

The Effect of POSSE Strategy on Students' Reading Comprehension Viewed by Their Reading Interest

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Abstract

Reading strategies are widely used to assist students in enhancing their reading comprehension. Additionally, reading interest is a critical factor in motivating students to use reading strategies effectively. However, many students still struggle to apply reading strategies, and research analyzing the impact of reading interest on the implementation of POSSE strategies is lacking. Therefore, the objective of this study is to examine the utilization of POSSE strategies to improve students' reading comprehension, the impact of their reading interest levels on the reading comprehension scores, and the impact of students' reading interest levels on the implementation of POSSE strategies to enhance reading comprehension. This quantitative experimental method employed a factorial design. The population consisted of eighth-grade students at SMPN 02 Belitang Mulya, and samples were selected using purposive sampling. Data were obtained from a reading comprehension test and a reading interest questionnaire, both tested for validity and reliability. The data were analyzed using two-way ANOVA. The findings reveal that: (1) the POSSE strategy significantly improved students' reading comprehension; (2) students with high reading interest outperformed those with low interest; and (3) there was a significant difference between teaching strategy and reading interest. The findings showed that effective reading instruction involves integrating the POSSE strategy and cultivating reading interest, alongside differentiated support tailored to students' motivational levels, to enhance comprehension outcomes.

Keywords: Reading Comprehension; Reading Interest; POSSE Strategy; EFL

Article History

Submitted:
December 2nd 2025

Revised:
March 11th 2026

Accepted:
March 17th 2026

Recommended Citation (APA Style)

Anggraini, S. P., Astrid, A., & Husnaini, H. (2026). The effect of POSSE strategy on students' reading comprehension viewed by their reading interest. *The Art of Teaching English as a Foreign Language (TATEFL)*, 7(1), 16-30. <https://doi.org/10.36663/tatefl.v7i1.1119>

INTRODUCTION

Student reading comprehension achievement remains a major educational issue in Indonesia, especially in EFL classes. One source of data is the Organization for Economic Cooperation and Development or [OECD \(2022\)](#) in its Program for International Student Assessment (PISA) survey. It shows that only 25% of students in Indonesia scored at level 2

in reading literacy, whereas the OECD average is 75%. It is evidence of ongoing issues in understanding and interpreting a written text. In the classroom context, many junior high school students face difficulties due to limited vocabulary, weak grammar knowledge, and low reading motivation, which hinder their ability to understand English texts effectively (Al-Jarrah & Ismail, 2018; Eltayb, 2021). Since reading is a basic skill for acquiring knowledge and supporting language learning (Maizarah & Purwanti, 2023; Rahmati, 2022), these challenges may negatively impact students' academic achievement and overall learning outcomes.

Reading comprehension is a basic aspect of reading skills and is characterized as the procedure of comprehending the significance of the written content. Klingner et al. (2007) argue that reading comprehension is an intricate procedure influenced by both text-specific characteristics and reader-specific elements, including prior knowledge and strategic methodologies. Building upon this viewpoint, Oakhill et al. (2015) highlight that comprehension hinges on the simultaneous integration of diverse cognitive functions, implying that effective comprehension requires active mental engagement rather than passive reading. In this case, Hutasoit, (2017) emphasizes that reading comprehension occurs when the writer and reader collaborate, allowing the reader to interact with the material and comprehend the content they have encountered. Therefore, reading comprehension can be viewed as a dynamic process in which learners actively construct meaning through the interaction among cognitive abilities, prior knowledge, text characteristics, and the mental engagement required to understand the information effectively.

Students' reading comprehension abilities are enhanced with various internal and external factors. Bruggink et al. (2022) state that word recognition, language comprehension, reading strategies, and reading motivation play an important role in understanding texts. In the same way that Shehu (2015) identified internal and external elements of the teaching-learning relationship, he defined internal elements as students' motivation and interest, and external elements as the methods used to teach and the materials used to learn. In the area of English as a Foreign Language (EFL), these factors may interact and influence how effectively students process written texts (Al-Jarrah & Ismail, 2018; Eltayb, 2021). The findings noted above indicate that improving students' reading comprehension requires both linguistic support and effective teaching strategies that combine cognitive and motivational factors.

Students' success in learning English is closely related to the instructional methods used by teachers, indicating that appropriate teaching strategies are essential for improving reading comprehension skills (Rahman et al., 2025). Due to several linguistic and motivational issues students face in reading comprehension, there needs to be effective instructional strategies that support students' active involvement with the texts they read. One of these strategies is called POSSE (Predict, Organize, Search, Summarize, and Evaluate), developed by Englert and Mariage (1991), that promotes the students' active reading and comprehension process. The first two parts of the POSSE strategy (Predict and Organize) allow students to recall any previous knowledge they may have and set up for reading by summarizing the key ideas. The two middle sections of the strategy (Search and Summarize) will help students be able to extract the most crucial information from the text and generate meaning from the information that they retrieve. The last component (Evaluate) allows students to reflect on their knowledge and

monitor their comprehension. POSSE has been shown to aid students in vocabulary awareness, text organization, and overall comprehension through a systematic reading process (Harisma & Karimah, 2020; Mertosono et al., 2020). Therefore, POSSE would be an appropriate instructional strategy to address students' cognitive and linguistic difficulties in reading comprehension. This research involved the implementation of POSSE, considering that the students had not received prior training in strategy-based reading instruction and typically relied on teacher-led reading activities. Consequently, the organized phases of POSSE were anticipated to offer clearer instructional assistance for students' understanding while reading.

In addition, apart from teaching strategies, other affective elements play significant roles in students' reading comprehension development. Among the most impactful affective factors is reading interest, which can be understood as an individual's tendency to choose and engage in reading activities with awareness, involvement, and positive feelings toward the activity (Reflinda, 2024). Interest in reading is crucial in motivating students to participate in texts and develop better comprehension actively (Juliari et al., 2024). The high reading interest of students allows them to make more effort and show high engagement during reading activity, which helps the reader comprehend the reading process more thoroughly (Baroody & Diamond, 2016; Fitria, 2019). When it comes to strategy-based instruction, reading interest may influence how much students participate in various stages of the POSSE strategy. Therefore, students with higher reading interest are expected to benefit more from the use of the POSSE strategy than those with lower reading interest. For this reason, reading interest is assumed to function as a moderator variable that affects the strength of the connection between the POSSE strategy and students' reading comprehension achievement.

Multiple research investigations indicate that the POSSE strategy enhances reading comprehension across different educational levels, including junior high school (Harisma & Karimah, 2020; Setiadi, 2019; Swasti, 2018) and, more recently, senior high school (Al-Zyout & Al-Jamal, 2023; Hutauruk et al., 2022). Mertosono et al. (2020) carried out an investigation at the university level, revealing that students significantly enhanced their reading comprehension after implementing of the POSSE strategy. All these studies indicate that the POSSE strategy improves students' reading comprehension and their understanding of the content within reading material. Given the circumstances, it is regrettable that research on eighth-grade junior high school students, particularly concerning their interest in reading, is limited. This requires an examination of the effectiveness of POSSE in this context.

In addition, there were earlier research examining the relation among reading interest and reading comprehension that have shown diverse but meaningful patterns at various levels of education. Some studies show that students who have high levels of reading interest led to get better performance in comprehension, as there was a positive and significant relationship between the two variables (Alfatihah & Tyas, 2022; Fitria, 2019; Kurniati et al., 2023). This may indicate that interest in reading helps to get one more involved with the text, and as a result, better comprehension is achieved. However, other studies do not show such a result. There is research indicating that There is no discernible correlation between the two variables, meaning that the reading interest of students perhaps not always be a strong predictor of variables that impact the performance of students in comprehension (Pratami & Amrina, 2024;

Ramanda & Sunarti, 2024). Although reading interest is visible in certain studies and affects comprehension, it is clear that research especially targeting eighth-grade junior high school children is inadequate. Current studies indicate a correlation between reading interest and understanding; however, additional research is required within this student population.

While prior studies have illustrated the benefits of implementing the POSSE strategy at various levels of schooling, they have, however, concentrated on the enhancement of reading comprehension without taking into consideration some other affective factors that could shape the learning experience. Moreover, the studies have also largely overlooked how the POSSE strategy functions at the level of the eighth-grade junior high school students, especially when reading interest is viewed as an additional variable. In order to fill this gap, the present study seeks to evaluate the effectiveness of the POSSE strategy in enhancing eighth-grade students' reading comprehension and reading interest by investigating whether the implementation of POSSE results in significant variations in comprehension performance, whether students with varying levels of reading interest exhibit differing outcomes, and whether an interaction effect exists among teaching strategy, reading interest, and reading comprehension achievement.

METHOD

Design

This study used a quantitative approach using a factorial design to identify whether there is a significant difference in reading comprehension achievement between eighth-grade students taught using POSSE (Predict-Organize-Search-Summarize-Evaluate) strategy and those not taught using this strategy, as well as the impact of students' reading interest level on their reading comprehension achievement, and the interaction on their reading strategies, reading interest and reading comprehension achievement.

Population and Sample

This study was implemented at one selected public junior high school with an A accreditation status, and conducted an emancipated curriculum. The target participants for this study were eighth-grade students during the 2025/2026 academic year. The total population of students at this school was 176 in 6 classes. From this total population of students, 2 classes were selected by purposive sampling. As explained by Fraenkel et al., (2022), purposive sampling allows researchers to select participants based on characteristics relevant to the research objectives. The sample selection criteria in this study were class characteristics that had similar reading comprehension and reading interest levels. To ensure group equivalence, a matching technique was applied. According to Cohen et al., (2018), matching is used to form comparable groups by selecting subjects with similar characteristics before treatment. Therefore, five eighth-grade classes were given a pre-reading comprehension test and a reading interest questionnaire. The results were analyzed to determine the two classes with the closest average scores. From the results of the matching process, class VIII A was assigned as the control group and class VIII B as the experimental group. To achieve balanced data distribution and to avoid unequal group sizes, participants were limited to the smallest available group, which was 13 students from the high category of the experimental class. Accordingly, 13

students from the high category and 13 from the low category were selected from each class. This resulted in 26 students per class and a total sample of 52 students.

Data Collection

Data collection occurred in a total of 13 sessions per group during this phase. In the first session, students both in the control and experimental groups completed an adapted version of the Reading Interest Questionnaire (Putro & Lee, 2017). The 36-item Likert-scale questionnaire measures students' engagement in their reading activities. The questionnaire included three distinct categories of reading modes: Printed Materials: Elaboration, Enjoyment, and Competence Experience; Online Reading Materials: Value, Confidence, Enjoyment, Competence Experience, and Flow; Reading Through Social Media; Sense of Belonging and Enjoyment of Reading. The questionnaire demonstrates adequate construct validity based on confirmatory factor analysis (CFA), with good model fit (RMSEA = .03, SRMR = .04, CF1 = .97, TLI = .97) and standard factor loadings ranging from 0.61 to 0.91 across all items. In addition, the reliability test results for this questionnaire show a high internal consistency, with the Cronbach's alpha values ranging from 0.76 to 0.96 across the ten dimensions of reading interest. Students' reading interest was assessed using the questionnaire. Participants completed the questionnaire in paper-and-pencil format and were provided 30 minutes to complete it.

The second session was used to evaluate whether or not the reading comprehension scores of the experimental and control groups were equivalent. In this session, both groups completed a posttest which included forty-two (42) questions about both recount and narrative texts, and the test was similar to an actual exam that took place in a sixty (60) minute time frame. The following ten (10) sessions included the treatment implementation phase, during which the experimental group received instruction in the POSSE strategy (Predict-Organize-Search-Summarize-Evaluate), while the control group received instruction using the strategy usually used by the teacher (i.e., lectures, discussions, and Q&A). At the last session, the control and experimental groups completed a post-test, and questionnaire scores were used to evaluate whether there were differences or interactions among reading comprehension achievement, reading interest, and teaching strategies.

Instruments

The instruments used to collect data were questionnaires and reading tests, both of which were administered before and after the treatment. The reading interest questionnaire, adapted from Putro and Lee (2017), had been validated through Confirmatory Factor Analysis (CFA). CFA results confirmed fit for a 10-factor model of 36 items. This finding indicates strong construct validity of the 36-item reading interest questionnaire. Reading test items were created using a test specification derived from the Merdeka Curriculum. The focus of these tests was to measure the students' reading comprehension of recount and narrative texts. Experts validated the content validity of the reading test items by verifying whether the items were clearly written, appropriate for the purpose of the curriculum, related to the learning outcomes, and consistent with the instructional materials. The reading test was also administered to a group of 30 students at the same level as the original sample, to establish construct validity. The analysis using the Pearson product-moment correlation revealed that 7

out of 60 items, specifically from texts 3, 6, and 9 (items 14, 18, 32, 35, 36, 51, and 53), were invalid. To ensure that all necessary skills are evenly represented, there are 42 final items as a result of removing all items from the text that contained invalid items. A pilot trial was then conducted with 30 students who were not part of the sample to determine whether the questionnaire's context was appropriate and reliable. The Cronbach's alpha coefficient for the questionnaire was determined to be 0.936, thus indicating that the questionnaire has a high degree of internal consistency and reliability. The reading test instrument had a Cronbach's alpha coefficient of 0.918, demonstrating that this instrument has a very high reliability and suitability for gathering consistent data.

Data Analysis

The IBM SPSS Statistics version 27 was employed to conduct the data analysis. Descriptive statistics provided information on the reading test scores (i.e. the minimum, maximum, mean and standard deviation). Then, before conducting the hypothesis test, a prerequisite analysis was conducted, which included a normality test using the Shapiro-Wilk test and a homogeneity test using Levene's test. The results showed that the data were normally distributed and homogeneous. Finally, a Two-Way ANOVA was used to find significant differences and interaction effects between teaching strategies, reading interest, and reading comprehension achievement.

FINDINGS AND DISCUSSIONS

Descriptive Statistics

Descriptive statistical analysis was used to examine the data derived from the test results. The analysis results are presented in the tables below.

Table 1 Descriptive Analysis of Reading Comprehension Test (A1 & A2)

	N	Minimum	Maximum	Mean
Post-test Control	26	33	75	55.08
Post-test Experiment	26	45	90	66.35

Table 1 presents descriptive statistics to the control and experimental groups. The data indicate that each of the control and experimental groups contained 26 students. The control group's mean test score was 55.08, whereas in the experimental group was 66.35. The final exam results in the control group ranged from 33 to 75, whereas in the experimental group, they ranged from 45 to 90.

Table 2 Descriptive Analysis of Students' Post-Test on Reading Interest Category (B1 & B2)

Reading Interest Category	N	Minimum	Maximum	Mean
Post-Test Low Reading Interest	26	33	79	56.31
Post-Test High Reading Interest	26	36	90	65.12

Table 2 presents the descriptive statistics of post-test outcomes for the two groups of students, one exhibiting low and the other high reading interest. The data indicate that 26 students fell into the low reading interest category, whereas 26 students were categorized as

having high reading interest. The average score for low reading interest was 56.31. However, for high reading interest, it was 65.12. The maximum and minimum scores for the low reading interest category ranged from 33 to 79, while those for the strong reading interest category ranged from 33 to 79, while those for the strong reading interest category ranged from 36 to 90.

Table 3 Descriptive Analysis of Reading Comprehension Scores in Control Class Based on Reading Interest Category: A1B1 (Low) and A1B2 (High)

Reading Interest Category	N	Minimum	Maximum	Mean
Control with Low Reading Interest	13	33	76	54.00
Control with High Reading Interest	13	36	83	61.46

Based on Table 3, which displays the descriptive statistics of post-test on reading comprehension using the conventional method, categorized by reading interest level, it can be observed that there were 13 students in each reading interest category. In the group with low reading interest, the average score of students using the conventional approach is 54.00. In contrast, the average score of students using the same method with high reading interest is 61.46. The minimum and maximum scores for students in the low reading interest category are 33 and 76, while those for students in the high reading interest category are 36 and 83.

Table 4. Descriptive Analysis of Reading Comprehension Scores in Experiment Class Based on Reading Interest Category: A2B1 (Low) and A2B2 (High)

Reading Interest Category	N	Minimum	Maximum	Mean
Experiment with Low Reading Interest	13	45	79	58.64
Experiment with High Reading Interest	13	48	90	74.08

The data showed in Table 4 illustrates the result of post-test reading comprehension assessment in the experimental class, categorized by reading interest levels. In this case, the data indicate that 13 students were categorized into low and high reading interest groups. Furthermore, the mean score of students instructed with the POSSE strategy exhibiting low reading interest was 58.62, whereas the mean score of those with high reading interest was 74.08. The minimum and maximum scores in the low reading interest group were 45 and 79, whereas in the high reading interest category, they ranged from 48 to 90.

Prerequisite Analysis

After the data were analyzed using descriptive statistical analysis, they were further analyzed using two prerequisite analyses, namely normality and homogeneity. The following are the results of the normality and homogeneity analyses: The results of the normality analysis described in the Table 5:

Table 5. The Result of the Normality Test

Group Code	Test Type	Sig.(p)
A1	Post-test Control	0.599
A2	Post-test Experiment	0.105
B1	Post-test Low Reading Interest	0.646
B2	Post-test High Reading Interest	0.666

A1B1	Post-test Control with Low Reading Interest	0.897
A1B2	Post-test Control with High Reading Interest	0.946
A2B1	Post-test Experiment with Low Reading Interest	0.226
A2B2	Post-test Experiment with High Reading Interest	0.279

The results of the Shapiro-Wilk normality test across all groups indicate that the data are normally distributed. As shown in Table 5, the post-test significance value for the control group is 0.599, while the experimental group shows a value of 0.105; both exceed 0.05, confirming normal distribution. Furthermore, based on reading interest categories (Table 6), students with low reading interest obtained a significance value of 0.646, while those with high reading interest achieved 0.666, indicating that both groups are normally distributed. In the control class, the post-test results show significance values of 0.897 for students with low reading interest and 0.946 for those with high reading interest, again confirming normality. Similarly, in the experimental class, the significance values are 0.226 for students with low reading interest and 0.279 for those with high reading interest. Since all significance values are greater than 0.05, it can be concluded that all data sets, regardless of group or reading interest category, meet the assumption of normal distribution.

After checking and ensuring that all data are normally distributed, the next procedure is verifying that all data are homogeneous using Levene's test before proceeding with the hypothesis test. The following are tables of homogeneity analysis results:

Table 6. The Result of the Homogeneity Test

Group Code	Test Type	Sig.(p)
A1	Based on Mean	0.117
A2	Based on Median	0.137
	Based on Trimmed Mean	0.115
B1	Based on Mean	0.144
B2	Based on Median	0.129
	Based on Trimmed Mean	0.143
A1B1	Based on Mean	0.914
A1B2	Based on Median	0.936
	Based on Trimmed Mean	0.918
A2B1	Based on Mean	0.858
A2B2	Based on Median	0.958
	Based on Trimmed Mean	0.883

As presented in Table 6, the results of Levene's test indicate that the data are homogeneous across all groups. For the control and experimental groups, the significance values based on the mean (0.117), median (0.137), and trimmed mean (0.115) are all greater than 0.05, indicating no significant difference in variance between the groups. Similarly, when analyzed based on reading interest categories, students with low (B1) and high (B2) reading interest show significance values of 0.144 (mean), 0.129 (median), and 0.143 (trimmed mean), confirming that the data are homogeneous. In the control class, the significance values for students with low and high reading interest are 0.914 (mean), 0.936 (median), and 0.918

(trimmed mean), all exceeding 0.05 and indicating homogeneous variance. Likewise, in the experimental class, the significance values are 0.858 (mean), 0.958 (median), and 0.883 (trimmed mean), which also confirm homogeneity for both low and high reading interest groups. Since all significance values are greater than 0.05, it can be concluded that the assumption of homogeneity of variance is fulfilled across all groups. Therefore, the data are suitable for further analysis using a two-way ANOVA.

Hypothesis Test

Following the completion of data analysis using descriptive statistics and two prerequisite analyses, the subsequent analysis is a two-way ANOVA test used to test the hypothesis. The findings are listed in Table 7.

Table 7. The Result of Two-Way ANOVA

Dependent Variable: Reading Result						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3304.981 ^a	3	101.660	8.526	<,001	.348
Intercept	189970.173	1	189970.173	1470.299	<,001	.968
Method	1496.942	1	1496.942	11.586	.001	.194
Reading_Interest	1135.558	1	1135.558	8.789	.005	.155
Method* Reading_Interest	672.481	1	672.481	5.205	.027	.098
Error	6201.846	48	129.205			
Total	199477.000	52				
Corrected Total	9506.827	51				

R Squared=,348 (Adjusted R Squared=,307)

The research result reveal that the p-value, or significance value of the learning model was 0.001, for the correlation between reading interest level and reading comprehension is 0.005, and for the interaction among the learning method, reading interest, and reading comprehension achievement is 0.027. All of these significant values are below the alpha criterion of 0.05. The corresponding F values are 11.568, 8.789, and 5.205. In addition, the learning method has a significant effect with a large effect size ($\eta^2p = .194$). Furthermore, reading interest also has a large effect ($\eta^2p = .155$), while the interaction between method and reading interest has a moderate effect ($\eta^2p = .098$). These results suggest that students taught with the POSSE strategy performed differently from those in the control group. In addition, low and high students' reading interest demonstrated significant differences in their reading comprehension performance. Moreover, there was an interaction effect among the three variables of the learning method, reading interest, and reading comprehension achievement.

The results of this study show a significant difference in reading comprehension among students taught using the POSSE strategy and those taught using common strategies. It indicates that POSSE significantly improves students' reading skills. This Improvement is due to factors such as cognitive and metacognitive activities contained in the procedure of the POSSE strategy (Englert & Marriage, 1991). In the prediction, include steps for organizing, searching, and summarizing, as well as cognitive activities such as activating prior knowledge, organizing information, and constructing meaning. Meanwhile, in the evaluation step,

metacognitive awareness is activated by encouraging students to supervise and manage their understanding. Earlier research shows that integrating cognitive and metacognitive strategies can assist students in processing texts more actively and control their understanding, thereby improving their reading comprehension (Husna et al., 2025; Pahrizal et al., 2025). Therefore, combining these two processes in the POSSE strategy enhances students' reading comprehension.

Moreover, previous studies have consistently proven the effectiveness of the POSSE Strategy in promoting students' reading comprehension at various levels of education (Al-Zyout & Al-Jamal, 2023; Harisma & Karimah, 2020; Hutauruk et al., 2022; Mertosono et al., 2020; Setiadi, 2019; Swasti, 2018). The results of previous studies have shown that students who have been instructed using the POSSE strategy have better reading comprehension scores and reading attitudes than those who have been instructed using conventional teaching methods. In addition, previous studies have shown that the structured, metacognitive nature of the POSSE strategy assists students in better organize information and comprehending reading materials. Therefore, previous studies have demonstrated the potential of the POSSE strategy to promote students' reading comprehension.

The second finding shows a significant difference in reading comprehension achievement between students with a relatively high interest in reading and those with a lower interest level. The comprehension level of students who are very interested in reading is statistically higher than students who are less interested. This finding supports Schiefele (1991) statement that students with a high interest in a topic typically read a text more effectively, remember more of the important information, and understand what they read better. Furthermore, as noted by Krapp (2002), students who have a high level of interest in learning tend to be engaged in academic work longer than students who have a lower level of interest. Therefore, the theories mentioned above may explain the greater benefits received by this group of readers when engaged in various reading activities implemented throughout this study.

In addition, Research studies have also shown that students with greater interest in reading tend to have better reading skills. This was shown in Fitria's (2019) study, which showed that reading interest had a stronger correlation with reading comprehension among eighth graders than other sponsor levels, which means that such students who have an interest in reading tend to grasp more meaning of what they read. Kurniati et al. (2023) have also pointed out that reading interest and comprehension have a moderate correlation, which indicates that as students enhance their reading interest, they are able to better process and understand the material. Alfatihah and Tyas (2022) showed the same results, whereby undergraduate students who had a greater interest in reading performed better than the other students who had less interest in reading in the comprehension tests. In conclusion, regardless of age and level of education, the studies emphasize the fact that there is a direct relationship between reading interest and reading comprehension among students. Thus, it is clear that interest in reading is one of the main affective contributors to students' success in reading.

Furthermore, this study's findings show a significant interaction between the strategy used and students' reading interest in their reading comprehension. These findings indicate that the POSSE strategy provides greater benefits than teacher strategies for students who are highly

interested in reading. In other words, although POSSE helps all students learn better, its impact is greater when students are actively engaged or interested in reading. This interaction is consistent with the view of (Klingner et al., 2007) who mentioned that comprehension is the result of a combination of reader characteristics (e.g., interest, motivation, prior knowledge) and teaching strategies. The findings indicate that motivation and strategy-based teaching collaboratively yield substantial benefits, suggesting that optimal comprehension is achieved through the integration of effective methods and heightened student engagement.

In line with this interaction effect, the present findings further indicate that the effectiveness of the POSSE strategy is very affected by students' level of reading interest. Students who have a high interest in reading as a learning activity generally earn higher grades because their passion and intrinsic motivation prompt them to engage with the tasks and processes involved in reading, such as making predictions, organizing information, and evaluating comprehension. Intrinsic motivation encourages students to consistently apply cognitive and metacognitive strategies, resulting in deeper text processing and better (Guthrie et al., 2004; Öztürk & Aydogmus, 2021). Conversely, students with low reading interest show less than optimal engagement in applying the POSSE stages, especially in monitoring and reflecting on their understanding. Although these strategies are structured, low motivation prevents the cognitive and metacognitive benefits from being maximized, resulting in less significant improvements in reading comprehension.

The main contribution of this study is the use of the POSSE strategy in a factorial design with junior high school students learning a foreign language, which is rarely used in reading instruction research. Previous studies on the use of the POSSE strategy generally analyze it as a single independent variable; this study expands on this by using a two-way ANOVA analysis to evaluate the effects of experimental treatment using teaching strategies, reading interest, and the interaction between these two variables on reading comprehension. Furthermore, this study contributes to the literature by evaluating the POSSE strategy across two genres central to the Indonesian junior high school curriculum: recount and narrative texts. There are a few studies that have examined both genres in the same study. This study provides evidence supporting previous research findings on significant differences between students taught using the POSSE strategy and those not taught using it, as well as between students with high and low reading interest levels. The interaction between the two teaching strategies and reading interest also produced a significant interaction effect in the data. In conclusion, this study's contribution to understanding the interaction between teaching strategies and affective factors related to reading comprehension outcomes highlights the methodological strength of this study.

The findings of this study are impressively theoretical and practical, and they work well with the study's empirical contributions. From the theoretical perspective of this study, these results verify that combining motivational factors (i.e., interest in reading) with metacognitive strategies (i.e., POSSE) can impact reading comprehension. Thus, the findings in this study advance the theory of reader-centered strategic instruction, which can significantly enhance students' comprehension of the text. From a practical perspective, these findings demonstrate that POSSE is an effective way to increase students' involvement in learning, achieve reading objectives, and learn to read in English as a Foreign Language. The steps within this strategy

are designed to provide teachers with an organized, step-by-step framework. This enables teachers to work with students regardless of ability level, therefore an essential addition to secondary education reading comprehension instruction.

CONCLUSION

In conclusion, this study illustrates the advantages of POSSE in increasing junior high students' reading comprehension when applied within a factorial design. Research indicates a significant relationship between teaching strategies and reading interest, improving learning outcomes. The results of this study support that the POSSE strategy produces higher comprehension scores than the strategies commonly used by teachers, and that students with a high interest in reading will have significantly higher comprehension scores than students without a high interest in reading. Furthermore, this study shows that Strategy-Based Metacognitive Instruction will be more effective when combined with Student Affective Factors. Empirical Evidence supporting the relationship of teaching strategies and students' reading interests on the comprehension of Recount and Narrative Texts (Two of the Primary Genres in the English as a Foreign Language Curriculum) has been missing from past Research and this study fills that gap. Practically, these findings support that POSSE is a structured and adaptive strategy that can increase student engagement and support a wide range of proficiency levels. Future research could expand this work by exploring additional learner variables, investigating long-term effects, or applying a similar factorial design to other text genres and different proficiency levels.

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