



The Effect of Fix-Up Strategy to Students' Reading Comprehension

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Abstrak

Penelitian ini membahas tentang kemampuan pemahaman bacaan siswa SMA Swasta Swadaya Pulau Rakyat. Penelitian ini dilakukan untuk mengetahui apakah penggunaan strategi fix-up dan konvensional berpengaruh signifikan terhadap kemampuan membaca pemahaman. Penelitian ini menggunakan penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas X SMA Swasta Swadaya Pulau Rakyat dan diambil sebagai sampel dengan menggunakan sampling jenuh. Siswa kelas X IIS-2 sebagai kelompok eksperimen diajari fix-up strategy. Penelitian ini menggunakan pre-test and post-test control group design, dilakukan dengan menggunakan pre-test dan post-test di setiap kelas. Instrumen data yang terkumpul dianalisis dengan menggunakan rumus Mann Whitney. Penelitian ini menemukan bahwa penggunaan strategi fix-up berpengaruh signifikan terhadap kemampuan membaca pemahaman. Hal ini dapat dibuktikan dengan hasil analisis yang menunjukkan bahwa Mean kelompok eksperimen lebih tinggi dari rata-rata kelompok kontrol atau $88,6 > 78,4$. Jadi, H_a diterima, dengan kata lain penggunaan strategi fix-up lebih efektif dan signifikan dibandingkan dengan menggunakan strategi konvensional.

Kata Kunci: *Fix-Up Strategy, Membaca Pemahaman, Teks Naratif*

Abstract

This research dealt with the students' ability of SMA Swasta Swadaya Pulau Rakyat reading comprehension ability. The research was conducted to find out whether the using of fix-up strategy and conventional has significant influence in reading comprehension n ability. This research used quantitative research. The Population of this research was the Grade X SMA Swasta Swadaya Pulau Rakyat and were taken as sample using saturation sampling. The students at Grade X IIS-2 as experimental group were taught fix-up strategy. This research used pre-test and post-test control group design, it was conducted by using pre-test and post- test in every class. The instrument for collected data was analyzed by using Mann Whitney formula. The research found that using of fix-up strategy has significant effect in reading comprehension ability. it can be proved by result of the analysis showed that Mean of experimental group was higher than mean of control group or $88,6 > 78,4$. So, H_a accepted, in other words the using of fix-up strategy more effective and more significant than using conventional strategy.

Keywords: *Fix-up Strategy, Reading Comprehension, Narrative Text*

INTRODUCTION

English is the international language. For most people in this world English is very important, because with English we can communicate with our

friends from other countries, by learning English we can get more information and knowledge. Skill is the combination of ability, knowledge, and experience that enables a person to do something well. In English, there are four major skills such as speaking, listening, writing and reading. That there are eight principles of teaching, reading, namely; exploit the reader's background knowledge, build a strong vocabulary base, teach for comprehension, work on increasing reading rate, teach reading strategies, encourage students to transform strategies into skills, build assessment and evaluation into your teaching and strive for continuous improvement as a reading teacher.

Reading is one of the language skills that the students need to learn, especially the students at Senior High School. Students need to read as much as they can in their spare time in order to gain information and knowledge for their own benefit. Reading can develop the students' skill, such as understanding words, sentences, and paragraphs in the text to understand critical and evaluative the entire contents of reading. On the other hand, there was a visual activity in reading such as series of eyes movements in following lines of the text concentration of vision in words and groups of words, reviewing words and groups of words to obtain an understanding of reading.

There are many strategies that students can use in reading a text, one of which is the fix-up strategy. According to Indasari (2012:2), fix-up strategy is a strategy which can help the student understand the message of the text when they get stuck with certain words or certain sentences. When the teacher applied fix-up strategy, the teacher prepared fix up options which included previewing, predicting, reading, visualizing, making an inference, asking and answering new question to make the students understand their comprehension.

Based on pre-observations, the research it was found that the students at Grade X of SMA Swasta Swadaya Pulau Rakyat had a problem in reading. Students' reading comprehension is still low. This can be seen from the students' reading achievement. There are more than half of students who get reading scores below the KKM. In addition, there are also some problems in students' reading comprehension. such as, students' reading interest is still low, the students have difficulties comprehend narrative texts, comprehend sentences, finding the meaning of sentences or simply comprehend the outline of the contents of the text, students also not understand the meaning of words in narrative texts or students' lack of student mastery in English vocabulary. Therefore, Students cannot find the given message in the narrative text. Students need a lot of time to understand the text, they do not take the opportunity to read the English text, either at home or at school during English lessons. That's why students have difficulty in doing the exercises. Therefore we need the right strategy to overcome all these problems. The findings of this study will answer the question, to find out whether or not there was any significant effect of using fix-up strategy on

students' reading comprehension in narrative text at grade X of SMA Swasta Swadaya Pulau Rakyat 2021/2022 academic year.

Review of Literature

According to (Nunan, 2003) Reading is one of the skills in English that makes people get information from what they read to be able to reach understanding. Reading is the fluid process of readers combining information from the text and their own background knowledge to construct meaning. However, some people argue that understanding is more difficult than just reading for comprehension. Actually reading skills are very important for students such as; students can get information from reading, students can increase their knowledge and can enlarge their way of thinking by reading any text. Therefore, students must have reading skills to add information and enrich their knowledge (Suhermanto, 2019).

Reading is the receptive skill, meaning that the way in which people extract meaning from the discourse they see. Also, Patel and Jain stated that reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and comprehension skill.

Based on the definition above of some experts above, it can be concluded that reading is an activity in the communication process to get information from the text read, by using comprehension skills, so as to understand the content of the text read.

According to (Patel and Jain), Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In comprehend in a topic, the readers interact with the text relates to the question of the text to prior experiences of construct meaning which can be found in the text. Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Therefore, in reading the readers should be active participants in catching the meaning from the text.

Based on the explanation from some experts above, it can be concluded that reading comprehension is an activity that makes the reader creative, not only reading but also having to go beyond just understanding the explicit message conveyed by the author, because in the process of reading comprehension, the reader must make or integrate words based on the contents of the text read by the reader. In the process of reading comprehension, the background knowledge of students can take a good effect.

Reading comprehension certainly depends on at least word reading adherence when readers cannot identify (decode) the words in the text, they cannot understand the whole text. That is, the reader must have knowledge to understand a text. The purpose of written language is to communicate message, so understanding is at the heart of reading. We can understand

written language by reading. Readers who cannot read well will not understand what the text is reading without the help of others.

There are many teaching strategies that teachers can use to help students understand the text. One of the Strategies is the FixUp Strategy. This is a strategy that can help students understand text messages when they engage in sentences of words or sentences. When using these expressions, the teacher needs to give students understanding to increase the meaning of words or sentences that are not understood by students. This method is called repair option. Moreillon (2007: 116) claims that fix up is a reliable strategy for readers to find their way home and understand what they read. If students don't understand "text while reading", use the FixUp strategy to capture text messages. The Fix Up strategy provides the reader with a process that can be used to rephrase, reread, look ahead, or find unfamiliar words (Amelia, 2018).

Based on explanation of the expert about the fix up strategy above, it can be concluded that fix-up strategy is a strategy that makes the students' reading comprehension process easier, so that it can help students to get information from the texts read by them. The following is the procedure for implementing the fix-up strategy based on (Moreillon, 2007): 1) Previewing. The students are asked to look at the text at glance. They preview and think what the text is about, 2) Predicting. The students read the heading or the title of the text and make a prediction what will happen next in the text, 3) Reading. The students are doing the activity in reading the whole text and check whether their prediction is correct or not, 4) Making connection. The students think about something that they have experienced which is related to the text, 5) Visualizing. The students draw the characters which are stated in the text based on their imagination, 6) Making inference. The students make inference of what they read. It helps the students to sum up the important points of the text they read, 7) Asking new question and retelling the story. After reading the text, the students should ask questions related to the content of the text and retell what has been read to check whether they understand about the content or not.

METHODOLOGY

This research used the quantitative. The research method was experimental. Experimental research is research designed to see whether certain events or conditions have an effect on the thing being studied (Arikunto, 2005:207). Experimental group to use as the object of treatment and control group without treatment to control the development of research. The technique for the experimental group, therefore, this research is in the form of a Nonequivalent (Pre-test and Post-test) in Control Group Design. According to Creswell (1994:132), Nonequivalent (Pre-test and Post-test) Control Group Design is A popular approach to quasi-experimental, in which a group of people is selected without any random assignment. Both groups took pretest and posttest, and only the experimental group received treatment. The design of this research was as following:

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O1	-	O2

Where:

O1 : Pre-test of the experimental group and control group

O2 : Post-test of the experimental group and control group

X : Fix-up Strategy

- : No treatment

This research applied two variables, teaching fix-up strategy as independent variable (X), and dependent was students' reading understanding (Y). Before doing treatment, this research gave pre-test and post-test to experimental group and control group, but given different treatment. Fix-up Strategy was applied in the experimental group. In the control group, conventional learning was applied. Pre-test was given to know students' ability in reading before treatment. After that this research gave post-test to students. Post-test was conducted to know students' ability in reading after the treatment. The result was known by comparing the pre-test and post-test scores.

The population of this research was all students of Grade X IIS SMA Swasta Swadaya Pulau Rakyat in the second semester of the 2021/2022 academic year. The population is 50 Students, Which consist of 2 classes, namely X IIS 1 and class X IIS 2 where each class consists of 25 students and it is possible to take samples with saturation sampling, This research used a technique sampling.

According to Arikunto (1989:165) the research instrument is helping things to collect data. A test was a series of questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups.

Data collection used tests. The test as an evaluation instrument was a systematic procedure of description, collection, and interpretation to measure the ability, knowledge, and performance of test takers on what is learned in the learning process and to obtain value assessments. The purpose of the test was to be able to provide valid information about students' abilities and knowledge. Because of that, the success of the teaching and learning process can be seen from the test results.

The test was used to take some of the students' ability data before and after following the lesson using a fix-up strategy. The test was conducted to determine the students' understanding in narrative text at Grade X-IIS 2 in SMA Swasta Swadaya Pulau Rakyat. The test for students at the beginning (pre-test) and at the end of the meeting (post-test) after being given treatment. The type of test used in this research was multiple choice questions about reading comprehension in narrative texts which have scores regularly. In preparation for data collection, compiling test items was also another important step.

Hypothesis is temporary answer to the problem that still remains to be proven because the presumption of the truth (Sidney 2011:9). Scientific hypothesis is while trying to express the answer to the problem studied.

Hypothesis could be formulated as follows:

Ha: There is a significant effect of using fix up strategy to students' reading comprehension in narrative text at grade X of SMA Swasta Swadaya Pulau Rakyat.

Ho: There is not significant effect of using fix up strategy to students' reading comprehension in narrative text at grade X of SMA Swasta Swadaya Pulau Rakyat.

RESULT AND DISCUSSION

Based on the data collected and calculated from the research, showed that there was a significant change of the students' test results. Before there was treatment in the teaching and learning process in reading comprehension, students' scores were very low. After the treatment using the fix-up strategy, the students' scores increased above the KKM score.

After analysing the data into Mann Whitney, it was score that Mean of experimental and control groups were 88,6 and 78,4. The results showed that the average score of the experimental group on the post-test was higher in the control group ($88.6 > 78.4$). Based on the result, it can be drawn the conclusion that teaching reading comprehension in narrative text can be taught by the use of fix-up strategy. It means that there was significance effect of picture as strategy in improving students' reading comprehension in narrative text.

To test the hypothesis, the formula of Mann Whitney was applied the result show that Mean of experimental group was higher than control group. The hypothesis testing was done in order to know whether was acceptable or rejected.

After analyzing the data into Mann Whitney formula, it was scored that mean of experimental group was 88,6 and mean of control group was 78,4. Therefore, it can be known that mean of experimental group was higher than mean of control group or $88,6 > 78,4$.

So, the researcher had been successfully, Ha was accepted and it means that there was significance effect, it revealed that hypothesis using fix-up strategy on students' reading comprehension was effective because reading comprehension by using fix-up strategy get higher score than without using fix-up strategy.

CONCLUSION

After analysing the data into Mann Whitney, it was score that Mean of experimental and control groups were 88,6 and 78,4. It means that there was significance effect of fix-up strategy in improving students' reading comprehension in narrative text. Based on the result, it can be drawn the

conclusion that teaching reading comprehension in narrative text can be taught by the use of fix-up strategy. Therefore, the research was successfully, Ha accepted and it means that there was significance effect, it revealed that hypothesis using fix-up strategy on students' reading comprehension at grade X of SMA Swasta Swadaya Pulau Rakyat 2021/2022 academic year was effective, because reading comprehension by using fix-up strategy get higher score than without using fix-up strategy.

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