POSSE STRATEGY'S IMPROVEMENT OF TENTH GRADE STUDENTS' READING COMPREHENSION

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Abstract

This study aims to use the POSSE method to improve eighth-grade students' reading comprehension at SMAN 12 Bandar Lampung. Action research was the method of the study. This research consisted of reconnaissance, planning, carrying out action, observing, and reflecting.34 X-grade SMAN 12 Bandar Lampung students served as the study's subjects.In this study, there were two kinds of data. Both qualitative and quantitative data were present. By observing, interviewing both students and the collaborator, taking field notes, and conversing with the collaborator as the observer, the qualitative data were gathered. The pre- and post-tests provided the quantitative data. They were presented as scores and analyzed with the SPSS 17 program's descriptive statistics. Democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity were used to validate the data. The following results demonstrate that the use of the POSSE strategy enhances students' reading comprehension in relation to the actions carried out in the two cycles. First, students can practice predicting the text, organizing their predictions, searching for the main idea, summarizing the text, and assessing their comprehension of it using the POSSE method.Second, by making the most of the predicting and evaluating steps, the students broaden their vocabulary. Thirdly, the majority of students exhibit enthusiasm and active participation in reading instruction. Fourth, the increase in the gain score (17,05) obtained by subtracting the pre-test mean score from the post-test mean score demonstrates an improvement in students' reading comprehension.

Key words: Improvement, POSSE strategy, reading comprehension, tenth grade students

INTRODUCTION

Reading is one of the most important things you can do to learn a language (Septiyana & Aminatun, 2021), (Oktaviani, 2018). Reading gets a lot of attention when learning a second or foreign language (Sari & Putri, 2019), (Mandasari & Wahyudin, 2021). To put it another way, reading has become an important activity because it lets people learn from a variety of texts, have fun, get jobs, (Qodriani & Wijana, 2020) and deal with some study goals (Sari & Wahyudin, 2019b). According to (Aminatun & Oktaviani, 2019) reading is one of the four essential skills that language learners must acquire in order to learn English. It makes learning a language, especially a foreign language, more successful overall (Oktavia & Suprayogi, 2021), (Pranoto & Suprayogi, 2020). Reading is good for learning a new language (Kuswoyo & Audina, 2020), as well as for work, school, and pleasure (Sari & Oktaviani, 2021), (Kardiansyah & Salam, 2020). Additionally, reading can enhance students' English language proficiency in general (Asia & Samanik, 2018). It has the potential to enhance vocabulary, writing, and speaking abilities (Fakhrurozi & Puspita, 2021), as well as uncover novel concepts, information, and experiences (Mandasari, n.d.), (Puspita & Amelia, 2020). The majority of the reading activities in reading class focused on reading for comprehension (Lestari & Wahyudin, 2020), (Qodriani & Wijana, 2021).

The reason for this is that the students' comprehension skills lead them to expand their knowledge and even learn new things. In addition, reading comprehension is frequently used to assess students' English proficiency (Wahyudin, 2018), as is the case with the national exam, which includes a significant portion of reading (Gulö, 2018), (Pranoto, 2021). They encounter a variety of text types during the examination. Students may not pass the exam if they are unable to comprehend the text (Isnaini & Aminatun, 2021). It is anticipated that students will be proficient readers who will be able to comprehend a text effectively (Wulantina & Maskar, 2019). In light of the preceding explanation, it is possible to assert that the primary objective of reading in language instruction is comprehension of the text's message or content (Ngestirosa et al., 2020). The primary purpose of reading is to improve comprehension (Journal et al., 2021), (Puspaningtyas & Ulfa, 2020). However, students struggle to comprehend text messages. The fact that students' reading comprehension is still below expectations demonstrates this (Sinaga & Oktaviani, 2020), (Rido et al., 2021). According to the results of a survey that was carried out as part of the Organization for Economic Cooperation and Development's Program for International Student Assessment 2012 (PISA), Indonesia comes in last place in an international education survey that was designed to gauge students' reading proficiency (Oktaviani & Mandasari, 2020), (Fakhrurozi et al., 2021). This is also the case in the tenth grade at SMA N 12 Bandar Lampung, particularly for students in Grade X A, where the majority of students still struggle with reading English-language texts. Regarding the initial observation, the following factors contributed to the students' poor reading comprehension results:First, the majority of students did not comprehend the meaning of many of the text's words. Second, students had difficulty comprehending the text's content. It made it hard for them to find the important information, like the topic, details, both stated and unstated, and references. Thirdly, students lacked comprehension skills. Reading strategies to effectively comprehend the text were not taught to them. Fourth, the instructor continued to employ the standard teaching approach. She would quickly go over the text and then ask the students questions about it. In the end, students didn't feel like doing it. It failed to sufficiently encourage language learning. All of these issues must be resolved because they had a negative impact on students' reading achievement.

According to the observations made in the tenth grade at SMA N 12 Bandar Lampung, there were issues with the reading instruction and learning process. The researcher divided the issues in the classroom into the following five categories in order to identify them.

1. Materials for Instruction, there were a limited number of instructional materials utilized in Grade VIII A's reading instruction.The teacher frequently gave the students copies of LKS (Lembar Kerja Siswa) materials and comprehension questions, but the five LKS were not the students' own. After class, the instructor brought them back. The BSE (Buku Sekolah Elektronik) was given to each student, but because the key answers were included in the book, it was rarely used. As a result, using the BSE was deemed ineffective.

2. The teacher employed the class's monotonous reading activities as a teaching strategy. She answered comprehension questions about the text and then gave a brief explanation of the text by reading it aloud or translating each word or sentence. Most of the time, these activities made the students tired and bored.

3. Media, the media's variation remained low. Reading did not benefit much from the common teaching and learning tools like white boards and board markers. However, the

instructor rarely made use of an LCD (liquid crystal display) projector. Additionally, the instructor did not employ any other forms of media, such as photographs or realia.

4. The teacher did not often encourage students to consider the meanings of some of the difficult words they learned. She always instructed students to search the dictionaries for the meanings themselves. The teacher became the center of the reading activity in this circumstance. Students only listened to the teacher explain, and the teacher wouldn't go into detail if no students asked questions 6.

5. Students' low reading achievement was a result of reading difficulties experienced by students in Grade VIII A. The first issue was that students' vocabulary mastery was still rated as low. If they discovered unfamiliar, challenging words, they would give up on the text. The second issue was that students didn't understand the text's content, such as how to find a topic, details, both stated and unstated, and references. The absence of student participation in the class was the third issue. They were not actively participating in the teaching and learning process, particularly when it came to asking questions and voicing their opinions. The lack of students' enthusiasm during the reading teaching and learning process was the fourth issue.They were too preoccupied chatting with their friends to pay attention to the teacher.

LITERATURE REVIEW

A teaching method or strategy needs to be implemented to solve those problems (Mandasari & Aminatun, 2020), (Amelia, 2021). Teaching reading is taught from elementary school to university by using many kinds of strategies applied by English teacher (Oktaviani et al., 2020), (Nurmalasari & Samanik, 2018). The strategy used should be a strategy that involves the students in the process of reading activity (Al Falaq et al., 2021); therefore, the students will experience the learning and learn how to comprehend the text (Kardiansyah, 2019b). According to (Pranoto & Afrilita, 2019) POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy is one of the reading strategies that can solve the problems mentioned above. This strategy incorporates reading and learning practices that effective readers and learners use automatically (Suprayogi, 2019). Students discuss their reading and use the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend the text. The strategy not only activates prior knowledge, but also encourages students to 4 organize their existing knowledge and then summary and elaborate on the connections between what they already knew and what they have learned (Kardiansyah, 2019a). Furthermore, the POSSE strategy utilizes a variety of reading strategies for comprehending material (Sari & Wahyudin, 2019a). It includes many reading practices that have been shown to aid reading comprehension, such as graphic organizers, text structures, stimulation of student background knowledge, and selfmonitoring. Those practices effectively help students comprehend the text. In addition, students are be highly motivated in the reading activities, especially, find the topic, main idea, and supporting detail of the text since they are given a chance to be active in teaching learning process The researcher is interested in implementing the POSSE strategy to improve the tenth grade students' reading comprehension at SMA N 12 Bandar Lampung by conducting Classroom Action Research.

METHOD

Limitation of the Problems The researcher limited the problem areas into a more specific one which focused on the lack of students' reading comprehension. The research focused

on the implementation of POSSE strategy to improve the students' reading comprehension toward narrative texts at Grade tenth grade of SMA N 12 Bandar Lampung in the academic year of 2014/2015. Formulation of the Problems In reference to the limitation of the problem, the problem was formulated as follows: "How could the POSSE strategy be implemented to improve the reading comprehension of the Grade tenth grade of SMA N 12 Bandar Lampung. Objective of the Study This research aimed at improving the reading comprehension of Grade tenth grade of SMA N 12 Bandar Lampung through the POSSE strategy.

It is expected that the research gives the theoretical and practical benefits. The specifications of the significances of this research as follows; Firstly, the results of this study inform others about the improvement of students' reading comprehension after being taught using the POSSE strategy. This information is also useful for those who want to do a research on the same subject in the future. Secondly, for the researcher, this research is expected to be able to be used as an exercise in conducting research, and to enrich the researcher's insight and knowledge regarding the appropriate learning activities and methods. Thirdly, for the school, the results of this study are expected to be beneficial as the input and model in the implementation of English reading activities. Besides, the results are expected to be consideration of the school in determining policies regarding the learning process, including curriculum, and facilities. Lastly, for the English teachers, this study may provide a solution to the problems related to students' reading comprehension because basically this study is a way of handling the problems faced by the English teachers in the learning process.

RESULTS AND DISCUSSION

This research is categorized as classroom action research. Classroom action research is research conducted by teachers in their own classes by a way of planning, implementing, and reflecting action collaboratively with the aim of improving their performance as teachers, so that students learning outcomes can be improved. In this research, the researcher and the teacher of the subject collaboratively carry out the research at least in two cycles. Furthermore, the ideal classroom action research is one that is carried out in pairs between the ones who perform the action and the ones who observe the ongoing proses of implementation of the action. The procedure used in the research is action research of Kemmis and McTaggart model. There are eight stages of action in the model. Those are the planning, first action, first observation, first reflection, revision against first planning, second action, second observation, and second reflection.

Figures and Tables

To figure out the problems from students' perspectives, the researcher also conducted interviews with some students of Grade X . The problems were shown by this following interview transcript

R : Dek apa kesulitan terbesarmu dalam memahami teks bahasa inggris? (What is your main difficulty in comprehending English texts?)

S : Kata-katanya banyak yang susah yang enggak tau artinya mbak. Ya kan jadi enggak paham textnya mbak (There are many difficult words that I dont know the meaning yet. Therefore, I find it difficult to comprehend the text)

R : Oh begitu, kalau mencari main idea, atau topik teks itu gitu susah nggak?(I see, how about finding main ideas or finding the topic of the text, is it difficult for you?)

CONCLUSION

This research aimed at improving the reading comprehension of the eighth grade students of SMAN 12 Bandar Lampung through the POSSE strategy. The findings of the research in Cycle 1 and Cycle 2 were presented below. 1. The implementation of the POSSE strategy improved students' participation. The students were encouraged to be active in giving their ideas. They discussed their reading and used the strategies of predicting, organizing, searching, summarizing, and evaluating to comprehend the text. 90 2. The implementation of the POSSE strategy improved students' interaction. The steps of the strategy were conducted both in pair and in group. These activities allowed students to interact with their classmates. The researcher also could interact closely with the students when she gave guidance and assistance during the discussion activities. 3. Use of LCD, the POSSE strategy sheet, and the accompanying actions such as word search puzzle, true false game, and crossword puzzle engaged students' enthusiasm. It changed students' behaviour toward the lesson. They paid more attention toward the lesson and enjoyed the reading activities provided. 4. Use of POSSE strategy could facilitate students to enrich vocabulary. In the predicting step, students predicted as many ideas as possible related to the topic. Meanwhile, in the evaluating step, they wrote the new vocabulary they found during the implementation of the strategy. 5. The implementation of the POSSE strategy improved students' reading comprehension. It helped the students read strategically and allowed them to have practices in predicting the text, organizing the prediction, searching the main ideas of each paragraph, summarizing the text, and evaluating their understanding by following the steps of the POSSE strategy. In brief, students' reading comprehension improved as displayed in the increase of the gain score gained by deducting the mean score of the pre-test from the mean score of the post-test.\

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