

ARTICLE

**THE USE OF FIX UP STRATEGY IN TEACHING READING
COMPREHENSION FOR ELEVENTH GRADE STUDENTS
AT SMAN 7 KEDIRI**



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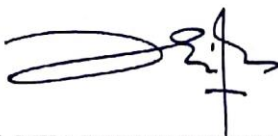

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**THE USE OF FIX UP STRATEGY IN TEACHING READING
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ABSTRACT

Reading is a kind activity to comprehend writers' idea with the readers deliver in a printed text. The student cannot achieve their academic success without comprehending what they read. In fact, students still found difficulties in understanding and comprehending a text. This problem can be caused by some factors, such as inappropriate teaching strategy and students' low motivation in reading material. In order to help the student in comprehend a text, the researcher introduces Fix Up Strategy that can be used in teaching reading. The aims of this research are to know students reading comprehension before and after being taught using Fix Up Strategy and find out the effect of Fix Up on student reading comprehension. This research was used quantitative approach and the research method was experimental design, namely one-group pre-test and post-test design. The population of the research was eleventh grade students of SMAN 7 Kediri. The sample of the research was XI MIPA 6 consisting 34 students. The researcher used test as the instrument to collect the data. To analyzing the data, researcher using (T-test formula) SPSS v 23. The results showed the students' reading comprehension increased after being taught using Fix Up Strategy. It was proven by the mean after being taught using Fix Up Strategy (78,9) was higher than the mean score before being taught using Fix Up Strategy (65,15). The result reports that the t-test was higher than t-table ($7,539 > 2,034$) it means that H_0 was rejected and H_a was accepted. From the finding above, it can be concluded that Fix Up Strategy was effective used in teaching reading comprehension. The researcher suggests to the English teachers to teach the students using Fix Up strategy because it was suitable strategy which makes the students easier to comprehend the text in fix up options.

Keywords: Fix Up Strategy, Reading Comprehension.

I. INTRODUCTION

Reading is a kind of activity to comprehend a writer's idea or the way the writer communicates with the readers by way of the written or printed words. In addition, according to Padma (2008: 5),

Reading is the process of using eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey. Furthermore, Patel and Jain (2008: 113) also supports, Reading is an active process which consist

of recognition and comprehension skills. It means that in reading, the readers should do two main activities; they are recognizing the sentences using in the text and comprehending the sentences to get the meaning. Grabe and Stoler (2002: 9) state that reading is the ability to draw meaning from the printed page and interpret and this information appropriately. It means that without comprehending and interpreting the meaning of the text the reading itself is useless. Able to gain the information order to improve the knowledge of the readers is the competence of reading.

Reading has many benefits for the readers. One of the benefits is a broad store of information. Miller (2006: 72) states, "Readers build, change, and revise their schema when they encounter new information in the text, engage in conversations with others, and gain personal experience." It means with reading, students can get a lot of information and knowledge from the text that they read.

A major goal of teaching reading comprehension is to help students develop the knowledge, skill and experiences they must have if they become competent readers.

Comprehension in reading is needed by the readers to get to know what they

have read. Pang, et al. (2003: 14) states, "In reading consist of two related process: They are word recognition and comprehension." Moreover, Pang, et al. (2003: 15) states that, "There are five main purposes for comprehensive reading: First, reading for specific information, second, reading for specific application, third, reading for pleasure, fourth, reading for ideas, and fifth, reading for understanding." It could be concluded that in reading has two related process that should be mastered by the students, word recognition and comprehension. So, students have to comprehend the main purpose for comprehensive reading.

Teaching reading in Indonesia is not easy, because the great difference of language system between English and Indonesia has been the major difficulty for students to learn English. Nation Kate (2004: 253) says:

"Poor comprehension may be consequence of inadequate processing, lack of knowledge, or some combination of both processing and knowledge-based weakness. Two sets of process are considered essential to the comprehension process, and are described as "inevitable" sources of comprehension difficulty. These are lexical process and working memory resources, which together form the central elements of the verbal efficiency hypothesis."

Based on the statement above, in teaching learning process some students get difficulties in understanding of the printed text. Students have inadequate processing, lack of knowledge, or some combination of both processing and knowledge-based weakness processing. It means, students have substantially less reading and reading-related experience.

Therefore, it is duty for teacher to make students interest more in reading. The student's enthusiasm was much related to the strategies used by the teacher in deliver the materials. The students would become not interested in teaching learning process if the way or strategy delivered were monotonous. It made teaching learning process not effective. Teacher should think critically in order to find creative strategies in teaching reading so that students will take much participation during the teaching learning process. Make reading interesting is one of the ways to make an easier the students to get the information from the text, actually the teacher need a strategy or method to help the students reading on the strategy is fix up.

Fix up strategy is a strategy to help students while they confuse or difficult in catch the meaning of the text. Within fix up, students read before and after the

sentence or phrase which make them confuse to construct and identifying the text meaning. 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. The options tool to make this strategy easy to follow by students, they are: rereading, predicting, connecting, asking a question, etc. While fixing up the way to comprehending a text, the students hopefully can improve their reading comprehension ability and the get better result to answer a question from the text.

Duffy (209: 130) states that fix up strategy is frequently referred to as "look-backs." It refers to a strategy in which readers search backward 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 reader reads and that good reader stop when a problem is encountered.

Based on the explanation above, perhaps students' reading comprehension increase with a better score using fix up strategy.

II. METHOD

This research was used quantitative approach and the research method was experimental design namely one-group pre-test and post-test which consist of two variables, they are fix up strategy as independent variable and reading comprehension as dependent variable. The place was carried out at SMAN 7 Kediri. The population of this research are all of students in eleventh grade SMAN 7 Kediri which are consist of Social and Science class (385 students). In addition, sample is the small group that is observed or a portion of a population (Ary, 2010: 148). The researcher chooses one class as a sample that is XI MIPA 6 which consist 34 students. In collecting data, the researcher used test as an instrument that is Pre-test and Post-test. After the researcher gets the students score of pre-test and post-test, then analyzed it using SPSS version 23. It will show about the effect of using fix up strategy in teaching reading comprehension at SMAN 7 Kediri.

III. FINDINGS AND DISCUSSION

Based on the analyzing data from SPSS version 23, the researcher got the data which concern on the students' reading comprehension before and after being taught using fix up strategy. There are eight indicators which used to measure

the competence of students in reading comprehension based on Brown (2004: 201). They are identifying general information, identifying main idea, identifying detail information, identifying supporting idea, guessing word meaning, identifying factual information, determining purpose of the text, and identifying implied meaning. In the pre-test, student got difficulty in identifying the implied meaning, determining the topic, and guessing the word meaning that given to them. Some of the problems come from their motivation to do the test and lack of vocabulary. During the treatments, not all of the students followed the instructions or there were several students who copied their friends' work. On the other hand, when the students did the post-test, there were improvement in some aspects of reading comprehension, especially in understanding and comprehending to identifying implied meaning, determining the topic and guessing word meaning. It showed that the treatment which given to them is increasing their score as well. The total of students' score of pre-test is 2215. Then the students' score of post-test after using fix up strategy is 2655. From the analyzing data using SPSS version 23, it showed that t-score (7,539) is higher than t-table with significant 5% (2,034). From the

explanation it can be conclude that H_a is accepted.

IV. CONCLUSION

Based on the research finding and discussion at previous chapter, it can be conclude that fix up strategy has an effective way to improve students' reading comprehension in teaching reading comprehension for eleventh grade students at SMAN 7 Kediri. Fix up strategy help students when they confuse and difficult to determine the meaning of the text by read backward and forward the word, phrase, or sentence and they can reread, previewing, predicting, and connecting with their background knowledge the text when the get difficulties. This strategy increase the students ability to analyze or determine meaning of the text without dictionary. The result of significant improvement was shown by the result of analyzing pre-test and post-test score. It showed that t-score (7,539) is higher than t-table with significant 5% (2,034). From the explanation, it can be conclude that students' reading comprehension is increase using fix up. Another result show that mean between post-test (78,09) is higher than pre-test (65,15).

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