**CHAPTER I**

**INTRODUCTION**

1. **Background of The Study**

Many languages in the world. English is one of the international language the communication tool the world. English used in access to get information of social, political, education, and communication. because English is the most important. Language which can rule the world. In educational field, English is the first foreign language which studied by students. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As foreign language, it makes English difficult in learning.

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. [[1]](#footnote-1)

Reading becomes one of important skill that should be learnt to be mastery of English therefore students need to be exercised in order to have a good reading skill and it will help the students to improve their knowledge because a lot of information will be found when the students want to read intensively.

Reading is not a simple activity because it needs fundamental skills to get the comprehension of the text such as knowing how to read words and a lot of vocabularies because understanding the meaning of the text is the purpose of reading comprehension therefore reading should enable students to understand the messages presented in written form. The reader reads because they want to get something from the writing.

Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[[2]](#footnote-2)

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.[[3]](#footnote-3) When the students cannot understand the text during reading, the students use fix up option to catch the message of the text.

Based on the background above, the writer would like to make research on SPM Daar El-Istiqomah Islamic Boarding School, about using fix-up strategy in teaching reading comprehension

The writer chooses SPM Daar El-Istiqomah Islamic Boarding School because when the writer came to the school for doing observation, the writer founds that the teacher just use an explanatory method in every time schedule subject. Students just listen to the teacher’s explanation and then they do some matters given by the teacher until he gives a score for them and so on, it seems boredom for them.

The specific problem of reading skill that has been faced by the teacher when doing the teaching process in the classroom is students have get stuck the words in reading the text. it will be a problem in reading comprehension because students need a lot of affective strategy in reading when students want to understand the whole parts of text therefore the teacher should give students appropriate treatment to solve this problem.

The writer makes a conclusion that the teacher needs a variation strategy in teaching learning English process, in order to give a good impression to the student about English subject and to make a teaching learning process more alive for them. Finally teacher will reach the purpose of teaching English especially for reading skill.

1. **The Limitation of Study**

Based on the background of the study, the researcher identifies the research as follow;

1. The researcher would like to use fix-up method in teaching reading comprehension at second grade of SPM Daar El- Istiqomah Islamic Boarding School.
2. The researcher focuses on how to teaching reading comprehension by using fix-up strategy. In addition, she applies her study in experiment research.
3. **The Statements of Problem**

Some problem that mentioned above, the researcher will formulate in the specific question as follow:

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?
4. **The Objectives of Research**

Based of statement research of problem above, the researcher has several objectives of the research as following:

1. To find out the students’ reading comprehension at second grade of SPM Daar El-Istiqomah Islamic Boarding School.
2. To describe the application fix-up strategy in teaching reading comprehension at second grade of SPM Daar El-Istiqomah Islamic Boarding School.
3. To know the effectiveness of fix-up strategy in teaching reading comprehension at second grade of SPM Daar El-Istiqomah Islamic Boarding School.
4. **Significances of Study.**
5. For the teacher.

Teacher gets the new method for teaching and learning English reading comprehension and also improving creativity’s teacher in English learning process.

1. For the student

The result of study can show to the students about the skill they have done in reading comprehension by this method. And they can know their skill and fault, also they can dissolve and understand of pattern of word arrangement they read. It can improve their reading skill.

1. For the researcher
2. The researcher hopes this research will be benefit for the researcher, students, and school environment.
3. The researcher got many knowledge about the average of students ability in mastering English.
4. This method can give a new method for the teacher so that the class and it can be used as reference technique for the future.
5. For the school

This study can be used to overcome the problem of teaching reading, fix up method can be considered to be an effective method to teach reading and it will enrich teaching method in this school.

1. **Organization of Study**

In order to write to good paper, it is necessary to arrange it systematically. The organization of this paper provides the organization of the main issues discussed. This paper is divided into five chapters as follows:

Chapter I Introduction: it presents Background of The Study, The Limitation of Study, The Statement of Study, The Objectives of Research, Significances of Study, Organization of Study.

Chapter II Theoretical of Review: This chapter presents Reading and Reading Comprehension, The Fix-Up Strategy, The Descriptive Text, The Previous Study, The Hypothesis of the Study.

Chapter III Methodology of Research: This chapter covers The Method of Research, The Place and Time of Research, Population and Sample, Technique of Data Collection, Instrument of The Research, and The Technique of Data Analysis.

Chapter IV The Research Findings and Discussion: This chapter explains The Result and discussion of The Research, The Description of Data, Data Analysis, Hypothesis Testing (t-test) and The Interpretation of Data.

Chapter V Closing: This chapter consists of conclusion and suggestion.

1. Judi Willis, M.D, *Teaching the Brain to Read, Strategies for Improving Fluency, Vocabulary, and Comprehension*, (Alexandria, Virginia USA: Association for Supervision and Curriculum Development,2008), p. 128 [↑](#footnote-ref-1)
2. Janette K. Klinger, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students With Learning Difficulties* (London: The Guilford Press, 2007), 8. [↑](#footnote-ref-2)
3. Judi Moreillon, *Collaborative Strategies for Reading Comprehension*, (American Library Association,2007), p. 116 [↑](#footnote-ref-3)