THE USE OF POSSE STRATEGY TO DEVELOP READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 TORIBULU

Riskayani[1],**Syahrul Munir**[2], **Desrin Lebagi**[3]
[1,2,3]Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tadulako, Palu, Sulawesi Tengah
riskayaniriska220@gmail.com, syahrulmunir160@gmail.com[2], desrinlebagi@yahoo.co.id[3]

ABSTRACT

The objective of the study was to determine the efficacy of the POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy in enhancing students' reading comprehension. This study was carried out at the SMP Negeri 1 Toribulu. The research population comprised 66 eighth-grade students. The research used quantitative research, particularly in Quasi-Experimental Design. To get the sample, the researcher employed cluster random sampling. The data was collected using exam items, which included 10 multiple-choice and 5 essay questions. There were pretest and posttest in both groups, and the experimental group received treatment while the control group did not. The results showed the students' mean score of the experimental group (55.64) on the posttest was higher than the score from the control group (31.24) on the posttest. The sig value is calculated using statistical results. With a 2 tailed of 0.000<0.05, it can be determined that there is a significant difference in the mean score of pupils' learning outcomes between the POSSE-based learning model and the usual method taught by the teacher.

Keywords: Reading Comprehension, POSSE Strategy

INTRODUCTION

Reading is a process that uses skill that involves constructing meaning and emotion from written text. Reading has an important role in English. Through reading, students can pick up ideas, concepts, and attitudes. If students reside in a non-English speaking nation, reading may be a useful way for them to practice their English. Mertosono, Erniwati, Hastini, & Arid. (2020) define reading as "a correspondence between writers and readers. Reading involves more than just correcting spelling errors; it also involves comprehending the meaning of the text in order to convey the point made by the writer." Based on the definition above, it can be seen that reading is a process of extracting and simultaneously constructing meaning through interaction and engagement with writing language. The researcher found that students had some problem in reading comprehension of SMPN 1 Toribulu grade eighth. Based on the preliminary research that was carried out by

interviewing the English teacher of junior high school, students struggled with reading. They struggled to understand the meaning of the text and they still have a lack of vocabulary. Using a strategy for dealing with the problem in reading comprehension class is one way to give solutions to these problems. There are several ways to teach students about the subject matter when it comes to teaching and studying English. The POSSE approach, which the researcher discovered, is a worthwhile strategy for improving students' reading comprehension.

An alternate method of instructing students in reading comprehension was to use the POSSE strategy, which can help students' understanding. Englert and Mariage (1991) state that POSSE strategy can significantly enhance pupils' comprehension of what they read when it comes to reading instruction. By activating their prior knowledge and connecting it to the new information, it can assist them. This strategy not only activates prior knowledge, but also encourages students to identify, summarize, and expound on the links between what they already knew and what they have acquired. Supported by Jameel (2017) states that "Students might review what they already know about the subject and then summarize the new information in the text." Based on the background, the researcher's question was formulated as follows: Can POSSE strategy effectively develop students' reading comprehension of the eighth grade students of SMP Negeri 1 Toribulu? This research investigated the efficaciousness of the POSSE strategy in the English language learning process to develop students' English language skills, especially reading comprehension. Furthermore, the researcher expected that POSSE strategy can effectively help to increase students' reading skills.

MATERIALS AND METHOD

a. Definition of Reading

Reading is the activity of looking at reading material and the process of quietly or vocally comprehending the text's contents. Reading allows a reader to communicate their imagination in a way that is both appreciated by the broader public and understood by a loved one**.** According to Prasetyo (2019),

"The primary goal of reading is to help readers completely comprehend and interpret the writer's intended meaning."

b. Types of Reading

Intensive reading, extensive reading, skimming and scanning

c. Reading Comprehension

The ability to analyze written material, comprehend its meaning, whether explicit or implicit, and integrate it with the reader's existing knowledge is known as reading comprehension. Tarchi (2017) defines reading comprehension as a process of reading in order to encourage knowledge. Based on the perspective explained previously, reading comprehension can be defined as the process of recognizing and accepting written or printed material to improve students' reading comprehension skills.

d. Level of Reading Comprehension

Literal comprehension, Inferential Comprehension, Evaluative Comprehension.

e. Definition of POSSE Strategy

The acronym of POSSE stands for Predict, Organize, Search, Summarize, and Evaluate. Englert & Mariage (1991) state that POSSE strategy is a method for improving reading comprehension that integrates students' learning and reading strategies. Hutauruk et al. (2022) state that "The POSSE strategy is a mnemonic reading comprehension technique that combines previously learned material with newly presented information in the text to help students emulate the habits of excellent readers". In addition, POSSE uses strategies of predicting, organizing, searching, summarizing, and evaluating to be able to understand information or explain the content contained in a text.

f. Steps in Teaching POSSE Strategy

According to Harisma & Karimah. (2020), in implementing the POSSE strategy, there are five steps as follows:

1. Predict

   Predict is guessing the contents of the text. In this step, The issue's topic is predicted by the students. The students are compelled to use their prior knowledge. The title, some textual passages, and pictures are used by the teacher. Specifically, this prediction step aims to activate students' prior knowledge when carrying out brainstorming activities.

2. Organize

   The pupils use the "Semantic (concept) Map" to arrange and order the concepts they have predicted. The teacher communicates with students about the novel concepts they have predicted. The purpose of mapping exercises is to teach important words, draw on prior knowledge, and act as a pre-assessment.

3. Search

   This step validates pupils' predictions by contrasting their predictions with the new concepts and vocabulary they discovered while reading the passage. The teacher advises the pupils to thoroughly examine the book in order to verify their prediction on the text's ideas. After predicting the idea the student needs to read to cross check what they have predicted.

4. Summarize

   This step, students first select the main topic of each paragraph, then they combine them to create a coherent synopsis of the entire work. This main idea is what characterizes the deeper organization of semantic maps. Students are then directed to list the relevant details.

5. Evaluate

   In this step, the students complete four tasks: they pose questions, compare the information on the POSSE sheet they have predicted with the new information they have discovered, and then ask the teacher to clarify any new information that is unclear or pertains to unfamiliar concepts.

METHOD

When completing this study, the researcher used a quasi-experimental design (quantitative). Based on Jhon & David (2019), research designs that are quasi-experimental investigate the existence of a causal link between independent and dependent variables. There were two groups of this study; one was an experimental group and another group was a controlled group. The experimental group was given treatment by using the POSSE strategy, while the other group as control group was not. The researcher gave a pre-test and post-test to both experimental class and control class. The population of this research was the eighth grade students of SMP Negeri 1 Toribulu. It consisted of three parallel classes; VIII A, VIII B, and VIII C. Each class consists of 21 up to 23 students.

Table 1. Distribution of the Population

No.		Class	Number of Students
1.		VIII A	22
2.		VIII B	23
3.		VIII C	21
		Total	66

The sample, which consisted of classes VIII A and VIII C, was selected by the researcher using cluster random sampling. As a study instrument, the researcher used test items consisting of 10 multiple choice and 5 essay tests.

RESULTS

a. Test of Normality

Normality testing was carried out on pretest and posttest data. Experimental group and control group. The following table shows whether the data from the two groups is regularly transmitted or not.

Table 2. Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	
Hasil	Pre-test eksperiment	,137	22	,200[*]	,952	22	
	Post-test eksperiment	,115	22	,200[*]	,968	22	
	Pre-test control	,139	21	,200[*]	,962	21	
	Post-test control	,123	21	,200[*]	,961	21	

*. This represents the true significance lower bound.

a. Correction of Lillifors Significance

Based on the final results of the analysis, the experimental and control groups as the pretest and posttest. Kolmogorov-Smirnov and Shapiro-Wilk sig value was 0.200. Because the p value (sig) > 0.05, it concluded that the distribution was normal

b. The Description of Pretest and Posttest Scores in the Experimental and Control Class

Table 3. Statistical Description of Pretest and Posttest

		Pretest Experimental	Posttest Experimental	Pretest Control	Posttest Control
N	Valid	22	22	21	21
	Missing	0	0	1	1
Mean		33,45	55,64	26,29	31,24
Std. Error of Mean		3,819	3,057	3,202	3,106
Median		36,00	54,00	24,00	32,00
Mode		16[a]	48	16[a]	24

Std. Deviation	17,912	14,338	14,674	14,233
Variance	320,831	205,576	215,314	202,590
Range	68	52	52	52
Minimum	8	32	0	8
Maximum	76	84	52	60
Sum	736	1224	552	656

In the experimental group the lowest pretest score was 8, then the highest score was 76, and posttest score was the minimum score was 32 and the maximum score was 84. It can be seen from the pretest statistical description, the pretest and posttest scores are shown in table 3. The mean score of the pretest was 33.45 and the post-test was 55.64. In contrast, the control group's pretest score ranged from 0 to 8, with 8 being the highest. The posttest score saw 52 was the lowest and 60 was the highest. Judging from statistical description, the pretest scores and posttest scores shown in the table above were found to be mean scores. The pretest means score was 26.29 and the posttest mean score was 31.24.

c. Paired Sample Test

Table 4. Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Eksperimental - Post Eksperimental	-22,182	16,364	3,489	-29,437	-14,927	-6,358	21	,000
Pair 2	Pre Control – Post Control	-4,952	16,342	3,566	-12,391	2,486	-1,389	20	,180

Considering the outcomes of pair 1, the sig value is obtained. (2 tailed) of 0.000 < 0.05 and the mean score of students in the experimental class was 22.18. The standard deviation at post-test is 16.36; it means that there is a significant difference in the mean score learning objectives of students in the pretest

experimental and posttest experimental classes using the POSSE Strategy. Considering the results of pair 2, the sig value is obtained. (2 tailed) was 0.180 > 0.05 and the average score of students in the control class was -4.95. The standard deviation at post-test is 16.34, it means that there is no change in the mean score student learning results in the pre-test and post-test in the control class.

d. Independent Sample T-Test Analysis Students' Reading Comprehension

Table 5. Independent Samples T-Test

		Levene's Test for Fairness of Variances		t-test for Fairness of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
h a si l	Equal variances are Presumed	,005	,944	5,598	41	,000	24,398	4,359	15,596	33,201
	Equal variances are not Presumed			5,599	40,933	,000	24,398	4,358	15,597	33,200

Considering the preceding table, the sig value is acquired (2 tailed) of 0.000 < 0.05, therefore, it may be said that there is a distinction in the mean score student learning results within the learning model using the POSSE strategy and the usual method taught by the teacher. To gain further insight into the posttest mean scores for the experimental and control groups, refer to the statistical table below:

Table 6. Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasi l	post eksperiment	22	55,64	14,338	3,057
	post control	21	31,24	14,233	3,106

The posttest findings of the experimental class taught using the POSSE strategy showed substantial comprehension with a total mean score of 55.64, based on the data distribution results; in contrast, the control class's posttest results showed no significant increase. This is visible from the total average score of 31.24.

DISCUSSION

Considering the findings of this study, there was no difference in the developing reading between the experimental class and the control class before using the POSSE strategy in the eighth grade pupils of SMP Negeri 1 Toribulu. However, there is substantial difference in developing reading comprehension between the experimental and control class after using the POSSE strategy. Supported by Arianti & Tiarina (2014) "POSSE can help students in comprehending students' reading skill because it helps students activate their background knowledge and connect it with the new information provided in the text". In contrast, the use of POSSE strategy is helpful in developing pupils' reading understanding.

CONCLUSION

Data analysis indicates that using the POSSE strategy is efficient in developing the reading comprehension of eighth grade students of SMP Negeri 1 Toribulu. The decision is held by the results of the posttest within the experimental and control group. This can be proven by the difference between the mean scores of the post-test in the experimental group was 55.64 and the mean score of the posttest in the control group was 31.24. In addition, the t- test showed that the students' achievement in reading understanding was significantly lower than $\alpha = 0.00 < 0.05$. In other words, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

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