

THE EFFECT OF USING POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE, AND EVALUATE) STRATEGY ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT IN DESCRIPTIVE TEXT

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Abstract

The objective of the research was to find out the effect of using POSSE (Predict, Organize, Search, Summarize, and Evaluate) Strategy on the students' reading comprehension in descriptive text. This research was conducted in the SMP Muhammadiyah 05 Medan at Jalan Bromo Gang Aman no.38 Medan. The population of this research was the seventh grade students 2019/2020 academic year which consisted 64 students. The researcher used total sampling to take the sample based on Arikunto. In VII-A consisted 32 students as experimental group and VII-B consisted 32 students as control group. The research design in this research was quantitative experimental research. The instrument to collect the data was test by multiple choice test consisted 20 items. There were pre-test, treatment, and post-test in both of groups. The t-test was 2.96 and t-table was 1.67 which used 0.05 as significant level of this research. T-test value was higher than t-table ($2.96 > 1.67$). It means that the alternative hypothesis (H_a) was accepted. Based on this research it can be concluded that there was significant effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text.

Keywords: *POSSE Strategy, Reading Comprehension, Descriptive text.*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan strategi POSSE (Predict, Organize, Search, Summarize, dan Evaluate) terhadap pemahaman bacaan siswa dalam teks deskriptif. Penelitian ini dilaksanakan di SMP Muhammadiyah 05 Medan Jalan Bromo Gang Aman no. 38 Medan. Populasi penelitian ini adalah siswa kelas tujuh tahun pelajaran 2019/2020 yang berjumlah 64 siswa. Peneliti menggunakan total sampling untuk mengambil sampel berdasarkan Arikunto. Di kelas VII-A terdiri 32 siswa sebagai kelompok eksperimen dan VII-B terdiri 32 siswa sebagai kelompok kontrol. Desain penelitian dalam penelitian ini adalah penelitian eksperimental kuantitatif. Instrumen untuk mengumpulkan data adalah tes dengan tes pilihan ganda yang terdiri dari 20 item. Ada pre-test, treatment, dan post-test pada kedua kelompok. Uji-t 2,96 dan t-tabel 1,67 yang digunakan 0,05 sebagai tingkat signifikansi penelitian ini. Nilai t-test lebih tinggi dari t-tabel ($2,96 > 1,67$). Artinya hipotesis alternatif (H_a) diterima. Berdasarkan penelitian ini dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan Strategi POSSE terhadap prestasi belajar pemahaman bacaan siswa pada teks deskriptif.

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

I. INTRODUCTION

Reading is one of the language skill that should be mastered by student. It is

important activity in life that can update their knowledge. Student must have skill in reading to make them understand about text that make from difficult words. By using this

skill, the readers try to understand what the ideas or information of the text that wants to delivered by the writer. Reading comprehension is important for the students in grammatically that students automatically learn grammatical from the text, then the students can add new vocabulary through comprehend the text, and the last the students find out the information of the text as an insight and knowledge.

Based on the curriculum 2013 students are able to comprehend the short functional texts such as recount, narrative, descriptive, analytical exposition and procedure text in the daily context. It means after learning reading, the students must be able to comprehend the texts easily include the definition, main ideas, content of the text, generic structure, and the language feature of the text. In reading class, most of the reading activities focused on reading for comprehension.

The reason is that the students' skill in comprehending the text lead them to develop their knowledge even to gain new information. Moreover, reading comprehension is generally used to measure students' achievement in English, like in the national examination, they encounter with many kinds of the text types. If student do not have a good reading comprehension, they may fail to do examination. In order that, it is expected that student are good readers who are able to comprehend a text effectively and efficiently. As one of the motivational strategies in reading, POSSE was taught to the students to make prediction while reading the texts. POSSE helps the students get the key ideas from the texts easily, so that automatically the students could increase their motivation in reading.

By this research, the researcher find out the way of teaching reading comprehension to be more active and simple way to the students understand in reading especially in descriptive text by using POSSE strategy. This research was focused in

reading comprehension and was limited in descriptive text by using POSSE strategy at SMP Muhammadiyah 05 Medan at Jalan Bromo Gang Aman no.38 Medan. This research was the seventh grade students academic year 2019/2020.

The observation of the research was in SMP Muhammadiyah 05 Medan to found any significant effect of using POSSE strategy on the students' reading comprehension achievement in Descriptive Text. Thus to overcome the objective of the observation of the research is to find out the significant effect of using POSSE strategy on students' reading comprehension achievement in descriptive text.

II. REVIEW OF LITERATURE

Reading Comprehension

Reading comprehension is a part of reading skill. Reading comprehension has a deeper meaning to elaborate. There are many definition of reading comprehension accepted from some writers. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Comprehension is the purpose and the goal of reading, but comprehension depends on students being able to access the text.

Types of Reading

Extensive Reading

Hedge (2003) declared that extensive reading differs based on learners' motivation and School resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their own learners. Hedge (2003) stressed that because extensive reading assists in expanding learners' reading skill, it should be incorporated into the EFL/ESL programmers provided that the chosen texts are valid and

classified. In addition, extensive reading helps learners to gain their independency through reading either in class or at home.

Intensive Reading

Yang, and Gao (2012) expressed that intensive reading is useful to develop reading comprehension. According to Paran (2003), teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies. Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons (2011) said that intensive reading is considered as a significant instrument for improving reading comprehension.

The Process Reading Comprehension

The process of reading comprehension based on the order how the readers decode the language can be divided into three categories there are: bottom-up, top-down, and interactive reading (Goodman & Brown, 2001). In the bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanism to impose sort of order on these signals. Then, In top-down processing in which we draw on our own intelligence and experience to understand a text. The reader's cognitive and language competence plays a key role in the construction of meaning from printed materials. And the last in interactive reading, readers try to combine the bottom-up and top-down processing.

Strategies for Reading Comprehension

According Brown (200: 306-311) there are ten strategies which can be applied in the teaching reading comprehension in the classroom

1. Identify the purpose in reading

2. Use graphemic rules and patterns to aid in bottom-up decoding
3. Use efficient silent reading techniques for relatively rapid comprehension
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you aren't certain
8. Analyze vocabulary
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

Descriptive Text

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive Text

Descriptive text has two generic structure as follows:

1. Identification: identifies phenomenon to be described.
2. Description: describes parts, qualities and characteristics.

The Language Features of Descriptive Text

1. Use simple present tense
2. Use attribute verb like be (am, is, are) and identifying process
3. Use adjective and classifiers in nominal group
4. Only focus to one subject

POSSE Strategy

POSSE is a reading comprehension strategy. POSSE Stands for Predict, Organize, Search, Summarize, and Evaluate. It encompasses some reading comprehension techniques such as advance organizer, text structures, self-assessment, activates previous knowledge, encourages the learners to organize their knowledge, and compare

between what they knew and what they have learned recently.

Teaching Reading using POSSE Strategy

The steps of implementing the strategy. They are:

1. Predict: the students guess what the topic talks about. The learners are forced to activate their previous knowledge. The teacher uses title, pictures, some lines from the text.
2. Organize: the learners organize, arrange, the ideas which they have predicted in "Semantic (concept) Map". The teacher discusses with learners what new ideas they have predict.
3. Search: the learner begins reading the topic silently and searches for the main idea of each paragraph, and the new vocabularies that they do not know their meaning. This step confirms learners' predictions by comparing them with the new ideas and vocabularies they found during reading the text.
4. Summarize: Students identify the main idea of each paragraph, then join them to form an acceptable summary of the whole text.
5. Evaluate: The learners do four things in this step, they ask questions, compare between the information they have predicted (in the POSSE sheet) with the new one they have founded, (in the POSSE sheet), then they clarify about new information from the teacher for unknown information or unclear vocabularies, or unfamiliar things.
6. At the end, the learner summaries the reading text by reviewing POSSE strategy sheet.

The Advantage of POSSE Strategy

- a. Student can activate their prior knowledge about the topic and link it with new information contained in the text.
- b. Students can infer content that is explicit by using their background knowledge.

- c. Students can implement this strategy in learning new information of a foreign language.
- d. Students have opportunity to share information with whole group.
- e. Students are encouraged to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have already learned.

Lecture Teaching Strategy

Lecture is teaching method where an instructor is the central focus of information transfer. Typically, an instructor will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visual for students. Students are expected to take notes while listening to the lecture. Usually, very little exchange occurs between the instructor and the students during a lecture.

Most of students rated lecture method as the best teaching method. Reasons given by the students included teacher provides all knowledge related to the topic, it is a time saving method and students listen to the lecture attentively and take notes. Heward (2003) argue that the lecture teaching strategy can be improved and become the most appropriate teaching strategy by using guided notes.

II. RESEARCH METHOD

This research was conducted at SMP Muhammadiyah 05, at Jalan Bromo Gang. Aman No. 38 Medan. The researcher was conducted at the seventh grade students of the first semester at 2019/2020 year.

The population of this research was taken from seventh grade students academic year 2019/2020 of SMP Muhammadiyah 05 Medan, Sumatera Utara, which consisted of two classes. They were VII-A, and VII-B. Class VII-A consisted 32 students, class VII-B consist 32 students. Total population and sample were 64 students. To obtain the

sample, the researcher took sample by total sampling technique.

Table 3.1 Reseach Design

Class	Pre-test	Treatment	Post-test
VII – A Experimental Group	√	POSSE Strategy	√
VII – B Control Group	√	Lecture Teaching Strategy	√

This research was conducted by using experimental quantitative research which consisted of pre-test, treatment and post-test in order to know the effect of using POSSE strategy on the students’ achievement in reading comprehension. In conducted the experimental research, the sample was divided into two groups, there were experimental and control group. The experimental was taught by using POSSE strategy and the control group was taught by using lecturing method.

In this research there were three procedures was used to collect the data. They were pre-test, treatment, and post-test that was given to experimental group and control group.

1. Pre- test

The experimental group and control were given pre-test before giving the treatment. It was done to get the first score of the students.

2. Treatment

Treatment was done after giving first pre-test. The experimental group was taught by using reading comprehension by POSSE strategy, while the control group was taught by using reading comprehension without POSSE strategy.

3. Post- Test

Post- Test was given to students after having a treatment. Post-test was given to see whether students have understood about the material. The function of post-test was to know the mean score experimental group and control group were applied.

Technique of Collecting the Data

- 1) Giving pre-test for experimental and control group
- 2) Giving treatment to both groups for experimental group was taught by using POSSE strategy, while control group was taught by using lecturing method.
- 3) Giving post-test to both groups
- 4) Collecting the students’ worksheet.
- 5) Scoring the students’ answer

Technique of Analysis Data

The data were calculated by using t-test from Sudijono (2018).

$$t_o = \frac{M1 - M2}{SEM1 - M2} \quad (\text{Sudijono, 2018: 284})$$

IV. FINDINGS AND DISCUSSION

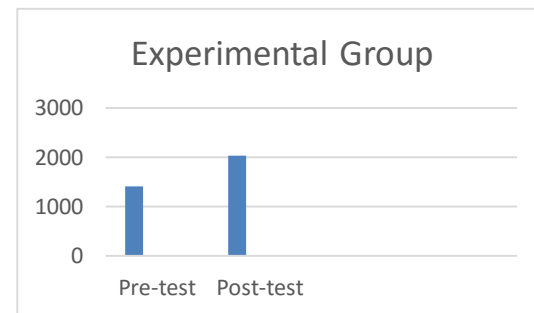
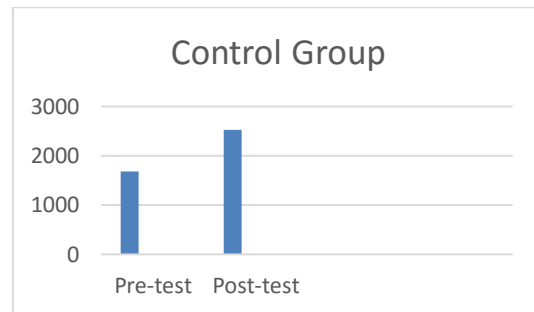


Figure 4.1 The Result of Pre-test and Post-test

After doing the research, collecting the data and calculating the data, the researcher got some finding. Based on the data analysis above, the students at SMP Muhammadiyah

05 Medan in experimental group mostly were motivated with the treatment by using POSSE Strategy. It was clearly stated that there was an effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text. It was seen from the differences of mean score of Pre-test and Post-test in experimental group. And then based on testing hypothesis the value $t_{observe} > t_{table}$ was ($2.96 > 1.67$). It meant that there was significant effect of using POSSE Strategy on the students' reading achievement in descriptive text.

V. CONCLUSION AND SUGGESTION

There was significant effect of using POSSE Strategy on the students' reading comprehension achievement in descriptive text which is proven from the result of the t-test $> t_{table}$ or ($2.96 > 1.67$). It means that the result of the analysis t-observe was higher than t-table with the level significant 5% and degree of freedom (df) = 62. And the alternative hypothesis (H_a) is accepted.

There are several suggestions from this study as given below

1. For the teachers can using POSSE Strategy in teaching reading comprehension especially in descriptive text which helps the students more

effective, interested, and confident about the story.

2. For the students to use POSSE Strategy it can stimulate their prior acknowledge so that they can easier to comprehend the text and can increase students motivation in learning reading.
3. For other researcher can used as an exercise in conducting research in the same field can use this thesis as reference.

VI. REFERENCES

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