

**THE USE OF FIX-UP STRATEGY IN TEACHING READING AT THE  
EIGHT GRADE STUDENTS OF SMPN 3 NARMADA IN ACADEMIC  
YEAR 2018/2019**



**A THESIS**

**Presented as a Partial Fulfillment of the Requirement for the Bachelor  
Degree of Education at English Language Teaching**

**BY**

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2019**

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**THE USE OF FIX-UP STRATEGY IN TEACHING READING AT THE  
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IN ACADEMIC YEAR 2018/2019**

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LETTER OF ACCEPTANCE

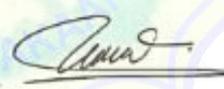
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## DECLARATION

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Mataram, 3 August 2019

The Researcher,



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## **MOTTO**

**“So do not weaken, and do not (Also) grieve, because you are the highest  
(Degree), if you are a Believer.”**

**(QS. Ali-Imran 139)**

## **DEDICATION**

This thesis is dedication to:

1. My beloved Parent Mr. Herkules Azis and Mrs. Maemunah who gave pray, love, support and educated me without any reward. May Allah will give you heaven.
2. My beloved Brother (Mualimin), Sister (Etri Mariyani), Cousins, and my Big Family. Thanks for your love, prayer, and motivation.
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## ABSTRACT

Nurfitriani. 2019. A Thesis “**The Use of Fix-Up Strategy in Teaching Reading at The Eight Grade Students of SMPN 3 Narmada in Academic Year 2018/2019**”. English Education Program, FKIP University Muhammadiyah Mataram.

Fix-up strategy is a strategy which can help the students understand the message of the text when they get stuck with certain words or certain sentences. When the students cannot understand the text during reading, the students use fix-up the option to catch the message of the text, in relation with it, this research proposed to investigate the effect using fix-up strategy in teaching reading and to analyze the significant differences between the students who are taught using Fix-Up Strategy and without using Fix-Up Strategy. In this research, the researcher used quasi-experimental, the number of samples was 25 students in C class and 25 in D class. The instrument was a test of learning outcomes consisting of 25 items of multiple choices form. To analyze the data, the researcher used the SPSS 17 and the results of the research shows that the average score of the experimental class was 78.88 and the average score of the control class was 67.36 so the use of fix-up strategy has effect or  $H_a$  is accepted. From wilcoxon test, the table shows that the average asymp sig (2-tailed) in post-test experimental is  $0,000 < 0,05$ , and post-test control  $0,009 < 0,05$ , then from the table mann-whitney shows that the average asymp sig (2-tailed) was 0,002 smaller than 0,05, it meant that the alternative hypothesis ( $H_a$ ) which read the use of fix up strategy is significant different in teaching reading at the eighth-grade of SMPN 3 Narmada is accepted.

**Keywords:** *Teaching reading, Narrative text, Fix-Up Strategy*

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Basically, the purpose of teaching English language at school is to develop the students' language skills. There are four major skills that should be mastered by students in learning English, namely: listening, speaking, reading, and writing skills. One of the skills that cannot be neglected is reading skill because reading is essential in daily life, especially in the academic field. By reading a text, students will get information that is useful for their life. Students should be able to read English text in order to get the knowledge of certain topic. Wallace (2003: 4) defines reading as an interpreting, which means reacting to a written text as a piece of communication.

Based on the pre-observation, the researcher found many problems in reading at the Eighth-Grade Students of SMPN 3 Narmada. There were some problems in the student's reading skill. The first, student's reading skills low. Because of the lack of varied reading books, not understanding the contents and it is difficult to read English so that it makes students not interested. Second, the teacher said that the students have a weakness in reading skill, because is not motivation in students to practice the reading skill. Third, the student felt difficulties in understanding the message of the text.

Morellion (2007: 116) says that fix-up strategy options are tools that readers can rely upon to make sense of what they read. When the students

cannot understand the text during reading, the students use fix-up strategy option to catch the message of the text. In teaching fix-up strategy, the students would get the benefit because of the lack of grammar, not understanding the contents, and it is difficult to read English. So, that makes students hasn't interest, the student felt difficulties in understanding sentences and finding the meaning of the sentences. So, by using fix-up strategy student will easily understand the contents of reading.

There are some researcher that have conducted about fix-up strategy in teaching reading such as: First, thesis is "The effectiveness of using fix-up strategy to teach reading viewed from students' self-confidence in the academic years of 2011/2012" A thesis by the Nunun Indrasari, English Education Department of Graduate School, Sebelas Maret University 2012. The result of the research shows that fix-up strategy can be implemented in class to achieve the optimal result. Second "The Effect of using fix-up Strategy towards reading comprehension" by Suryati, English Education Department of Graduate State Islamic Sultan Syarif Kasim Riau University, 2013. The result shows that there is a significant effect of the use of the fix-up strategy in students' reading comprehension. Third, "The effect of fix-up strategy on students' reading comprehension" by Dwi Suci indashwari English Education Department of Medan State University 2015. In this research, fix-up strategy can help students' understand the meaning of word, vocabulary, and language use.

Based on the explanation above, the researcher decides to the research entitled: “The use of Fix-Up Strategy in Teaching Reading at the Eighth Grade Student of SMPN 3 Narmada in Academic Year 2018/2019”.?

### **1.2 Statement of Problem**

In this research, the researcher formulated the problems as follows:

1. Does the use of fix-up strategy have effect in teaching reading of Narrative text at the eighth-grade students of SMPN 3 Narmada in academic year 2018/2019?
2. Is there any significant difference between the students who are taught using fix-up strategy and without fix-up strategy at the eighth-grade students of SMPN 3 Narmada in academic year 2018/2019?

### **1.3 Objective of the Study**

Based on the formulation of problems, the purpose of the research is as following:

1. To investigate the use of fix-up strategy has effect in teaching reading at the eighth-grade students of SMPN 3 Narmada in academic year 2018/2019.
2. To analyze the significant differences between the students who are taught using fix-up strategy and without using fix-up strategy at the eighth-grade students of SMPN 3 Narmada in academic year 2018/2019

### **1.4 Significance of the Study**

Hopefully, this research would give positive contributions for the following points.

1. Theoretically, this research may give some information in acquiring an alternative strategy in teaching reading. This research to support the previous theory about the teaching reading by using Fix-Up Strategy.
2. Practically, the result of the study would help the teacher in choosing the best strategy related with English teaching-learning process to increase knowledge for the students' in reading skill especially by using fix-up strategy in teaching reading.

### **1.5 Scope of the Study**

1. This research conducted at SMPN 3 Narmada. The subjects of the research will Eight-Grade students in academic year 2018/2019.
2. This study focus on the use of Fix-up Strategy in teaching reading on the narrative text. The researcher using *When Rings a Bell*, published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, (2017).

### **1.6 Hypothesis of the Study**

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher planted to test within the framework of the researcher study (Kumar, 1993: 9)

#### **1. The Alternative Hypothesis (Ha)**

The use of fix-up strategy has effect in teaching reading at the Eighth-Grade Students of SMPN 3 Narmada in Academic Year 2018/2019

#### **2. The Null Hypothesis (Ho)**

The use of fix-up strategy has no effect in teaching reading at the Eighth-Grade Students of SMPN 3 Narmada in Academic Year 2018/2019.

## 1.7 Definition of Key Terms

In this research, there are several definitions of key terms that should be considered to avoid ambiguity.

### a) Reading

Wallace (2003: 4) defines reading as interpreting which means reacting to a written text as a piece of communication.

### b) Fix-Up Strategy

Morellion (2007:116) says that fix-up strategy options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students cannot understand the text during reading, the students use fix-up the option to catch the message of the text.

### c) Narrative Text

Mark Anderson and Kathy Anderson (2003:8) state that narrative is a piece of text which tells a story and entertains or informs the reader. Some examples of narrative text are fantasy novels, bedtime stories(spoken), historical fiction, and stories.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Concept of Reading

##### 2.1.1 Definition of Reading

Reading is one of the important skills that are needed by the students from elementary school until university level. This stands to reason for, reading is a crucial aspect of learning in a foreign language. Although generally, people think of reading as a simple, passive process that involves reading words linearly and internalizing their meaning one at a time, it is a very complex process that acquires a great deal of active participation on the part of the reader.

According to Nunan (2005:68), reading is a fluent process of reader combination information from a text and their background knowledge to build meaning. Reading is the instruction recognition of various written symbols with existing knowledge, and comprehension of information and ideas communicated. Reading is one of the language skills that have to be improved in learning a language. Reading is the practice of using text to create meaning. Reading is a constantly developing skill. The use of the skill can help the people to comprehend or acquire information of a text. Reading is the most useful and important skill for people. Like any skill, people get better at reading by practicing. Reading practice is what helps people become better readers (Johnson, 2008: 16). Good reading is that which keeps

students regular in reading which provides him both pleasure and profit (Patel, 2008:113).

Sutarsyah (2015:9) state that reading is a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things. Moreover, Clark and Silberstein (1987:34) also define reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, the simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. It means when a reader interacts with the ideas printed, his prior knowledge combines with the visual (written or pictures) information result in comprehending the message. It can be inferred that based on the definition by some experts, reading is an interactive process as a transaction between the reader and the text. The reader interacts with the text and relates ideas from the text to prior experience to construct meaning.

Hoover and Gough (1990) in Flynn and Stainthorp (2006:34) states reading is the product of decoding and comprehension which means that reading is a result from an ability to decode the print words and to comprehend the language. About the theory above, Nunan (1999: 249) states that reading is a set of skills which is required to make sense and derive meaning from the printed words. The activity of

reading also involves the ability to decode the printed words in the key in reading. The decoding activity impacts the reader in making sense.

Based on the explanation above the researcher can conclude that reading is the main purpose to obtain information contained in the text, in the sense that the reader should be able to understand the meaning contained in the reading material.

### 2.1.2 Type of Reading

According to Patel and Praveen M. Jain (2008: 117) divide the type of reading of:

#### a. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full-class discussion. According to Patel (2008: 120), Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually, people read to keep them update.

There are characteristics of extensive reading (Patel, 2008:120):

1. It helps the learner to develop to active vocabulary.

2. Extensive reading is silent reading.
3. In extensive reading, the subject matter is emphasized.
4. In extensive reading, the learners play the main role because they have asked for measures.
5. In extensive reading, the idea can be developed.
6. Extensive reading aims to enrich learners' knowledge.
7. Through extensive reading, good reading habit can be developed.

b. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. It is text reading or passage reading. In this reading, the learner reads the text to get knowledge or analysis. The goal of this reading is to read the shorter text. This reading is done to carry out to get specific information. The learner reads a book to acquire knowledge is the kind of intensive reading.

Patel (2008:119) states there are characteristics of intensive reading:

1. This reading helps a learner to develop active vocabulary.
2. Teacher plays the main role in this Reading.
3. Linguistic items are developed.
4. This reading aims at active use of language.
5. Intensive reading is reading aloud.

6. In intensive reading speech habit is emphasized and accent, stress, intonation, and rhythm can be corrected

### c. Reading Aloud

Reading aloud also play an important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it has not cared, it will be very difficult at secondary level. According to Venkateswaran reading aloud is not useful at the secondary level because of the following reasons:

1. It is very difficult skill. In unseen text or in other text there are many words which student does not know how to pronounce it.
2. If student has riot prepared himself for reading, it will be very difficult for him. The reading will be unnatural.
3. Reading basically is reading silently
4. According to Venkateswaras, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other types of text. The texts which have no need not to read aloud should not be read aloud.

Patel (2008:122) says that the advantages and disadvantages of aloud reading. Below are the advantages of aloud reading:

1. It enables the learner to develop the skill of reading very well by speaking or expressing ideas.

2. It enables the learner to develop the skill of pronouncing very well.
3. It makes reading very enjoyable while the teacher uses reinforcement during reading.
4. Language learning is a kind of imitation. When the teacher says anything or read any text, the learner also tries to imitate that, so the teacher should have innovative ideas so that it can make this activity very affective.

Below are the disadvantages of aloud reading:

1. Over crowded class is very big problem. The teacher cannot provide sufficient opportunities to all students.
2. At an earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at the secondary stage.
3. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chanced of reading. So they become passive learners.
4. Reading aloud takes more time it is time-consuming. All students cannot read at a time, so managing classroom becomes impossible.

#### d. Silent Reading

Patel (2008: 122-123) states silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they can read without any difficulties. It is a kind of habit in which learner is enabled to read without any audible whisper.

#### 2.1.3 The Purpose of Reading

As the reader begins to read, they have to decide the purpose of reading itself. It is important to make it successful in reading comprehension. There are some purposes of reading. In line, William Grabe and Fredericka L. Stollerdeviden (2002: 291) some of reading purposes are:

1. Reading to search for simple information.
2. Reading to learn from text
3. Reading to integrate information, write and critique the text.
4. Reading for general comprehension

From the purpose above, it can be concluded that reading purpose to identify the main idea and to remind the purpose of the writer to can obtain a conclusion.

## 2.2 Teaching Reading

Generally, according to Brown (2008:8) in teaching reading, there are three aspects of teaching that the teacher should know, namely:

### 2.2.1 Teacher

According to Grabe (1986:44), the roles of the teacher in teaching reading are to increase the students' motivation, to build students' confidence, to ensure the continuity and the systematic, to show involvement and to demand the performance. From the statement above, the role of the teacher in teaching reading is very important. The teacher should know the problem of the students. So, they can increase their reading comprehension skill and achievement.

### 2.2.2 Students

Students are the most important aspect that the teacher should pay attention to. The teacher also should motivate the students in teaching reading. Shepherd (2008:8), states that the students feel lazy also has low motivation in learning reading they felt very difficult to comprehend the text. So, in this case, the teacher should motivate the students and improve the technique of teaching reading.

### 2.2.3 Material

Material is an important aspect of teaching reading. According to Setiyadiet, all (2007:5) stated that reading material is very important for the teacher to take some times to reflect the reading materials or texts their students are asked to read.

Teaching reading can be as facilitate students' performance to comprehend texts, and teaching reading provides students with many opportunities to practice and for encouraging them in several

comprehensions. Teaching reading is not complicated but is not too easy. Yet, during the teaching process, the teacher must pay attention to the principles of teaching reading (Harmer,2007:68)

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below (Harmer, 2007:68):

1. Reading is not a passive skill
2. Student need to be engaged with what they are reading
3. The student should be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor in reading
5. Match the task the topic
6. Good teachers exploit reading texts to the full

Teaching reading aims to develop students' skill that they can read English text effectively and efficiently. To be able to do so the reader should have a particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. And the purpose of reading can be decided in pre-reading activity by using fix-up strategy.

From the statement above, it means the students must know to understand something that they are reading.

In teaching reading, there are three activities involved in the reading activity. According to Halley and Austin (2004: 172), they are: before reading, while reading, and after reading activities.

### 1. Before Reading Activity

The students may skim the text for general ideas, read the introduction and conclusion, and do semantic mapping (Halley and Austin, 2004: 172). Moreover, in this activity, it is better for the student or reader to activate their background knowledge. There are some ways to activate background knowledge as what has been already mentioned in the principles of teaching reading. It can be activated by setting goals, asking the question, making a prediction and teaching structure (Nunan, 2003: 4).

### 2. While-Reading Activity

In this activity, the students may predict the main idea of each part, skip unknown words, guessing the meaning from context, and draw pictures to demonstrate what the reader understood (Halley Austin, 2004:172). This activity is the main activity of all in which the student elaborate the text they read. By marking, at least the students can identify the main idea of each part. It will help them comprehend the text.

### 3. After Reading Activity

In after reading activity, the students may retell what they think the author has said, relate the text to the students' own experience, and respond to the text (Halley and Austin 2004: 172). Asking the students question is also possible to do since it will help them retain the information that answers the question and other information addressed do after reading is good for strengthening their memorizing about what they have read.

Based on the explanation above, the researcher can conclude teaching reading with the activities or the way above can help the students to comprehend the text.

## 2.3 Text

### 2.3.1 Definition of text

Text is almost the same as the discourse, except that the text can only be submitted in writing, while the discourse can be delivered in oral and written form Eriyanto (2001, 3). These semantic units are realized in the form of word, clause, and sentence. When we read or write means, we create a text. A dialogue or conversations that emphasize meaning called text. Groundud (1985: 18) also stated when we communicated or event just as a listener or reader we have created a text indirectly.

Based on the explanation above can conclude the Text is almost the same as the discourse, Clause, and sentences when we read and communicate just as a listener.

### 2.3.2 Kinds of Text

Based on generic structure and language feature dominantly used, texts are divided into several types.

#### 1. Recount

The recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007:63).

## 2. Description

The description is about sensory experience-how, something looks, sound, tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception Kane (2000: 325).

## 3. Report

The report is a pick of the test that tells information about the subject. It usually contains facts about the subject description and information on its parts, behavior, and qualities (Kathy Anderson and Mark Anderson: 1997).

## 4. Procedure

According to it, Ida Nuraida (2008:35), “procedure is the sequence of steps or implementation of work, where the work is done, related to what is done, how to do it, where to do it, and how does it.

## 5. Narrative

Mark Anderson and Kathy Anderson (2003:8) stated that narrative is a piece of text which tells a story and entertains or informs the reader. Some examples of narrative text are fantasy novels, bedtime stories (spoken), historical fiction, and stories.

## 2.4 Narrative Text

### 2.4.1 Definition of Narrative Text

Mark Anderson and Kathy Anderson (2003:8) state that narrative is a piece of text which tells a story and entertains or informs the reader. Some examples of narrative text are fantasy novels, bedtime stories(spoken), historical fiction, and stories.

### 2.4.2 Types of Narrative Text

There are many different types of narrative text. According to Anderson (2003:12) “The types of narrative text including humor, romance, crime, real-life fiction, history fiction, mystery, fantasy, science fiction, diary-novel, and adventure”. Those are some types of narrative text. Each can stand alone and can be combined. Instance, romance narrative can be combined through mystery narrative.

### 2.4.3 The Generic Structure of Narrative Text

There are five phases in the generic structures of narrative. According to Anderson and Anderson, (2003:8) & Feeze and Joyce, (1998, 2000) the phases of the narrative are as follows:

1. Orientation: introduces the characters and tells the reader something about them; tells the reader when, where, who, what, and why; gives a hint about the problem which the characters will encounter.
2. A complication which is where the reader discovers the problem and something happens that the characters do not expect.

3. Evaluation which is usually attached to the complication or woven into it; is where the storyteller comments in the event and in his way gives significance to them; makes the reader care about what happens to the characters; shows the action down and creates suspense which makes the reader want to find out what happened next (optional).
4. The resolution which is where the problems are solved
5. Coda which rounds off the story with short comments on what happened or with a comment about the future lives of characters many fairy tales has a coda such as and they lived happily ever after (optional).

Based on the explanation above that, a strategy can be taught to increase students' reading comprehension.

## **2.5 Strategy**

### **2.5.1 Definition of Strategy**

Research studies on second/foreign language reading have consistently confirmed the importance of reading strategies on developing language learners reading comprehension skills (Zare & Nooreen, 2011; Brantmeier, 2002; Slataci & Akyel, 2002; Song, 1998; Carrell, 1989). They argue that strategy use is different in the more and less proficient reader, who uses the strategies in different ways. Moreover, it has been acknowledged that reading strategies can be

taught to learners and that reading strategy instruction can benefit all students (Carrell, 1989; Carol, 2002; Janzen, 1996).

Trabasso and Bouchard (2002), reading strategies are conscious behaviors that readers use before, during, and after reading to get meaning from the text. This is in line with his opinion Lai (2013:181) that reading strategies are methods of finding the meanings of a text. Factors that influence reading strategy use is readers' previous knowledge (Pritchard, 1990), text type (Chen, 1999) and readers' proficiency (Kletzien, 1991).

Based on the explanation above that, reading strategies can be taught to increase students' reading comprehension.

#### 2.5.2 Kind of Strategy in Teaching Reading

##### 1. Graphic Organizers

Graphic organizers are important and effective pedagogical tools for organizing content and ideas facilitating learners' comprehension of newly acquired information. Graphic organizer present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning (Kathrine 2010: 1).

##### 2. Story Grammar Strategy

According to Diminoet (1990:21), story grammar strategy is a framework to assist the students in analyzing the main

characters, setting, problems, events, solution, and assist students to outline a story.

### 3. Teaching Strategy

Teaching strategies is a generalized plan for a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Strasser, 1964).

### 4. Fix-Up Strategy

Morellion (2007: 116) says that fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students cannot understand the text during reading, the students use fix-up option to catch the message of the text.

## 2.6 Fix-up Strategy

### 2.6.1 Definition of Fix-up Strategy

Fix-up strategy is one of reading comprehension strategy. It is strategies which can help the students understand the message of the text when they get stuck with certain words or certain sentences. Morellion (2007: 116) says that fix-up strategy options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students cannot understand the text during reading, the students use of fix-up strategy option to catch the message of the text. The fix-up strategy options stated by Morellion (2007: 115)

are: rereading the text, connecting to background knowledge (text-to-text), looking at sentence structure, looking at the picture, making a prediction, reading ahead to the end of this verse, making inferences, visualization, and asking a new question.

Duffy (2009: 130) states that fix-up strategy are frequently referred to as “look-backs.” It refers to a strategy in which readers search back ward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use look-backs, readers first need to understand that it is essential to monitor meaning getting as the reader reads and that good reader stop when a problem is encountered.

Moreover, Moreillon (2007: 114) states that fix-up strategy offers readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words. According to education.com, fix-up strategy is a strategy used to reconstruct meaning when comprehension goes astray. Fix-up strategy includes rereading, reading ahead, identifying unknown words, making and changing predictions, connecting things in the text to personal experiences and memories.

So, the strategy was gave motivation to the students to learn reading a text better. The teacher can start to develop and activate background knowledge of the students by showing a picture to relate the story and asking some questions related to the topic. The teacher

shows the format of fix-up on a whiteboard, explains the use of fix-up strategy to the students, how this strategy can help them in their reading comprehension and model how to apply this strategy. The teacher asks the students to read a narrative the story depends on the students' level. After reading the story, the teacher asks the students to construct their fix-up strategy. The students apply this strategy based on the organization of fix-up strategy and the teacher should guide the students, for example by using pictures or guided question to support this strategy. Besides, the students could be divided into some groups to discuss the information of the text and after that compare with other groups. The teacher controls the discussion and explains more about the narrative text, generic structure, and feature language. Then, the students' answer the questions related to the story uses the information in Fix up Strategy. Last, the teacher evaluates the student's success through assessing increases in achievement.

#### 2.6.2 The Technique Reading using Fix-Up Strategy

Many readers have different ways and techniques in reading. Some experts have proposed many ways of reading, as follows:

##### 1. Scanning

Grellet (1999:4) says that scanning means glancing rapidly through a text either to research for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose.

## 2. Skimming

Quickly going through a text to find a particular piece of information. Grellet (1999:4).

## 3. Intensive Reading

Reading the shorter text, to extract specific information. This is a more accuracy activity involving reading for detail. Grellet (1999:4).

## 4. Extensive Reading

Reading the longer text, usually one's pleasure. This is a fluency activity, mainly involving global activity. (Grellet, 1999:4).

Based on the explanation above, the researcher concludes can help the student to comprehend by teaching reading.

### 2.6.3 Step Teaching using Fix-Up Strategy

From the theories about fix-up strategy, the researcher implements the procedures of teaching reading using the fix-up strategy by adopting several steps. The steps are as follows:

1. Previewing. The students are asked to look 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 predict 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 a 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 the inference. The students make an inference of what they read. It helps the students, to sum up, the important points of the text they read.
7. Asking a 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 the content or not.

## 2.7 Previous Research

The researcher is interested in discussing previous research that investigated the fix-up strategy because she wants to see what had been gotten by the previous researches and what kind of problems which are still unsolved. There have been some researchers that had investigated fix-up strategy in teaching reading.

The first, The Effectiveness of Using Fix up Strategy to Teach Reading Viewed from Students' Self-confidence (An Experimental Research at the Eighth Grade Students of SMP Negeri 2 Temanggung in the Academic Year of 2011/2012). Thesis. Surakarta. English Education Department of Graduate School Sebelas Maret University. 2012.

The objectives of this study are: (1) to reveal whether Fix-Up Strategy is more effective than Direct Teaching to teach reading; (2) to reveal whether students having high self-confidence have better reading skill than those

having low self-confidence; and (3) to reveal whether there is an interaction effect between teaching strategies and the students' self-confidence on the students' reading skill.

The experimental research was conducted at SMP Negeri 2 Temanggung, from March to April 2012. The sample of the research was two classes; those were VIII D which was treated as an experimental class taught by using fix-up strategy and VIII G which was treated as control class taught using by direct teaching. Each of them consisted of 26 students. The data were in the form of quantitative data that were taken from the reading test and self-confidence questionnaire. The data of the reading test were used to know the students' reading skill. The data of self-confidence questionnaire were used to know the students' level of self-confidence. The data of the reading test were the scores of students' reading test that was administered after having eight times of treatment for each class. The researcher analyzed the data using ANOVA or analysis of variance.

Based on the result of data analysis, the research findings are: (1) Fix up strategy is more effective than direct teaching to teach reading; (2) the achievement of students' skill in reading does not depend on the level of the students' self-confidence; and (3) there is an interaction between teaching strategies and students' self-confidence.

Based on these research findings, it can be concluded that fix-up strategy is an effective way to teach reading for the eighth-grade students of SMP Negeri 2 Temanggung. From that result, fix-up strategy can be implemented in

class to achieve an optimal result. By applying this, the teacher has to facilitate the students to think creatively and actively in reading the text by giving fix-up tools, such as previewing, predicting, rereading, monitoring, making a connection, visualizing, making an inference, and retelling the text.

In the previous research said that the subject of her research were eight-grade students of SMPN Negeri 2 Temanggung and her research was analyzed the data using Anova or analysis of variance while the researcher using SPSS.

Second, based on the Education Unit Level Curriculum, reading is one of the English skills that students must teach and learn. SMAN 2 Tapung is one of the schools that also use it as a guide in the process of learning English. After carrying out preliminary observations, some class XI students still have low abilities in reading comprehension. Therefore, researchers felt interested in conducting a study entitled "The Effect of Using Fix-Up Strategies on Reading Comprehension of Class XI Students at SMAN 2 Tapung Kampar District". This type of research is quasi-experimental research where researchers cannot create new groups for experiments.

The main focus of this research is to find a significant effect of using the Fix-Up Strategy on reading comprehension of class XI students at SMAN 2 Tapung, Kampar District. The subjects of this study were grade XI students at SMAN 2 Tapung Kampar Regency, while the object of this study was the use of a Fix-Up Strategy towards students' reading comprehension in narrative texts. In this study, researchers used two classes, experimental class and control class, from four classes in class XI. The total sample of this study was

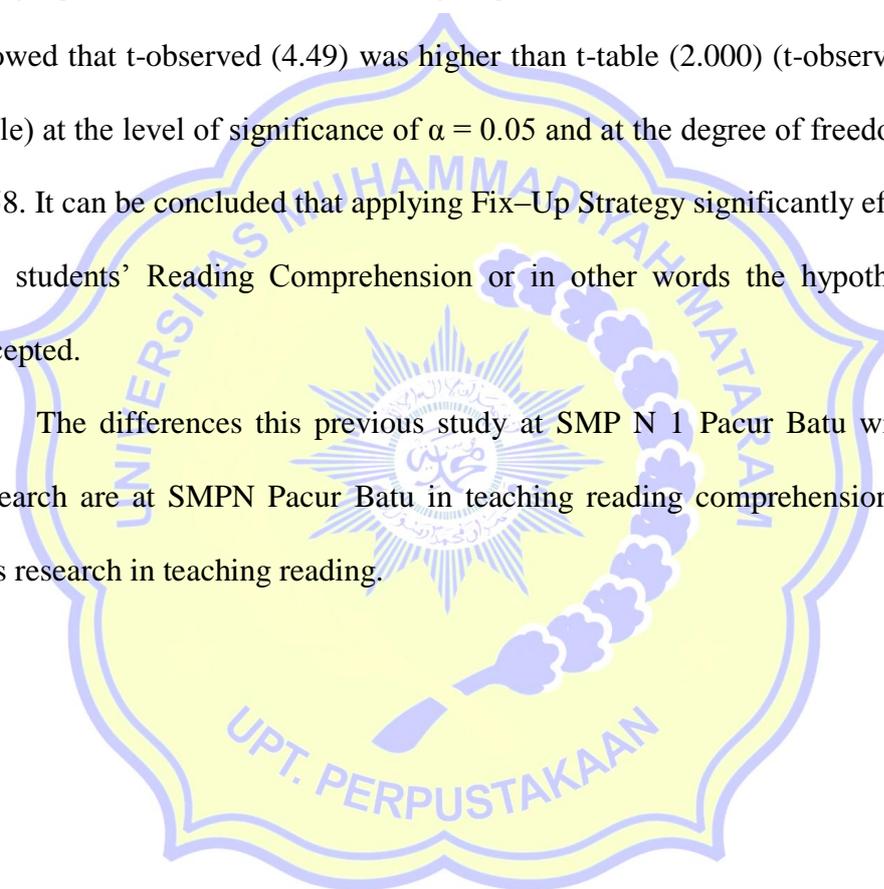
51 students from a total of 103 students in class XI selected using random group sampling. In collecting data, researchers used a reading test. The test consists of 25 MCQs based on text. In analyzing data, researchers used the t-test formula which was operated using SPSS version 16.0. In the end, the researcher found that  $H_a$  was accepted and  $H_0$  was rejected. Besides, the results of the research can be proven based on data analysis using t-test, where the results of  $t_o$  are 2.87 which are higher than  $t_t$  at the significant level of 5% = 2.01 and 1% = 2.68. So it can be concluded that there is a significant effect of the use of the Fix-Up Strategy on reading comprehension of class XI students at SMAN 2 Tapung Kampar Regency.

In the previous research said that The subject of her research were class XI student at SMAN 2 Tapung Kampar and her research use SPSS version 16.0 while the researcher using SPSS 17 and the subject of this research are the Eight Grade of student at SMPN 3 Narmada.

Third, this study dealt with the effect of Fix-Up Strategy on the students' Reading Comprehension. The objective of the study was to find out whether the Fix-Up Strategy significantly affects the students' Reading Comprehension. This study was conducted using an experimental design. The population of the study was the students of grade VII of SMP Negeri 1 Pancur Batu in the academic year 2015/2016, where there were 7 classes of VII grade and there were two classes were selected as the sample by applying random sampling. The sample was divided into two groups. The Experimental group (VII - 1) was taught by applying Fix-Up Options Strategy, while the control

group (VII - 2) was taught by applying a conventional method. The data of the study were obtained by the reading test. To determine the reliability of the test, the writer used Internal Consistency or Kr 20. The data calculation showed that the coefficient of reliability of the test was 0.82. It showed that the test was reliable and the reliability was very high. The data were analyzed by applying t-test formula. After analyzing the data, the result of the study showed that t-observed (4.49) was higher than t-table (2.000) ( $t\text{-observed} > t\text{-table}$ ) at the level of significance of  $\alpha = 0.05$  and at the degree of freedom ( $df$ ) = 58. It can be concluded that applying Fix-Up Strategy significantly effect on the students' Reading Comprehension or in other words the hypothesis is accepted.

The differences this previous study at SMP N 1 Pacur Batu with this research are at SMPN Pacur Batu in teaching reading comprehension while this research in teaching reading.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Experimental research is research that is used to find the effect of a particular treatment against another runway condition related to the purpose of the study (Sugiyono, 2013:72). The appropriate design of this study is experimental that used quasi-experimental research. This method is the most appropriate method in measuring the use of fix-up strategy in teaching reading. Therefore, the data from pre-test and post-test compare to the t-test calculation to investigate the use of fix-up strategy in teaching reading.

Quasi-experimental as design for study in the field or in a real-life situation where a researcher can manipulate some independent variable but can't randomly assign subjects to control and experimental groups (Wiersma W, 2009: 355).

#### **3.2 Population and Sample**

##### **3.2.1 Population**

According Sugiyono (2018:80) states, "population is generalization are the consist of object/subject who has quality, and the certain characteristic had been determined by the researcher for learning and concluded.

The population in this research was the Eighth-Grade Students of SMPN 3 Narmada in Academic year 2018/2019. The number of

population was 101 students divided into four classes. Each class consists of 25 students.

### 3.2.2 Sample

Based on the population, the researcher used purposive sampling as a method for taking a sample from the population. According to plays, T. (2008), purposive sampling is virtually synonymous with qualitative research. The main goal of purposive sampling is to focus on particular characteristics of a population that are to interest, which will best enable students' to answer the research questions. The researcher was taking two classes as a sample. They were experimental class consist of 25 student VIII C and control class consist of 25 students VIII D. So, the total numbers of the sample was 50 students.

### 3.3 Research Instrument

In this study, the instrument researcher used narrative text. The test in the form multiple choices consists of 25 items that it covered with the indicator of Narrative text. The researcher gave post-test to all students as the sample of the research. The score for the student's correct answers gave four and the incorrect gave 0, but before the researcher gave post-test to students, the researcher first gave pre-test to students.

### 3.4 Method of collecting data

To obtain the data need for the present study, the research employed an achievement step. These steps are divided into three parts, namely pre-test, treatment and post-test.

#### 3.4.1 Pre-test

Pre-test is a test given before the experimental treatment to see if the groups are equal (Lodico, 2010:228). The researcher began with pre-test, the pre-test would be given to all of the students' weather is experimental class and control class. Reading test is a test that purpose to size the achievement in reading before treatment.

#### 3.4.2 Treatment

In experimental class was fix-up strategy in teaching reading while the control class did not use fix-up strategy. The researcher delivered kind of teaching with related to the material of this investigation about the using fix-up strategy in teaching reading. The teaching process is done in the Eighth Grade Students of SMPN 3 Narmada

#### 3.4.3 Post-test

After pre-test and treatment, the researcher gave post-test to the students. The test has been given the same test as pre-test but the different of instruction. The test includes part of the reading test for reading. The post-test was conducted after getting the date from pre-test that informs the research about the score of students, by using fix-up strategy in teaching reading.

The score students' achievement can be calculated by using this following formula:

$$\text{Score} = \frac{\text{The number of right answer} \times 100}{\text{Total item}}$$

No	Qualification	Degree	Qualitative
1	Excellent	80-100	A
2	Good	70-79	B
3	Fail	60-69	C
4	Poor	50-59	D
5	Complete Poor	0-49	E

Table above means:

1. Excellent

Those students who were able to answer the test items between 80-100 correctly.

2. Good

Those students who were able to answer the test items between 70-79 correctly.

3. Fail

Those students who were able to answer the test items between 60-69 correctly.

4. Poor

Those students who were able to answer the test items between 50-59 correctly.

5. Complete poor

Those students who were able to answer the test items between 0-49 correctly.

### 3.5 Data Analysis Procedure

To analyze the data the researcher gave used SPSS 17.00, the data collecting from pre-test and post-test. To investigate the effect of process writing the researcher used Normality Test, and if the data is Normally the researcher used Paired Test, while the data is not Normally the researcher used Wilcoxon test. To analyze the student who is taught by using fix-up strategy than without using fix-up strategy the researcher used Homogeneity Test, if the data is Homogeny the researcher used Independent test, while the data is not Homogeny the researcher used Mann Whitney Test:

#### 3.5.1 Descriptive data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

#### 3.5.2 Normality Test

- a. Normality test is done to find out whether the research data is normally distributed or not.
- b. Normal data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality test that are often used, namely Kolmogorov-Smirnov test and Sharpio-Wil test.

If significance (Sig) score is more  $>$  (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more  $<$  than 0,05 then the data is not normally distributed.

### 3.5.3 Paired Test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are normal distribution data
- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.
- d. The paired sample t-test in this research is used to answer the problem statement.
- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

### 3.5.4 Wilcoxon Test

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed
- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

### 3.5.5 Homogeneity Test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean  $> 0,05$  then the data variant is HOMOGEN, while if significance (Sig) score based on mean  $< 0,05$  then the data variant is NOT HOMOGEN.

### 3.5.6 Independent Test

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.
- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

### 3.5.7 Mann Whitney Test

- a. Mann Whitney test aims to determine whether there are differences in the average of two unpaired samples
- b. The number of samples used does not have to be the same
- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.

