POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy Towards Reading Comprehension Achievement

Agung Setiadi

Pendidikan Bahasa Inggris STKIP Nurul Huda Sukaraja

agungsetiadi@studens.stkipnuulhuda

Abstract

This research aimed at finding out whether or not Predict, Organize, Search, Summarize, and Evaluate (POSSE) Strategy influence the students' reading comprehension achievement of the eighth-grade students of SMP Muhammadiyah 2 Karang Tengah. The population consists of 99 students. The sample was 69 students taken through purposive sampling. In this research, the researcher used multiple-choice as an instrument for collecting the data. The data obtained from Independent t_{test} analysis, between the result of the posttest in the experimental group and the control group. Based on the calculation by using an Independent t-test, the researcher found that $t_{Obt.}$ was higher than the t_{table} (4,115 > 2,000) and less than at the significant level α = 0.05(0.000 < 0.05) in a two-tailed test. So, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It can be concluded that the POSSE Strategy influence to teach reading comprehension achievement.

Keywords: influence, reading comprehension, POSSE strategy

INTRODUCTION

Reading is one of crucial skill which has significant addition progress in learning the language(Wulansari, Andriani, and Agustina, 2018:100). According to Medina (2012:81), reading is important for academic purposes because it is one of the most frequently use language skills in everyday life to get the information, reading also has an important function for the students in education fields. From these explanations, it very well may be supposed that the capacity or expertise of grasping an idea or substance in the content is the fundamental objective of reading in language guidance. As contended by Richard and Renandya (2002:227), the main goal of reading is reading comprehension. In any case, fathoming an instant message isn't simple for understudies. It tends to be viewed from the way that the ability of the learners in reading comprehension is still a long way based on what is being normal.

Unfortunately, according to Organization for Economic Co-operation and Development (OECD)'s Program for International Student Assessment (PISA) published in 2018 entitles "PISA 2018 Result (Volume I): *What Students Know and Can Do*" reported that the students' reading performance score in Indonesian is 371 and put far below the OECD's average is 487. Based on data from PISA, the writer can conclude that Indonesia at 72nd place for reading performance. It means that reading performance in Indonesia still low.

However, Hasibuan (2018:132) stated that students still have problems to get the information from the text and there was some reason why students unable in reading comprehension achievement because some reasons as lack of vocabulary, lack of catch the main idea, difficult to pronounce, and uninterested to read and they were still difficult to get reading comprehension before. Those troubles can take place because the pupils do not pay attention much to the course of study, have a lack of vocabulary mastery and not disciplined.

Depend on the meeting and conduct to investigate with one of the English teachers of SMP Muhammadiyah 2 Karang Tengah, the writer found some problems in the students' reading comprehension achievement. Such as 1) most of the learners have no clue to find the sense of words 2) learners were passive to read in English, it made them troublesome to catch the main idea of the text 3) learners were incapable to grasp the content of the passage. It causes them problematic to figure the crucial message like topic, explicit and implicit information, and references.

A showing procedure or strategy should be actualized to take care of those issues. A strategy

would guidance the learners to study quickly and commemorate material for the long-term (Aprilia, 2015:4). In the activity of delivering the material, the educator should choose the influential strategies in reading activities to their learners. As claim there is no specific strategy finest to cover, the teacher must be aware of the use of an appropriate strategy (Agustina, 2016: 23). The one is the POSSE strategy. Based on the previous problems the researcher used the POSSE strategy because it's consolidates reading and learning rehearse that viable readers and students utilized naturally. According to Darmayenti and Kustati (2015:4) expressed that the POSSE strategy used an assortment of reading systems for grasping the content of the text. It included many reading exercises that have been appeared to help to understand, for example, realistic coordinators, content structures, incitement of understudy foundation information, and self-monitoring. Those practices viably assist understudies with fathoming the content. Those practices successfully assist understudies with comprehending the text. Besides, reading activities are motivated highly to the students. particularly, discover the topic, main idea, and supporting point of interest of the content since they are allowed to be dynamic in showing the learning process.

Concept of Reading Comprehension

On the other hand, reading is not just looking and pronouncing words in the text but also comprehending all the components of a text, it is called reading comprehension. It is different from reading in general. Reading comprehension is a process to recognize the text and remember any information in the text. Reading comprehension has a deeper meaning to elaborate. As argued by Jain and Patel (2008:133) stated that reading comprehension concern understanding the meaning of the text, study of words and phrase. Learners are allowed the chance to analyze the language that they are learning too. Moreover, Warsnak(2006:9) asserted that reading comprehension is a way of creating meaning from print words.

From the explanation above, reading comprehension can be closed as the capacity to locate the expressed or implicit author's thoughts in the content. The substance of reading comprehension is that seeing all the information conveyed by the author. It likewise alludes to the capacity to associate between the words in a text, to comprehend the thoughts and the connections between thoughts passed on in a text.

Concept of POSSE Strategy

Englert and Mariage (1991) stated that POSSE strategy is a strategy in reading comprehension designed to aid the memory. POSSE strategy is the multiplicity of procedures that is Predicting, Organizing, Searching, Summarizing, and Evaluating. Based on Boyle and Scanlon (2010:210), This strategy is intended to demonstrate propensities for solid readers to educate and show them how to use it. POSSE strategy incorporates various reading exercises that have been appeared to help reading comprehension, for example, graphic organizers, text structures, stimulation of student's prior knowledge, and self-checking.

Moreover, Westwood (2008:45) stated this reading comprehension strategy is created to activate learner's background knowledge about the topic and connect it with fresh information involved in the written text. A 'strategy sheet' is used to cover the five aspects listed below, and students add information to it in the form of a semantic map before, during and after the reading. The sheet provides a visual guide that provides direction and structure, linking what students already know with new information that is acquired while reading.

According to Boyle and Scanlon (2010:210), The POSSE steps include the following:

- In the predict step, students use cues from the book such as the title, headings, pictures, and the initial paragraph to predict what the story will be about. This brainstorming activity allows students to tap into their prior knowledge. During this step, the teacher guides

students to relevant responses and records responses on the strategy sheet. Anglert and Mariage (1990; 1991) recommend that teachers make transparency and record responses on it.

- During the organizing step, the teacher directs students to choose similar ideas, so that they can be organized. Once the ideas are arranged, the teacher then organizes them into a cognitive map with the students.
- Next, in the search step, students begin reading the passage as they search for the ideas to map out in the next step.
- In the summarize step, students identify the main idea for a portion of the passage (such as a paragraph). This is done through group discussion and Consensus. The teacher then records the agreed-upon main idea and places it in the circle of the cognitive map. The group leader-the teacher or student who has been assigned to lead the group-then takes the main idea and converts it into a question. As students answer this question, their responses become the details that the teacher records on the map. At the end of the passage, the students have now created a second cognitive map.
- In the evaluation step, the students compare the two maps, clarify by asking questions about unknown vocabulary or unclear information, and predict what would be in the next section of the text. This starts the process all over again for the next chapter or passage.

Based on the explanation mentioned above, the writer can conclude that the POSSE strategy is a reading comprehension strategy designed to aid the memory to the learners with stimulating and mixing the current information provided in the print word.

METHODOLOGY

The writer used an experimental method. Fraenkel and Wallen (2006:270-277) classified three designs in the experimental method, namely: pre-experimental, quasi-experimental and true-experimental. In this research, quasi-experimental are chosen. Quasi-experimental designs comprise the use of an unsystematic role (Fraenkel and Wallen, 1990: 242). The reason for quasi-experimental design because quasi-experimental design refers to as compromise research, an appropriate description when applied to much educational research.

In this research, the samples are selected which consist of two groups, namely the experimental group and the control group. The same material and topics are given both of them. The experimental group taught by using POSSE Strategy whereas the control group didn't teach by using POSSE Strategy. Before the treatment, the pretest gave both groups. After treatment, the posttest of the instrument gave to them. It can match the students` ability in the experimental group and control group, so the writer can see what the strategy which is taught can be used and the result can be successfully applied in the class.

Principally, the variable has an important rule to guideline in conducting the research. There were two variables, specifically the dependent variable and independent variable. The dependent variable was reading comprehension achievement and the independent variable was the POSSE strategy. Besides, the population is complete the eighth-grade students of SMP Muhammadiyah 2 Karang Tengah with the whole number of the population are 99 students consisting of 3 classes, the writer choose purposive sampling to determine sample from the three classes of the eighth-grade students of SMP Muhammadiyah 2 Karang Tengah and the total number of the sample of the research was 69.

Moreover, the writer applied multiple-choice as the instrument in collecting the data to gain the students' ability in reading comprehension achievement. Then, analyzing the data by using an Independent t-test on SPSS 25.

RESULT AND DISCUSSION

The research was conducted at the eighth-level students of SMP Muhammadiyah 2 Karang Tengah. To detect the outcome of the research, the writer obtained based on the steps of techniques of analysis as Statistical Analysis; a) the test of normality and homogeneity and b) independent t-test.

The writer gave a pretest for the experimental and control group before conduct the experiment, and then calculated the students' score. There are 6 meetings for treatment to the students in teaching reading comprehension achievement by using the POSSE strategy, then the writer committed a posttest which is proposed to know whether there are any significant differences between among group of the experimental and control group. In this case, the writer provides the findings of the research that was all arranged findings highlight the result normality, homogeneity, and hypotheses that were taken during the research. It is shown in table 1.

TABLE 1
The Result of Normality, Homogeneity and Independent t-$_{test}$

	Statistical Analysis					
	Normality			homogeneity	Sample	Independent t-test
	Kolmogorov-Smirnov	Shapiro-wilk		Levene		Ha	H0
Experimental_group	,200	,155		,591	69	0,000	
							rejected

CONCLUSION

Based on the findings above, the writer concluded that there were any significant differences between students who were taught by using Predict, Organize, Search, Summarize, and Evaluate (POSSE) Strategy and who were not taught using POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy in teaching reading comprehension achievement of the eighth-grade students of SMP Muhammadiyah 2 Karang Tengah. It was proved by the result of the Independent t-test of the post-test score in the Experimental and Control group (0,000 < 0.05). From the data, it was also found the student can reduce their problem in reading comprehension since POSSE Strategy applied in their classroom. By using the POSSE Strategy, one strategy that can solve their problem of reading comprehension achievement was POSSE Strategy, because POSSE Strategy was a good strategy to get a better understanding of the material.

Moreover, Freville and Collen (2006:21), asserted that POSSE is a multistep teaching strategy that not only assists students in activating the prior knowledge, but also encourages them to organize their existing knowledge and structure, and then summarize and elaborate on the connections between what they already knew and what they have learned. It means the students can get their comprehension through this strategy. So, the student can improve their ability in comprehending the text.

REFERENCIES

Agustina, E. (2016). The Influence of Collaborative Strategic Reading (CSR) and Reading Attitude Toward Reading Comprehension Achievement to the Tenth Grade Students Of SMA Negeri 1 Buay Madang OKU Timur. *Channing: Journal of English Language Education and Literature. I(1), 21-30.*

Aprilia, N. (2015). *Improving reading comprehension of the eighth-grade students at SMPN 6 Yogyakarta through posse strategy in the academic year of 2014/2015* (Doctoral dissertation, Thesis (Unpublished): Faculty Of Languages And Arts State University Of Yogyakarta).

Boyle, J., & Scanlon, D. (2009). *Methods and strategies for teaching students with mild disabilities: A case-based approach*. Cengage Learning.

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.

Englert, C. S., & Mariage, T. V. (1991). Making students partners in the comprehension process: Organizing the reading "POSSE". *Learning Disability Quarterly*, *14*(2), 123-138.

Fraenkel, J. R. (8). Wallen., NE (1990). How to Design and Evaluate Research in Education.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2006). *How to design and evaluate research in education* (7th Ed). New York: McGraw Hill Companies, Inc.

Freville, C. B., & Reardon, C. (2006). Supporting the Learning of Students with Disabilities: A Guide to the Use of Digitized Primary Sources.

Hasibuan, S. F. (2018). The Implementation of Trading Place Strategy to Improve the Students'ability in Reading Comprehension of Report Text at Eighth Grade Of Mts S. Al-Husna Marindal Medan Academic Year 2018/2019. In *AicII: Annual International Conference On Language And Literature* (Vol. 1, No. 1, pp. 131-139).

Jain, P. M., & Patel, M. F. (2008). *English Language Teaching:(methods, Tools & Techniques)*. Sunrise Publishers and Distributors.

Lopera Medina, S. (2012). Effects of strategy instruction in an EFL reading comprehension course: A case study. *Profile Issues in TeachersProfessional Development*, *14*(1), 79-89.

PISA. (2014). *PISA 2018 Result Snapshot of Students' Performance in Reading, Mathematics, and Science*. Retrieved from https://www.oecd.org/pisa/PISA-results_ENGLISH.png

Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.

Warsnak, A. D. (2006). *The effects of activating prior knowledge before reading on students with and without learning disabilities* (Doctoral dissertation, Wichita State University).

Westwood, P. S. (2008). *What teachers need to know about reading and writing difficulties*. Aust Council for Ed Research.

Wulansari, A., Andriani, D., & Agustina, E. (2018). Predict, Organize, Rehearse, Practice and Evaluate (PORPE) Method to Teach Students' Reading Comprehension. *Channing: Journal of English Language Education and Literature*, *3*(2), 100-105.