

**فاعلية استخدام استراتيجية P.O.S.S.E في تحسين
بعض مهارات الفهم القرائي في اللغة الإنجليزية
لدى تلاميذ المدارس الإعدادية**

**Using P.O.S.S.E Strategy to Develop Some
Preparatory EFL Reading Comprehension
School Pupils' Skills**

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هدفت الدراسة الحالية إلي التحقق من فاعلية إستخدام إستراتيجية **P.O.S.S.E** في تحسين بعض مهارات الفهم القرائي في اللغة الإنجليزية لدى تلاميذ المدارس الإعدادية وإشتملت عينة الدراسة علي (٦٠) طالبة من طلاب الصف الأول الإعدادي حيث تم أخذ العينة عشوائياً من طلاب مدرسة الشهيد طارق ذكي (الحسينية سابقاً) إحدى مدارس إدارة شبين الكوم التعليمية بالمنوفية، خلال الفصل الدراسي الأول والثاني للعام الدراسي ٢٠٢٠-٢٠٢١، تم تقسيم العينة الى مجموعتين: التجريبية (٣٠) والضابطة (٣٠). تم تدريس المجموعة التجريبية من قبل الباحثة من خلال استخدام استراتيجية **P.O.S.S.E**. بينما تم تدريس المجموعة الضابطة بالطريقة المعتادة. وقد اعتمدت الدراسة على التصميم شبه التجريبي. و لقد قامت الباحثة بإعداد نسختين متطابقتين من اختبار القراءة الفهمية حيث تم تطبيق أحد الإختبارين قبلها علي العينة التجريبية والضابطة، ثم تم التدريس بإستخدام إستراتيجية **P.O.S.S.E** ، و في النهاية تم تطبيق الإختبار البعدي علي عينة الدراسة و لقد أظهرت النتائج أن إستخدام إستراتيجية **P.O.S.S.E** له فاعلية في تنمية مهارات القراءة الفهمية لدي طلاب الصف الأول الإعدادي، و لقد جاءت النتائج مؤكدة و مدعمة للفروض. وقد عرضت الباحثة مجموعة من الإستنتاجات و التوصيات و الإقتراحات لبحوث مستقبلية في ضوء نتائج الدراسة.

الكلمات المفتاحية: استراتيجية **P.O.S.S.E** ، الفهم القرائي، طلاب المرحلة الإعدادية

Abstract

The present study aimed at investigating the effectiveness of P.O.S.S.E strategy in developing EFL reading comprehension skills for 1st grade preparatory stage pupils. The study participants consisted of (60) female pupils from first year preparatory pupils enrolled ELShahid Tarek Zaki School – Sebin Elkom- Menofia Governorate - Egypt during the second semester of the 2021-2022 scholastic year. The participants were divided into an experimental (N=30) and a control one (N=30). The study adopted the quasi experimental pre-post design of two groups. The experimental group received reading comprehension skills by the researcher through P.O.S.S.E strategy learning, while the control group received regular instruction. A reading comprehension skills pre-posttest was prepared by the researcher and administered before and after the treatment. The final findings revealed that using P.O.S.S.E strategy had a positive effect on developing prep stage pupils' EFL reading comprehension skills. It is recommended that teachers and curriculum designers pay attention to the importance of P.O.S.S.E strategy learning in EFL teaching and learning. Finally, some conclusions, recommendations, and suggestions for further research are provided.

Key words: P.O.S.S.E strategy, Reading comprehension skills, Preparatory pupils.

Problem and Its Context

1.1. Introduction

English language plays an essential role in the globalization era nowadays. English is used as a means of international communication in almost all fields of life including economics, business, media, and education. English is taught in Egypt as subject in addition to other school subjects. It sometimes used as the medium of study in areas that are taught in English.

English has four skills, namely listening, speaking, reading and writing. Reading most likely is seen as the most important means of getting information and knowledge from around the world as reading exposes students to new vocabulary and new cultures. During reading a text, a reader makes an understanding of the material that is being read. Grabe and Stoller (2002) revealed that reading is the ability to draw meaning from the printed page and interpret such information properly. Therefore, it can be said that reading is a very decisive activity to do in order to get closer to the world.

Reading is a skill which continues to grow and will be better if practiced continuously. Conversely, if not practiced, then the ability to read tends to worsen or deteriorate. Reading practice can regularly improve the entrance of words or concepts of text seen by the eye and then received by a person's brain to be understood. Reading habits are capable of training a person to gather visual information contained in the text and nonvisual information presented in the mind of the reader to create meaning. The most important part of reading is to correlate the meaning or ideas that have been obtained to get something new according to the aim of reading (Johnson, 2008).

Reading is a tool for learning a language, communicating, and exchanging knowledge and ideas. The development of the reader's literal, inferential, and critical levels of thinking is essential for effective reading skills. As a result, comprehension is divided into three hierarchical stages, from the easiest to the most difficult (Ignacio & Alacbay, 2011).

Also reading plays a significant part as one of the four skills. For a specific objective, the students should comprehend the reading. Reading is

the process of obtaining and comprehending language-based information from medium print, claims (Grabe, 2009). From the definition, the writer is aware that reading entails more than merely viewing the material; it also requires comprehending its ideas and main points.

These are some causes for poor reading comprehension. First of all many vocabulary in the text were unfamiliar to the majority of students. Second, students struggled to understand the texts' content. So, they found it challenging to identify essential components including the topic, explicit and implicit details. Third, the pupils lacked reading comprehension; as they did not receive any instruction in efficient reading comprehension techniques. Fourth, the instructor continued to employ a traditional teaching strategy, therefore pupils are asked to respond to questions on the text after briefly explaining it. Finally pupils felt unmotivated to complete it and insufficiently successful to encourage language learning. All those issues must be resolved because they had an effect on the process of reading (Aprilia, 2015).

Teachers are expected to utilize a variety of innovate teaching methods to assist learners in developing good reading abilities. When reading is taught in an interesting way, students will be driven and interested in what they are learning. Additionally, reading practice is designed to make sure that the students fully comprehend the subject matter. The goal of reading teaching should be to ensure that pupils can understand what they have read. Reading is therefore a skill that students should learn in order to advance their linguistic abilities (Ichtiarti, 2020)

Moreover it is expected of teachers to use a variety of innovative teaching strategies to help children develop strong reading skills. Students will become motivated and engaged in the learning process when reading is taught using an engaging technique. Additionally, reading instruction is planned to ensure that the pupils have a solid understanding of the material being taught. Teaching reading should focus on helping students comprehend what they have read. Because of this, reading is one activity that pupils should learn to do to improve their language skills (Loca, 2016).

Reading could be developed by various methods and strategies. One of these strategies is P.O.S.S.E strategy. According to Englert & Mariage,

(1991) P.O.S.S.E is a reading comprehension strategy which incorporates reading and learning practices that effective readers and learners use automatically. Students debate their reading and use the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend informational or expository texts. This strategy energizes prior knowledge; uplift students to organize their existing knowledge summarize and improve the connections between what they already knew and what they have learned.

Andriani, (2017) recommended that teaching reading should focus on topics that suit the students' level and interests to improve reading comprehension skills. Also, reading strategies should be taught to EFL students. Further, teachers should implement reading strategies and different techniques in teaching reading comprehension in order to help pupils maximum achievement.

Also, Yunetri, (2011) stated that P.O.S.S.E. strategy can improve students' reading comprehension. This strategy motivates students in the teaching learning process. By using P.O.S.S.E. strategy, students become more active in the learning in general and in the reading class in particular. Students discuss their reading and use the strategies of predicting organizing, searching, summarizing and evaluating to comprehend texts effectively.

Steps of P.O.S.S.E. strategy:

According to Andriani, (2018) cited in Mastropieri and Scruggs (2010) in Freville Ben (2022), there are five steps in P.O.S.S.E. strategy. These are as follows:

1. **Predict:** it refers to energizing students' background knowledge by brainstorming what the theme will be about. So, the teacher helps pupils to use the title, the picture(s) and sometimes reads the first line of the first paragraph.
2. **Organize:** The students utilize the concept maps to arrange and organize their predictions.
3. **Search:** In the search step, pupils begin reading the passage as they search for the ideas to map out in the next step.

4. **Summarize:** the students use concept maps through group discussion to identify the main idea of each paragraph.
5. **Evaluate:** The students evaluate their understanding by comparing the two maps which have been done in the prediction step and the one which completed after reading the paragraphs.

According to Kurniawan & Suyata, (2018) P.O.S.S.E. strategy is supposed to help students to be perfect readers and familiarize them as independent and skilled readers. The effectiveness of conventional strategies commonly used by teachers for reading comprehension can also be examined so as to provide information which prove the link of P.O.S.S.E. strategies and conventional strategies with students' reading comprehension skills.

Several studies have shown that P.O.S.S.E. strategy has significant effects on students' English learning abilities. Jameel, (2017) investigated the effect of P.O.S.S.E. strategy in improving reading comprehension for the university students in Iraq. The author concluded that P.O.S.S.E. Strategy improved students' reading comprehension saving students' time and effort.

Meljulita, (2012) investigated the effect of P.O.S.S.E. strategy reading comprehension on improving eighth grade pupils in reading comprehension in the academic year of 2012/2013. The findings showed that P.O.S.S.E. strategy improves student' reading comprehension. There is an improvement in students' reading scores as justified by the gain score of students' scores of pre-test and post-test.

Aprilia (2015) reported that after the implementation of P.O.S.S.E. strategy of the eighth grade students at SMPN 6 Yogyakarta, there was tangible progress in students' reading comprehension. The findings of the study revealed that the implementation of the P.O.S.S.E. strategy improved students' participation and encouraged the students to be active in the reading class. They were responsive and used the strategies of predicting, organizing, searching, summarizing, and evaluating to comprehend the text. It also, improved students' interaction and conferencing conducted both in pairs as well as in groups. These conferences and activities allowed students to interact with their classmates as well as with the teacher.

1.2. Context of the Problem:

From the researcher's experience in teaching English at Hosainiya prep School at Shibin El kom – Menufia, she observed that EFL pupils lack the ability of comprehending any unseen text. Also, the researcher found that students are poor readers where they cannot scan, skim or predict, thereby causing reading comprehension problems.

Several studies proved such lack of reading comprehension skills. Jameel, (2017) pointed out that many factors affect negatively comprehending a given text. These include the lack of appropriate reading strategies, the grammar translation method used by EFL teachers in teaching reading skills and finally the lack of active participation inside the classroom. Aprilia, (2015) also investigated the reading problems among eighth grade students at SMPN 6 Yogyakarta. The results revealed that students' reading problems were related to their inability to understand the text properly.

A pilot study was conducted by the researcher on a group of 20 first-year preparatory pupils in Hosainiya prep School at Shibin El kom - Menufia to test their reading comprehension skills. The researcher administered a reading skills test. The test consisted of two reading passages; the first was a short story whereas the second was a reading descriptive passage. The pupils were asked to read the two passages and answer some multiple choice questions and some other WH questions (what, when, where...) based on the two passages. The difficulty levels were as follows; predict the meaning of the text, scan ideas, guess the meaning of unfamiliar words and summarize the reading text. The results indicated the pupils' weakness of some of the aforementioned reading comprehension skills. The following tables (1, 2) reveal the results of the pilot study.

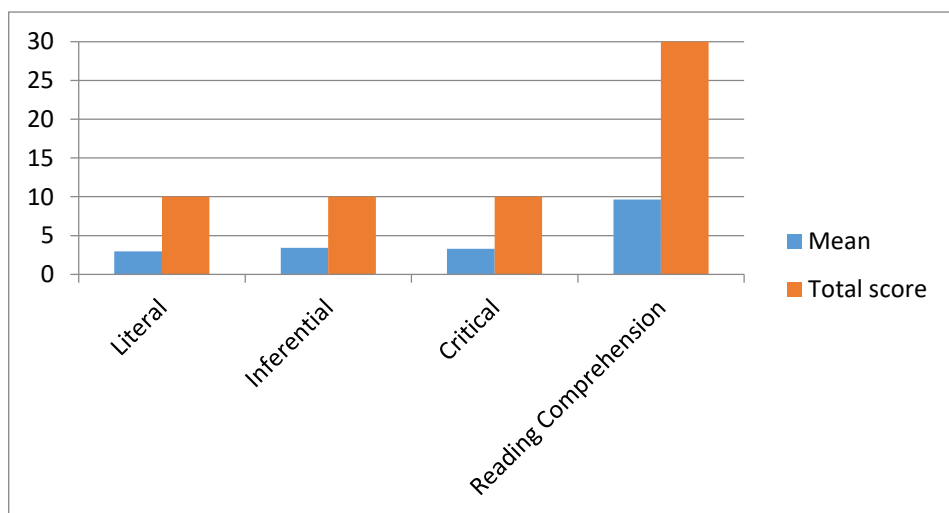
Table (1): Prep, Pupils' Reading Skills Test Scores and percentages

Result categories	Number of pupils	Percentage
0 - 7	7	35%
8 - 15	8	40%
16 - 23	4	20%
24 - 30	1	5%
Total 30 marks	20	100%

Table (2): Findings of the Pilot Study at the Reading levels

Level	Literal	Inferential	Critical	Reading Comprehension
Mean	2.95	3.4	3.29	9.64
Total score	10	10	10	30
Percentage	29.5%	34%	32.85%	32.12%

This is illustrated graphically in the following figure (1):

Figure (1) Mean Scores of the Pilot Study.

1.3. Statement of the problem:

Based on previous studies and the pilot study the problem of the present study can be stated as follows:

Many first year preparatory pupils have an obvious weakness in their reading comprehension skills. Most of them cannot skim, scan, or predict that is why the present study investigates this problem through using P.O.S.S.E. strategy.

1.4. Question of the study:

The current study attempted to answer the following main question:

What is the effect of P.O.S.S.E. strategy on developing reading comprehension skills of first year preparatory pupils?

This main question could be divided into the following sub-questions:

1. What are the EFL reading comprehensions skills that first-year preparatory pupils are supposed to have?
2. What are the features of the P.O.S.S.E strategy?
3. To what extend is the P.O.S.S.E. strategy effective in developing 1st -year preparatory pupils' EFL literal reading comprehension skills?
4. To what extend is the P.O.S.S.E. strategy effective in developing 1st -year preparatory pupils' EFL inferential reading comprehension skills?
5. To what extend is the P.O.S.S.E. strategy effective in developing 1st --year preparatory pupils' EFL critical reading comprehension skills?

1.5. Hypotheses of the study:

The study attempted to test the following hypotheses:

- 1) There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on overall reading comprehension skills on the post test in favor of the experimental group.
- 2) There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on the literal level

of EFL reading comprehension skills on the post test in favor of the experimental group.

- 3) There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on the inferential level of EFL reading comprehension skills on the post test in favor of the experimental group.
- 4) There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on the critical level of EFL reading comprehension skills on the post test in favor of the experimental group.

1.6. Aim of the study:

The current study aims to develop some reading comprehension skills of first year preparatory pupils by using P.O.S.S.E. strategy

1.7. Significance of the study:

The present study could be beneficial for the following stakeholders:

1. Preparatory school pupils: as it gives them the opportunity to work by themselves and to work together to complete the given reading task, thereby enhancing their reading skills.
2. EFL teachers as it could attract teachers' attention to the importance of using P.O.S.S.E. strategy in enhancing reading comprehension skills. It gives teachers a vehicle for direct explanation, feedback, and effective modeling.
3. For curriculum designers, as it can shed light on the effect of P.O.S.S.E. strategy in developing reading comprehension and; thereby incorporating it in EFL teaching and learning in particular.

1.8. Delimitations of the study:

The study was delimited to:

1. A group of 60 first year preparatory pupils at Hosainiya prep School at Shibin El kom - Menoufia Governorate
2. Some reading comprehension levels including the literal, inferential and critical levels.

3. The first semester of the academic year 2021/ 2022.

1.9. Instruments & materials of the study:

The researcher prepared and used the following Instruments and materials:

1. A reading comprehension skill checklist to identify the reading skills that are suitable for first year prep pupils.
2. A reading comprehension skill pre-posttest to be administered before and after treatment.
3. A teacher guide to help prep school teachers use P.O.S.S.E. strategy in their reading classes.

1.10. Design of the study:

The present study used the quasi - experimental design where two intact classes were selected randomly from first year preparatory pupils. One class was the experimental group (N= 30) and the other was the control group (N= 30).

1.11. Procedures of the study:

The study will be conducted as follows:

1. Reviewing literature and the previous studies related to P.O.S.S.E. strategy and reading comprehension skill.
2. Preparing a checklist of reading comprehension skills.
3. Designing the instruments of the study and test, validating it and computing its reliability.
4. Submitting the instruments to some EFL specialists to determine their suitability and validity.
5. Selecting the participants' first year preparatory school pupils and assigning them to two, groups (experimental and control).
6. Administering the reading comprehension pre-test to the experimental and the control groups before experimentation.
7. Implementing the experiment through teaching reading to the experimental group using P.O.S.S.E. strategy whereas, the control group receives regular instruction.
8. Administering the reading comprehension post test to the experimental and the control groups after experimentation.

9. Analyzing the results statistically and interpreting them.
10. Providing conclusions, recommendations and suggestions for further research.

1.12. Definitions of terms:

P.O.S.S.E. Strategy:

Englert & Mariage (1991) defined it as a reading comprehension strategy that incorporates reading and learning practices that produce effective readers. The pupils develop their reading and use the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend informational and expository text. This strategy activates prior knowledge and encourages pupils to organize their prior knowledge and fit it into the existing knowledge.

According to Aprilia (2015), P.O.S.S.E. strategy is a mnemonic reading comprehension strategy designed to model habits of strong readers to pupils by activating the background knowledge and combining the existing information with the new information provided in the text.

Loca (2016) defines P.O.S.S.E as a multi-step teaching method that encourages students to organize and structure their previous information before summarizing and elaborating on the links between what they already knew and what they have learned. This strategy helps students activate their prior knowledge.

Andani (2017) pointed out that P.O.S.S.E is a methodology for teachers and students that leads them through pre reading, reading, and post reading activities designed to improve comprehension, especially for kids who have reading difficulties.

The researcher defined the term operationally as teaching 1st prep pupils reading and helping them to predict, organize, search, summarize and evaluate; thereby enhancing their reading comprehension skills.

Reading comprehension:

According to Tyson (2014), Reading comprehension, is the process of creating meaning through the dynamic interaction of the reader's prior knowledge, information provided by the text being read, and context. Using interaction and involvement with written language, Snow (2005) describes

reading comprehension as the process of simultaneously extracting and constructing meaning. We underline the significance and limitations of the text as a factor in reading comprehension by using the words extracting and creating.

Salama (2020) defines reading comprehension as the process of engaging with written language, extracting meaning, and creating meaning at the same time. We underline the significance and limitations of the text as a factor in reading comprehension by using the words extracting and creating. It also involves being able to understand the author's point of view.

The researcher defines the term operationally as 1st prep pupils' ability to read a text and understand it effectively. They can be able to predict, organize, search, summarize and evaluate forthcoming events.

Review of literature

2.1. Reading Comprehension

Reading is one of the most important skills in English that needs a thinking process to aid people to get information from what they read. In order to achieve understanding, the pupils need to read with comprehension. Some people say that it is easy to read an article or textbook, but it is more difficult to read with comprehension. In reality, reading is important for students; as it enables them to get information from their reading, texts, deepen their experience, and finally expand their way of thinking by reading any text. Pupils should be able to learn and apply their skills to their experience as well. (Loca, 2016).

Similarly, Andriani (2018) stated that reading probably is seen as the most important means of getting to get information as it exposes students to new vocabulary and even new cultures. The reader creates an understanding of the material that is being read while reading a text.

Al-Mahrooqi, (2012) cited in Embark (2019) stated that, reading is a complicated process. It provides interaction between the reader and the text to create meaning. Reading has some various factors such as; cultural knowledge, linguistic ability, motivation and attitude. It is a fact that, pupils who read in a second or foreign language find it much more difficult than to

read in their first language. It is necessary to emphasize that reading is a combination of various processes. It is a cognitive, an interactive, a comprehensive and a communicative process

2.1.1. Reading models

According to Redondo (1997) in linguistics, a model is a systematic and operative way of explaining certain aspects of language to show its structure or function.)

And Over the last twenty years much was made in reading research, so there is apparent contrast between the different approaches that may be taken by readers. one is the bottom up model and the other is top-down model.

Bottom up model

It is associated with behaviorism in 1940s and 1950s, and with phonics approaches to the teaching of reading. They argue that pupils need to learn to recognize letters before they can read words, and so on. They are sequential models where, the reader begins with the printed word, transmits them to sound, recognizes words and interprets meaning. Each component includes sub-processes which happen unconventionally for each other, and build upon prior sub- processes.

Top down model

On the other hand, based upon schema theory which emphasizes the importance of the knowledge that the reader brings to text and the reader's contribution over the incoming text. They explanations for the acquisition of knowledge and the interpretation of text through the activation of schemata: networks of information stored in the brain which act as filters for incoming information .In this view, readers activate what they consider to be relevant existing schemata and map incoming information onto them.

Interactive models,

Every component in the reading process can interact with any other component, be it 'higher up' or 'lower down'. Processing, in fact, is now thought to be parallel rather than serial (mechanisms that allow knowledge

sources (linguistic as well as world knowledge) to interact with the visual input. In this model, the final hypothesis about the text is synthesized from multiple knowledge sources interacting continuously and simultaneously.

Angosto, (2013) clarifies the differences between bottom-up processing and top-down processing. Bottom-up processing based mainly on the smallest linguistic units of a text from which particular knowledge schemas are activated. In this view, the comprehension process starts with words (their pronunciation, semantic value, morphology, etc.), which later give access to more extensive units (sentences, paragraphs) and finally to interpreting the whole text. Thus, the global message of the text is considered the sum of the information in each paragraph. The interpretation of each paragraph is determined by the previous interpretation of each sentence which is the result of interpreting each word, and so on.

On the other hand, top-down processing is the opposite approach which assesses that comprehension begins with more global aspects, (the title, the basic idea of each paragraph, etc.) and subsequently, goes into smaller linguistic units. In this way, this type of processing is principally based on the prior knowledge of the speaker in the communicative situation. To understand a message, the start begins from the meaning of a paragraph (or chunk of text), and later turn to the sentences and words that make up the message. Top-down processing, thus, permits the understanding of an unclear text because it activates high level schemas that guide the reading process. In this way, prior knowledge and reader expectations become essential elements in the comprehension process. Thus, when we confront a text is approached, our previous experience guides our comprehension process. The following table (3) shows the reading models and their characteristics (Angosto, 2013).

2.1.2. Reading skills and sub skills

Comprehension is a part of life, and one's brain can in fact, be compared to a very complicated computer. Messages are continually flowing in on what one sees, touches, or tastes that one's brain receives these messages, interprets, and stores them. When the brain receives new information, it looks for some connections to the information already existed. If it finds a connection the new information becomes part of a

network and is saved in one's long term memory. If a link is not found, the new data is easily missed and lost. The same steps happen during reading. The brain asks the eyes what to look for in order to make connections, sometimes the connections look to happen automatically - especially when the information is interesting or important to the reader, but sometimes it is not easy. The text may look a mass of information with no meaning that will stick. However learning to practice some important reading comprehension skills will help in making sense of what the reader reads and helps in remembering it. These skills are scanning, previewing, predicting, guessing unknown vocabulary, and the general idea of the topic, recognizing the topics of a paragraph and setting the main ideas, recognizing patterns and skimming (Mikulecky& Jeffries, 1996).

According to Anderson (2015), the skill can be defined as the ability to answer a question related to meanings not directly stated in the text. Many different lists and classifications of skills and sub skills have been developed and one of these classifications can be indicated as follows.

Reading skills:

Recalling word meanings

Drawing inferences about the meaning of a word in a context

Finding answers to questions answered explicitly or in paraphrase

Weaving together ideas in the content

Drawing inferences from the context

Recognizing a writer purpose, attitude, tone and mood

Identifying a writer technique

Following the structure of a passage

Micro skills:

Recognizing the script of language

Deducing the meaning and use of unfamiliar lexical items

Understanding explicitly stated information

Understanding Information when not explicitly stated

Understanding conceptual meaning .

Understanding the communicative value of sentences.

Understanding relations within the sentence.

Understanding relations between parts of a text through lexical cohesion devices .

Understanding relations between parts of a text through grammatical cohesion devices.

Interpreting text by going outside it .

Recognizing indicators in discourse.

Identifying the main point or important information in discourse.

Distinguishing the main idea from supporting idea.

Extracting salient details to summarize (the text, an idea).

Extracting relevant points from a text selectively .

Using basic reference skills .

Skimming.

Scanning to locate specifically required information.

Transcoding information to diagrammatic display.

2.2. P.O.S.S.E. strategy

According to Mariage (1991), P.O.S.S.E, strategy means a variety of reading strategies students employ to comprehend a text such as predicting ideas based on related information, then organizing these predicted ideas, searching for the text structure in the expository passage, summarizing the main ideas, and finally evaluating their comprehension as students apply the strategies, at the same time as the teacher creates a Semantic map of the ideas and their organization visually The acronym of P.O.S.S.E stands for Predict, Organize, Search, Summarize, and Evaluate.

2.2.1. Nature of P.O.S.S.E. Strategy

P.O.S.S.E. Strategy is a reading comprehension strategy developed by Englert and Marriage, (1990). The steps in the P.O.S.S.E. strategy consist of five stages (Fig. 6) as follow:

Predict In this step students are asked to guess or predict the content of a text by only having a look at the title and headings of the text.

Organize At this step students are encouraged to write down their predictions in the form of sentences.

Search At this stage students divide themselves in groups of 4-5 pupils/students to read the whole passage to gain an understanding of the text content.

Summarize At this step students are required to make a summary of the text content.

Evaluate At this step 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.

2.2.2. Procedure of P.O.S.S.E. strategy

Step 1 Teacher provide students with POSSE strategy sheet and explain how the sheet highlights each step in the strategy and includes concept or thinking maps to help them organize their thoughts. Teacher also show students that the strategy sheet is divided into two activities to complete before reading (predict and organize background knowledge) and three activities to complete during and after reading (search, summarize and evaluate).

Step 2 Teacher helps students activate background knowledge by brainstorming what the text will be about using the text clues such as the title, headings, pictures/diagrams or initial paragraphs, etc. then he/she helps students by asking questions like ‘What does this text feature /tell you...’

Step 3 Students organize their background knowledge or ideas brainstormed into a semantic or concept map. Then, discuss he/she with students what new ideas they have learned about the topic. He/she provides students with a P.O.S.S.E cue card and explains that the cue card is used to guide their group discussions in the following steps of the strategy.

Step 4 Students read the text to confirm their predictions and to find the main ideas.

Step 5 Students make summarize of reading text.

Step 6 This includes four processes – question, compare, clarify and predict.

Question: the teacher asks students to turn the paragraph summaries into questions or ask ‘teacher like’ questions about the main ideas in the paragraph (they can also do this at step 5 as part of summarizing the paragraph). A question matrix or question stems can also be provided to

help students develop questions about the main idea. Students then answer these questions.

Compare: Students compare the concept maps or graphic organizers they prepared before reading, with the maps they prepared as part of the discussion (i.e. Step 4).

Clarify: Students ask questions about any unfamiliar vocabulary terms and any information not provided by the text. They assist students in clarifying any misunderstandings.

Predict: Students now predict what the next section of text will be about.

Step 7 Finally, students summarize the entire reading text by reviewing their strategy sheet.

Step 8 when using the P.O.S.S.E strategy, the teacher continues to guide and prompt students through all the steps.

3. Method

This chapter deals with the method of the study. It includes the method where the design, the participants and the instruments were outlined. Also, the teacher's guide was described and its steps were shown. Finally the experimental procedures were dealt with.

3.1. Design of the research

The researcher employed the quasi- experiment pre-posttest design, to find out the impact of using P.O.S.S.E reading strategy on the reading comprehension skills of preparatory pupils. In order to make sure of the accuracy and of correctness of the study hypotheses the researcher isolated all the intervening factors to figure out the impact of the independent variable on the dependent variables.

3.2. Research variables

In this research, there are two variables, the independent variable (X) and the dependent variable (Y). The independent variable is the P.O.S.S. E strategy and the dependent variable is represented the reading comprehension. This is shown in the following table (4).

Table (4): Variables of the Study.

group	pre	treatment	post
Experimental	R1	X	R2
Control	R3	Y	R4

R= results of pre-test (R1) and post-test (R2).

X= P.O.S.S.E. strategy.

Y= Regular Instruction.

3.3. Participants of The research

The participants include 60 preparatory pupils at Hosainiya prep School at Shibin El kom - Menoufia Governorate. They were divided into two groups the experimental group consisted of (30) pupils, and so did the control group (See the following table (5)).

Table (5): Distribution of Participants

group	Experimental	Control
Experimental	30	30
Control	30	30

Both groups were homogenous in their reading entry levels. This took place through administering the reading comprehension skills test before treatment. The following table (6) shows this.

Table (6): T-Value of the Difference between the Mean Scores of the Experimental and Control Groups.

Skills	Group	N	Mean	Std. Deviation	t-value	d.f	sig
Literal	Experimental	30	2.97	1.33	0.098	58	No Significant
	Control	30	2.93	1.31			
Inferential	Experimental	30	3.50	1.11	0.669	58	No Significant
	Control	30	3.30	1.21			
Critical	Experimental	30	3.30	1.18	0.111	58	No Significant
	Control	30	3.27	1.14			
Overall Reading comprehension skills	Experimental	30	9.77	1.68	0.555	58	No Significant
	Control	30	9.50	2.03			

It is clear from the above table that the calculated values of "t" were not significant which meant that there was no difference between the mean scores of the two groups. Table (6) shows that the values of calculated "t" are not significant. Thus, the two groups (the experimental and the control groups) are equivalent before treatment.

3.4. Instruments and material of the research

To achieve the aim of the research, the researcher used the following instruments:

- a) An EFL reading comprehension skills checklist.
- b) An EFL reading comprehension pre-posttest.
- c) A teacher's guide.

3.4.1. The EFL reading comprehension skills checklist

3.4.1.1 The purpose of the reading comprehension skills checklist

After reviewing literature and studies related to EFL reading comprehension levels and skills, the researcher constructed the first form of the checklist. It was taken into consideration that the checklist should include various comprehension skills that suit the research participants' level and age. The checklist consisted of three comprehension levels: literal, inferential and critical. Under each level, a number of EFL reading

comprehension skills were included. The researcher designed the reading comprehension skills checklist to identify the reading comprehension skills that are relevant to the first preparatory pupils.

3.4.1.2 Sources of the reading comprehension skills checklist

Constructing the checklist was based on reviewing the following sources

- a) The textbook of English for the first preparatory pupils.
- b) The teacher's guide of "new hello" for preparatory school year one.
- c) The ministry of education directives for general preparatory school teachers (2021/2022).
- d) The related literature and previous studies concerned with reading comprehension.

3.4.1.3 Validity the EFL reading comprehension skills checklist

The checklist was presented to a panel of jury members (including faculty members of EFL in different universities, some supervisors of EFL in the preparatory stage) to check its validation. The jury members determined the suitability of the skills for the levels of first preparatory pupils and the suitability of every skill for the reading level in which it is classified. They appreciatively added some important comments and notes as follows:

- a) Combing skills with the same meaning were combined
- b) Omitting some skills that are irrelevant.
- c) Changing the difficult skills into its suitable level.

Based on these important notes, the researcher made all the modifications and refined the reading checklist. The final checklist consisted of the three main levels with 12 skills. The final form is existed in Appendix A.

3.4.2 The EFL reading comprehension pre-post test

3.4.2.1 Aim of the pre-post test

The pre- test was used to determine the entry level of the participants in EFL reading comprehension skills, while the post- test was used to enhance the effect of the P.O.S.S.E. strategy on the identified reading comprehension skills the pupils in first preparatory were exposed to pretesting to determine the actual level of pupils before treatment.

3.4.2.2 Description of the test

After reviewing the literature concerning the types of questions that can be used to test EFL reading comprehension skills, the researcher constructed the test, taking into consideration the following points.

- The test covered the target three levels of the EFL reading comprehension skills (literal, inferential and critical).
- The test should be suitable in length, complexity, linguistic difficulty, and familiarity of the topics.

Based on the identified skills the researcher designed the test to be used before and after treatment. The test consisted of 15 questions with two passages, the first was expository text and the second was a narrative text. The following table (7) of specifications shows the emphasis given to every skill.

Table (7): Specifications of the EFL reading comprehension pre-posttest.

level	items	Item's number and covered skills	Questions
Literal level	4	1- Identify the general idea of the text.	1
		2- Identify supporting ideas.	2-14
		3- Extract specified details from the text.	3
		4- Identify relationships among related concepts and ideas in the text.	11
Inferential level	4	5- Deduce meaning of unfamiliar words from context.	13
		6- Summarize the text.	4
		7- Make inferences about the text.	5-12
		8- Infer mood and author's attitude or tone	6
Critical level	5	9- Distinguish facts from opinion	7
		10- Make predictions about the text.	9
		11- Make judgments about the text.	8
		12- Make connection between the text and previous knowledge.	10
		13- Respond sensitively towards cultural social issues related to text	15

3.4.2.3 Validity of the test

To ensure the validity, the test was measured the jurors' validity. Content validity indicates that the test specifications were designed according to the general objectives of the content. Each item of the test must represent a skill that the researcher does hope to measure. Accordingly, the test was presented to a panel of specialists in English language and Methodology in three different universities (see appendix B).

- 1) The panel was gently requested to assess the test according to the following criteria:
 - a) The number of questions is sufficient.
 - b) The layout is acceptable and the instructions are clear.
 - c) The items are suitable to first prep school pupils' level.
 - d) Items are expressed accurately.

The jurors' comments and valuable remarks were taken into consideration. Some modifications were made. The final form of the exam appears in the Appendix (B).

3.4.2.4 Reliability of the test

The term reliability means "repeatability" or "consistency". A measure is considered reliable if it would give the same results over and over again. In other words, the test is reliable if it gives constant results when it is applied to the respondents a second or a third time.

- Reliability of the test took place through two methods:
 - A. To calculate the reliability of the reading comprehension skills test Cronbach's alpha of the scores of reading comprehension skills test was computed and the results are shown in the following table (8).

Table (8): Cronbach's Alpha of the Reading Comprehension skills Test

Skill	Cronbach's Alpha
Literal	0.819
Inferential	0.815
Critical	0.821
Overall EFL reading comprehension skills	0.821

The previous results indicate that the test was reliable as a whole and each of the reading skills test.

B. Test-retest method

- The reading skills test was administrated on 10/11/2021. Two weeks later, it was read ministered and the correlation coefficient was calculated and table (9) shows the results.

Table (9) Results of Test- Retest Method

Skill	Cronbach's Alpha
Literal	0.723
Inferential	0.719
Critical	0.722
Overall EFL reading comprehension skills	0.724

Internal Consistency

The internal consistency was measured using the correlations between sub-skills and the total sum of the test. The following table (10) indicates correlation between sub-skills and the total sum of the test score. All correlations are found to be statistically significant. This reflects that the test is internally consistent.

Table (10) Correlation between the Sub-skills and the Total sum of the Test Scores

Sub-skill	critical EFL readingcomprehension skills	sig
Literal	0.749**	Significant at (0.01)
Inferential	0.748**	Significant at (0.01)
Critical	0.754**	Significant at (0.01)

**Correlation is significant at the 0.01 level

3.4.2.5 Piloting the test

To determine the clarity of the test instructions readability and timing the test, it was administered to 15 first year preparatory pupils, who were not participating in the treatment. The piloting helped in estimating the time needed for answering the test questions according to the following equation:

$$\text{Test time} = \frac{\text{The sum of all the pupils' time (1350)}}{\text{The number of pupils (15)}} = \frac{1350}{15} = 90 + 5 = 95$$

Using this equation, the researcher found that the time needed for test was 95 minutes.

3.4.2.6 Scoring the pre-posttest

The test consisted of 15 questions with 2 mark for each. Consequently, the total mark for the test was "30". The two marks were given fully to the pupil if he/she managed to answer correctly. One mark was given if the pupil demonstrates a low level or failed to prove his answer from the text – if the question demands actual evidence. No mark was given to the pupil if he failed to answer at all.

3.4.2.7 Test administration

The pre-administration was on 10th of November 2021 in the first term. The post-administration took place on 16th of March 2022.

Results and Discussion

This chapter presents the results and discussion. First, data were treated statically and the results were shown in tables and figures. Second, the discussion of results took place in light of the research hypotheses.

Part One

4.1. Results

Data were treated statistically. Statistical Package for the Social Sciences (SPSS, version 25) was used to analyze the pupils' scores on the pre- post-test. The results were interpreted in light of the hypotheses:

4.1.1 Hypothesis One

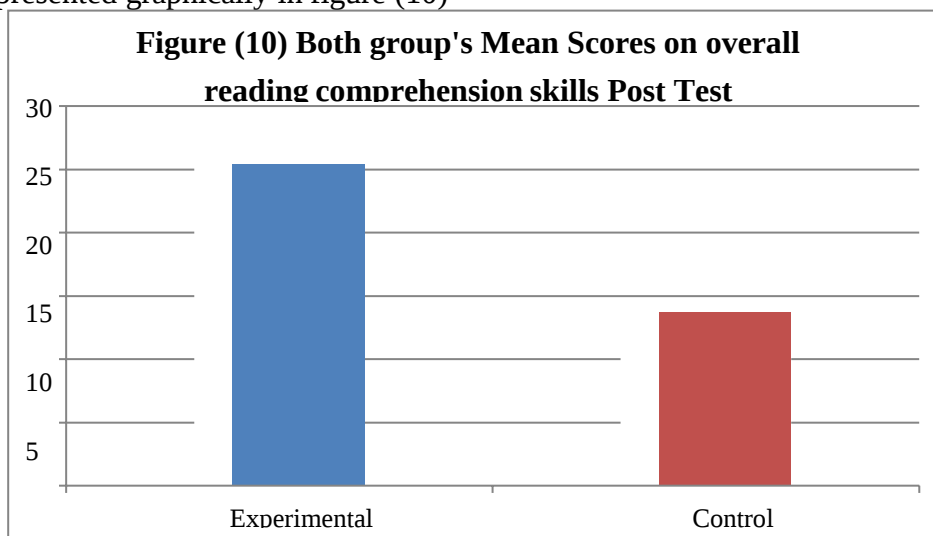
There is a statistically significant difference at 0.05 levels between the experimental and control groups' mean scores on overall reading comprehension skills on the post test in favor of the experimental group

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (12) reveals this.

Table (12) Descriptive Statistics of the Control and the Experimental Groups in Overall Reading comprehension skills.

Test	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
Reading comprehension skills	Experimental	30	25.43	2.16	20	30	11.73	30
	Control	30	13.70	2.71	9	18		

The previous table (12) shows that the value of reading comprehension skills mean score of the experimental group was (25.43) which is higher than that of the control group which was (13.70). As table (12) shows, the experimental group's scores were higher than those of the control group in the post-administration of reading comprehension skills test. It also indicated higher improvement of the experimental group's scores than those of the control group due to the use of the P.O.S.S.E strategy. This is represented graphically in figure (10)



To show the significance of the differences, t-value was calculated to reveal the difference between the mean scores of the two groups. This is illustrated in table (13) :

Table (13): t-Value and Effect Size of Both Groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effect size
Reading comprehension skills	Experimental	25.43	2.16	18.561	58	Significant at (0.01)	0.86	4.87	Large
	Control	13.70	2.71						

It is clear from table (13) that the calculated value of "t" (=18.561) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

This is complemented by ETA Squared (η^2) and the effect size to show that the result is not only statistically significant, but educationally important as well.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated using the following equation.

$$\eta^2 = \frac{t^2}{T^2 + d.f}$$

It is revealed that ($\eta^2 = 0.86$) and (d) was 4.87 which is large according to the following reference standards (table. 14).

Table (14) Reference standers of (η^2) and (D) values.

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

ETA squared was 0.86 reflecting its practical significance. In light of this, it can be said that 86% of the variations between the pupils' scores in the reading comprehension skills could be due to differences of teaching treatment which the exp. group was exposed to. It was concluded that there is a large effect and educational importance for the development of reading comprehension skills.

4.1.2 Hypothesis two:

1. "There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on literal EFL reading comprehension skills at the literal level on the post test in favor of the experimental group"

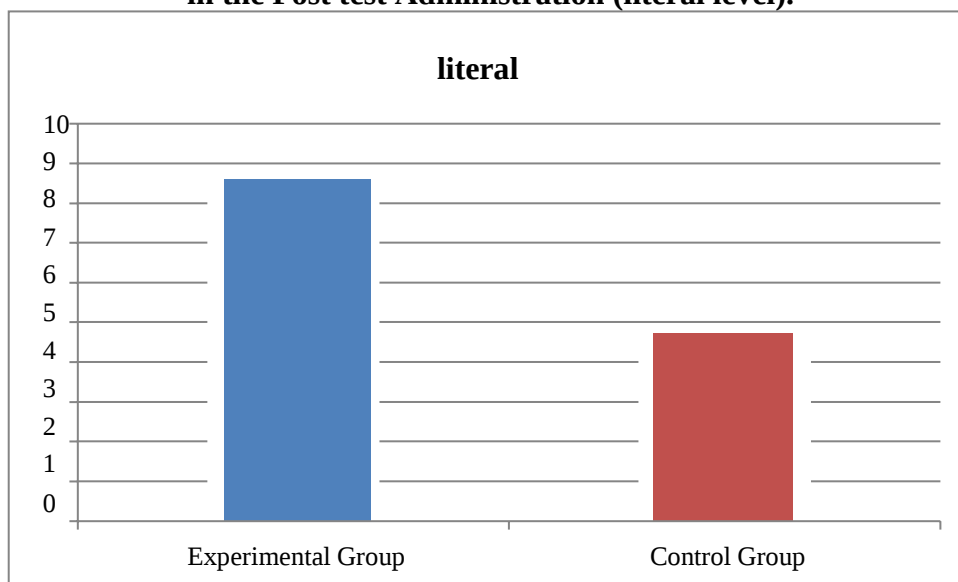
To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (15) reveals this.

Table (15) Descriptive Statistics of the Control and the Experimental Groups in EFL reading comprehension skills (literal level).

Test	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
literal	Experimental	30	8.60	1.00	7	10	3.87	10
	Control	30	4.73	1.34	2	7		

Table (15) shows that the value of literal mean score of the experimental group was (8.60) which is higher than that of the control group which was (4.73). As table (15) shows the experimental group's scores were higher than those of the control group in the post-administration of reading test (literal level). The mean difference was 3.87 which reflect the effect of the P.O.S.S.E strategy. This is represented graphically in figure (11).

Figure (11) Mean Scores of the Control and the Experimental Groups in the Post test Administration (literal level).



To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (16) :

Table (16) t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effectsize
literal	Experimental	8.60	1.00	12.667	58	Significant at (0.01)	0.73	3.33	Large
	Control	4.73	1.34						

It is clear from table (16) that the calculated value of "t" (=12.667) which is higher than the tabulated value of "t" with 58 degree of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance. This is complemented by ETA Squared (η^2) and the effect size to reveal the

educational importance.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated. ETA squared was 0.73 and $d = 3.33$ reflecting its practical significance. In the light of this, it can be said that 73% of the variations between the scores of pupils in the literal reading comprehension skills (literal level) could be due to differences of teaching treatment which the exp. group was exposed to. Thus, the pupils' development in literal reading was due to P.O.S.S.E strategy.

4.1.3 Hypothesis three:

2. "There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on EFL reading comprehension skills at the inferential level on the post test in favor of the experimental group"

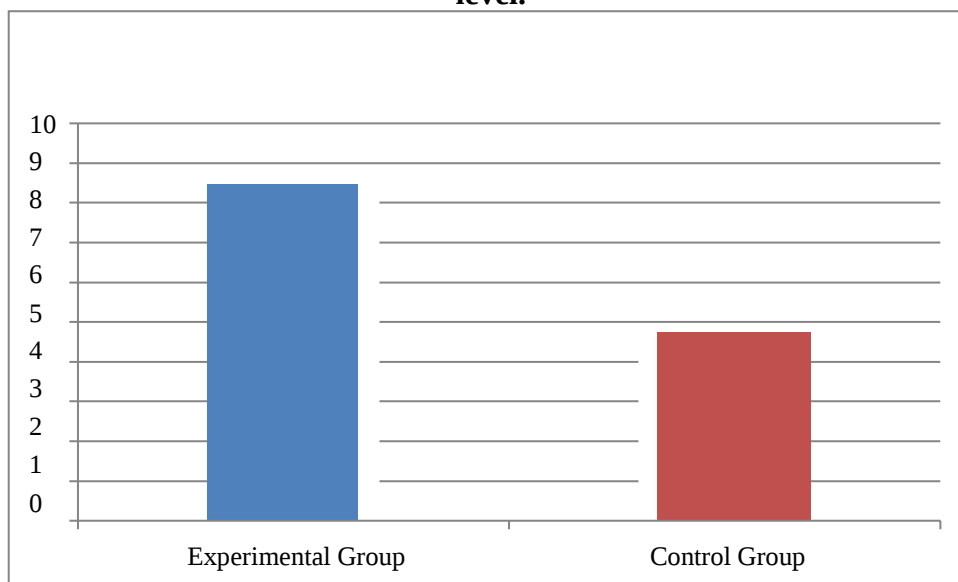
To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (17) reveals this.

Table (17) Descriptive Statistics of the Control and the Experimental Groups in inferential EFL reading comprehension skills.

Test	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
Inferential	Experimental	30	8.47	0.97	7	10	3.73	10
	Control	30	4.73	1.39	2	7		

Table (17) shows that the mean score of the experimental group was (8.47) which is higher than that of the control group which was (4.73). As table (17) shows the experimental group's scores were higher than those of the control group in the post-administration of reading skills test at the inferential level. The mean difference was 3.73 which reflect the effects of P.O.S.S.E strategy. This is represented graphically in figure (12).

Figure (12): Mean Scores of the Control and the Experimental Groups in the EFL Reading Posttest Administration at the inferential level.



To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (18) :

Table (18) t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effect size
Inferential	Experimental	8.47	0.97	12.063	58	Significant at (0.01)	0.72	3.17	Large
	Control	4.73	1.39						

It is clear from table (18) that the calculated value of "t" (=12.063) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance. This is complemented by ETA Squared (η^2) and the effect size to reveal the

educational importance.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated. ETA squared was 0.72 and d was 3.17 reflecting its practical significance. In the light of this, it can be said that 72% of the variations between the scores of pupils in EFL Reading comprehension skills (inferential level) could be due to differences of teaching treatment which the exp. groups was exposed to. Thus, the pupils' development in inferential reading was due to P.O.S.S.E strategy.

4.1.4 Hypothesis four:

3. **There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on critical EFL reading comprehension skills (critical level) on the post test in favor of the experimental group**

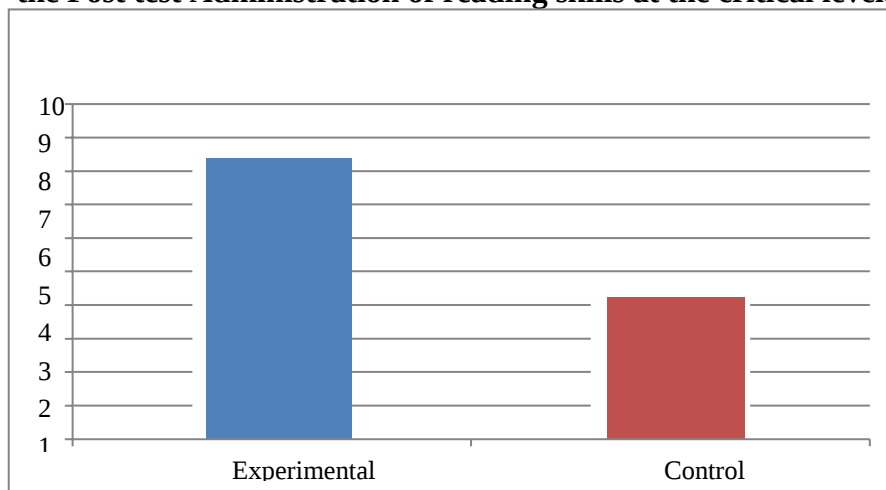
To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (19) reveals this.

Table (19) Descriptive Statistics of the Control and the Experimental Groups incritical EFL reading comprehension skills.

Test	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	Total score
critical	Experimental	30	8.37	1.13	5	10	4.13	10
	Control	30	4.23	1.36	2	7		

Table (19) shows that mean score of the experimental group was (8.37) which is higher than that of the control group which was (4.23). As table (19) shows the experimental group's scores were higher than those of the control group in the post-administration of reading skills test at the critical level. The mean difference was 4.13 which reflect the effect of P.O.S.S.E strategy. This is represented graphically in figure (13).

Figure (13) Mean Scores of the Control and the Experimental Groups in the Post test Administration of reading skills at the critical level.



To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (20) :

Table (20) : t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effect size
critical	Experimental	8.37	1.13	12.827	58	Significant at (0.01)	0.74	3.37	Large
	Control	4.23	1.36						

It is clear from table (18) that the calculated value of "t" (=12.827) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance. This is complemented by ETA squared and the effect size to reveal the educational importance.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated. ETA

squared was 0.74 and d was 3.37 reflecting its practical significance. In the light of this, it can be said that 74% of the variations between the scores of pupils in the critical reading comprehension skills could be due to differences of teaching treatment which the exp. group was exposed to. Thus, the pupils' development in critical reading skills was due to P.O.S.S.E strategy.

Part Two

4.2 Discussions of the Results

The current study was designed to investigate the effect of the P.O.S.S.E strategy on developing EFL reading comprehension skills among first -year preparatory pupils. The results of the study indicated that the P.O.S.S.E reading strategy was highly effective in developing the pupils reading comprehension skills (literal-inferential - and critical). This is noticed in the performance of the experimental group compared to that of the control group in the post-test.

The results might be due to the following reasons:

1. The sessions and activities that are designed by the researcher allowed the pupils to interact more efficiently with the reading material and tasks.
2. Using the P.O.S.S.E reading strategy in reading comprehension highlighted the importance of student-centered instruction in improving their abilities to read more effectively, create knowledge, interact personally, communicate with others, and extend their learning experiences. In other words, students were enabled to have the responsibility of their own learning.
3. After analyzing the result it could be seen that the use of P.O.S.S.E strategy could improve students' reading comprehension. The implementation of P.O.S.S.E strategy could activate the students' background knowledge about the topic especially in narrative texts. This strategy helped the pupils understand the material, enjoy the learning process from the beginning to end, helped them become interested in what they read. Thus, using the P.O.S.S.E strategy helped develop the pupils reading comprehension skills.
4. P.O.S.S.E strategy incorporates reading and learning practices that make effective readers and learners. Pupils 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 pupils to organize their existing knowledge and then elaborate on the connections between what they already knew and what they have learned.

5. P.O.S.S.E strategy could help the pupils apply what they learned in class to other subsequent reading situations.

Suggestions for further research:

1. The impact of using P.O.S.S.E strategy on various grade levels.
2. The effect of using P.O.S.S.E strategy on raising the pupils' motivation towards learning EFL, and teachers attitudes towards using different strategies'.
3. The effect of using P.O.S.S.E strategy on developing other skills (e.g. writing skill).
4. Further research regarding the applications and benefits of P.O.S.S.E strategy use with special needs students in terms of accommodations and learning modalities that could be introduced.
5. To other researchers this research only deals with the use of POSSE strategy to improve students' reading comprehension. Therefore, it is suggested that the other researchers may explore this strategy using different type of research such as experimental or correlational ones.
6. For other researchers It has been known from the research finding that implementation of using POSSE strategy can improve the students' reading comprehension. So, the results of this research can be a reference for other researchers who want to conduct a future research about reading comprehension.
7. future researches should also consider framing solid foundations and principles of the "partial and full" integration P.O.S.S.E strategy into the different types of educational curriculums.

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