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The POSSE (Predict, Organize, Search, Summarize, And Evaluate) Strategy To Improve Students' Reading Comprehension

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Abstrak

Proses pemahaman bacaan menggabungkan pengetahuan dan hubungan siswa dengan isi bacaan, dengan tujuan agar siswa dapat sepenuhnya memahami apa yang mereka baca. Karena membaca tanpa pemahaman tidak ada gunanya, tujuan dari penelitian ini adalah untuk menyelidiki keampuhan teknik POSSE dalam meningkatkan pemahaman membaca siswa, khususnya dalam konteks konten Laporan. Tujuan dari penelitian ini adalah untuk melihat apakah ada perbedaan yang signifikan antara dua kelas yang diajarkan dengan menggunakan teknik POSSE dan kelas yang tidak. Lebih lanjut, temuan pre-test dan post-test menunjukkan bahwa siswa di kelas eksperimen memiliki nilai pre-test 69,2 dan nilai post-test 83,8. Siswa di kelompok kontrol, di sisi lain, memiliki skor pre-test 67,4 dan skor post-test 70,0. Hal ini menunjukkan bahwa siswa yang belajar menggunakan pendekatan POSSE mengungguli siswa yang tidak menggunakan strategi tersebut.

Kata kunci: *Pemahaman Membaca, Strategi POSSE, Teks Laporan.*

Abstract

The reading comprehension process incorporates students' knowledge and relationships with the content of the reading, with the aim that students can fully understand what they read. Since reading without comprehension is useless, the aim of this study was to investigate the efficacy of the POSSE technique in increasing students' reading comprehension, particularly in the context of Report content. The purpose of this study was to see whether there was a significant difference between the two classes that were taught using the POSSE strategy and the class that was not. Furthermore, the findings of the pre-test and post-test showed that students in the experimental class had a pre-test score of 69.2 and a post-test score of 83.8. Students in the control group, on the other hand, had a pre-test score of 67.4 and a post-test score of 70.0. This shows that students who learn using the POSSE approach outperform students who do not use the strategy.

Keywords: *Reading Comprehension, POSSE Strategy, Report Text.*

INTRODUCTION

For various reasons, including a lack of vocabulary, an inability to understand the primary idea, difficulties pronouncing the words, and a lack of enthusiasm for reading, the students still have problems understanding the material and cannot attain reading comprehension. This is most likely due to a lack of attention while studying and a lack of discipline in the students who are learning; it may also be claimed that pupils lack self-training in understanding English vocabulary. When students are obliged to read and answer a text-related question, they frequently become negligent because they do not comprehend the content of the text. As a result, they took their time answering the question and duplicated their friends' work. Students must be aware of their reading comprehension abilities.

Reading comprehension involves more than simply reading a text from top to bottom, reading from one paragraph to the next paragraph, or reading aloud in a loud or soft voice.

Reading comprehension is the development of comprehension of the text's meaning and content. They will fail in reading comprehension if they simply read the text and comprehend its meaning without considering the content.

Understanding and reading are said to be intricately related. As a result, difficulties with reading comprehension are common. The ability of a student to understand course information is characterized as reading comprehension (Khori & Ahmad, 2019). Reading's major purpose is for students to learn new knowledge, so they must understand what they have read (Wijekumar, 2019). If a reader can read the words but does not understand what they are reading, they are not reading. Reading comprehension, according to Agustina (2016), is "the act of considering, comprehending, and grasping the meaning of a text." As a consequence, the researcher concludes that reading comprehension is the result of a process in which the reader interacts with the text as students attempt to comprehend the information offered. They begin to study the text's characters and make predictions about what will happen next.

The most important aspect of reading comprehension is developing effective and appropriate comprehension strategies. To find success in showing perusing, it is expected to consider a few variables which are conceivable to influence the educational experience. Strategy for teaching is one of them. Teaching learning activities using a variety of teaching strategies can help students learn reading in a fun and interesting way. Using a strategy can help students understand the reading material better and change their perception that the reading activity is a boring lesson. In order to help students comprehend the text's content and pique their interest, teachers should employ a variety of reading comprehension teaching methods.

The teacher must use the best method to guarantee that pupils learn and understand the information in the book. Appropriate teaching techniques are required for students' reading comprehension. POSSE (Predict, Organize, Search, Summarize, and Evaluate) is one of these strategies established by (Englert and Marriage, 1991).

Students are taught a set of strategies that may be used to increase their absorption and retention of course content. It demonstrates that the kids grasp the material and its content. Additionally, this method assists students in improving their prior knowledge. Englert and Marriage (1991) Furthermore, a previous study raised the POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy for teaching students' reading comprehension activities (Darmayeti and Kustati, 2015). In their research, they stated that POSSE is one method that can help students understand what they read and also stated that the POSSE method utilizes a variety of reading systems to comprehend the text's content. It contained a number of reading assignments that seemed to help students realize topics like realistic coordinators, content frameworks, motivating information for students, and self-monitoring. According to a recent study (Darmayeti and Kustati, 2015), the objective of this method is to teach and demonstrate to trustworthy readers how to implement it. The POSSE technique involves reading activities that have been found to promote comprehension, such as self-checking, visual organizers, text structures, and stimulation of students' prior knowledge.

The researcher can deduce from the above description that the POSSE method is a reading comprehension approach that activates and integrates information to benefit students in remembering it. In light of the foregoing logic, the researcher believes that the POSSE approach can assist pupils improve their reading comprehension. As a result, the researcher is interested in performing a study named "The POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy for Teaching Report Text" with tenth-grade high school students. The major goal of this study was to establish the efficacy of the POSSE technique by comparing significant differences in students' reading in POSSE and non-POSSE classrooms. The researcher wants to observe a shift or increase in students' reading comprehension after exposing them to the POSSE approach.

METHODS

For this study, the researcher adopts a quantitative approach. Quantitative studies mainly concerned themselves with analyzing numerical data statistically. The researcher opted for an experimental methodology in designing the study.

In this setup, Group A will be the experimental group, and Group B will be the control group; neither group was selected at random. Pre-test and post-test are taken by both groups. The control group will not be treated at all during the experiment. The design of the classes could be described in terms of the following:

Table 1. The Design of Class

Group A	01	X	02
Group B	03		04

Notes:

Group A : The class taught using the POSSE strategy
Group B : The class taught using conventional strategy
01 : Pre-test for experimental class
03 : Pre-test for control class
X : Treatment
02 : Post-test for experimental class
04 : Post-test for control class

RESULTS AND DISCUSSION

In this part, the researcher will present the results of the research by discussing the significant differences in students' reading comprehension using the POSSE strategy by looking at the results of the pre-test and post-test that have been completed by students. Explanation regarding this matter will begin with the presentation of the results of the reliability test which can be seen below:

The Reliability Test

The reliability test was evaluated in this study by comparing the findings to the product moment r-score. The Windows program SPPS 22 was used to compute this reliability test. It might be claimed that the test is trustworthy if the result is greater than the r-table result. The dependability calculation is presented below:

Table 2. Reliability Test of Multiple Choice

Reliability Statistics	
Cronbach's Alpha	N of Items
.713	20

Table 3. Reliability Test of Essay

Reliability Statistics	
Cronbach's Alpha	N of Items
.756	5

According to the results of the preceding reliability calculation, the reliability of student variable instruments for multiple-choice questions is 0.713 and for essay questions it is 0.756. Because it is more than the r-table threshold of 0.355, the test is declared reliable.

The Normality Test

The normality test is the next phase in the data analysis technique, which the researcher performs. The researcher calculates the normality of the data to see if it follows a normal distribution. Parametric tests can be used to evaluate data having a normal distribution. If the data does not conform to the assumptions of a normal distribution, a non-parametric test is performed to examine it. SPSS 22 was used to analyze the data, and a Komogrov-Smirnov test was done to establish data normality.

	Class	Statistic	df	Sig.
Learning Outcome of Reading Comprehension	PreExperimental	.132	35	.130
	PostExperimental	.114	35	.200*
	PreControl	.137	36	.087
	PostControl	.139	36	.077

Picture 1. The Result of Normality Test

The findings of the Komogrov-Smirnov normalcy test revealed that the experimental class's pre- and post-test scores were.130 and.200, respectively, but the control class's pre- and post-test scores were.087 and.077. If the p-value is larger than 0.05, it is presumed that a normal distribution exists. Because the p-value for the two groups is more than 0.05, we may infer that the data is normal. After determining that the data is normal, the researcher will use the T-test to study and evaluate further data.

Paired Samples Test

After calculating the data normality test from both classes, the researcher proceeded to the next stage, namely measuring the mean score and also analyzing the significance level of the pre-test and post-test. To solve and deal with this, the researcher use IBM SPSS Windows 22

Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	67.4167	36	9.06918	1.51153
	Post Test	70.0000	36	7.52520	1.25420

Picture 2. Paired Samples Statistics

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pre Test – Post Test	-2.58333	5.6385	.93975	-4.49113	-.67553	-2.749	35	.009

Picture 3. Paired Samples Test

The image above represents the control group's mean score from the pre-test and post-test. The pre-test mean score was 67.4 (SD = 9.06) in the table above, whereas the post-test mean score was 70.0 (SD = 7.52). The difference in mean scores in the control class was found to be statistically significant, and the significance level at the sig. (2-tailed) value was.009, which means it is greater than 0.05 (> 0.05), indicating that the result is not significant and the control class cannot achieve significant results after learning using conventional learning methods.

Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	69.2857	35	8.97241	1.51661
	Post Test	83.8286	35	7.34241	1.24109

Picture 4. Paired Samples Statistics

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pre Test – Post Test	14.54286	6.22775	1.05268	16.68216	12.40355	13.815	34	.000

Picture 5. Paired Samples Test

The preceding graph displays data showing that after training, test scores increased from a mean of 69.2 (SD = 8.97) to an average of 83.8 (SD = 7.34). As can be seen in table 5.1, there was a statistically significant difference between the mean scores of the control group and the experimental group. The Sig. (2-tailed) value was.000, which is smaller than 0.05 (< 0.05), indicating that the result was significant. Therefore, it is safe to say that the POSSE-learning experimental group made substantial progress.

All of this evidence suggests that teaching the POSSE approach to 10th graders is an effective way to boost their reading comprehension. Thus, between the two groups of students in the control and experimental classes, there are substantial disparities in the rate at which their reading comprehension is significant.

The Homogeneity Test

Table 4. The Result of Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Based on Mean	.150	1	69	.700

For the homogeneity test, the data is considered to be homogeneous if the significance value (sig) based on the Mean is larger than 0.05 (> 0.05), and not homogeneous if the value is less than 0.05 (< 0.05). The significance value of the homogeneity test is.700, which is greater than.005 (> 0.05), indicating that the research data in the experimental and control class is homogeneous.

The Effect Size

The researcher then calculates the effect size in order to give a better and more thorough explanation regarding the precise significance value of the treatment that has been administered. Because the results of the t-test only show the impact of the POSSE strategy on students' reading comprehension, the effect size will also be calculated and analyzed to ascertain the size of the effect after the treatment was administered (Cohen, 1988). The impact size calculation was applied manually by the researcher. Cohen's formula is applied as follows to get the t-test's effect size:

Table 5. The Result of Sgab

$$Sgab = \frac{\sqrt{(35-1)\,7.34 + (36-1)7.52}}{35+36}$$
$$= \sqrt{(34)7.34 + (35)7.52}$$
$$= \frac{71}{22,64}$$
$$= \mathbf{3,13}$$

Table 6. The Result of Effect Size

$$\frac{\sqrt{x_t - x_c}}{Sgab} x\ 100\%$$
$$= \frac{\sqrt{83,8 - 70,0}}{3,13} x\ 100\%$$
$$= \frac{3,71}{3,13} x\ 100\%$$
$$= \mathbf{1,18\ (Strong\ Effect)}$$

From the effect size calculation above, it can be seen that Cohen's value obtained was 1,18, which means that the treatment given to students succeeded in having strong effect on the experimental class. This can be seen from the guidelines for the scale range proposed by Cohen (2007), namely:

Cohen's Standard	Effect Size
>1.00	Strong Effect
0.51 – 1.00	Moderate Effect
0.21 – 0.50	Modest Effect
0 – 0.20	Weak Effect

Picture 6. Cohen's Standard

The Hypothesis Testing

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	69.2857	35	8.97241	1.51661
	Post Test	83.8286	35	7.34241	1.24109

Picture 7. Paired Samples Statistics

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pre Test – Post Test	14.54286	6.22775	1.05268	16.68216	12.40355	13.815	34	.000

Picture 8. Paired Samples Test

The data in the table above shows that students who have not been taught the POSSE approach have an average post-test score of 69.2, whereas students who have been taught the strategy have an average post-test score of 83.8. This demonstrates conclusively that the teaching given to pupils increases their comprehension of what they read.

The T-test value was 13.815, and there were 34 degrees of freedom, as shown in the table above. T-table with df = 34 yields a significance value of 1.69 at the 5% level. The researcher does the following hypothesis test to make sense of the aforementioned data:

Ha : There is a significant difference between the two classes related to the use of POSSE strategy on student's reading comprehension

Ho : There is no significant difference between the two classes related to the use of POSSE strategy on student's reading comprehension

From this study's findings, we may deduce that the T-test value is 13.815, whereas the T-table value for df = 34 is 1.69, or that 13.815 > 1.69., Alternatively, Ho is disapproved of while Ha is approved. Students who are taught with the POSSE strategies are shown to significant more than those who are not.

DISCUSSION

Tenth-grade students were successfully taught to read report text using the POSSE method. As was mentioned above, the POSSE strategy is a highly effective strategy that has been used in the field of education with great success. Research results that provide clearer answers to the research questions in this study will be presented in the discussion that follows:

1. Judging from the results and interpretations above, it demonstrates that there is a significant difference between the two classes in students' reading comprehension in class utilizing the POSSE strategy through Report text and classes not using the POSSE strategy.

The findings from the pre- and post-tests provide evidence in support of this assertion. The mean scores obtained by the experimental group on the Pre-Test and Post-Test were 69.2 and 83.8, respectively. In contrast, the control group achieved average scores of 67.4 and 70.0 on the same tests. The results indicate that students in the treatment group exhibited greater advancements compared to those in the control group, thus implying the efficacy of the instructional approach employed to enhance reading comprehension skills and foster a passion for reading among young learners. There is a clear disparity in the test outcomes between the two groups of students. The efficacy of the POSSE strategy in enhancing students' reading comprehension was substantiated by the investigation, thereby affirming the

initial findings. Based on the findings of the hypothesis test, it can be concluded that the null hypothesis (Ho) is rejected in favor of the alternative hypothesis (Ha). This decision is supported by the observation that the calculated T-Test value (13.815) exceeds the critical T-Table value (1.69).

Based on the findings of the aforementioned data analysis, the researcher has arrived at the conclusion that the implementation of the POSSE strategy yields a statistically significant disparity in reading comprehension between the two classes. This conclusion aligns with previous studies that are pertinent to the present investigation. The researcher incorporated the preliminary findings from the study conducted by Aprilia (2015). The results of her research indicate that the implementation of the POSSE strategy has the potential to enhance students' reading proficiency within a specific text.

Rina Sundari (2013) and Agung Setiadi (2019) also carried out another study. According to their findings, using the POSSE strategy was perceived as a useful teaching tool for improving students' reading comprehension. Their study's findings suggest that there are effective ways to help students comprehend a text and spark their interest in reading.

CONCLUSION

The researcher can conclude based on the findings discussed in the previous chapter that, there was a statistically significant difference between the experimental group's Pre-Test scores of 69.2 and Post-Test scores of 83.8 and the control group's Pre-Test scores of 67.4 and Post-Test scores of 70.0. The findings demonstrate that students whose teachers used the POSSE strategy outperformed those whose teachers did not. The hypothesis calculations in the preceding chapter demonstrate a considerable improvement gap between POSSE-taught students and non-POSSE-taught students, where the T-Test value is greater than the T-Table value (13.815 > 1.69). As seen above, the POSSE strategy resulted in a significant difference between the two classes in reading comprehension.

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