

# The Effectiveness of Predict, Organize, Search, Summarize, and Evaluate (POSSE) Strategy on Understanding Learning Reading at the Eleven Grade Students

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**Abstract**—This study aims to test the effectiveness of POSSE compared to conventional strategies for reading comprehension. This research method is quasi experiment with randomized pretest-posttest control group design. The result of the research shows that POSSE strategy is more effective than conventional strategy for comprehension of reading proved from result of *t*-test of data posttest reading ability comprehension of control group and experimental group shows that *t*-test analysis result obtained is 29,201 and  $p = 0.000$ . The  $p$  value is smaller than the 0.05 significance level ( $0.000 < 0.05$ ). Result of *t*-test analysis of pretest and posttest data of reading comprehension skill of experiment group, obtained *t*-count 5,679 and  $p = 0.000$ . The  $p$  value is smaller than the 0.05 significance level ( $0.000 < 0.05$ ). The first conclusion is that there is a significant difference in reading comprehension ability of students who follow the learning using POSSE strategy and students who follow the learning without using POSSE strategy and secondly, POSSE strategy has proven effective in reading comprehension learning in grade XI student SMK Flight Angkasa Ardhya Garini Adisutjipto Yogyakarta.

**Keywords**—*posse strategy, conventional strategy, reading comprehension introduction*

## I. INTRODUCTION

Language is a means of communication and as a means of interaction in human life, both individually and socially. As social beings, humans always interact with each other. Interactions conducted by humans aim to exchange information, convey ideas, exchange experiences, and others. In order to establish good interaction, it is also necessary mastery of good language. Mastery is closely related to language skills. This language acquisition starts from birth. Language skills are taught in formal education, ie schools.

Tarigan in [1] reveals that language learning skills cover four aspects: listening skills, speaking skills, reading skills, and writing skills. These language skills are integrated into the competency standard of Indonesian language subjects in primary school to university in a balanced way. The four

language skills are interrelated, but the study is limited to one of the language skills of reading.

Reading is a means to learn the things that a person wants to expand knowledge. In the era of information and fast-paced communication, everyone must have good reading skills so that readers are able to understand the message conveyed by the author [2]. Regarding good reading ability, Adler & Doren in [3] revealed that the success in reading a book is determined by how many ideas can be absorbed by the reader of all information submitted by the author. The reader can achieve the same level of understanding by the author if the reader does the thinking process to understand the text content to be conveyed by the author.

Students who are accustomed to reading tend to have broader insights, more vocabulary, good understanding, and generally can accept many other academic subjects easily so that reading activities can make people become smarter. Through reading, students can also learn to write because in this way students learn spelling, punctuation, capitalization, paragraph, grammar, and style [4]. Harrison in [5] reveals that reading is not only for getting information, entertaining, and broadening insight, but reading activities have far more important benefits, namely to improve life skills and determine how one is capable of thinking.

The ability to read is a skill that continues to grow and will be better if trained continuously. Conversely, if not trained then the ability to read tends to worsen or decline. Reading practice can consistently improve the entry of words or concepts of text seen by the eyeball and then received by a person's brain to be understood. In other words, reading habits are able to train a person to combine visual information contained in the text and nonvisual information that exist in the mind of the reader to create meaning. The most important part of reading is to relate the meaning or ideas that have been obtained to get something new according to the purpose of reading at first [6].

Johnson and Pearson through [7] reveals that the ability to understand a reading is influenced by the factors that exist within the reader and those outside the reader. One factor from outside the reader is the readiness of the teacher if the reading activity is done during learning. Teachers should plan learning activities for inspiring reading activities and motivate students so that students can participate actively

and benefit from the learning process. This becomes an obligation for a teacher to foster students' reading ability.

Ideal learning process will occur if teachers have creativity in teaching, for example the use of various learning strategies. Reality in the field of teaching teachers still use conventional strategies even lesson plans no renewal. Ironically, the lessons learned in the student class are only forced to read a myriad of material without tracing the extent to which the student understands the content of the reading.

Suryaman in [8] states that the learning approach and learning strategy is seen as an effective way in improving the quality of learning Indonesian. Reading strategy is very influential to the ability to read someone because the various strategies of reading are created so that readers are able to read quickly and find the information carefully and precisely. Therefore, it would be better if a learning process that uses reading activities in Indonesian subjects should implement appropriate reading strategies. The use of appropriate reading comprehension strategies can help students understand the text more deeply and achieve indicators that have been designed by the teacher.

The use of appropriate and varied learning strategies is expected to provide a fun learning activities atmosphere so that students feel challenged and motivated to participate actively follow the learning and are interested to understand the text. In addition, the creativity of teachers using various strategies that have been created by some experts are expected to create interactive and inspirational learning so as to provide space for students to creativity, cultivate talent and interest in reading. Therefore, the teacher has several tasks in teaching reading comprehension, that is, to grow the habits, interests, and talents of students in reading and implementing effective reading comprehension strategies. The task requires teachers to be able to prepare specific strategies for reading comprehension.

Learning strategies that can be prepared by teachers to help students' reading comprehension are Predict, Organize, Search, Summarize, and Evaluate (POSSE) strategies. The POSSE strategy is a reading comprehension strategy developed by Englert and Mariage in [9]. POSSE can be used to guide learners reading paragraph by paragraph. Learners are guided to predict each paragraph, read each paragraph, summarize each paragraph, and evaluate the understanding of each paragraph [10].

The steps in the POSSE strategy consist of five stages:

- **Predict Stage**  
This predicting stage guide students to guess or predict the content of a text by just looking at the title of the text only.
- **Organize Stage**  
At this stage students are asked to write down predictions in the form of sentences as much as their predictions.
- **Search Stage**  
At this stage students form groups of 4-5 people to read the entire passage to gain an understanding of the text content.
- **Summarize Stage**  
This stage requires the student to make a summary of the text content.

- **Evaluate Stage**  
At this stage students clarify (match) the conformity of predicted results with the actual text content. Students record how much the prediction matches with the actual text content.

Research Englert and Mariage in [11] entitled Making student partners in the Comprehension process: organizing the reading "POSSE". The research is based on students' background knowledge of text structure, strategy of reading and implementation of strategy can influence reading comprehension. The study examined students' reading comprehension skills by implementing the POSSE strategy. The research equation with this research is the use of POSSE strategy in learning comprehension reading.

The effectiveness of the POSSE strategy is indicated to be used for both understanding and upper class reading groups. Therefore, there is a need to review the effectiveness of the POSSE strategy at the top level of class XI. The text that the curriculum is mandated to teach in class XI is an explanatory text.

Application of POSSE strategy is expected to be an alternative for students to become ideal readers and familiarize students as an independent and skilled reader. The effectiveness of conventional strategies commonly used by teachers for reading comprehension will also be examined so as to produce data that prove the linkage of POSSE strategies and conventional strategies with students' reading comprehension skills.

The rest of this paper is organized as follow: Section II describes proposed research method of this work. Section III presents the obtained results and following by discussion. Finally Section IV concludes this work.

## II. RESEARCH METHODS

This research method is quasi experiment with randomized pre-test-post-test control group design. This research was conducted at SMK AAG Adisutjipto Yogyakarta flight during April until May 2018 with population of all students of class XI. Determination of sample using simple cluster random sampling technique. Based on the sample determination, the class XI EA3 was obtained as an experimental group applying POSSE strategy and class XI AP 1 as a control group implementing conventional strategy. The instrument test is conducted in class XI EA 2 and XI AE 1. The independent variable in this research is POSSE strategy while the dependent variable used is reading comprehension ability.

Techniques of collecting data using test and observation techniques. The validity used is the content validity consulted with the expert. Instrument reliability was analyzed using KR-20. The item analysis uses the Item Responory Theory of one parameter assisted by the QUEST program. The data analysis technique used is one way street variance analysis followed by different test with 0.05 error rate.

## III. RESEARCH RESULT AND DISCUSSION

The data in this study is obtained from the value of posttest and post comprehension of reading, either experimental group or control group. The experimental

group was treated by applying the POSSE strategy and the control group implementing the conventional strategy of data calculation using SPSS 23 computer program assistance.

**A. Description of Data Prates and Pascates**

The preview data is derived from the initial test in the experimental group and the control group. Giving prates reading comprehension in both groups aims to see the initial ability of students' understanding before applied treatment in the form of different learning strategies. Predefined tests consist of 50 multiple-choice questions with five alternative answers. On the other hand, posttest data comes from the provision of a final test or after treatment in the experimental and control groups. Post-test reading comprehension in both groups aims to see the achievement of students' reading comprehension ability after treatment. The given Pascates are a multiple-choice questionnaire test of 50 items with five alternative answers (see Table I).

TABLE I. SUMMARY DATA PRATES AND PASCATES READING COMPREHENSION ABILITY

Group	Subject	Average Value	
		Pretest	Posttest
Experiment	28	60.22	79,08
Control	28	60.64	67,72

The average value of prates and pascates in the experimental group increased by 18.86. The mean values of prates and pascates in the control group increased by 7.08. It can be concluded that the average increase in pretest and post experimental values of the experimental group is better.

**B. Test Result Anava Prerequisite: Test Data Data Normality**

Test data of normality of prates and pascates distribution were obtained from pretest and posttest of experimental group and control group. The data analysis was assisted by SPSS 23 program. The result of normality test using Kolmogorov-Smirnov test. Data requirements are said to be normally distributed if the probability value (p) obtained is greater than the 0.05 significance level (5% error rate).

TABLE II. NORMALITY TEST RESULTS DATA DISTRIBUTION PRATES AND PASCATES

	Group	Kolmogorov Smirnov (Z)	Sig. (p)
Data Pretest	Experiment	0.200	0.163
	Control	0.200	0.169
Data Posttest	Experiment	0.165	0.645
	Control	0.200	0.870

The Table II shows that the result of normality test of data of prates and pascates through Kolmogorov-Smirnov test obtained the value of both groups is greater than level of significance 0.05 so that can be said that sample of

experiment group and control group have normal distribution.

**C. Test Results Prerequisite: Variant Homogeneity Test**

The variance homogeneity test was conducted to find out samples taken from populations having the same variant or not. The homogeneity test was performed on prates and post test data, both experimental and control groups. The data is homogeneous if the p value is greater than the 0.05 (5%) significance level.

TABLE III. HOMOGENEITY TEST RESULTS OF VARIANT DATA PRATES AND PASCATES

Data	Levene Statistic	Sig.
Pretest	0.173	0.842
Posttest	0.749	0.476

The Table III shows that the calculation of data of prates and pascates obtained p value or significance is greater than the specified significance level, that is 0.05 (5%). Therefore, the data of prates and pascates of both groups are declared homogeneous.

**D. Differential Test Results (Test-t) Data Prates and Pascates**

The t-test on the data prates of reading comprehension aims to examine differences in the comprehension ability of reading experimental groups and control groups before subject to treatment. The t-test of post-test data of reading comprehension ability of experimental group and control group was conducted to know the difference in reading comprehension ability after being subjected to treatment in both groups.

TABLE IV. TEST RESULTS -T DATA PRATES AND PASCATES

Data	F	Sig.
Pretest	0.058	0.943
Posttest	29.201	0.000

The Table IV shows that the p value of the data prates is greater than the specified significance level of 0.05. Thus, the t test results show that there is no significant difference in reading comprehension ability in both groups before treatment. However, in the data pascates obtained value of F of 29.201 and significant with p 0.000 (p <0.05). The p value is smaller than the specified significance level of 0.05. Thus, the posttest-t test results show that there is a significant difference in reading comprehension ability in the experimental group or control group. The effectiveness of using the POSSE strategy for reading comprehension can be determined after the experimental group has been treated using the POSSE strategy. The result of t-test of data of pascates between experimental group and control group obtained mean difference of 5.679 and significant with p equal to 0.000 (p <0.05). These data indicate that effective POSSE strategies are used in learning comprehension reading of class XI explanatory text.

**E. Quality of Experiments**

The quality of the experiment is used to achieve an ideal and valid experiment result. Creswell in [12] reveals that to produce valid and valid conclusions, experimental studies must control and maintain two important conditions during the experimental process, namely internal validity and external validity.

#### *a. Internal Validity*

##### *1) Maturation*

This factor is related to the maturity of the subject during the treatment so that it can be generated the influence of dependent variable which is really caused by the treatment of the independent variable given so that the treatment in this research is done 8 times, both the treatment for the experimental group and the control group.

##### *2) Morality*

This factor is related to students who quit during treatment for several reasons.

##### *3) Diffusion treatments*

This factor is related to the condition if the experimental group and the control group can communicate with each other.

##### *4) Instrumen*

Although the question items between prates and placates are different, the same procedure is required, i.e. the item on prates and placates comes from the same grid, but the text and the problems used are different.

#### *b. External Validity*

##### *1) Between interaction and treatment*

This factor relating to population selection and samples in an experimental study may affect the results of the study.

##### *2) Between place and treatment*

This factor is related to the conditions in which different research sites can influence the results of the study.

##### *3) Between history and treatment*

This factor is related to the experimental implementation schedule can affect the research results.

## IV. CONCLUSIONS

Based on the results of data analysis, it can be concluded that the POSSE strategy is more effective than the conventional strategy for understanding explanatory text reading. The POSSE strategy is effectively used in learning to read the explanation of the explanatory text of the students of grade XI SMK AAG Flight Adisutjipto Yogyakarta. The POSSE strategy has proven to be effective in supporting students' understanding so that Indonesian teachers are encouraged to use it. For other researchers it is expected to conduct further research by determining other variables or wider scope to increase the usefulness to develop learning strategies.

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