**ABSTRACT**

**Syifa Giani.** 142301733. 2018. *Using Fix-up Strategy in Teaching Reading Comprehension (An Experimental Research at the* $8^{th}$ *Grade of the Students in SPM Daar El-Istiqomah Islamic Boarding School)*, (Undergraduate Research Paper. Department of English Education, Faculty of Education and Teacher Training, The State University for Islamic Studies, “Sultan Maulana Hasanuddin” Banten). Advisers: As’ari. S.S, M.Si and Eulis Rahmawati, M.Pd.

The objective of the research is to know student’s reading comprehension at the $8^{th}$ grade of SPM Daar El-Istiqomah and to find out the effectiveness of using fix-up strategy in teaching reading comprehension. This research used experiment research it was conducted based on the main problems, 1) How is the students’ reading comprehension at second grade of SPM Daar El-Istiqomah Islamic Boarding School? 2) How is fix-up strategy applied in teaching reading comprehension at second grade SPM Daar El-Istiqomah Islamic Boarding School? 3) How is the effectiveness of fix-up strategy in teaching reading comprehension at second grade of SPM Daar El-Istiqomah Islamic Boarding School?

To investigate of the research, the researcher collects data from 60 students that spared into two classes, one class as experimental class which consists of 30 students and another one is as the control class which consists of 30 students. The researcher used of quasi experimental design with three stages is pre-test, treatment, and post-test.The sample of the research used class VIII.A as experimental class and Class VIII.B as control class.

Based on the result statistic calculation, it is obtained that the score of $t\_{o}$ is = 6,27 $>t\_{t}$ = 2,002 in degree of significance 5%. The score of $t\_{o}$ is = 6,27 $>t\_{t}= $2,336 in degree of significance 1%. It means that Ha: $t\_{o}>t\_{t}$ . It means there is significant influence of using Fix-up Strategy to Improve Student’s Reading Skill at second grade of SPM Daar El-Istiqomah Islamic Boarding School .

*Key word: fix-up strategy, experiment, reading comprehension.*

1. **Introduction**

Many languages in the world. English is one of the international language the communication tool the world. Study language is studying the skill. There are many skills in English language, such as listening, speaking, reading and writing. Reading receives a special focus. Many students often have reading as one of their most important goals. The student often thought to be easier to obtain information from written text by reading. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out.

Reading comprehension in the text can be fun activity when we know strategy or technique in reading. According to Judi Willis to comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories.

There are many various teaching models that can be used by the teachers to help the students in comprehending the text. One of the strategies is fix up strategy. It 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 using this strategy the teachers should provide the students with some tools for fixing up their meaning-making. These tools are called fix up options. Moreillon 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.

1. **Theoretical Review**
2. The Definition of Reading Comprehension

According to Widdowson , “ Reading is a process of matching information in a text to internally activated information. Thus, reading is not information processing but rather information interpreting-what we understand from a text depends in part on what we knew previously, as well as on how we allow the text to extend and refine our knowledge of the topic. Reading is the interaction of the text and the reader”

There are many definition of reading comprehension. Grallet Said, “reading comprehension is to understand written text means extracting the required information from it as efficient as possible”. In addition, “reading comprehension is the process of constructing meaning by coordinating number of complex process that include word reading, word and world knowledge, and fluency”.

 Comprehension means relating what we don’t know, or new information, to what we already know, which is not a random collection of facts but a “theory of the world” in each of our heads called “ cognitive structure”. Comprehension is always directed and controlled by the needs and purposes of an individual and therefore crucially depends on that individual’s having acquired what William Grabe calls a “critical mass” that is, an adequate amount of what is sometimes called “background information’ or, more technically, “schemata”, a subject to which I will return below. Thus reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.

1. Fix-up Strategy

Fix-up strategy is what you use to help yourself get unstuck when you are reading confusing text.

There are several steps of using fix-up strategy used by the reader or students as follows:

1. Make a connection between the text and:

Your life.

Your knowledge of the world.

Another text.

1. Make a prediction.
2. Stop and think about what you have already read.
3. Ask yourself a question and try to answer it.
4. Reflect in writing on what you have read.
5. Visualize.
6. Use print convention.
7. Retell what you’ve read.
8. Reread.
9. Notice patterns in text structure.
10. Adjust your reading rate: slow down or speed up.
11. **Research of Methodology**
12. Method of Research

Research is equally important for social scientists in studying social relationship and in seeking answers to various social problems.

Nunan said that “Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be stated”. This study employs experiment method. The writer will teach reading in two different classes using two different methods. To find out which method is more effective, in the beginning of the lesson the writer will give the pre-test to the student of both class to find out both group have relatively the same level of competence. In the experiment class the writer teaches reading comprehension using fix-up strategy while in the control class the writer teaches it using explanatory method. At the end of the experiment, the writer will administer post-test to the classes and compare the test result using t-test formula.

1. The Place and Time

To examine the using fix-up strategy in teaching reading comprehension this research was held at $8^{th}$ grade of SPM Daar El-Istiqomah Islamic Boarding School, Serang - Banten, $2^{nd}$ semester, and the academic year 0f 2017-2018.

1. The Population and Sample

According to Suharsimi Arikunto, a population is a set (or collection of all elements processing one or more attributes of interest. The population in this research is students of $8^{th}$ grade of SPM Daar El-Istiqomah Islamic Boarding School, Serang – Banten. There are 60 students of $8^{th}$ grade. The eighth grade consists of two classes. Number of VIII.1 is 30 students, VIII.2 is 30 students.

Sample is collecting data with small amount of population that tested at the research. Nunan stated that “sample is a subject of individual or cases from within the population”. In taking sample the researcher use no random technique, because it is one of the characteristic from quasi-experiment.

The writer took all of students at eighth grade. The writer took two classes as sample for the research. First is VIII.A class as experiment class which consists of 30 students and they were taught reading comprehension using fix-up strategy. Second is VIII.B class as control class which consists of 30 students and they also were taught reading comprehension without using fix-up strategy.

1. The Techniques of Data Collecting

 In techniques of data collecting, writer uses teaching and learning process by giving the test to the students. The writer obtained the data by conducting teaching activity and collecting students’ test scores from both experiment class and controlled class before and after they have been taught reading comprehension. The test was conducted at the first meeting that can be called pre-test and the fifth meeting that can be called post-test which the scores were the result of learning reading comprehension by using fix-up strategy.

 Before giving the test to the students, the writer consulted to the English teacher about the questions she made, whether these questions can be given to the students. The writer gave the same kind of test for both the experimental class and the controlled class.

1. **The Technique of Data Analyses**

The technique of analysis data in this research uses t-test. According to Anas Sudijono, Test-t is used for testing the null hypothesis of the mean differences of two sample. Because the quasi experiment use pre-test and post-test then the writer uses this test to measure the final test between experiment class and control class.

The steps for statistic analyze that are :

1. Determining mean of variable x with formula :

$$M\_{1= \frac{\sum\_{}^{}x\_{}}{N\_{1}}}$$

1. Determining mean of variable y with formula :

$$M\_{2= \frac{\sum\_{}^{}y}{N\_{2}}}$$

1. Determining derivation score variable X with formula :

$$\_{x = x\_{- M\_{1}}}$$

1. Determining derivation score variable x2 with formula :

$$\_{y = \_{y- M\_{2}}}$$

 After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow:

$$t= \frac{M\_{1}-M\_{2}}{\sqrt{\left(\frac{\sum\_{}^{}x\_{}^{2}+\sum\_{}^{}y\_{}^{2}}{N\_{1}+N\_{2}-2}\right)\left(\frac{N\_{1}+N\_{2}}{N\_{1}.N\_{2}}\right)}}$$

Notes:

$M\_{1}$ = Mean score of the experiment class

$M\_{2}$ = Mean score of the control class

$\sum\_{}^{}x\_{}^{2}$ = Sum of square deviation score in experiment class

$\sum\_{}^{}y\_{}^{2}$ = Sum of square deviation score in control class

$N\_{1}$ = Number of students of experiment class

$N\_{2}$ = Number of students of control class

$2$ = Constant number

 df = Degree of Freedom (df = $N\_{1}+N\_{2}-2$)

1. **Result and Discussion**
2. Description of Data

 In this chapter, the researcher explains the result of the research. The researcher took 60 students at the First grade of SPM Daar El-Istiqomah Islamic Boarding School. The goal of the research is intended to find out the accurate data in accordance with the research title. So the sample in this study divided into two classes. They are 30 students each. Students VIII B as the control class and 30 students VIII A as the experiment class.

The researcher got two data. The first data is the result of Pre-test and the second one is the result of Post-test from both classes. The result of post-test in experimental class is named variable (x) and the result of post-test in control class is named variable (y).

The students’ reading in Descriptive text has less before using Fix-up strategy. They found the difficulties and did not have many concept or main idea. But after using Fix-up strategy students’ has better achievement. It can be seen from the result of pre- test and post- test.

To know The Use of Fix-up Strategy in Teaching Reading Comprehention, the researcher gave the test to students as the sample both at the experimental class and at the control class. The test that used in this research divided into two types, there are pre- test and post- test. The pre- test was the test that giving treatment and the post- test given after giving treatment. the writer got the data ∑
$x\_{2} $= 2215, ∑$y\_{2} $= 1355, ∑X2=1.299.21 and ∑Y2=3.124.02, whereas N1=30 and N2=30.

After getting the data from pre-test and post-test, the writer analyzed it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable $x\_{2}$

$M\_{1}$ = $\frac{∑x\_{2}}{N\_{1}}$

 = $\frac{2215}{30}$

 = 73,83

1. Determine mean of variable $y\_{2}$

$M\_{2}$ = $\frac{∑y\_{2}}{N\_{2}}$

= $\frac{1355}{30}$

 = 45.16

1. Determine t-test

$$t= \frac{M\_{1}-M\_{2}}{\sqrt{\left(\frac{\sum\_{}^{}X\_{}^{2}+\sum\_{}^{}Y\_{}^{2}}{N\_{1}+N\_{2}-2}\right)\left(\frac{N\_{1}+N\_{2}}{N\_{1}.N\_{2}}\right)}}$$

$$t= \frac{73.83-45.16}{\sqrt{\left(\frac{1.299,21 + 3.124,02}{30+30-2}\right)\left(\frac{30+30}{30.30}\right)}}$$

$$t= \frac{28.67}{\sqrt{\left(\frac{4423.23}{58}\right)\left(\frac{60}{900}\right)}}$$

$$t= \frac{11.55}{\sqrt{\left(76.26\right)\left(0,06\right)}}$$

$$t= \frac{11.55}{\sqrt{4.5756}}$$

$$t= \frac{11,55}{2.13}$$

$$=5.42$$

 From the result of the calculation above, it is obtained that the valuae of $t\_{o}$ (t observation) is 5.42 , after found the data the reseacher compared it with $t\_{t}$ (t table) both in degree significant 5% and 1%

1. df = $N\_{1}$+ $N\_{2}$ - 2

 = 30 + 30 – 2

 = 60 – 2

 = 58

1. **Data Interpretation**

 The objective of the reseach is to find out the effectiveness of using fix-up strategy toward students’ reading comprehension at eighth grade of SPM Dar El-Istiqomah.

After analysing the pre-test and the post-test from two groups, experiment group and control group, the reseacher got the data of pre-test and post-test score. In the experiment class, the highest score of pre-test is 85 and the lowest score is 20. The highest score of post-test is 85 and the lowest score is 65. The mean of pre-test score obtained by students in this class is 39,66 and the mean of post-test is 73,83. The mean of pre-test and post-test score has good enough improvement it seen 73,83 $>$ 39,66. The improvement caused by the experimental class learns reading comprehension by using fix-up strategy that not used yet before.

In the control class, the highest score of pre-test is 65 and the lowest score is 30. The highest score of post-test is 65 and the lowest score is 30. The mean of pre-test score obtained by students in this class is 44.33 and the mean of post-test is 45.16. There is not good improvement of the result in this class, it seen from the mean that is 44.33 and 45.16 which improved 0.83 score. It caused in control class did not learn by using fix-up strategy.

Based on calculation above there was improvement student’s achievement before using fix-up strategy and after using fix-up strategy. The way could be seen after comparing the score pre-test (before using fix-up strategy) and post-test (after using fix-up strategy) in class VIII.A as experiment class and VIII.B as control class. It means that there is significant effective on students reading comprehension by using fix-up strategy.

1. **Conclusion**

 Based on the research which has conducted in SPM Daar El-Istiqomah Islamic Boarding School about “Using Fix-up Strategy in teaching reading comprehension”, the researcher can conclude some facts as follow:

1. From the result of the pre-test and post-test between experiment class ( using fix-up strategy) and control class (non using fix-up strategy) the researcher can conclude that score of experiment class was better than score of control class, it can be shown from the result of data analysis that mean of variable X was 73,83. and after treatment the mean of variable Y was 39.66. It is means the mean of variable X was in good category.
2. Fix-up strategies is well applied and easy to be understood by students. reading comprehension can be increased in descriptive text. Furthermore students can read well and they feel more interested and more motivated. The high effect of the use fix-up strategy to students indicates that this strategy can be used by the teacher in teaching reading comprehension.
3. From the result of the score of experimental class, pre-test 1190, and post-test score 2215. The pre-test score of control class was 1330, and post-test was 1355. The result of analysis of the research show the value of to 5,42 it is higher than the value of ttable the level significance 5% and 1% 2.002. It means Ha (alternative hypothesis) of results is accepted and Ho (null hypothesis) is rejected. It means that significance is the influence of using fix-up strategy in teaching reading comprehension at second grade of SPM Daar El-Istiqomah Islamic Boarding School.
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