

The Effect of POSSE Strategy on EFL Students' Writing Rope

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تأثير استراتيجية (التنبؤ، التنظيم، البحث، التلخيص، التقييم) على سياق الكتابة لدى دارسين اللغة

الإنجليزية لغة أجنبية

ساهرة علي حسين

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Abstract

This study investigates the effect of the POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy on the writing proficiency of English as a Foreign Language (EFL) students, framed within the theoretical model of the Writing Rope. A quasi-experimental design was employed with a sample of sixty fifth-grade preparatory female students in Tikrit City, divided into an experimental group (n=30) taught using the POSSE strategy and a control group (n=30) taught via conventional methods. Both groups have been equalized in their age, the parents' educational level, and their degrees in English language subjects in the previous grade of the academic year 2023-2024. A posttest was administered to assess overall writing rope performance and the specific components of the Writing Rope: text structure, critical thinking, and writing craft. The test consists of five questions with its branches have been developed and tested, the reliability achieved, and extended to the two sample classes. Results showed that there is a statistically significant difference in the mean scores of the posttest between the experimental group (M=84.40) and the control group (M=64.10) in the favour of experimental group. Furthermore, a one-way ANOVA showed significant differences in the experimental group's performance across the three Writing Rope components, with the highest mean score in text structure, followed by critical thinking and writing craft. The study concludes that the POSSE strategy is an effective instructional tool for enhancing EFL writing rope, particularly in strengthening foundational organizational and critical thinking skills.

Keywords: POSSE Strategy, Writing Rope, Text Structure, Critical Thinking, and Writing Craft

المستخلص

تهدف هذه الدراسة إلى ايجاد أثر استراتيجية (التنبؤ، التنظيم، البحث، التلخيص، التقييم) على الكفاءة الكتابية لطالبات اللغة الإنجليزية لغة أجنبية، وذلك في إطار النموذج النظري لحبل الكتابة. تم استخدام تصميم شبه تجريبي على عينة مكونة من ستين طالبة من الصف الخامس الإعدادي في مدينة تكريت، قُسمن إلى مجموعة تجريبية (ع=30) دُرست باستخدام استراتيجية (التنبؤ، التنظيم، البحث، التلخيص، التقييم) ومجموعة ضابطة (ع=30) دُرست بالطرق التقليدية. وقد تم مكافئة المجموعتين في متغيرات العمر، المستوى التعليمي للوالدين، ودرجاتهن في مادة اللغة الإنجليزية للعام الدراسي السابق ٢٠٢٣-٢٠٢٤. تم تطبيق اختبار بعدي لتقييم الأداء الكلي لحبل الكتابة والمكونات الخاصة به وهي: البنية النصية، التفكير النقدي، وحرفة الكتابة. يتكون الاختبار من خمسة أسئلة مع فروعها، وتم تطويره واختباره، وضمنت ثباته، ثم طُبّق على عيّنتي الدراسة. أظهرت النتائج وجود

فرق ذي دلالة إحصائية في متوسط درجات الاختبار البعدي بين المجموعة التجريبية (م=٨٤.٤٠) والمجموعة الضابطة (م=٦٤.١٠) لصالح المجموعة التجريبية. علاوة على ذلك، أظهر تحليل التباين الأحادي وجود فروق ذات دلالة إحصائية في أداء المجموعة التجريبية عبر المكونات الثلاثة لحبل الكتابة، حيث سجلت البنية النصية أعلى متوسط درجات، يليه التفكير النقدي ثم حرفة الكتابة. تخلص الدراسة إلى أن استراتيجية (التنبؤ، التنظيم، البحث، التلخيص، التقييم) تُعد أداة تعليمية فعالة لتعزيز حبل الكتابة لدى متعلمي اللغة الإنجليزية لغة أجنبية، وخاصة في تقوية المهارات الأساسية التنظيمية ومهارات التفكير النقدي. الكلمات المفتاحية: استراتيجية POSSE، سياق الكتابة، بنية النص، التفكير النقدي، و حرفة الكتابة.

1. Statement of the problem

English as a Foreign Language (henceforth; EFL) students often face significant challenges in developing strong writing skills. Writing is a complex cognitive process that requires mastery of multiple components, including text structure, critical thinking, and writing craft (Graham & Perin, 2007). The Writing Rope model, adapted from Scarborough's Reading Rope (2001), conceptualizes writing as an interwoven set of skills, including transcription (spelling, handwriting), text structure (organization, coherence), syntax, semantics, and critical thinking (Graham & Harris, 2018). Despite various instructional strategies, many EFL students struggle to integrate these components effectively, leading to weak writing proficiency. One potential solution is POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy, a structured strategy designed to enhance reading comprehension and writing skills (Englert & Mariage, 1991). While POSSE has been primarily used in reading instruction, its application in writing particularly in scaffolding text structure, critical thinking, and writing craft remains underexplored in EFL contexts. EFL students often exhibit difficulty in organizing ideas logically, constructing coherent arguments, and employing critical thinking in their writing (Hyland, 2016). These challenges stem from several factors for instance, first; lack of explicit instruction in text structure many EFL writing courses focus on grammar and vocabulary rather than teaching students how to structure essays effectively (Ferris & hedgcock, 2014). Without a clear understanding of organizational frameworks (e.g., thesis statements, topic sentences, transitions), students produce disjointed texts. Second, weak critical thinking skills EFL students frequently struggle with analyzing, synthesizing, and evaluating information, which are essential for argumentative and academic writing (Atkinson, 1997). Cultural and educational differences may further inhibit their ability to engage in critical discourse (Ramanathan & Atkinson, 1999). Third, insufficient writing craft development. Writing craft encompasses stylistic elements such as word choice, sentence variety, and rhetorical strategies. Many EFL students rely on formulaic expressions, leading to monotonous and unconvincing writing (Kroll, 2001). Given these challenges, there is a pressing need for instructional strategies that systematically address text structure, critical thinking, and writing craft in an integrated manner. The POSSE strategy, originally developed to improve reading comprehension through metacognitive scaffolding (Englert & Mariage, 1991), can be adapted for writing instruction. The steps such as (Predict) in which students anticipate the structure and content of their writing. (Organize) they outline their ideas using graphic organizers or frameworks. (Search) they gather and evaluate relevant information. (Summarize) they synthesize key points into a coherent draft. (Evaluate) they revise their work for clarity, coherence, and critical depth. This structured strategy aligns with the Writing Rope's emphasis on text organization, critical analysis, and rhetorical refinement. However, empirical research on POSSE's effectiveness in EFL writing instruction remains scarce. While several studies have explored writing strategies such as process writing (Flower & Hayes, 1981), genre-based approaches (Hyland, 2007), and cognitive strategies (Graham & Harris, 2000), few have examined metacognitive strategies like POSSE in EFL writing contexts. Additionally, most existing research focuses on native English speakers or advanced EFL students, neglecting intermediate-level students who need structured scaffolding (Zhang, 2013). Furthermore, while Writing Rope provides a theoretical framework for understanding writing development, few studies have applied it to evaluate instructional strategies like POSSE.

1.2 Aims of the Study

This study aims at:

1. Finding out the role of POSSE strategy in EFL students' writing rope.
2. Finding out the role of POSSE strategy in EFL students' writing rope components: text structure, critical thinking, and writing craft.

1.3. Hypotheses of the Study

The hypotheses of the current study are:

1- There is no statistically significant difference between the mean scores of the experimental group, which is taught by using POSSE strategies and that of the control group which is taught by using the conventional method on writing rope in the posttest.

2- There are no statistically significant differences in the mean scores of the experimental group in writing rope components: text structure, critical thinking, and writing craft in the posttest.

1.4 Limits of the Study

The study is limited to:

1. EFL students at fifth Grade at Al-Qabas Preparatory School for Girls in Al-Alam District, Tikrit City who are studying **English for Iraq** (5th Preparatory/Students' Book and Activity Book), units five, six, and seven. During the academic year 2024–2025.
2. Using POSSE strategy as a writing strategy.

1.5 Value of the Study

The current study is expected to be valuable to EFL preparatory school students, teachers and curriculum designers as follows:

1. **For curriculum designers**, this study helps curriculum designers who aim to incorporate evidence-based, collaborative learning strategies (e.g., POSSE) into EFL writing materials to support teachers in implementation.
2. **For teachers**, the study helps teachers of EFL who seek to shift from traditional, rule-based instruction to more interactive, scaffolder approaches like the POSSE strategy to enhance students' writing proficiency.
3. **For EFL learners**, the study sheds the light on the benefit of the POSSE strategy which encourages students to Predict and Organize their ideas before writing, the pre- writing phase promotes students to clarify their thought and enhances comprehension.
4. **For EFL researchers**, the study helps EFL researchers who investigate innovative strategies for improving writing skills, particularly through metacognitive and peer-supported techniques.

2.1 Theoretical Background

2.1.1 Concept of POSSE Strategy

The POSSE strategy is a structured cognitive teaching strategy designed to enhance language learning by systematically developing reading comprehension and writing skills. Originally developed by Englert and Mariage (1991) to support students with diverse learning needs, this five-step metacognitive framework has been effectively adapted for foreign language students to improve both receptive and productive language skills. The POSSE strategy is underpinned primarily by cognitive and metacognitive learning theories. These theories focus on the mental processes involved in learning, such as thinking, understanding, organizing, and self-regulating learning activities. The strategy's steps, Predict, Organize, Search, Summarize, and Evaluate encourage learners to engage actively with the text, use prior knowledge, and reflect on their comprehension, which aligns with the principles of cognitive psychology. According to Paul (2007, p.666) POSSE strategy serves to teach students a sequence of steps that can help them to maximize their acquisition and retention of curricular material.

2.1.2 Concept of Writing Rope

The Writing Rope is an instructional framework organizes writing skills into five components that are interconnected strands, each essential for proficient writing: critical thinking, syntax, text structure, writing craft, and transcription skills. Developed by Joan Sedita (2019), founder of Keys to Literacy, the model is inspired by Hollis Scarborough's Reading Rope (2001), which illustrates the complexity of reading comprehension. Similarly, the Writing Rope breaks down writing into five critical strands, emphasizing that effective writing instruction must integrate all components systematically (Sedita, 2019). The Writing Rope uses the metaphor of a rope made of multiple intertwined strands to represent the different skills required for writing. Just as a single weak strand can compromise the strength of a rope, a deficiency in any writing component can hinder overall writing proficiency. The model highlights that writing is not a singular ability but a dynamic interaction of cognitive, linguistic, and mechanical processes (Graham & Harris, 2005).

2.1.3 Components of Writing Rope

The Writing Rope consists of three components, each contributing to the overall writing proficiency of a student. These components are:

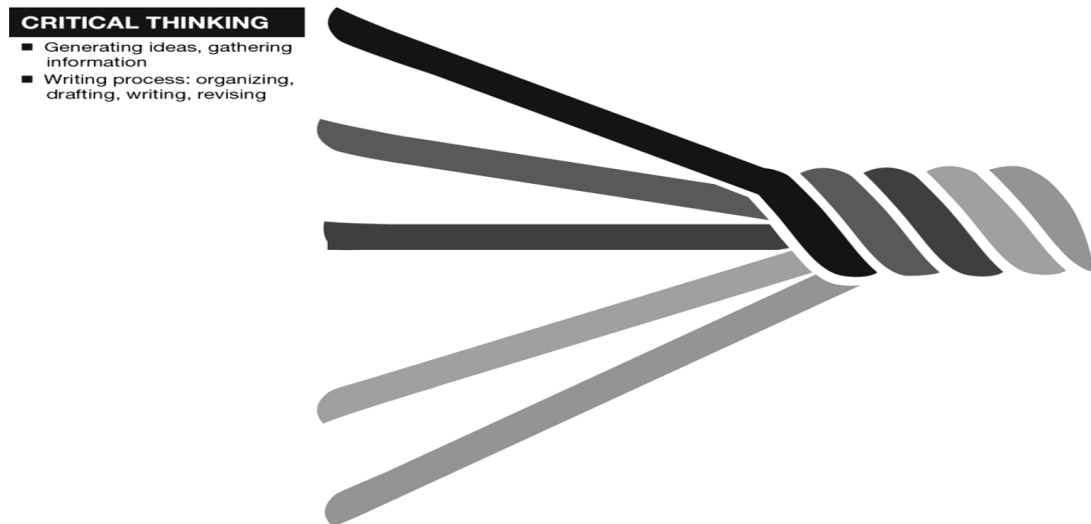
2.1.3.1 Critical Thinking Strand

This component draws significantly on critical thinking and executive function skills, as well as the ability to develop background knowledge about a writing topic. Students engage in critical thinking as they reflect on what they want to communicate through their writing. If they are composing an informational or opinion/argument

piece, they will need to incorporate comprehension skills to gather information from sources. Writing tasks related to this component include writing summaries, writing personal responses to narrative text, writing responses to prompts based on sources, and research-writing tasks (Sedita, 2019b). This component also includes awareness of the writing process, the stages of which were first identified by Hayes and Flower (1980) as pre-writing, text production, revising, and editing. Sedita (2013) proposed a model that includes four stages: Think, Plan, Write, Revise. For the Think stage, students benefit from explicit instruction on brainstorming strategies and skills for gathering information from written and multimedia sources, such as notetaking. They also need to learn planning strategies for organizing their thoughts, including the use of pre-writing graphic organizers. Students need to be metacognitive (thinking about their thinking) and purposeful about working recursively through the stages of the writing process, and they benefit from explicit instruction in revising and editing strategies.

Figure 1

Critical Thinking (NGA/CCSSO, 2010).

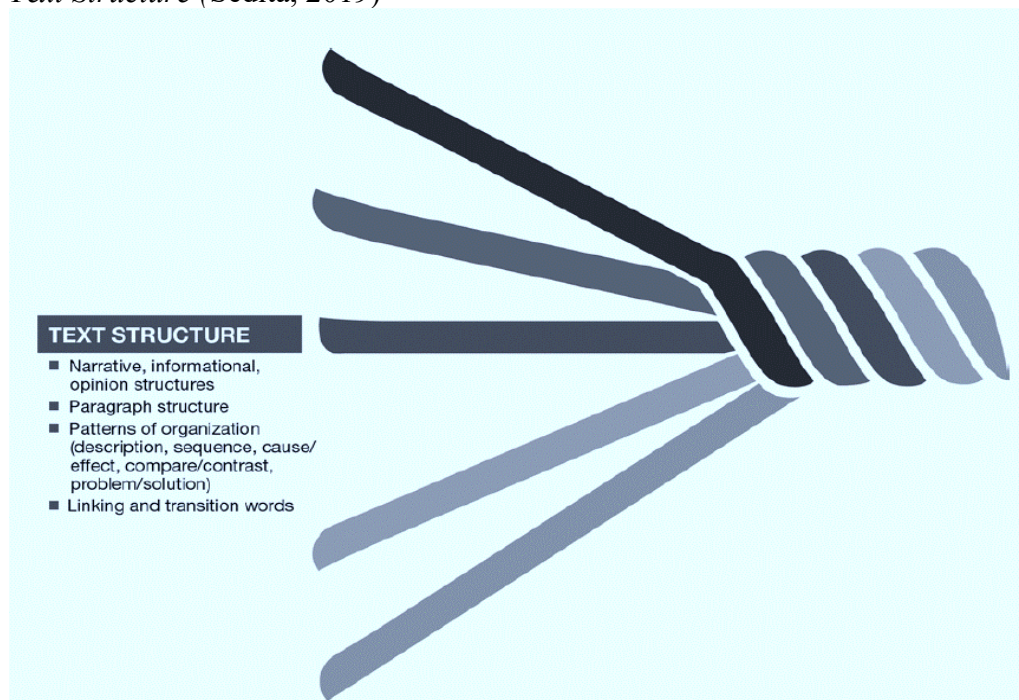


2.1.3.2 Text Structure

Text structure refers to the organizational patterns used to arrange information logically within a whole text. It is the architectural blueprint that gives writing its form and purpose, guiding the reader through the author's reasoning. Common structures include narrative (chronological order), descriptive, compare/contrast, cause/effect, and problem/solution. Mastery of text structure is vital for both reading comprehension and writing proficiency (Sedita, 2019).

Figure 6

Text Structure (Sedita, 2019)

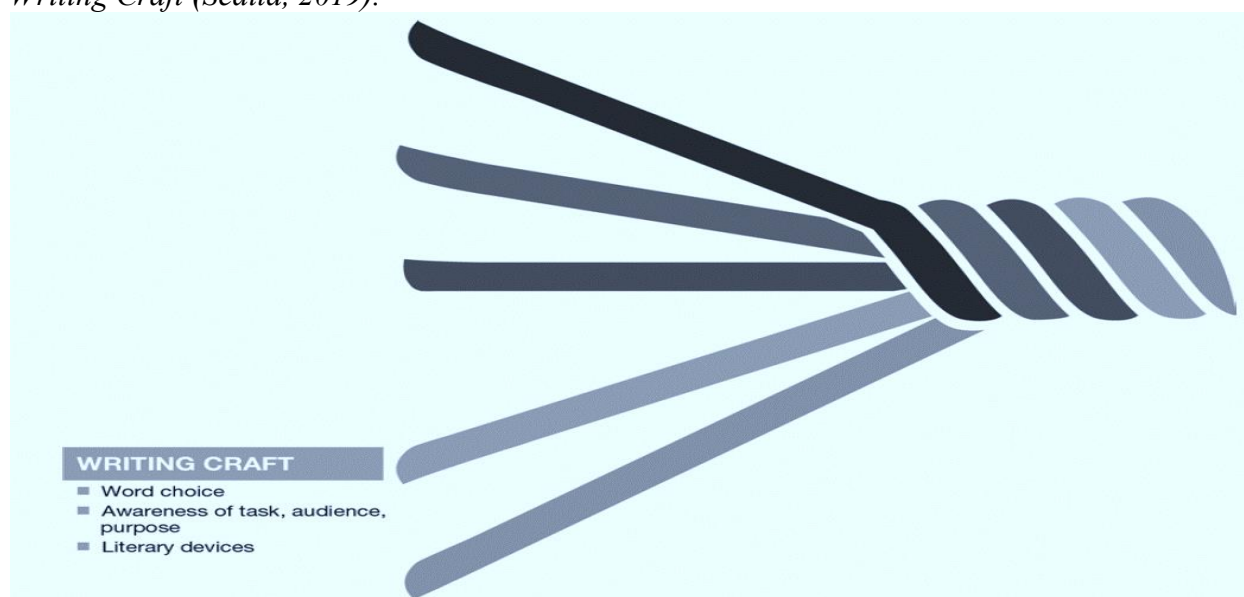


2.1.3.3 Writing Craft

Among all the components in Joan Sedita's "Writing Rope" model, "Writing Craft" is perhaps the most nuanced and artistic. It transcends the foundational mechanics of transcription and the structural frameworks of syntax and text organization. Writing Craft is the application of deliberate, stylistic choices that elevate writing from a mere conveyance of information to a compelling and memorable experience for the reader. At the heart of craft is word choice (diction). Precise and powerful diction involves selecting the word that carries the exact connotation, tone, and nuance intended by the author. This moves beyond a strong vocabulary to a discerning sense of audience and purpose. A scientific paper demands technical, objective language, while a poem thrives on evocative, sensory, and figurative words (Sedita, 2019). Closely tied to diction is sentence fluency. This refers to the rhythm, flow, and variety of sentences within a text. Crafting fluent prose involves alternating sentence lengths using short, punchy sentences for impact and longer, more complex ones for elaboration and description to create a pleasing cadence. It avoids monotonous patterns and ensures sentences connect logically, guiding the reader effortlessly from one thought to the next. This auditory quality of writing is what makes it pleasing to read aloud (Fletcher, 2011).

Figure 10

Writing Craft (Sedita, 2019).



3.0 Methodology

3.1 Experimental Design

The experimental design is the proposal according to which the experimental group is selected (Cook, 1967).

Table 1

Experimental Design

Groups	Pretest	Independent variable (Treatment)	Dependent variable	Posttest
Experimental	Students Performance of Writing	POSS Strategy	Writing Rope	Students Performance of Writing Rope
Control		Conventional Method		

3.2 Population and Sampling

3.2.1 Population

The population is the group to which a researcher generalize the study's findings (Gay and Geoffrey, 2010). The population of the current study consists of EFL Preparatory students of the fifth scientific stage for girls in Tikrit City during the academic year 2024-2025. The total population number of fifth grade students' is 430 girls distributed into eight preparatory schools for girls in Tikrit City as shown in Table 2.

Table 2

Population of the Study

No.	Preparatory School	Number
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1.	Al-Elm Preparatory School for Girls	50
2.	Al-Kharjah Preparatory School for Girls	43
3.	Al-Hikma Girls' Secondary School	65
4.	Antakya Preparatory School Girls'	36
5.	Shaheed Sajer Preparatory School Girls'	40
6.	Al-Arjuwan Preparatory School for Girls	67
7.	Al-turath Araby Preparatory School for Girls	54
8.	Al-Qabas Preparatory School for Girls'	75
Total		430

3.2.2 Sample

Lehmann and Mehrens (1971) define sample as a smaller number of elements selected from a population that is hopefully representative of that population. The whole population of the present study includes seventy-five students at Al-Qabas Preparatory School for Girls in Tikrit City, Salah Al-Deen, during the academic year 2024-2025. The students are grouped into three sections: (A, B and C). Sections (A) and (B) have been randomly selected to be the experimental and control groups whose total number is seventy-five. Section (A) consists of thirty-seven students while section (B) consists of thirty-eight students. Seven students are excluded from section (A) and eight students are excluded from section (B). Fifteen of those students are employed for the pilot study. Thus, thirty students have been selected from section (A) as an experimental group and thirty students from section (B) as a control group. Therefore, the total number of the involved sample is sixty who represent 80.00 percent of its original population, as shown in Table 3.

Table 3

The Population and Sample of the Study

Groups	No. of Population	No. of Pilot Students	No. of Sample Students
Experimental	37	7	30
Control	38	8	30
Total	75	15	60

3.3 Instrument of the Study

The same instruments are applied to the two groups, i.e. the posttest of writing rope. Thus, the variable is also controlled in this study.

3.4 Construction of the Posttest

In order to measure the level of success of the experiment; the instrument includes preparing a posttest. Mcnamara (2000) describes that the achievement tests are limited to specific material covered in a curriculum within a question. It can help as assign of features that a student's needs to work on in the future. The primary role of an achievement test is to determine the achievement of course objectives at the end of the period of instruction.

Table 4

The Specifications of the Contents, Behavioral objectives, Bloom's Taxonomy, Items and Marks of the Posttest

No. of Questions	Content	Behavioural objectives	Bloom's Taxonomy	No. of Items	Marks
Q1/A	Write paragraphs in form of (narrative/information/opinion structures), problem/solution.	To identify students' Ability to express their ideas clearly and effectively in writing and recognize the kinds of writing	Creativity/ Inferring/ Constructs/ to create new paragraphs about the given topics.	3	24 M

Q1/B	Paragraph structure	To justify students' comprehension	Analyzing, evaluating, understanding, creating	1	5 M
Q1/C	Paragraph structure	To measure students' ability in inferring.	Analyzing, evaluating, understanding, creating.	1	5 M
Q1/D	Linking and transitions words	To Connect and choose the suitable connectors and linking words.	Understanding , applying	6	6 M
Q 2	Write an essay (use questions to generate ideas about the topic)	To identify students' writing abilities and generating ideas.	creativity, composing,	1	15 M
Q3	Patterns of organization Writing process	To recognize student's abilities in creating and organizing a story	Creativity, construction, composing a story	1	15 M
Q4/ A	Words choice, awareness of task	To identify student's abilities in word form, passive voice tense.	Practice constructs, creates, synthesis	7	14 M
Q4/B	Literary devices	To identify student's recognition of literary device.	Understanding , inferring.	1	6 M
Q5	Patterns of organization, literary devices	To identify the student's writing descriptive paragraph.	Create, evaluate, constructs	1	10
				22	100

3.5 Validity of the Achievement Posttest

Validity is the extent to which deductions made from assessment results which are suitable, useful, and meaningful in terms of the objectives of the assessment (Gronlund, 1970).

3.5.1 Face Validity

A test is said to be valid if it measures what it claims to measure (Al- Hamash and Younis, 1975). Face validity refers to the degree to which a test looks right and tests the knowledge and abilities it claims to test (Mousavi, 2009).

3.5.2 Content Validity

Davies (1968, p.32) claims that "content validity signalizes the notion between test content and curriculum objectives." The content analysis of the test items is based on Bloom's Taxonomy of cognitive domains to state

the behavioral objectives. The cognitive domain begins with the lower level of cognition and ends with the higher level of cognition which is evaluation.

3.6 Reliability

Reliability, which is defined as the consistency or stability of the scores values that an instrument formulates, is one of the fundamental qualities of a successful instrument (Bruton et al., 2000). Internal consistency, and inter-rater, are the two types of reliability that are considered in the current study. The consistency with which the same students consistently provide the same results is referred to as reliability.

3.7 Analysis of the Posttest Items

3.7.1 Difficulty Level of the Posttest

The difficulty level is specified as the ratio of the students who replied correctly to each item (Rosas, 2000). The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown and Abeywickrama, 2010). It was found that the current test items' DL ranges from (0.27) to (0.71).

3.7.2 Discrimination Power of the Posttest

It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown and Abeywickrama, 2010). The results obtained indicate that the test item discrimination power ranges from (0.29) - (0.50), which is acceptable for posttest item.

3.7.3 Final Administration of the Posttest

After verifying the pilot administration, the validity and reliability, the posttest is administrated to two groups, experimental and control. The post-test exam was held on April 21, 22, and 23 during 2025. Due to the exam's length, it was administered over three consecutive days with a 45-50 minute time limit each day. The researcher has distributed the test papers to the intended testees and ask them to read the instructions of the questions carefully. At the end of that time, all the test papers have been collected to be scored according to the designed scoring scheme.

4.1 Analysis of Data

4.1.1 Results Related to the First Hypothesis

To find out if there is any significant difference between the mean scores of the experimental group and that of the control group in the posttest, all mean scores are obtained and compared. Statistics show that the mean scores of the experimental groups are 84.40 and that of the control group is 64.10. By using the t-test formula for two independent, the calculated t-value is found to be 8.262, while the tabulated t-value is found to be 2.00 at the degree of freedom 58 and level of significance (0.05). This means indicate that there is a significant difference between the achievement of the two groups and in favour of the experimental group. Thus, the first hypothesis which states that "there is no statistically significant difference between the mean scores of the experimental group, which is taught by using POSSE strategy and that of the control group which is taught by using the conventional method of the writing rope in the posttest" is rejected, as shown in Table 5.

Table 5

Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Posttest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	84.40	10.37	Calculated	Tabulated	58	0.05
CG.	30	64.10	8.56	8.262	2.00		

4.1.2 Results Related to the Second Hypothesis

A one-way ANOVA is used to determine whether or not there are any significant differences between the mean scores of the writing rope components. The one-way analysis of variance is used, as shown in Table 6.

Table 6

One-Way Analysis of Variance (ANOVA) Among the Writing Rope Components

Variables	Sum of Squares	DF	Mean Square	F-value		Sig.
				Calculated	Tabulated	
Between Groups	173.600	2	86.800	4.979	3.10	0.05
Within Groups	1516.800	87	17.434			

Total	1690.400	89				
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Table 14, shows that the calculated f-value value 4.979 is higher than the tabulated f-value 3.10 at the DF = 2, 87 and 0.05 level of significance. This indicates that there is a significant difference in the mean scores of the experimental group in writing rope components.

Table 7

Comparisons of Means (Scheffe^a)

Variables	N	Subset for alpha = 0.05	
		1	2
Writing Craft	30	26.86	
Critical Thinking	30	27.46	27.46
Text Structure	30		30.06
Sig.		0.857	0.060
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 30.			

The comparison of means indicates that the mean scores for writing craft, critical thinking, and text structure are 26.86, 27.46, and 30.06, respectively, with a harmonic mean sample size of 30. The results show a significant difference in the mean scores across writing rope components within the experimental group and in the favour of critical thinking and text structure components.

Therefore, the second hypothesis which states “There are no statistically significant differences in the mean scores of the experimental group in writing rope components: text structure, critical thinking, and writing craft in the posttest” is rejected.

4.2 Discussion of Results

The results from the statistical analyses provide strong and consistent evidence that the intervention had a significant positive impact on the experimental group's overall writing performance and led to notable variations in their mastery of different writing rope components. The most compelling evidence for the intervention's success is found in the rejection of the *(first hypothesis)*. The significant difference in the posttest mean scores between the experimental group (84.40) and the control group (64.10), supported by a highly significant t-value (8.262), unequivocally demonstrates that the instructional methods applied to the experimental group were substantially more effective in improving overall writing performance than the traditional methods used with the control group. This finding establishes a strong foundation for the claim that the intervention positively influences writing achievement. Beyond the overall improvement, the study delved deeper to understand how the intervention affected the specific, interconnected strands of the Writing Rope. The rejection of the *(second hypothesis)* confirms that students' performance was not uniform across the three major components. The Scheffé test reveals a performance hierarchy: students scored highest in Text Structure (30.06), followed closely by Critical Thinking (27.46), and then Writing Craft (26.86). This gradient suggests that the intervention may have been particularly potent in teaching the organizational and ideational frameworks of writing before the more nuanced, stylistic elements. The provided studies, while predominantly focused on reading comprehension, offer compelling, indirect evidence for the potential efficacy of the POSSE (Predict, Organize, Search, Summarize, Evaluate) strategy in enhancing key strands of the EFL "writing rope." The collective findings suggest that POSSE's structured approach directly fosters skills that are foundational to proficient writing. Finally, the research underscores POSSE's significant role in developing students' understanding of **text structure**. Alyatim et al. (2020) and Al Sultan (2023) explicitly note that the strategy helps students comprehend how expository texts are organized. This metatextual awareness is a critical prerequisite for writing, as students must understand generic conventions (e.g., the three-part structure of a recount or analytical exposition text, as seen in Loca, 2016, and Laeli & Prastiwi, 2023) to produce them effectively. By predicting and organizing ideas before reading, students internalize frameworks they can later emulate in their own writing.

5.1 Conclusions

The following conclusions are drawn in the light of the results of the study:

1. The POSSE Strategy Significantly Improves Overall Writing Performance: The intervention led to a substantial and statistically significant increase in the overall writing achievement of the experimental group compared to the control group, as evidenced by the higher posttest mean score.

2. Differential Impact on Writing Rope Components: The strategy did not affect all components of the Writing Rope equally. A clear hierarchy of effectiveness was established, with the most significant impact on Text Structure, followed by Critical Thinking, and then Writing Craft.
3. Superior Development of Text Structure Skills: The POSSE strategy was most effective in teaching text structure. Students demonstrated a strong ability to grasp and apply macro-level organizational frameworks, such as narrative, informational, and opinion structures.
4. Hierarchical Mastery Within Text Structure: Mastery of text structure components followed a logical sequence from larger to smaller elements. Students excelled most in overall genre structure, followed by paragraphing, then patterns of organization, and finally, the use of transition words, which was the most challenging sub-skill.
5. Effective Enhancement of Ideation and Organization: Within the Critical Thinking component, the strategy was particularly successful in helping students generate ideas and then structure them logically, indicating a strengthening of the core cognitive processes necessary for writing.

5.2 Recommendations

Based on the findings of this study, the following recommendations can be made:

1. Adopt and Integrate the POSSE Strategy: Educational institutions and EFL instructors should strongly consider adopting the POSSE strategy as a core component of their writing curriculum, given its proven effectiveness in significantly improving overall writing achievement.
2. Maintain a Balanced Instructional Focus: While celebrating success in text structure and ideation, instructors should consciously allocate time and resources to all strands of the Writing Rope to ensure balanced writing development, preventing significant gaps in any one area.
3. Provide Targeted Support for Weaker Components: Design specific instructional modules and exercises that provide additional, explicit practice in the components where performance was relatively lower, namely Writing Craft (especially literary devices) and Clarity & Purpose within critical thinking.
4. Leverage Strengths to Bridge Gaps: Use students' strong skills in Word Choice and Generating Ideas as a foundation.
5. Sequence Instruction to Reflect the Hierarchy of Mastery: Structure writing lessons to mirror the natural learning hierarchy revealed in the text structure results.

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