TEACHING READING ANALYTICAL EXPOSITION TEXT TO SENIOR HIGH SCHOOL STUDENTS BY USING POSSE (PREDICT, ORGANIZE, SEARCH, SUMMARIZE, EVALUATE) STRATEGY

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Abstrak

Membaca merupakan salah satu kemampuan yang harus dimiliki siswa dalam belajar. Tetapi, banyak siswa yang mengeluh ketika mereka di minta untuk membaca sebuah teks karena mereka kesulitan dalam memahami dan menemukan ide pokok dari teks yang mereka baca, terutama teks dalam bentuk bahasa Inggris salah satunya teks analytical exposition. Guru dapat membantu siswa untuk mengatasi masalah ini dengan menggunakan strategi membaca. Salah satu strateginya yaitu *POSSE (predict, organize, search, summarize, evaluate). POSSE* dapat membantu siswa tingkat SMA dalam memahami teks. Strategi ini terdiri dari beberapa langkah. Pertama, *predict,* ini dilakukan sebelum membaca. Siswa memprediksikan apa yang dibicarakan dalam teks dengan melihat judul teks atau dengan bantuan gambar. Kedua, *organize,* dalam tahap siswa menuangkan prediksi mereka dalam diagram. Ketiga, *search,* siswa membaca teks untuk menemukan apakah prediksi mereka benar dan menemukan ide pokok dari teks. Keempat, *summarize,* siswa merangkum atau ide-ide pokok dari teks. Kelima, *evaluate,* pada fase terakhir ini siswa membandingkan diagram yang mereka buat pada tahap organize dengan setelah membacanya dan kemudian mendiskusikannya bersama-sama. Dengan demikian di harapkan strategi POSSE dapat memberikan konstribusi yang baik dalam pengajaran membaca teks analytical exposition kepada siswa.

Key words: Membaca, *POSSE strategy,* teks analytical exposition

A. Introduction

Reading is one of the important skills which have to be achieved by students in learning English beside listening, speaking and writing. Reading is the way to get the information and knowledge from around the world. It means that the students will know what happen in the world if they like reading. However, the students will not get advantages of the reading, if they do not comprehend what they read. In other hand, reading without comprehending is nothing.

Based on the writer's experience when teaching practice in the field, the senior high school students found many difficulties in comprehending analytical exposition text. There are some reasons why analytical exposition is difficult to understand. The first reason is some topics of expository texts are unfamiliar by the reader. According to Ariansyah (2013) exposition texts are difficult to understand because of the author does not give detail background information about the topic. The second reason is analytical exposition text contains technical vocabulary. According to Duke and Kay in Iwai (2007) the expository texts contain more difficult vocabulary and concept than narrative text.

There are some problems found in the field in teaching reading analytical exposition text. The first, it is difficult for students to find or identify the main idea of the text. The second problem, it is difficult for student to identify the generic structure of analytical exposition text. The third problem, it is difficult for students to recall the information after reading the text. So that, the students get difficulty to remember the key point of the text.

Based on the problems above, one of the solutions that can be applied is by using *predict, organize, search, summarize and evaluate (POSSE)* strategy in pre-reading, whilst-reading and post-reading activities that can improve the students' reading comprehension. POSSE is an effective strategy to comprehend the text because it can help the students to predict what the text is about, identify generic structure, identify main idea and recall the information in the text. In other word, this strategy helps students become success in comprehending the text.

The *POSSE* itself has some roles in improving the students' reading comprehension. It is divided into five activities to help students to comprehend an analytical exposition text. The activities are: 1) *Predict activity* refers to the activity where the teacher activates students' background knowledge by brainstorming what the text will be about using title, pictures or diagram, ect 2) *Organize activity* is activity where the students organize their background knowledge or brainstorming prediction into a concept maps 3) *Search activity* refers to the activity where the students read the text to confirm their prediction and find main idea 4) *Summarize activity* is the activity where the students summarize the main idea 5) *Evaluate activity* refers to activity where the students compare the concept map the prepared before reading with the map after reading and clarify new words that they find in the text.

Reading is a communication between the writers and readers which readers share their ideas and information to the readers through the texts. Nuttal (1982) says that reading is a communicative process of communication where the writer and the reader interact via text. According to Reinky and Scheiner in Kustaryo (1988) reading comprehension is an active process of thinking, depending not only on comprehension skills but also on reader's experience and background knowledge.

The curriculum that is used in Indonesia now is curriculum 2013. Based on the curriculum, the students are trained to read and comprehend the texts presented, summarize and present them with their own words. There are some steps of teaching in curriculum 2013. *Pre-teaching* is teaching activity that is started at the beginning of the class. This activity includes reviewing the previous

material and introducing the new material. *Whilst-teaching* is teaching activity which includes observing, questioning, experimenting, associating and communicating. Observing is activity where the students observe picture, read the text and listen to recording that is provided. Questioning is the students ask some questions about what they have observed. Experimenting is activity where the students collect data or information from the sources. Associating is the students analyze and conclude the data or information. Communicating is the students present their group works to other groups. *Post-teaching* is teaching activity at the end of the class. Teacher and students are suggested to review the material.

Analytical Exposition text is a kind of argumentative texts that is learnt by senior high school students in grade two. Martin and Rose (2003:11) define exposition text is one of persuasive texts and there are two types of exposition texts, those are analytical exposition text and hortatory exposition text. Analytical exposition text is an exposition text that function is to justify position and persuade the reader or listener something in the case. On the other hand, hortatory exposition is a text that function is to persuade the reader or listener that some sort of action should be taken. Gerot and Wignell (1994: 197) state the purpose of analytical exposition is to persuade the readers that something is in the case. The generic structure of analytical exposition text is thesis, argument and reiteration.

POSSE strategy is a kind of reading comprehension strategy to comprehend informational or expository text. POSSE strategy is the strategy where students activate their background knowledge, make prediction about what the text will talked about and evaluate what they have read. Guzzetti (2002) states POSSE is a framework to guide teachers and students through pre-reading, while-reading, and pos-treading activities designed to facilitate comprehension.

According to Freville and Collen (2006) POSSE is a multistep teaching strategy that not only assists students in activating the prior knowledge, but also encourages them to organize their existing knowledge and structure, and then summarize and elaborate on the connections between what they already knew and what they have learned. Englert and Marriage in Westwood (2008: 45) state that POSSE strategy is designed to activate student's prior knowledge about the topic and to link it with new information contained in the text. The five letters in the acronym of POSSE strategy is stand for Predict, Organize, Search, Summarize, and Evaluate.

1. Predict

In predicting activity, the students predict what the text will be about by activating their background knowledge based on title, heading and related pictures. According to Gersten et al in Westood (2008:35) state that it is much easier to read with understanding if the readers already possess some prior knowledge of the topic.

2. Organize

The students organize their predictions into a semantic or concept map. It guides the students to comprehend the text. Klingner et al (2007:61) also state that semantic maps are used to help students learn important words and to make connections with related key words or ideas. It means that, by using organize

activity the students can see the man ideas forthcoming text based on their prediction.

3. Search

Search is activity where the students are asked to read the text. In this activity, students find out the generic structures of the text. In addition, the purposes of the search activity are students confirm their predictions whether their predictions are correct or not and to find the main idea of the text.

4. Summarize

Summarize is a step when the students identify the main idea of the text and developing question to ask about that main idea.

5. Evaluate

In this stage, the students evaluate their understanding about the text by using compare and clarify activity. Compare is the students compare their semantic map that they have prepared before reading activity with the second semantic map that they have created in the summarize activity or after reading activity. Clarify activity is activity where the students ask about any unfamiliar vocabulary and any information not provided by the text.

In conclusion, POSSE can help students in comprehending analytical exposition text because it helps student activate their background knowledge and connect it with the new information provided in the text. In addition, POSSE helps students to identify the generic structure, main idea and recall information of the text. Therefore, the students will be easier to comprehend the text.

B. Discussion

The implementation of using the POSSE strategy to teach reading analytical exposition text to senior high school students as follow:

1. Teacher's Preparation

The teaching learning activities will be successful if the teacher has a good preparation before starting the study in the classroom. In teaching reading analytical exposition there are several things that should be done by teacher. The teacher should the material that will be taught to the students. Then, teacher should select interesting and appropriate media. The last, the teacher should choose appropriate technique or strategy that can help student in comprehending analytical exposition text.

2. Teaching Procedure

The implementation of POSSE strategy can be applied by three stages. According to curriculum 2013, those three stages are: pre-teaching activity, whilst teaching activity (observing, questioning, experimenting, associating and communicating) and post-teaching activity.

a. Pre-teaching activity

Pre-teaching activity is the activity where the teacher starts opening the class with greeting the student, checks the student's readiness and check attendant list. The teacher explains the purpose and basic competencies of the learning material that should be reached. Before comes to new lesson, the teacher checks

students' comprehension by reviewing the analytical exposition text. The teacher reminds the students about the meaning, generic structures, and language features of analytical exposition text.

b.   **Whilst-teaching activity**

Whilst-teaching activity is the stage where the POSSE is applied. This stage consists of some activities, they are: observing, questioning, experimenting, associating and communicating. *In observing,* the students can do the first step of POSSE strategy that is *predicting activity.* However, before students apply the strategy, they sit in the groups that have been divided by teacher. Then, teacher distributes POSSE sheet and POSSE cue card and explains how to use and purposes of them before apply POSSE strategy. Then, the students observe the picture and the title of the text to activate their background knowledge or predict what the text will be about. The title is "Stop Junk Food, Now!". After that, teacher helps students to predict by asking question" What do you think this text is going to be about?". Then, teacher asks each group to predict what the text will be about based on pictures and statement that have presented by teacher. The students can use their own information to predict the text. May be the students will discuss why we stop to eat junk food and what the effects if we eat junk food. After that, students write their prediction in predict part in the POSSE sheet and in prediction stage cue card.

In questioning, the students may ask about the pictures which are unfamiliar with them or any information that they want to know from the pictures. Then, they continue to do the next activity that is *organizing activity.* In *organize activity*, the students organize their prediction into semantic map that have provided in POSSE sheet. By organizing their prediction, the students know what the forthcoming generic structure. *In experimenting,* the students do *search activity* where they collect data or information from the text that is distributed by teacher about "Stop Junk Food, Now!". The students read the text carefully to confirm their prediction whether their prediction is correct or not and find main ideas in the text. Furthermore, students identify the main idea of each paragraph and place it in a semantic map.

In associating, this stage offers the students to analyze and to conclude the data or information. Students analyze and conclude the data or information by applying *summarizes activity.* In this activity, the leader of each group takes the main ideas and converts them in teacher-like question and other member of group respond them. For example, the leader takes the main idea "Junk food has a lot of fat" and he converts it into teacher-like question "What are effects if we consume a lot of fat?" and then the other members of group may answer "We get obesity". After that, the leader writes the main idea sentences, questions and answers in the summarize stage POSSE sheet and the response of other member of group become the detail semantic map. So, the students create the second semantic map. Then, students identify generic structure of the text. After that, students record the result of search and summarize activity in search and summarize stage cue card.

In communicating, the students do *evaluate activity.* The students evaluate their understanding about the text by doing comparing and clarifying. In comparing, students compare the ideas in the first semantic map with semantic

map after reading activity. In the clarifying activity, the students ask unfamiliar words and any unclear information that is provided in the text. Then, they write the result of comparing and clarifying in the POSSE cue card. After that, each leader of group presents their group work.

c. Post-teaching activity

The teacher asks some questions about the text to check whether the students comprehend the text easily after apply POSE strategy. After that, students and teacher review the lesson. Then, teacher gives assignment where students should try to use the POSSE strategy to other text. The last, teacher closes the class.

C. Conclusion and Suggestions

POSSE strategy is kind of reading comprehension strategy which is used to comprehend information or expository text. Based on previous discussion above, POSSE strategy can be applied in teaching reading analytical exposition because it is a kind of expository texts. This strategy is a good strategy which covers all reading activities; pre-reading, while-reading and post-reading activity.

Based on the discussion in the previous chapter, POSSE strategy can be used in teaching reading analytical exposition text. It helps students to activate their background knowledge by predicting activity where the students predict what the text will be about by observing the picture and title of the text. Then, students can identify generic structures, main ideas and recall the information in the text by organizing, searching and summarizing activity. The students can evaluate their understanding by evaluating activity. Therefore, the students can comprehend analytical exposition text easily.

The writer suggests to teacher to use POSSE strategy in teaching reading because it helps students to comprehend a text easily. In addition, teacher has to use interesting activity to motivate the students in reading. The teacher has to select the reading material will be taught to the students which are close to students life and appropriate with students level. This can help students to comprehend the text easily.

Note: This article is compiled based on the writer's paper with her advisor Yuli Tiarina, M. Pd..

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