

## The Effect of Using Fix-Up Strategy Toward Students Reading Comprehension at The Tenth Grade of SMAN 1 Kecamatan Harau

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**Abstract,** *The goal of this study was to find out how the Fix-up method affected the reading comprehension of class X students in SMAN 1 Harau District. Students' difficulties with reading comprehension while learning English are the impetus for this study. Reading scores for students are low. The majority of students did not achieve the KKM or Minimum Standard Score, as indicated by their daily reading tests. Vocabulary is lacking among students. Many students are still unable to comprehend the sentence's meaning when presented with advertisement text using common vocabulary, and they lack motivation to read. The researchers compared two classes using quantitative methods and a quasi-experimental research design in this study. This study's participants were students in class X at SMAN 1 Harau District, with X-E.7 serving as the control group with 30 students and X-E6 as the experimental group with 27 students. A reading test serves as the research instrument. On SPSS 26, an independent sample T-test was used to analyze the data. Students who were taught using the Fix-up strategy and students who were taught without using the Fix-up strategy achieved significantly different levels of reading comprehension. strategy. The fact that the p-value is lower than the alpha value (0.000 0.05) demonstrates this. It is possible to draw the conclusion based on these data that students' reading comprehension is significantly affected by the use of the fix-up strategy.*

**Key words:** *fix-up strategy, reading comprehension, SMAN 1 Harau*

### 1. INTRODUCTION

Reading is among the English skills that helps people understand what they read by helping them extract information from it. Reading is a fluid process in which readers combine information from the text with their own prior knowledge to create meaning. However, there are those who contend that comprehension requires more effort than simply reading. Actually, reading comprehension is very important because reading any text allows students to learn more and broaden their thinking. As a result, students need to be able to read to improve their knowledge and learn more.

The educators tries to assist students' comprehension in reading because comprehension is an essential component of reading skills. Understanding is the result of reading, so reading and comprehension are very closely linked. Duffy (2009) asserts that comprehension is the foundation of reading because written language is intended to convey messages. We do not read if we do not comprehend the message. To put it another way, students need to be able to comprehend what they read.

The fix-up strategy is one of many methods that teachers can use to teach reading, according to the researcher. Teachers can also use it to help students learn. A fix-up strategy, as described by Duffy in the Nunun Indrasari journal (2009), is a method that can assist students in comprehending text messages when they become stuck on particular sentences. The fix-up strategy makes it easier for students to improve their reading comprehension and creativity by allowing them to use the fix-up tool to improve their comprehension of the text when they get stuck. When reading texts and discussing with their partners, students, on the other hand, are encouraged to think critically and apply their prior knowledge. It is possible for students to be challenged to think critically and creatively about the material they have read. When discussing the material in the text, they use their prior knowledge to make connections between what happens in the text and their experiences, allowing students to expand their knowledge. They can also look at some of the text's foreign words and analyze them. Students can also offer their own presumptions and viewpoints on the subject matter based on their own experiences and prior knowledge.

In reading comprehension, a teacher must be able to assist students in reading and comprehending the text, understanding how sentences relate to one another and the text's content. Reading aloud, anticipation, and strategy are some of the strategies that a teacher can employ in the area of reading comprehension. Because reading comprehension increases effectiveness and efficiency, strategies are required to prevent it.

On May 23, 2022, researchers observed and interviewed students at schools and discovered a number of reading comprehension issues. First, students receive low reading scores. The majority of students failed daily reading tests to achieve the KKM or Minimum Standard Score.

Second, students don't know enough words. Many students are still unable to comprehend the sentence's meaning when the instructor presents advertisement text using common vocabulary. Therefore, if the students do not consult the dictionary, they will be unable to comprehend the entirety of the text.

Lastly, students lack reading motivation. This issue arises as a result of students' lack of interest in learning English. When they read the text, they are reluctant. Students did not appear enthusiastic when asked to discuss the text. They also wait for the teacher to explain problems rather than trying to solve them on their own when they come up.

Teachers need specific strategies to make learning interesting. This tactic is used so that lessons are easier for students to understand. The fix-up strategy provides readers with a process for recover meaning, such as pre-reading, reading ahead, or deciphering unfamiliar words. In

addition to making it easier for students to understand, using strategies in understanding text can improve the efficiency of learning and encourage to become more active students. Doyle defines the fix-up strategy as a learning behavior that teaches students what to do when they are unsure of something. Because of this, the researcher was motivated to investigate the Fix-up strategy. Specifically, the researcher wanted to determine whether or not the Fix-up strategy had a significant impact on the reading comprehension abilities of students in class X at SMAN 1 Harau District. Subtitles are not included in introductions. 12 point Times New Roman font To record existing solutions and methods, highlight the best of previous studies, highlight the main limitations of previous studies, clearly indicate what is to be achieved (limits of completion), and demonstrate scientific merits, authors should have adequate background information and a brief survey of the literature. or the paper's novelty. At the end of the introduction, describe the goal of your work.

## **2. METHOD**

### **Research design**

The methodology of this study is quantitative. Craswell (2012) says that quantitative research uses multiple variables to objectively test theory. Therefore, statistical methods can be utilized to analyze numbered data. According to Sugiyono (2017), the researchers used a quasi-experimental design in this study. With a control group, the quasi-experimental design could not fully control the external variables that affected how the experiment was carried out.

### **Population and sample**

This study's participants were all SMAN 1 Harau District class X students in the 202/2023 academic year. The following table provides a description of the population. Two classes were used as samples by the researcher. As class samples, the researcher picked X.E6 and X.E7. Researchers must ensure that the sample is uniform and normal before beginning their study.

### **Instrumentations**

The purpose of this study was to determine students' reading comprehension, and the instrument used in the study was a test. Researchers use two tests: the pre-test and the post-test. The pre-test assessed students' comprehension prior to treatment, and the post-test assessed students' reading comprehension following treatment with the fix-up strategy.

#### **a. Validity**

Expert validity and content validity are utilized by the researcher. The test's content validity was evaluated to determine whether or not it was appropriate for the

taught material. The instrument was subjected to expert validity to assess how well the items represented the intended content area. The lectures given by UIN SJECH M. Djamil Djambek Bukittinggi served as the validators.

#### **b. Reliability**

Reliability is the measurement of a test with consistent or the same result at different times.

#### **Technique of data collection**

The reading comprehension test was used in this study. There were twenty multiple-choice questions on the test. Pretests were used to determine the students' initial reading comprehension, followed by treatments and a posttest to determine the effect of treatment on students' reading comprehension.

#### **Technique of data analysis**

The perusing understanding test was utilized in this review. There were twenty different decision inquiries on the test. Pretests were utilized to decide the understudies' underlying understanding cognizance, trailed by medicines and a posttest to decide the impact of treatment on understudies' understanding perception.

### **3. FINDINGS AND DISCUSSION**

#### **Description of the data**

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pre_exp	27	5	50	35,19	2,225	11,559	133,618
post_exp	27	45	90	70,56	1,967	10,222	104,487
pre_contr	30	20	65	37,33	2,284	12,507	156,437
post_contr	30	10	85	33,83	3,302	18,084	327,040
Valid N (listwise)	27						

The conclusion that can be drawn from the table above is that the control class had 30 students and the experimental class had 27 students. The experimental class' posttest standard deviation was 10,222, while the control class' posttest standard deviation was 18,084. The

standard error of the mean for the experimental class was then 1.967, while it was 3.302 for the control class.

## Analysis of the data

### 1. Normality test

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pre_exp	,180	27	,025	,917	27	,033
post_exp	,119	27	,200*	,968	27	,545
pre_contr	,188	27	,015	,905	27	,018
post_contr	,175	27	,032	,896	27	,011

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

On the basis of the Shapiro-Wilk test, the SPSS output of the above-mentioned table. In the pre-test for experiment class 0,033, the normality test result was 0,545, and in the post-test for class 0,054. In the pre-test, control was found to be 0,018 and in the post-test, it was found to be 0,011. The fact that all of the data in the experiment and control class were greater than 0,05 indicates that they were normally distributed, as previously stated.

### 2. The Homogeneity Test

After the researcher calculates the normality of the data, the researcher calculates the homogeneity. Both homogeneous and heterogeneous began to be calculated using the SPSS 26 program. The results of the homogeneity test will be explained below:

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	2,101	3	110	,104
	Based on Median	1,445	3	110	,234
	Based on Median and with adjusted df	1,445	3	83,180	,236

Based on trimmed mean	1,878	3	110	,137
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Based on the result, it can be seen that the significant value of pretest and posttest the experiment and control class were 0,234 and 0,137. So it can be concluded that the value was higher than 0,05. It means that  $H_a$  was accepted or the instrument was homogeneous.

### **Testing the hypothesis**

The Hypothesis Tested by the Study:

1. The null hypothesis ( $H_0$ ) is accepted if the significant value is less than or equal to 0.05. This indicates that students using the fix-up strategy achieve significantly different levels of reading comprehension proficiency.
2. The hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted if the significance value is greater than or equal to 0.05. This indicates that students whose reading comprehension was taught using the fix-up method achieved the same level of success. The posttest results for both classes revealed a significant or sig (2 tailed) value of 0.000 based on the independent test above. 0.000-0.05 is shown by the 2-tailed significance. This indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. It is possible to draw the conclusion that students' reading comprehension scores when taught using the fix-up method differ significantly. To put it another way,  $H_0$  is rejected and  $H_a$  is accepted.
3. The posttest results for both classes indicate that a significant or sig (2 tailed) value is 0.000, based on the independent test above. 0.000-0.05 is shown by the 2-tailed significance. This indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. It is possible to draw the conclusion that students' reading comprehension scores when taught using the fix-up method differ significantly. To put it another way,  $H_0$  is rejected and  $H_a$  is accepted.

## **4. DISCUSSION**

Students must be able to read well in order to be successful. Reading is the first step in the process of teaching and learning, so they must be proficient readers. Without reading the material, students will not be able to comprehend it. Understanding is also related to reading, as reading is pointless without understanding. In order for learning objectives to be met,

students need to be able to read and comprehend material. As a result, teachers must develop effective reading comprehension strategies for their students.

Using a fix-up strategy is one method that can be used to boost students' reading comprehension. According to the findings of this study, students' reading comprehension improves when they use the Fix-up strategy. The comparison of the experimental class and the control class's average post-test scores clearly demonstrate this. The experimental class's average post-test score was 70.56, which was higher than the control class's average post-test score of 33.83.  $H_a$  is accepted and  $H_o$  is rejected according to the testing of the hypothesis. This indicates that students' reading comprehension is significantly affected by the Fix-up method. Based on the findings of research demonstrating that the fix-up strategy was effectively used by teachers when teaching, Vigi Devana stated that the fix-up strategy was effectively used by teachers when teaching reading. In addition, Indrasari asserts that the fix-up strategy is a technique that can assist students in comprehending text messages when they become stuck on particular sentences.

Students learn to think more creatively and have better reading comprehension when the fix-up strategy is used in reading instruction because it makes it easier for them to use the fix-up tool when they get stuck in certain parts of the text. Comprehension of the text When reading texts and discussing with their partners, students will, on the other hand, be challenged to think critically and make use of their prior knowledge. It is possible for students to be challenged to think critically and creatively about the material they have read. When discussing the material in the text, they will use their prior knowledge to make connections between what occurs in the text and their experiences, allowing students to increase their understanding. They can also examine a few text's foreign words and analyze them. Students can also offer their own presumptions and viewpoints on the subject matter based on their prior knowledge and experiences.

In a nutshell, teachers can teach reading with the Fix-up strategy, which is a successful approach. To put it another way, the fix-up strategy is useful and can assist students and teachers in achieving the objectives of the learning process, particularly when learning to read. It is possible to draw the conclusion that the Fix-up method is a useful model for assisting students in improving their comprehension of reading.

## **5. CONCLUSION AND SUGGESTION**

The researcher draws the following conclusions in light of the research on the The impact of the fix strategy on students' reading comprehension:

- a. After using the Fix-up method to teach reading comprehension, the experimental class saw a significant improvement. The posttest between the experimental and control classes demonstrates this.
- b. Students who study using a fix-up strategy and students who study without using a fix-up strategy put in significantly more effort to understand what they are reading.
- c. The posttest data for both classes show that teaching reading comprehension with a fix-up strategy is superior to teaching comprehension without one, with the experimental class scoring an average of 70.56 and the control class scoring an average of 33.83.
- d. In conclusion, there was a significant achievement gap between students in class X at SMAN 1 Harau District who were taught reading comprehension using the fix-up method. Improvement strategies significantly improve students' reading comprehension. Experts and previous research concepts, as well as empirical data gathered by researchers, contribute to this conclusion.

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