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IMPLEMENTING PREDICT OBSERVE EXPLAIN (POE) STRATEGY TO TEACH READING EXPOSITION TEXT

by

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Abstract:

This study aimed to investigate if POE (Predict, Observe, Explain) strategy influenced students' reading ability when reading an exposition text. This study was conducted using an experimental design. Purposive sampling was used to select the sample. The sample consisted of 42 students. The research instrument was a multiple-choice test with 40 questions about the exposition text. A t-test was used to analyze the data. Based on the independent sample t-test, the value of t- obtained was -6.793 at significance level p<0.005 in the two-tailed testing and df=40, the critical value of t-table was 2.0210. Since the value of t-obtain (-6.793) was higher than t-table (2.0210) and p-value (0.00) was less than the α value (0.05), it meant that Predict, Observe, Explain strategy helped students learn quickly to understand the content of the text.

Keywords: *exposition text, predict observe explain (POE) strategy, reading*

INTRODUCTION

Reading is a crucial component of communication skills that a person needs to succeed. Reading is a fundamental ability that allows students to get knowledge and information from written texts (Sabouri, 2016). Reading is an activity that involves comprehending the content of what the author has to say, which includes tips. Reading allows students to understand a piece of writing. Students learn to identify the author's purposes, biases in writing, and the tone or direction of emotions the writer uses to communicate. Moreover, reading is a process of activation of knowledge and information interchange from one person to the reader (Casanave, 1988). Thus, students can gather much information from various genres through reading.

Furthermore, exposition text is a type of text that is read frequently by students. An exposition text is a passage that explains a process or concept by providing information about why and how it occurred (Yanti, Hadi, & Saragih, 2018). According to Muhyidin (2020), an

exposition text is a part of writing that explains or conveys something to help the reader grasp and comprehend what is written. Hehakaya et al. (2020) stated that an exposition text provides arguments to persuade others. Silaban et al. (2018) explored that the exposition text must be prepared using facts about the events to convey information to the audience. Exposition text aims to convey, classify, define, describe analogies, and compare and contrast information (Kristyanawati, Surwandi, & Rohmadi, 2019).

However, reading an exposition text is a challenge for students. Tristiana (2016) investigated that most students struggle to identify the main idea, recognize the generic structure, comprehend linguistic features and other aspects of exposition text. Safitri & Zainil (2020) found that many students make mistakes while reading questions, resulting in poor reading performance. These errors were most likely caused by a lack of understanding of the text's topic (Satriani, 2018). Making inferences, determining the main idea, and locating references are challenges for the students (Prihatini, 2020). Many students believe that learning English is complex, and as a result, they are sometimes reluctant to learn, particularly when reading exposition texts (Azizah, Hayati, & Fadloeli, 2019).

In addition, students have difficulties understanding exposition texts due to a lack of vocabulary (Dambayana, Pratiwi, & Saraswati, 2021). Students also have trouble determining the main idea and identifying specific information in the text. According to Hidayati & Rohayati (2017), the teacher claimed that many pupils struggle to understand what they are reading, particularly when it comes to exposition literature. In practice, teachers still work hard to improve students' text comprehension. This is related to Hehakaya et al. (2020) stated that students had trouble describing the key points and distinguishing between factual statements. It was challenging to grasp reading's aim while reading exposition materials.

A learning strategy is a plan or pattern used to plan classroom learning(Gómez Rodríguez, 2017). A learning strategy (LS) is a set of activities designed to help students complete language assignments with purpose. A learning strategy encourages learners to control their education by improving language skills, boosting confidence, and enhancing motivation (Barnwell, O'Malley, & Chamot, 1991). One language learning strategy that can encourage and motivate students to read exposition literature is Predict-Observe-Explain (POE) strategy.

Based on Hilario (2015), the POE strategy is a teaching method in which students must complete three activities to assess their learning. First, Students must anticipate the outcomes of a given action and justify their predictions. Next, they analyze what they observe. Finally, any contradiction between forecast and observation must be resolved. Marzuki & Sabillah (2020) explored that the POE strategy is a teaching method that investigates students' prior knowledge and encourages them to engage in Learning directly. Students reflect on their experiences by first gaining a thorough grasp of the topic, formulating assumptions and discussing them with their peers, and making observations to provide an interpretation (FITRIANI, ZUBAIDAH, SUSILO, & MUHDHAR, 2020). POE is crucial since it determines learners' prior knowledge and cognitive processes (Kibirige, Osodo, & Tlala, 2014). POE activities assist learners in conveying their understanding and developing a thorough understanding of the concept (Hussain, Ali, Haron, & Salim, 2013).

Moreover, POE tasks involve predicting, observing, and explaining, which might help students create a better cognitive structure since the activities in this strategy allow students to learn concretely (Putri, Sopandi, Sujana, & Sukardi, 2020). Students can correctly predict the reading content by undertaking a predict exercise before they read the passage, and they will fully understand the activity they are learning (Rahmah, Loeneto, & Inderawati, 2020). POE strategy could assist pupils in enhancing their active learning, primarily in discussions involving critical reading abilities (Setiyani, Churiyah, & Arief, 2019). The POE strategy can engage students in active learning, comprehending the content being taught (Alfiyanti, Jatmiko, & Wasis, 2020).

Further, several studies on the POE strategy in the learning process have been conducted. Some studies indicated that the POE technique was an effective tool for enhancing students acquire critical thinking skills, POE activities are enjoyable, and students' abilities improve when taught using the POE strategy (Zakiyah, Widodo & Tukiran, 2020; Yuniar, Sopandi & Sujana, 2020; Banawi, Sopandi & Kadarohman, 2019); Jumiaty, 2017). Based on Karadeniz et al. (2020), the students stated that POE activities were simple and easy to follow, and they could easily follow the instructions in each step.

Unfortunately, the studies that related to POE strategy focused on science studies such as chemical, biological, mathematical, and physical studies (Yuenyong & Yuenyong, 2021;

Güngör & Özkan, 2020; Kusnadi, Lazuardi & Surakusumah, 2019; Furqani, Feranie &Winarno, 2018; and Hsiao, Chen & Hong, 2017). On the other hand, this study implemented a POE strategy for teaching English text in exposition text. The research aimed to see how the Predict, Observe, Explain strategy influenced students' reading ability when reading an exposition text. The research question of this study was formulated: "Is there any significant improvement after students taught reading through POE strategy?"

METHOD

Design

This study was administered through a quasi-experimental design. (Gopalan, Rosinger, & Ahn, 2020) stated that in a quasi-experimental research approach, some subjects are randomly exposed to treatment while others are not. This study used a quasi-experimental design pre-test-post-test non-equivalent group design. It can be represented as follow (Cohen, Manion, & Morrison, 2017):

Experimental	O_1	X	O_2
Control	O_3		O_4

In this study, there was an experimental group and a control group. The experimental group got treatment teaching reading through POE strategy, while the control group did not get treatment. The experimental and control groups were not chosen randomly (Sugiyono, 2017).

Participants

Participants of this study were eighth-grade students at SMP Bait Qur'an Kayuagung. Two classes with a total of 42 students made up the entire population. The sample was selected using a total sampling method. According to Sugiyono (2014), total sampling is a method of sampling in which all members of a population are used as samples. The experimental and control groups were chosen by lottery. Therefore, the Bagdad class participated as an experimental group, whereas the Cairo class participated as a control group.

Instrument

The research instrument was a multiple-choice test with 40 questions about the exposition text used for pretest and posttest. The test was given twice to obtain data. The test was separated into two parts: a pretest and a posttest, administered to the experimental and control groups, respectively. Before the treatment, the students were given a pretest to determine their reading comprehension ability. After the treatment, the students were given a posttest to see how far they had progressed in their reading. The content validity was used to provide information on the test's specific materials or objective requirements. The content validity of the test was determined by comparing it to the eighth-grade syllabus—the Kuder Richardson (KR 21) formula calculated the coefficient reliability test. Reliability should be at least 0.70, ideally greater, for research purposes. It was possible to conclude that the test was reliable if the reliability coefficient was more than 0.70. The test's reliability coefficient was 0.98 after the researcher's calculations. As a result, the test was reliable.

Data Collecting Technique

A pretest and a posttest were handed to the experimental and control groups to collect data. Pretest was used to establish a baseline learners' reading ability before treatment. Posttest aimed to see how well the learners could comprehend after treatment. The experimental group was engaged in treatment activities in this study. The POE strategy was used to teach students in the experimental group. The POE strategy procedure is as follows: Students are invited to put down their predictions about what will happen in a demonstration of Predict, Observe, Explain (POE) technique. The teacher inquires what the students believe, observe, and why they respond as they do. At the observation stage, the teacher gives a demonstration. The students look at the pictures, critically evaluate the reading on paper, and then write down the results of their observations on provided paper. Students engage in group discussions to compare the results of their observations and what they have read with predictions and then explain why this occurs.

Data Analysis Technique

The t-test was employed to examine the data. To determine whether there was a significant difference between the experimental and control groups, an independent sample t-test was used. Normality and homogeneity tests were performed before doing statistical analysis using the t-test. SPPS was used to run the data. This analysis step had two hypotheses, as follows:

H_o: There was no significant improvement after being taught reading through the POE strategy.

H_a: There was a significant improvement after being taught reading through the POE strategy.

The complete in-text citation and list of references employ a model Offline automatic system using Mendeley Desktop (Turmudi, 2020).

RESULT AND DISCUSSION

The Results of Experimental Group

The experimental group's highest score was 80, the lowest was 57, the mean score was 66.95, and the standard deviation was 6.62. In the experimental group's posttest, the highest score was 87, the lowest was 60, the mean score was 76.09, and the standard deviation was 7.70.

Table 1. Results of Experimental Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Ex	66.9524	21	6.62175	1.44499
	Post EX	76.0952	21	7.70003	1.68028

Table distribution of students' reading comprehension in pretest found that 0 students (0%) were in the very good category, two students (9.52%) were in the excellent class, six students (28.57%) were in the average category, and 13 students (61.91%) were in the poor category.

Table 2. Distribution of Reading Comprehension in Pretest

No	Score Interval	Category	Frequency	Percentage
1	86 -100	Very good	0	0%
2	76 – 85	Good	2	9.52%
3	70 -75	Average	6	28.57%
4	< 70	Poor	13	61.91%
Total			21	100%

Table distribution of students' reading comprehension in posttest found that one student

(4.76%) was in the very good category, ten students (47.62%) were in a good type, six students (28.57%) were in the average category, and four students (19,05%) were in the poor category.

Table 3. Distribution of Reading Comprehension in Posttest

No	Score Interval	Category	Frequency	Percentage
1	86 -100	Very good	1	4,76%
2	76 – 85	Good	10	47,62%
3	70 -75	Average	6	28,57%
4	< 70	Poor	4	19,05%
	Total		21	100%

The Results in Control Group

The pretest results in the control group found that the highest score was 70, the lowest score was 37.5, the mean score was 53.69, and the standard deviation was 9.86. The result posttest in the experimental group found that the highest score was 42, the lowest score was 75, the mean score was 57.61, and the standard deviation was 9.80.

Table 5. Results of Control Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_C	53.6905	21	9.86215	2.15210
	Posttest_C	57.6190	21	9.80039	2.13862

Table distribution of students' reading comprehension in prettest found that 0 student (0%) was in the very good category, 0 student (0%) was in a good category, one student (4.76%) was in the average category, and 20 students (95.24%) was in the poor category.

Table 6. Distribution of Reading Comprehension in Pretest

No	Score Interval	Category	Frequency	Percentage
1	86 -100	Very good	0	0%
2	76 – 85	Good	0	0%
3	70 -75	Average	1	4.76%
4	< 70	Poor	20	95.24%
	Total			100%

Table distribution of students' reading comprehension in posttest found that 0 students (0%) were in the very good category, 0 students (0%) was in a good category, three students (14.29%) was in the average category, and 18 students (85.71%) was in the poor category.

Table 7. Distribution of Reading Comprehension in Posttest

No	Score Interval	Category	Frequency	Percentage
1	86 -100	Very good	0	0%
2	76 - 85	Good	0	0%
3	70 -75	Average	3	14.29%
4	< 70	Poor	18	85.71%
Total			21	100%

The Results of Normality and Homogeneity

The Shapiro-Wilk test of the experimental group showed that significance was 0.294. Since the importance (0.294) was higher than the p-value (0.05), it could be concluded that the data obtained were considered normal. The Shapiro-Wilk test of the control group showed that significance was 0.280. Since the importance (0.280) was higher than the p-value of 0.05, it could be concluded that the data obtained were considered normal.

Table 8. The Results of Test of Normality

Groups	Shapiro-Wilk		
	Pretests and Post-test		
	Statistic	Df	Sig
Experimental	.114	21	.294
Control	.164	21	.280

Furthermore, the Levene test was used to test homogeneity. Based on the calculation of homogeneity of variances, it was found that the significance was 0.155. Since the significance (0.155) was higher than the alpha value (0.05), it could be concluded that the data obtained was considered homogenous. Since the data were normal and homogenous, the independent sample t-test analysis could be applied.

Table 9. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.097	1	40	.155

The Results of Independent Test

In addition, the independent sample t-test was also applied in finding a significant effect between the experimental group and the control group. The result indicated that the mean score of the posttest in the experimental group was 76.09 with a standard deviation of 7.70, while the mean score of the posttest in the control group was 57.61 with a standard deviation of 9.80.

Table 9. Group Statistics of Independent Test

	Experimental Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group	Post_C	21	57.6190	9.80039	2.13862
	Post_Ex	21	76.0952	7.70003	1.68028

Moreover, the independent test result revealed that the value of t-obtained was 6.793 at the significant level of $p<0.05$, and the degree of freedom (df) was 40. The critical value of the t-table was 3.551. Since the value of t-obtained (6.793) was higher than the critical value of t-table (3.551) and the value of significance (2-tailed) 0.000 was lower than the p-value (0.05), it was implied that the null hypothesis (Ho) was rejected. The alternative hypothesis (Ha) was accepted. It meant a significant improvement in teaching reading through the POE strategy.

Table 10. Independent Samples Test

t-test for Equality of Means						
T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
6.793	40	.000	18.47619	2.71975	23.97301	12.97937
6.793	37.879	.000	18.47619	2.71975	23.98262	12.96976

Discussion

Meanwhile, the independent sample t-test showed that the p-value (.000) was lower than the p-value (0.05), which meant that there was a significant improvement after teaching reading through the POE strategy. It clarified that those learners taught through the POE strategy showed significant improvement in reading than those who were not. Students had higher accomplishments when they engaged in the Predict, Observe, and Explain (POE) technique because they were more attentive when reading. As a result, they could comprehend the text and correctly identify the content. It was supported Marzuki & Sabillah (2020) explored that the POE learning technique could help students enhance their reading skills by allowing them to predict, observe, and explain text information.

In addition, students showed improvement in reading exposition text because they followed the instruction of POE activities. First, they made predictions related to the topic. In this stage, students used their prior knowledge to predict the material to describe their experience and knowledge in comprehending exposition text. Second, students observed practicum or demonstration. Here, they could find new ideas related to science and social phenomena. After predicting and observing stages, students could explain the content of the exposition text. Hence, students could use their prior knowledge to improve their understanding of new concepts during POE activities. Latifah et al. (2019) stated that Students had many opportunities to explore their knowledge, reconstruct incorrect conceptions, and examine the contrasts between predictions and observations, which kept them engaged in class. Students better understood scientific concepts and knowledge due to their POE projects (Hsiao et al., 2017).

Besides, students understood the main idea and developed critical thinking by applying the POE strategy in reading class. This strategy was also fun and effective in the reading process, particularly for reading exposition text. Based on Marzuki & Sabillah (2020), students can determine the main idea, build initial thoughts, and be more interactive throughout the education process using the POE technique. Furqani et al. (2018) explored how the POE technique made students' critical thinking. Setiyani et al. (2019) revealed that the POE strategy had improved learners' thinking skills and their learning process. POE exercises were more enjoyable when compared to other instructional strategies (Bilen, ÖZEL, & KÖSE, 2016). In

conclusion, the POE strategy positively affected reading text about exposition and increased students' critical thinking.

CONCLUSION AND IMPLICATION

The result proved that the POE strategy significantly improved students' reading comprehension, especially exposition text. The POE strategy was simple and fun learning activities, and the POE strategy could help students find the main idea and comprehend the material. Besides, students could explore their prior knowledge and critical thinking. It is suggested that the POE strategy could also use an alternative strategy to teach English proficiency.

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