indicates a non-normal distribution. In this study, the researcher employed the Shapiro-wilk method within SPSS V.29 for windows. This method was selected due to the study's sample being 71, which is less than 100. In the Shapiro-wilk test, significance values greater than 0.05 show the dispersion of the normal distribution, although a significance value below 0.05 indicates non-normal distribution.

Table 3. Test of Normality Experimental Group and Control Group
Shapiro-Wilk

Class	statistics	df	Sig.
Pre-test Experimental	.922	36	.014
Post-test Experimental	.967	36	.344
Pre-test Control	.947	35	.094
Post-test Control	.953	35	.143

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance

According to the result, significance value for the experimental group in the post-test was observed to be 0.344. Thus, the data provided has a normal distribution because significance value 0.344 greater than 0.05. similarly, significance value in the post-test results for the control group are 0.143, also indicates a normal distribution as exceeds 0.05. Therefore, both the experimental and control groups demonstrate normal distribution

Table 4. Paired sample T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. error mean	95% confidence Interval of the Differences				
				Lower	Upper			
Pre-test and post-test experimental	-21.92	9.518	1.586	-25.137	-18.696	-13.816	35	.001

According to (Santoso, 2014) for a t-test on paired samples, the criteria for the are as follows: if it has significant value (sig) less than 0.05 (2-tailed), the

hypothesis is supported. On the contrary, if there is a significant value (two-sided) exceeds 0.05, the hypothesis is rejected. Applying these criteria, it can be confidently stated that the research hypothesis is accepted, given that the significance value (two-tailed) of 0.001 is lower than 0.05. Consequently, these results indicates that the application of (POSSE) strategy holds a beneficial impact on enhancing pupils reading comprehension.

DISCUSSION

In the current study, the investigator focused on utilizing POSSE approach for teaching understanding of reading. It is similar in the research by Mertosono et al. (2020), POSSE strategy enhances students' reading comprehension by offering explicit instruction in strategies. The steps outlined in the POSSE strategy empower students to become proficient readers. This approach enables the teachers will present cognitive techniques such as triggering, arranging, looking for, summarizing, and keeping an eye on students' clarification. When pupils are given direct instruction in this technique, it results in improved reading comprehension. It was supported by (Setiadi, 2019), also state that the carrying out of the POSSE approach in the classroom has the capacity for students to overcome their challenges with reading comprehension. by employing the POSSE strategy, students can effectively address their challenges in achieving better comprehension levels. This strategy proves to be beneficial in enhancing their understanding of the material, thus offering a solution to enhance their reading comprehension issues.

The present findings of the research align with (Darmayenti & Kustati, 2017) prior research which utilized POSSE strategy for increasing grade ten students' reading comprehension. The gathered data indicated a significant effect towards students' reading comprehension. Swasti also explored the impacts of POSSE strategy not only increase pupils' understanding of reading abilities but also positively impact their perspective on reading and the overall teaching and learning experience. This enhancement is evident in the pupils' scores significantly enhances from 46.4 in the initial pre-test to 72.5 in the first post-test then further move up to 82.4 in the second post-test, demonstrating a sustained improvement in reading comprehension. similarly, (Jameel, 2017) performed research to see how POSSE affect students' reading comprehension. The findings indicated a statically significant positive difference in the students' post-test score as result of the

treatment. Additionally, there is a noticeable enhancement in students' reading comprehension.

In this finding the researcher found another study who state that POSSE strategy is not only used in improving students' reading comprehension. (Ghanim et al., 2020) In their research applying POSSE Strategy to enhance speaking skills of EFL 5th Preparatory Student. POSSE strategy is a speaking approach that combines reciprocal teaching, previous knowledge activation and text structure mapping. The findings of their investigation demonstrate that statistical analysis was done on the data gathered from the experimental and control groups' pre- and post-testing. The analysis established if the initial and post-test marks of the two classes differ significantly from one another.

Based on data analysis POSSE strategy holds a statistically influences students' understanding of reading, particularly on recount text. This is substantiated by the significance score of 0.001 which, if smaller than 0.05 criterion, indicates a significant difference significant difference in the learning outcomes of the students between pre-test and post-test. Hence, using POSSE technique can assist students in enhance pupils reading comprehension. The result of current research is support by principle and several earlier research related to this finding. The present research support by (Harisma & Karimah, 2020) in their research claimed that POSSE strategy has a considerable impact on students' reading comprehension.

CONCLUSION

The finding outcomes clearly indicate that POSSE strategy is successful in improving reading comprehension of students. the outcomes of the paired sample t-test reveal statistically notable distinction between learning outcomes the students in the pre and post test, having significance level $0.001 < 0.05$. Consequently, the researcher can confidently conclude that the utilization of POSSE strategy can enhance students' reading comprehension of grade ten of SMA N 7 Palu.

REFERENCES

- Al Sultan, A. A. (2023). Effects of the POSSE Strategy on Reading Comprehension of Physics Texts and Physics Anxiety among High School Students. *International Journal of Learning, Teaching and Educational Research*, 22(5), 243–261.
- Álvarez Cañizo, M., Cueva, E., Cuetos Vega, F., & Suárez Coalla, M. P. (2020).

Reading fluency and reading comprehension in Spanish secondary students.
Psicothema.

- Alyatim, T. M., Muin Ismail, W. M., Bin Zailani, M. A., & Al Saadi, A. M. (2020). The effect of using POSSE strategy in training and development comprehension reading skills amongst sixth graders. *Humanities & Social Sciences Reviews*, 8(2), 134–141.
- Amin, E. A.-R. (2022). Using Repeated-Reading and Listening-While-Reading via Text-to-Speech Apps in Developing Fluency and Comprehension. *Online Submission*, 12(1), 211–220.
- Arianti, G., & Tiarina, Y. (2014). Teaching Reading Analytical Exposition Text To Senior High School Students By Using Posse (Predict, Organize, Search, Summarize, Evaluate) Strategy. *Journal of English Language Teaching*, 3(1), 195–201. <http://ejournal.unp.ac.id/index.php/jelt/article/view/4376>
- Blaži Ostojić, A. (2023). Reading comprehension processes: a review based on theoretical models and research methodology. *Hrvatska Revija Za Rehabilitacijska Istraživanja*, 59(1), 122–143.
- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE publications.
- Darmayenti, D., & Kustati, M. (2017). Enhancing Islamic Students' Reading Comprehension through Predict Organize Search Summarize Evaluate Strategy. *Al-Ta Lim Journal*, 24(1), 1–8. <https://doi.org/10.15548/jt.v24i1.265>
- Fang, Z. (2016). Teaching close reading with complex texts across content areas. *Research in the Teaching of English*, 51(1), 106–116.
- Fisher, D., & Frey, N. (2014). Understanding and teaching complex texts. *Childhood Education*, 90(4), 306–313.
- Ghanim, K., Abbood, R. A., & Abdulwahid, M. (2020). USING P . O . S . S . E STRATEGY IN IMPROVING SPEAKING SKILL FOR EFL 5TH PREPARATORY STUDENTS. 19(1), 567–574. <https://doi.org/10.17051/ilkonline.2020.66188>
- Giguere, D., & Hoff, E. (2024). Bilingual children's vocabulary skills at 5 years predict reading comprehension development within, not across, languages. *International Journal of Bilingual Education and Bilingualism*, 27(2), 240–252.
- Harisma, R., & Karimah, A. N. (2020). The effect of using posse (predict , organize , search , summarize , and evaluate) strategy on the students ' reading comprehension achievement in descriptive text. *Lintang Songo: Jurnal Pendidikan*, 3(2), 11–16.
- Jameel, A. S. (2017). The Effectiveness of P.O.S.S.E Strategy on Improving Reading Comprehension of the EFL University Students. *International Journal of English Literature and Social Sciences*, 2(4), 123–133. <https://doi.org/10.24001/ijels.2.4.15>

- Jemamus, R., Wijaya, H., & Tulak, H. (2021). Use SOAPS Strategies to Improve the Reading Comprehension. *Proceedings of the 1st International Conference on Economics Engineering and Social Science, InCEESS 2020, 17-18 July, Bekasi, Indonesia*.
- Keezhatta, M. S., & Omar, A. (2019). Enhancing reading skills for Saudi secondary school students through mobile assisted language learning (MALL): An experimental study. *International Journal of English Linguistics*, 9(1), 437–447.
- Khatun, N. (2021). Applications of Normality Test in Statistical Analysis. *Open Journal of Statistics*, 11(01), 113–122. <https://doi.org/10.4236/ojs.2021.1111006>
- Lesaux, N. K., & Harris, J. R. (2017). An investigation of comprehension processes among adolescent English learners with reading difficulties. *Topics in Language Disorders*, 37(2), 182–203.
- Li, L., & Wu, X. (2015). Effects of metalinguistic awareness on reading comprehension and the mediator role of reading fluency from grades 2 to 4. *PloS One*, 10(3), e0114417.
- Lorena, N., Budiyo, D., Tridinanti, G., & Palembang, U. T. (2022). *APPLYING POSSE STRATEGY IN TEACHING READING DESCRIPTIVE*. 3(1), 34–42.
- Mertosono, S. R., Erniwati, E., Hastini, H., & Arid, M. (2020). Using POSSE Strategy in Teaching Reading Comprehension. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2), 321–328. <https://doi.org/10.30605/25409190.214>
- Mi-Chelle, L. (2017). A morphological analysis of complex nouns in the Malaysian University English Test (MUET) reading comprehension texts. *AJELP: Asian Journal of English Language and Pedagogy*, 5, 20–33.
- Moss, B., Lapp, D., Grant, M., & Johnson, K. (2015). *A close look at close reading: Teaching students to analyze complex texts, Grades 6–12*. ASCD.
- Neumann, H., Leu, S., McDonough, K., & Crawford, B. (2020). Improving students' source integration skills: Does a focus on reading comprehension and vocabulary development work? *Journal of English for Academic Purposes*, 48, 100909.
- Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching. (No Title)*.
- Panyasai, P. (2023). Enhancing Reading-Comprehension Abilities and Attitudes of EFL Students through utilising Content-Creation Tools in Classroom Presentations. *International Journal of Learning, Teaching and Educational Research*, 22(7), 497–516.
- Priskinanda, A. A., Nahak, Y., Wea, T. N., & Bram, B. (2021). Morphological Awareness Instruction for ESL Students' Vocabulary Development and Reading Comprehension. *ELT Worldwide*, 8(1), 41–51.

- Rizki Amelia, N. (2017). INTERPRETIVE Reading. In *kreasi edukasi publishing and consulting company* (Vol. 6, Issue August).
- Rofiah, K., Isroani, F., & Jauhari, M. N. (2023). Breaking Barriers: Examining Inclusive Education in Islamic Schools through the Merdeka Belajar Curriculum. *Special and Inclusive Education Journal (SPECIAL)*, 4(1), 42–49.
- Rosyidi, A. W. (n.d.). DEVELOPING READING SKILLS TEACHING MATERIALS BASED ON THE SCIENTIFIC APPROACH FOR STUDENT OF MANSYAUH HUDA BOJONEGORO EAST JAVA. *Inspiratif Pendidikan*, 12(2), 640–649.
- Santoso, S. (2014). SPSS 22 From Essential to Expert Skills, Jakarta: PT. *Elex Media Komputindo*.
- Saraswati, N. K. R., Dambayana, P. E., & Pratiwi, N. P. A. (2021). An analysis of students' reading comprehension difficulties of eighth grade students at SMP Negeri 4 Tegalalang. *Jurnal IKA*, 19(1), 34–45.
- Savage, R., & Pace, A. (2019). Linguistic and reading comprehension in simultaneous dual language instruction: Evidence against unitary constructs. *International Journal of Bilingualism*, 23(1), 118–137.
- Setiadi, A. (2019). POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy Towards Reading Comprehension Achievement. *Channing: Journal of English Language Education and Literature*, 4(2), 33–37. <https://doi.org/10.30599/channing.v4i2.740>
- Siregar, W. S., & Harida, E. S. (2021). Students' Reading Comprehension in Descriptive Text. *English Education: English Journal for Teaching and Learning*, 9(01), 77–86. <https://doi.org/10.24952/ee.v9i01.4104>
- Wang, S. (2023). Study of Junior High School English Reading Teaching on Project-based Learning. *Journal of Education and Educational Research*, 3(2), 218–223.
- Zaim, M., & Zakiyah, M. (2024). Can the Merdeka Belajar curriculum really improve students' reading literacy? *JOALL (Journal of Applied Linguistics and Literature)*, 9(1), 147–166.

How to find the Article to Cite (APA style):

https://scholar.google.com/citations?hl=en&user=J7RwxgAAAAJ&view_op=list_works&ortby=pubdate