
APPLYING POSSE STRATEGY IN TEACHING READING DESCRIPTIVE TEXT TO THE SENIOR HIGH SCHOOLS STUDENTS

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ABSTRACT: The purpose of this study was to determine whether or not using POSSE Strategy was to find out whether there was a significant difference in students' reading comprehension between the students who were taught using POSSE strategy and those who were not. There were 80 tenth-grade students taken as the sample selected using purposive sampling, with one group serving as the experimental class and the other serving as the control class. The writers gave pre-test and post-test for experimental and control classes to collect data. This study employed a quantitative approach with a quasi-experimental design. The experimental group was taught using POSSE strategy, while the control group was taught using the discussion strategy. The experimental group's mean score increased from 68.10 in the pre-test to 75.87 in the post-test. Furthermore, the results of independent t-tests from the experimental and control groups revealed that the t-value obtained was 3.060, which was higher than the t-table value of 1.664. It means that the POSSE strategy was effective in improving reading comprehension achievement of the tenth-grade students at SMA Negeri 11 Palembang

Keywords: *reading comprehension, descriptive text, POSSE strategy*

PENGGUNAAN POSSE STRATEGI UNTUK MENGAJAR MEMBACA TEKS DESKRIPTIF SISWA SEKOLAH MENENGAH ATAS

ABSTRAK: Tujuan dari penelitian ini adalah untuk menemukan apakah ada perbedaan yang signifikan pada pemahaman membaca antara siswa yang diajarkan dengan menggunakan POSSE strategy dan siswa yang tidak. Ada 80 siswa yang terlibat yang dipilih menggunakan teknik pengambilan sampel purposif, dengan satu kelompok berfungsi sebagai kelas eksperimen dan yang lainnya berfungsi sebagai kelas kontrol. Penulis menggunakan tes pemahaman membaca untuk mengumpulkan data. Studi ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental. Kelompok eksperimen diajarkan menggunakan strategi POSSE, sedangkan kelompok kontrol diajarkan menggunakan strategi diskusi. Skor rata-rata kelompok eksperimen meningkat dari 68.10 pada pra-ujian menjadi 75.87 dalam pasca-ujian. Selanjutnya, hasil uji T bebas mengungkapkan bahwa nilai t_{obtained} yang diperoleh adalah 3.060, lebih tinggi dari nilai t_{tabel} 1.664. Hal ini menunjukkan bahwa strategi POSSE efektif dalam meningkatkan keterampilan membaca teks deskriptif pada siswa kelas 11 di SMA Negeri 11 Palembang.

Kata Kunci: *pemahaman membaca, teks deskriptif, POSSE strategi*

INTRODUCTION

English is regarded as a difficult subject by Indonesian students because it is rarely used and practiced by them. In the meantime, there are four skills in English: listening, speaking, reading, and writing. Because each skill serves a different purpose, all skills are critical. Reading is one of these abilities. According to Grabe (2009, p. 15), reading is a skill that requires the ability to find information from a text, organize and summarize information, comprehend reading, and match the text's objectives.

According to Richard and Renandya (2002, p. 273), reading is given special attention in many second and foreign language learning situations. Reading is thus an important lesson in English or a foreign language. Reading activity also necessitates comprehension. The reader's comprehension is something that happened to them. Reading comprehension is defined by Snow (2002, p.11) as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The emphasis is solely on the words constructing and extracting.

Meanwhile, Richard and Renandya (2002, p.227) stated that the primary purpose of reading is comprehension. However, understanding a text message is difficult for students can be detected by reading a text. According to Depdiknas (2015), students are taught in the 2013 curriculum to read, summarize, and present the text in their own words. In this study, the author concentrated on reading comprehension in the form of a descriptive text. Schwegler (2010) defines descriptive text as "a text used to expose details about places, people, qualities, emotion, moods, and so on (p.351)."

Based on the writers' observations and an informal interview with an English teacher at SMA Negeri 11 Palembang, the English teacher stated that students' reading ability in tenth grade was still low. It was demonstrated by the results of a reading quiz administered by the teacher. The majority of students received low scores. The students were still below the KKM (minimum standard criteria).

The minimum KKM for English at SMA Negeri 11 Palembang's XI grade students was 70. Ideally, 70% of students should pass the KKM. In fact, only a few students were able to complete the reading quiz. As a result, it can be concluded that the students still encountered significant difficulties in some aspects of reading comprehension, such as identifying the main idea, identifying specific information, and predicting the text's content.

In fact, the majority of students still struggled to understand the text. These issues may be caused by the teacher's uninteresting teaching strategy, so the teacher should have a strategy in teaching, particularly in teaching the students' ability to read descriptive text. Furthermore, one of the strategies is to employ the POSSE strategy.

The POSSE strategy can activate students' prior knowledge and reading comprehension. By maximizing the use of predictions and evaluation measures, the POSSE strategy can assist students in predicting text, organizing predictions, finding key ideas, summarizing texts, evaluating their understanding of texts, and enriching their vocabulary. Then, despite the large number of students in the class, Jameel (2017) discovered that the POSSE strategy was successful in enriching students' vocabularies and improving students' participation inside the classroom.

Furthermore, Aprilia (2015) stated that the difficulties in students' reading comprehension were caused by the following factors. For starters, many of the words in the text were unfamiliar to the majority of the students. Second, students were unable to comprehend the text's content due to determine important information such as topic, stated and unstated details, and references is difficult. Third, students had no idea how to

read. They were not taught reading strategies that would allow them to comprehend the text effectively. Fourth, the teachers continued to use a traditional teaching method. They would briefly explain the text and then ask students to answer questions about it. The writers implemented POSSE strategy to solve those problems.

The Concepts of Reading Comprehension

According to Harmer (2007, p. 99), reading is useful for language acquisition, so we can find extensive information about how to use language in the daily activities by reading. Meanwhile, Mikulecky and Jeffries (2007, p.73) stated that the students' general language skills can be developed through reading. They got the progress in vocabulary, writing, speaking skills and finding the new ideas, and facts and experiences. Grabe (2009, p. 14) stated the process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. This process occurs during reading activities and students can see and participate in teaching and learning activities.

Meanwhile, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Boardman, Klingner & Vaughn, 2007, p. 2). Furthermore, Gupta (2008) stated reading comprehension is the process of understanding and constructing meaning from a piece of text (p. 77). Besides, the process of reading comprehension based on the order how the readers decode the language could be divided into three categories; bottom-up, top-down and interactive reading (Goodman in Brown, 2001, p. 298).

The Concept of Descriptive Text

Descriptive text was a text which said what a person or a thing is like. It purposes to describe and reveal a particular person, place, or thing. According to Schwegler (2010), that descriptive text is "a text used to expose the details about places, people, qualities, emotions, moods, etc" (p. 351).

Meanwhile, Kane (2005, p.352) stated the description is about sensory experience how something looks, sounds, tasted. Mostly is about visual experience, but description also deals with other kinds of perception. Then, Pardiyono (2007) stated that descriptive text begins with the identification and description (p. 33). In addition, Mursyidin (2011, p. 5) there were generic structures in descriptive text, they were: a. to identify thing or place in specific, b. to describe a particular person, thing or place.

According to Sundari and Grace (2006), there are language features of descriptive text, namely:

- a. Specific participant: has a certain object, is not common and unique (only one).
For example: *Taj Mahal* and *Prambanan* temple.
- b. The use of the adjective (an adjective) to clarify the noun.
- c. Action verb: verbs that show an activity (for example, run, sleep, walk).

The Concept of POSSE Strategy

POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy is a strategy used to provide information about the text and information of the text. Englert and Marriage (1991) and Westwood (2008) explain POSSE (Predict, Organize, Search,

Summarize, Evaluate) strategy is designed to activate students' prior knowledge about the topic and to link it with new information contained in the text (p. 45). According to Freville and Collen (2006), POSSE is a teaching strategy that encourages them to organize knowledge and the existing structure, and then encapsulates and describes the contents of the text (p. 21).

The five steps of POSSE strategy as follows:

1. Predict: Students used cues from the book such as the title, headings, picture, and the initial paragraph to predict what the story will be about.
2. Organise: Teacher direct students to choose ideas that are similar. The ideas were arranged, the teacher then organized them into a cognitive map with the students.
3. Search: Students began reading the passage as they search for the ideas to map out in the next step.
4. Summarize: Students identify the main idea for a portion of the passage such a paragraph.
5. Evaluate: 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.

METHODOLOGY

This study used quasi experimental design. Quasi-experimental designs do not include the use of random assignment. Writers who employed these designs rely instead on other techniques to control (or at least reduce) threats to internal validity. The variety of quasi experimental designs are divided into two main categories, pre-test-post-test experimental and control group design. In the study, the students were divided into 2 groups, control and experiment. The population of this study was the tenth-grade students of SMA Negeri 11 Palembang Academic Year 2018/2019. It consisted of 534 students. This study selected two classes (X IPS 3 and X IPS 6) using purposive sampling. The consideration for choosing those classes were both of classes had the same level of students' ability, taught by the same English teacher. Furthermore, they were chosen based on the English teacher recommendation.

The test was in multiple choice question. The writers measured the students' ability in reading class by test. Pre-test was conducted for the students in the experimental class and control class in order to find out the students' reading comprehension before the treatment. In this study, the writers conducted the study with descriptive text in the learning process. Post-test was conducted for the students in control class and experimental class in order to know the influence of the treatment towards the students reading. The writers used multiple choice form in pre-test and post-test. The writers gave instruction to the students to answer 30 items multiple choice of descriptive text. Before giving the pre-test and post-test to the sample, the writers gave try out X IPS 4 at SMA Negeri 11 Palembang which consisted of 39 students. There were 35 items of multiple-choice question. The result of trying out indicated that 30 items were valid while 5 items were not valid (items number 31, 32, 33, 34 and 35). The try out test was analysed by using total corrected items. Raharjo (2013) stated that total corrected items are used to analyse the corrected item by correlating each item with total score. Total corrected items are calculated by using SPSS. If the score $r_{obtained}$ is higher than r_{table} , it means that the item is valid.

To measure the reliability of the instrument, the writers used split-half reliability. In split-half reliability, a test for a single knowledge area was split into two parts and then

both parts given to one group of students at the same time. The test used for a single knowledge area was split into two parts and then both parts given to one group of students at the same time. The scores from both parts of the test were correlated. A reliable test had high correlation, indicating that a student would perform equally well or poorly on both halves of the test.

The normality test used to measure whether the data in the experimental class and control classes were normally distributed or not (Budiyono, 2004, p. 170). In this study, the writers used statistical computation used IBM SPSS (*Statistical Package for the Social Science*) 24 for normality of test. Based on Asymp. Sig. (2-tailed) post-control 0.211, post-experiment 0.421, the writer measured data used test the normality of the data. If the probability was higher than 0.05, it means that the data was normal. The writers measured the homogeneity of pre-test and post-test for both control and experimental group. If the probability was more than 0.05 then the variances were significantly in different groups. (Field, 2009, p. 152).

The researchers used Levene Statistics to measure the homogeneity of pre-test in experimental and control group. The significance value of 2-tailed was 0.115. It means that the significance of experimental and control group were higher than 0.05. Therefore, the homogeneity of pre-test in both of groups were variances and it can be concluded that the data were homogeneous. Next, the result of post-test in experimental and control group showed that the significance value of 2-tailed was 0.846. It means that the significance of experimental and control group were higher than 0.05. Therefore, the homogeneity of post- test in both of groups were variances and it can be concluded that the data were homogeneous.

FINDINGS AND DISCUSSIONS

Paired Sample T-Test

The result of paired sample statistic of experimental group showed in Table 1. It was used to find out whether POSSE (Predict, Organize, Search, Summarize, and Evaluate) strategy could improve students’ reading comprehension of descriptive text or not.

Table 1. The Result of Paired Sample Test in Experimental Group

	Paired Differences					T	Sig. (2-tailed)
	Mean	S. dev	Std. E	95% Confidence Interval of the Difference			
				Lower	Upper		
PreExp – PostExp	-7.7750	3.1500	.4981	-8.7824	-6.7676	-15.611	39 .000

The table 1 shows that the mean different between pre test and post test in experimental group was 7.775, the standard deviation was 3.150 and standard error mean was 0.4981, then degree of freedom 39 and t-obtained was 15.611 higher t-table was 1.6849 and the last significance (2-tailed) was 0.000. Since significance 2 tailed 0.000 was lower than alpha value 0.05, it was inferred that POSSE (Predict, Organize, Search,

Summarize and Evaluate) strategy in experimental group was effective to improve students' reading comprehension of descriptive text at the tenth grade students.

Table 2. The Result of Paired Sample Test in Control Group

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre Cont								
Post Cont	-10.2500	5.0574	.7996	-11.8674	-8.6326	-15.611	39	0.000

The table shows that the mean different between pre test and post test in control group was 10.250, the standard deviation was 5.057 and standard error mean was 0.799, then degree of freedom 39 and t-obtained was 15.611 higher t-table was 1.6849 and the last significance (2-tailed) was 0.000. Since significance 2 tailed 0.000 was lower that alpha value 0.05, it was inferred that the students' in control group also gained reading comprehension significantly.

2. Independent Sample T-Test

After the data were collected from both experimental and control group, the writer used independent sample t-test to compare the result of post-test from both experimental and control group. Table 3 below shows the result of independent sample t-test.

Table 3 The Result of Independent Sample T-Test

	Post-Control_Post-Experimental					
	T-Test for Equality of Means					
	F	T	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference
Equal Variances assumed	.038	3.060	78	.003	7.8750	2.5738
Equal variance not assumed	-	3.060	77.908	.003	7.8750	2.5738

The result of independent sample t-test shows that the significance (2-tailed) was 0.003 with a coefficient was lower than 0.05 in two tailed testing with df 78. The results showed that t-obtained 3.060 was higher that critical value of t-table 1.664. In other words, if t-obtained was higher than t-table, the data was significant. In conclusion, the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Then, there was a significant difference on students' reading comprehension of descriptive text who were taught by using POSSE (Predict, Organize, Search, Summarize and Evaluate) strategy and those who were not.

DISCUSSION

The use of POSSE strategy was effective to teach reading descriptive text to the tenth-grade students of SMA Negeri 11 Palembang. The POSSE strategy demonstrated that it could improve student's comprehension because it allowed students to express their knowledge, imagination, and comprehension of descriptive text. Prior to the study, students had difficulty to understand descriptive text.

The students tried to express their imagination about the last event with strong evidence and examples, active discussion and debate with other friends about the topic given. In conclusion, based on the findings and interpretations of this study, the writers concluded that there was a significant difference on reading comprehension between the tenth-grade students of SMA Negeri 11 Palembang who were taught using the POSSE Strategy (Predict, Organize, Search, Summarize and Evaluate) and those who were not. In other words, POSSE strategy was effective that means that the alternative hypotheses (H_a) were accepted and the null hypotheses (H_0) was rejected. It was proven from the student's reading class after post – test was given by the writers. The student's reading score between pre – test and post – test was different.

In addition, the scores made by experiment group was significant different from control group. It means that POSSE strategy could help comprehend text and be more enthusiastic and active participation in the teaching and learning process of reading. Moreover, this strategy are used to facilitate enrichment stock of students' vocabulary and improvement their reading comprehension.

CONCLUSION

Based on the findings and interpretation of this study, the writers concluded that there was a significant difference on reading comprehension between the tenth-grade students of SMA Negeri 11 Palembang who were taught using the POSSE Strategy (Predict, Organize, Search, Summarize and Evaluate) Strategy and those who were not. In other words, POSSE strategy was effective. It means that the alternative hypotheses (H_a) were accepted and the null hypotheses (H_0) was rejected. It was proven from the student's reading class after post-test was given by researchers. The student's reading score between pre – test and post-test were different.

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