ENHANCING STUDENTS' READING COMPREHENSION ACHIEVEMENT OF ANALYTICAL EXPOSITION TEXT USING POSSE STRATEGY
A Classroom Action Research of the Tenth Grade of DPK 2 at SMK N 9 Surakarta in the Academic Year of 2022/2023

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Abstract

Reading comprehension is one of important skill refers to reading meaning, understanding, and entertaining that need high-order thinking skill and complex process. In fact, the students still have low reading comprehension achievement. The objective of the research was to improve students' reading comprehension achievement using POSSE (Predict, Organize, Summarize, and Evaluate) strategy in analytical exposition text. This research was conducted in X DPK 2 grade of SMK N 9 Surakarta. The subject of the research was 35 students of X DPK 2 in the academic year of 2022/2023. The type of the research was classroom action research conducted in two cycles. Each cycles consisted two meetings. This research was analyzed in the form of descriptive qualitative. The result of this research showed that the use of POSSE strategy improves students reading comprehension. The improvement of students' reading comprehension was reflected by the result of students' mean score that improved from 21,71 in pre-cycle to 66 in the first cycle and 85 in the second cycle. Based on the result can be concluded that using POSSE strategy has positive impact on the students' reading comprehension achievement of analytical exposition text.

Keywords – POSSE Strategy, Reading Comprehension, Analytical Exposition

Introduction

Learning English as foreign language has become the most widely spoken and fastest spreading world languages today. Based on survey by The Ethnologue at 2022, English has been spoken and used for about 1.45 billion people in the world. In Indonesia, English is one of foreign language taught in the school from primary to collage. There are four prime basic skills in learning English. Based on Brown in Afifah (2017), English language teaching has identified the four skills such as listening, speaking, reading, and writing as paramount importance for more decides until now. The statement implied that the students must master all of skill in learning English in order to get better understanding. However, teaching four skills of English as the foreign language faces many struggles especially teaching reading to the students. Based on Nur & Ahmad (2017), reading is one of the lowest among the four language skills since in his research, the mean score of reading was 50 and did not achieve the standard minimum score (KKM) of English that was 75. In other hand, based on the result of the PISA (Program for International Student Assessment) reported that the reading, math,

and science skills of Indonesian had fallen. Indonesia's position is ranked 74th position out of 79 countries. The reading competency scores of Indonesian students fallen the most, from 397 to 371. The main cause of this condition is the students' low reading culture (Pardede, 2020).

Reading is the foundation and the gateway in learning. Students who have high interest ana proficiency in reading would be facilitated in learning everything, while students without those interest and proficiency would face many difficulties in learning some courses. Based on Priyanti, dkk (2019), reading comprehension is stated in Permendikbud No. 59 Year 2014 presents three main aspects to be competent and capable of reading. The first is the comprehension of social function of the text related to social context or in real life. The second is the comprehension of structure of the text which focuses on how the information within a written text is organized. The last is the comprehension of the language feature which supports the meaning of the text. Ortlieb in Ariawan & Pratiwi dkk (2017) added that reading comprehension is an advanced stage where students understand the content of reading materials, select the reading materials that will be implemented in students' life, and develop curiosity and critical thinking in their personality.

According to the explanation above, this study is encouraged by previous studies such Linane in Ariawan & Pratiwi dkk (2017) who studied the factors of low reading comprehension skill in Mattapoiset elementary school, Massachussets. the researcher found six cause of the students' low interest in performing reading comprehension such as the use of complicated discourse language, unfamiliar discourse topic, too long discourse topic, unrelated evaluation test items, low capability of the teacher, and incorrect learning presentation of the teacher. In addition, Rofikasari (2016) added that low students' reading comprehension skill has been caused by the lack of innovative reading comprehension learning and less interest of reading materials for the students. The low students' reading comprehension skill also might be overcome through the inappropriate of the implementation of learning strategies. The teacher usually teaches the text and evaluate students on their retention facts and principles conveyed in the school. However, the students do not use high-order thinking skill such as the ability to analyze, synthesize, solve problems, and think meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text (Darmayenti & Kustati, 2017). In other word, the students do not focus on the meaning of the text.

In this study, the researcher chose senior high school as the subject of the study. According to Nur & Ahmad (2017), teaching English for Senior High School, especially in reading class for the first grade, conveys the competence of identifying ideational meaning in the text, identifying interpersonal rhetoric in the context, and reading loud of the text. However, implementing reading competence to students is not that easy. Most of teachers meet some problems in teaching English especially reading comprehension. For instance, the students get bored of the teaching method and strategy, the students have low motivation and enthusiasms, lack of vocabularies, low competence of English, and students' mindset that English is difficult material. In addition, the approach of teacher to the students is not compatible and sustainable since the teacher have limited knowledge and improper facility of the school.

The same condition happened in SMK N 9 Surakarta. There were many problems that appear in the learning and teaching process such as limited understanding on vocabulary and low motivation in learning English. In addition, based on the result of pre-cycle test, the mean score was 21,71 and percentage of students who got good criteria was 0%. It means that there were no students who achieved the minimum completeness criteria (KKM) that were 75. The students got low score in reading because they could not answer the questions of the text well. Especially in analytical exposition text that contains long paragraph, many unfamiliar vocabularies, and difficult understanding of the meaning of the text.

The material taught by the English teacher was analytical exposition text. Analytical exposition text is a kind of text to persuade the readers that topic is in the case. Martin and rose in Arianti & Tiarina (2014) stated that analytical exposition text was one of persuasive text that consisted two types that were analytical and hortatory exposition. In learning analytical exposition, students need to have critical thinking in finding out man topic or meaning of the text. Based on Muspitarini (2019), in learning analytical exposition text, the students not only need their cognitive skills in high order thinking skill to develop this text, but also need to arrange arguments on the piece of paper and avoid multiple sentence fragments, mistake on verb tense usage, subject-verb agreement and the native language influence that make text lack of accuracy. In kurikulum merdeka, critical thinking is part of 4C competence that should be mastered by the students. Based on Gunawan, dkk (2022), critical thinking is the skill to think critically in analyzing, categorizing, selecting, judging, and evaluating information to make effective decisions. In this text, according to Obod in Gunawan, dkk (2022), critical thinking is required for deciding on receiving information, formulating opinions based on acceptable, logical and non-subjective reasons, and assuring the correct conclusions. Thus, the English teacher needs to give appropriate strategy to learn analytical exposition text. By using an appropriate strategy, the students' reading comprehension achievement might be improved.

POSSE (Predict, Organize, Search, Summarize and Evaluate) is one of strategy that can improve students' reading comprehension. This strategy was developed by Englert & Mariage in Darmayenti & Kustati (2017) that this strategy is a mnemonic reading comprehension strategy. This strategy designed to activate students' prior knowledge about the topic and to link the strategy with new information in the text. The statement supported by Arianti & Tiarina (2014) that POSSE is a multistep teaching strategy that not only assists sudents in activating the prior knowledge, but also encouraged the students to organize their existing knowledge and structure, summarize, and elaborate the connections between what they already knew and what they have learned. POSSE strategy has been proven to be helpful to improve the students' achievement in comprehending reading material and help students to comprehend the text easily at high school levels (Westwood & others, 2008); (Maha & Sibarani, 2013); (Gersten, Fuchs, Williams, & Baker, 2001); (Jitendra & Gajria, 2011); (Erawati, 2012); and (Sorrells & Linan-Thompson, 2005). However, these researches have not been focused on students' comprehension on components of reading comprehension yet. In addition, this research was conducted to enhance students' reading comprehension by using Predict Organize Search Summarize Evaluate (POSSE).

The research objective of the research is to know the use of POSSE strategy could improve the students' reading comprehension achievement in analytical exposition text at the

tenth grade of SMK N 9 Surakarta in the academic year of 2022/2023. Therefore, the findings of the research are expected to indicate the result of the study that is beneficial for the teacher and the students even other researchers. Moreover, it could provide both theoretical as well as practical significance which are described as follows: Theoretically, to help the researcher to find out the alternative way of teaching reading especially narrative and to produce the relevant and valid knowledge for their class to improve their teaching. Students get the case of organizing ideas or the information they have a coherent into a text narrative. Teachers know exactly the needs and problem faced by English language learning by students. Furthermore, they could provide appropriate measures to overcome them. Practically, for the students will be expected to help students in increasing their skill in English especially in reading comprehension and hopefully can increase student's motivation in learning reading. For the teacher, obtains alternative use strategies in learning to read, especially reading comprehension and can modify it, and therefore students are encouraged to more easily understand the contents of the reading in learning process. And for the other researcher will be a form of devotion and application of knowledge, as well as providing learning experiences to researcher of the phenomena in schools learning material about reading comprehension.

Methodology

The method used in this research was classroom action research. The approach used in this classroom action research is descriptive qualitative approach since the research was conducted because of the problem of classroom learning. The subjects of this research were the tenth-grade students of SMK N 9 Surakarta. It was located at Tarumanegara I street, Banyuanyar, Banjarsari, Surakarta, Middle Java. The researcher chose X DPK 2 class as the subject of this study. There were 20 male and 15 female students. In this action study, the teaching and learning process were divided into two cycles. In choosing the subject of this study, the researcher used purposive sampling. Based on Arikunto in Ulfa (2020), Purposive sampling was the process of selecting sample by taking subject that is not based on the specific purpose. The reason of choosing the class because the mean score of this class was under the average in minimum completeness criteria (KKM) that was 75. Besides that, the students were difficult in identifying information on the text such as topic, main idea, and information on the analytical exposition text.

In this research, the researcher used model of Kemmis and McTaggar in Burns (2010), there were four procedures in doing classroom action research that are planning, action, observation, and reflection.

1. Planning

In this phase, the researcher did identify and diagnosing students' Reading comprehension problem occurred in the class proven by observing and giving questionnaire. In this phase, the researcher prepared 4 lesson plans that had been determined by the teacher and researcher.

2. Action

The phase had two cycles which each cycle consisted of two meetings. In this acting phase, the researcher did the design of the lesson plan named opening activity, main activity, and

closing activity. In this stage of action, the researcher taught analytical exposition text as mentioned on the KD (Basic Competence) in the second semester using POSSE strategy.

3. Observation

In this phase, the researcher wrote all of activity happening in the class using observation data and unstructured observation sheet that consisted of teacher's performance, class situation, students' response, and collects data from evaluation post-test.

4. Reflection

In this final step, the researcher was reflecting, evaluating, describing, and providing explanation of the impact of POSSE strategy on the students' achievement in reading comprehension. The researcher and teacher analyzed all recording information learning process.

There were three instruments of collecting the data; observation, questionnaire, and test.

1. The researcher did the observation in teaching and learning process of X DPK 2 SMK N 9 Surakarta.
2. Questionnaire was shared to the students before and after conducting classroom action research.
3. Test was given to the students before conducting classroom action research, after applying cycle 1 and cycle 2 in the learning and teaching process using POSSE strategy using google form.

The result of the study would be analyzed in the form of description and percentage data in findings and discussion session. The data would be interpreted into four steps that were good criteria (76%-100%), moderate criteria (56%-75%), poor criteria (45%-55%), and very poor (less than 40%). The POSSE strategy is successfully implemented when the result of the study gets percentage in good criteria with minimum percentage 75%.

Finding and Discussion

The students of X DPK 2 as the subject of the study was not interested in learning reading especially in analytical exposition text. After the researcher did observation in the class, the researcher got the fact that the students were lack of vocabularies, less motivation, and not interested with the method and strategy of learning English. Then the researcher shared questionnaire to the students before and after conducting classroom research. Questionnaire before conducting research contained some questions about students' hope and interest in learning English. Meanwhile, giving questionnaire after conducting research contained some questions about the use of POSSE to improve students' reading comprehension and analytical exposition text learning process. The students claimed that analytical exposition text was difficult material since the students had to read long paragraph of the text. Some students added that the sentences were difficult to be understood, lack of vocabularies, and their English was not good. In addition, most of English words or sentences had differences in writing and pronunciation that made the students felt confused. The researcher collaborated with English teacher in SMK N 9 Surakarta to look for the solution to overcome these problems by applying POSSE strategy in learning analytical exposition text. Then, the researcher and the English teacher arranged a plan to pre-cycle activity. This action

classroom research is arranged into pre-cycle and two cycles, cycle 1 and cycle 2. The activities each of cycle are as follow:

1. Pre-cycle

   In this section, the researcher did an observation to know the initial condition of the students. Based on the observation and questionnaire sheet, the researcher knows the problem of the students related to reading comprehension. In this session, the researcher did not use POSSE strategy. The researcher asked the students to analyze the generic structure, social function, and language features of the text by their own knowledge. Then, the researcher gave some questions to be answered by the students about analytical exposition using google form. The result of the mean score of pre-cycle was 21,71 of 35 students. However, the percentage of students who got good categories in reading comprehension of X DPK 2 was 0% while the minimum completeness criteria was 75 In this phase, the researcher also prepared 4 lesson plans that had been determined by the teacher and researcher. The researcher planned an action to cycle 1 by applying POSSE strategy in learning analytical exposition text.

2. Cycle 1

   The cycle 1 consisted two meetings and the researcher used POSSE strategy in teaching reading comprehension of analytical exposition text. The procedure of cycle 1 as follow:

   1) Planning

      In this section, the researcher created lesson plan, students' worksheet collaborated with POSSE strategy, learning media, handout, evaluation test, and instrument.

   2) Action

      In this section, the researcher prepared learning media and doing teaching and learning process based on lesson plan. The researcher used familiar topic in analytical exposition text in order to make the students easier. The topic was about 5 school culture that became part of culturally responsive teaching that were Smiles, Greetings, Accost, Polite, Courteous *(senyum, sapa, salam, sopan, santun)* that was "respecting others". The students' worksheet contained instructions to analyze structure text, social function, and language features of the text using table of POSSE strategy.

   3) Observation

      This step was implemented in the exact time with the action. The observation consisted of teacher and student activity. The result was the teacher could manage the group well and the students started to doing and discussing the worksheet in a group. The students also looked more motivated in learning process than pre-cycle activity.

   4) Reflection

      This section had function to reflect all of action that had been done by conducting a multiple-choice test using google form that consisted 10 questions and analyzing students also teacher's activities. The result was as follows:

a) The students still had difficulty to understand the main topic of the text because the students lack of reading interest that caused low reading comprehension achievement of the students.
b) The result means score of cycle 1 improved to 66 and the students who got good categories was 40%.
c) The students were unfamiliar with the use of POSSE strategy yet, the difficulty was found among students in doing the strategy implemented in learning analytical exposition text. The researcher concluded that the students were not clear enough about the concept of POSSE strategy.

To overcome these problems and manage the fruitfulness of cycle 1, the researcher would do some activities in the cycle 2 as follows:
a) The teacher gave motivation to the students to be more active in the English class.
b) The teacher gave more explanation about POSSE strategy.
c) The teacher became more intensive to visiting every group.

3. Cycle 2

The cycle 2 consisted two meetings and the researcher used POSSE strategy in teaching reading comprehension of analytical exposition text. The procedure of cycle 2 as follow:

1) Planning

The researcher did revision all of action in the cycle 1. Then, the researcher arranged lesson plan for cycle 2.

2) Action

In this section, the researcher prepared learning media and doing teaching and learning process based on lesson plan. The researcher still used familiar topic in writing analytical exposition text in order to make the students easier. The topic was about 5 school culture that became part of culturally responsive teaching that were Smiles, Greetings, Accost, Polite, Courteous *(senyum, sapa, salam, sopan, santun)* that was "respecting others". The students' worksheet contained instructions to write an analytical exposition text based on topic chosen by the group. The students wrote the text using table of POSSE strategy to guide them easily. In addition, the teacher give motivation to the students by giving some ice breaking in the middle of learning process.

3) Observation

This step was implemented in the exact time with the action. The observation consisted of teacher and student activity. The students could do the worksheet correctly in group. The students also could answer all of the questions given by the teacher. The students also looked more motivated in learning process.

4) Reflection

This section had function to reflect all of action that had been done by conducting a multiple-choice test using google form that consisted 10 questions and analyzing students also teacher's activities. The problems in the first cycle could be settled with giving motivation, more explanation of

POSSE strategy, and visiting every group intensively to ask any difficulties of each group. In addition, the result of mean score of cycle 2 showed a better improvement that were 85 and the good categories got 77% of 35 students. The students had become more familiar with this strategy. The students' reading achievement were excellent and there were not students who got poor categories.

Table 1. The improvement of the students mean score

Type of test	Mean score	Percentage	Categories
Pre-cycle	21.71	0%	Very poor
Cycle 1	66	40%	Moderate
Cycle 2	85	77%	Good

Chart 1. The improvement of the students mean score
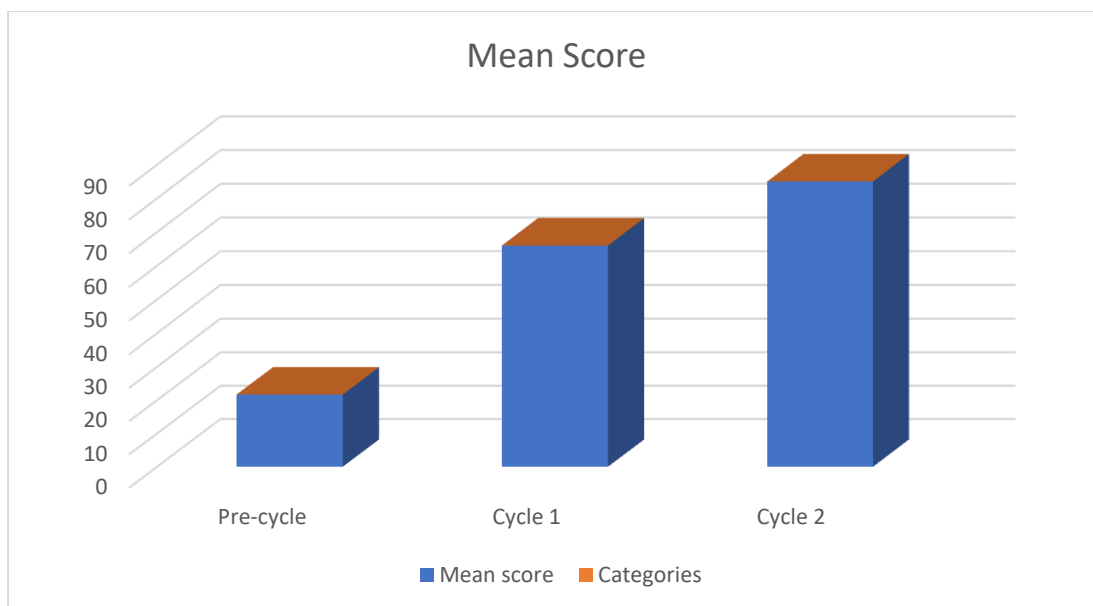
After conducting pre-cycle, cycle 1, and cycle 2, the researcher gave questionnaire to the students of DPK 2. The questionnaire 10 questions using google form. The result of questionnaire sheet was as follows:

1. POSSE strategy gives me easier understanding of material that has been taught by the teacher.
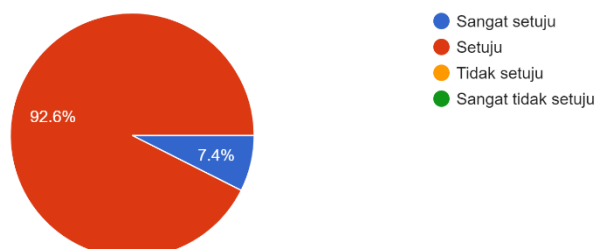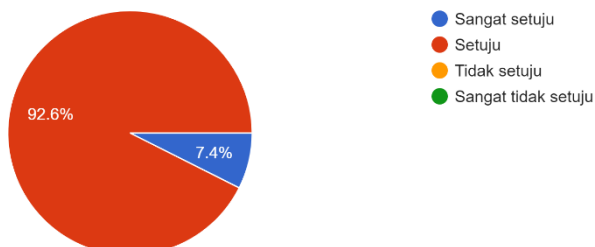
From the chart, 92,6% students agree about the question and 7,4% students very agree about the question. After applying the strategy, the students feel easier in understanding the text such as generic structure, main topic, language features, and social function.

2. Analytical exposition material presented using POSSE strategy is easier to understand and very interesting.
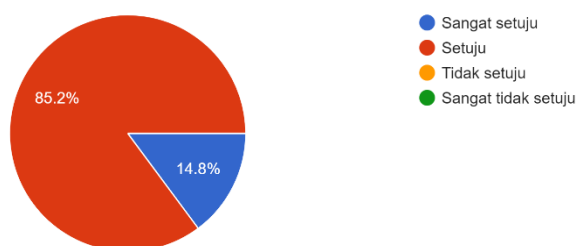

Based on the data, 85,2 % students agree about the question and 14,8% students very agree with the question. The strategy is interesting because the researcher presented the strategy into table that makes the students easier understanding the text.

3. POSSE strategy could improve my motivation in learning analytical exposition text.


According to the chart, 92,6% students agree with the question and 7,4% students very agree with the question since the students could improve motivation while learning analytical exposition text. This condition had been improved from the pre-cycle. Thus, the strategy showed positive effect towards students' motivation.

4. POSSE strategy could train the students to have critical thinking, creative, systematic, and understanding concept of relevant environment.
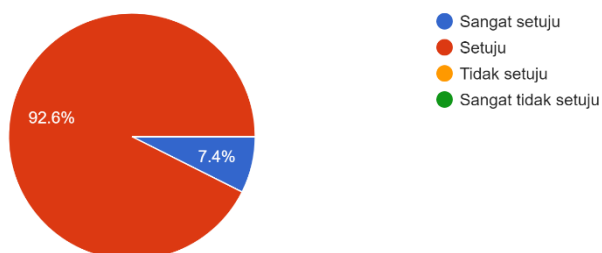
Based on the chart, 92,6% students feel improvement of have critical thinking, creative, systematic, and understanding concept of relevant environment. This is proven by the enthusiasm of the students in doing worksheet given by the teacher.

5. POSSE strategy could improve confidence in learning English.
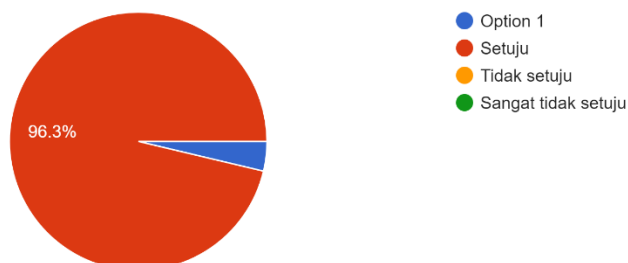
The result of the chart showed that 96.3% of students agree that the students could improve confidence in learning English. Meanwhile 3,7% of the students very agree that they could improve their confidence using this strategy. This is because the students could answer the questions given by the teacher correctly.

6. I felt motivated to follow English learning process.
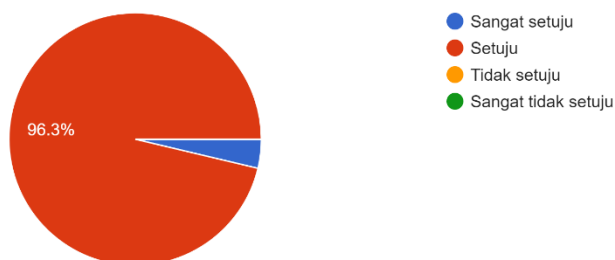
The result of the chart showed that 96.3% of students agree that the students could improve confidence in learning English. Meanwhile 3,7% of the students very agree that they could improve their motivation using this strategy. This condition had been improved from the pre-cycle. Thus, the strategy showed positive effect towards students' motivation.

7. I tried to get the best score in learning English.
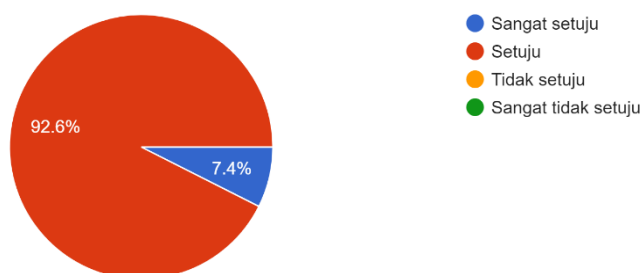
Based on the chart, 92,6% students tried to get best score in learning English. This is in line with their test of cycle 2 about analytical exposition text that the mean score achieved 85. It means that the result is in a good criterion.

8. I looked for other sources to help me in learning English.
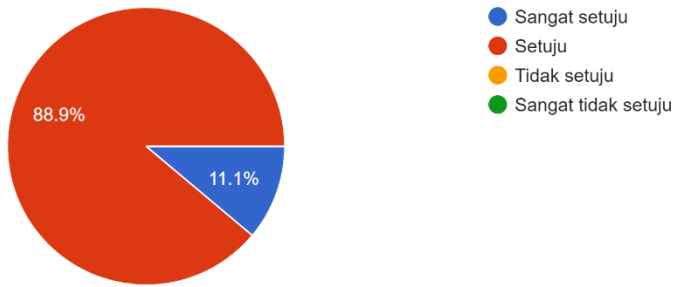
The result of the chart showed that 88,9% students looked for other sources to help them in learning English and the rest is very agree. The students looked for other sources while they were doing group discussion of students' worksheet. This statement also showed good effect in their activeness.

9. I discussed with my friends related to material analytical exposition text.
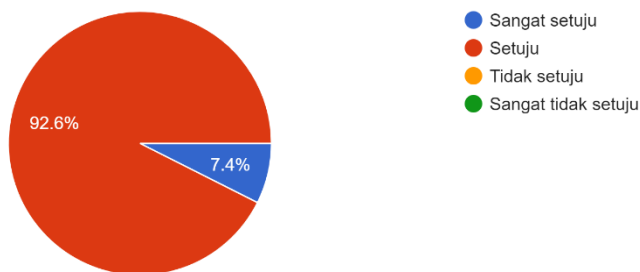
According to the chart, 92,6% of students agree that POSSE strategy could improve their collaboration in discussing the material of analytical exposition text with group members. This is proven by their motivation in discussing the answer of table POSSE strategy given by the teacher.

10. The worksheet from the teacher was interesting and variative that made me feel happy in learning English.
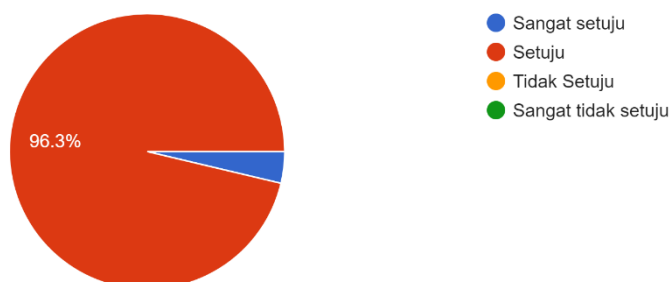
Based on the chart, 96,3% of the students agree that the worksheet from the teacher was interesting and variative since it was colorful and understandable. The students feel happy in learning English. This condition also could improve their motivation to study English.

Conclusion

Based on the findings and discussion explained above, it could be concluded that the use of POSSE (Predict, Organize, Search, Summary, Evaluate) strategy could improve the students' reading comprehension achievement. The subject of the study was tenth grade students DPK 2 of SMK N 9 Surakarta in the academic year 2022/2023. This research was classroom action research by doing interconnected activities such as planning, action, observation, and reflection. This study consisted of two cycle that were cycle 1 and cycle 2. Each cycle consisted of two meetings. During the study, the researcher collected data by doing test in pre-cycle, cycle 1, and cycle 2. The mean score showed significance improvement, pre-cycle got 21,71, cycle 1 got 66, and cycle 2 got 85. In addition, the result of mean score showed that the students had achieved the KKM of SMK N 9 Surakarta that was 75. It can be concluded that enhancing students' reading comprehension achievement of analytical exposition text using POSSE strategy is effective and efficient. The writer suggests to another researcher to use this strategy in other text and make any novelty of the concept. For the students, the researcher hopes that the students must improve reading comprehension and make reading as a habit or culture in their life. Then for the teacher, the researcher suggests to be more creative in creating learning media in order to improve students' achievement and motivation.

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