**THE POSSE APPROACH: A PROMISING WAY to BOOST READING COMPREHENSION**

***Metode Pendekatan POSSE: Cara Yang Menjanjikan Untuk Meningkatkan Pemahaman Membaca***

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**ABSTRACT**

*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 of 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***

*Tujuan dari penelitian ini adalah untuk menentukan apakah strategy POSSE (memprediksi, mengorganisir, mencari, merangkum, mengevaluasi) bisa meningkatkan keterampilan pengetahuan membaca murid kelas sepuluh di SMA NEGERI 7 PALU. Studi ini menggunakan desain quasi-eksperimental dengan membagi peserta menjadi kelompok eksperimen dan kelompok kontrol. Metode sampling yang diterapkan adalah purposive sampling yang meliputi dari 36 siswa didalam kelompok eksperimental dan 35 siswa dalam kelompok kontrol. Pengumpulan data melibatkan penilaian pretest dan post-test, dengan analisis menggunakan uji t-tersampel berpasangan dengan dukungan spss v.29 windows. Hasil penelitian menyatakan bahwa penggunaan startegi POSSE secara efektif untuk meningembangkan keterampilan membaca siswa kelas X SMAN 7 PALU. Kesimpulan ini di dukung oleh hasil uji t-tersampel berpasangan, yang menunjukkan perbedaan yang signifikan secara statistic (2-tailed=0.001<0.05) dalam hasil belajar siswa antara fase pre-test dan post-test.*

***Kata Kunci: pemahaman Membaca, Strategi POSSE***

**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 skills is very significance 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 comprehend 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

Based on the reading comprehension issues faced by students, employing suitable strategies during the English learning process could serve as a solution for enhancing students’ understanding of reading. one of strategy that can be used is POSSE strategy. According (Arianti & Tiarina, 2014), 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 the outset. Definitely, a researcher believes employing POSSE strategy aid students for better understanding what they have read and potentially minimizing their difficulties.

**MATERIALS AND METHOD**

1. **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).

1. **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.
4. **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.

1. **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).

1. **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.

1. Organize

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

1. Search

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

1. Summarize

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

1. 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

1. 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 | | | | |
| Mean | Std.  Deviation | Std. error mean | 95% confidence  Interval of the Differences | | t | df | Sig. (2- tailed) |
| 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 overcame 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 pot-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.

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