**CHAPTER II**

**THEORETICAL REVIEW**

1. **Reading**
2. **The Definition of Reading**

Learning English is very important. In English there are four skills that must be mastered, namely: speaking, reading, listening, and writing. But researchers here only focus on one skill that reading skill, because reading is one important skill to master.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.[[1]](#footnote-1) Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

According to David, that reading is one of four language skills that developed in learning English. Reading is not something that every individual learners to do. Teaching reading in elementary and secondary school need more time than teaching other skill.[[2]](#footnote-2)

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 know 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”[[3]](#footnote-3)

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”.[[4]](#footnote-4) In addition, “Reading comprehension is the process that include word reading, word and world knowledge, and fluency”.[[5]](#footnote-5)

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.[[6]](#footnote-6)

1. **The Objective of Reading**

The students have many reasons to read and they will always have the purpose when they do this activity. Whether the reason is for getting some benefits of reading or just wasting the readers’ time. It could be called as the objective of reading. When someone reads novel, comic or magazine without getting any information which can increase his knowledge and just read it to get the happiness and lose his bored feeling, it is still the objective. There are some objective of reading which is declared by Williams (1984) usefully classifies reading into (1) getting general information from a text, (2) getting specific information from a text, and (3) for pleasure or for interest.[[7]](#footnote-7) It means whatever the readers’ reason while reading, it can be called as the purpose of it and the students will be a success reader if he can satisfy his self after reading process has been done.

The assumption above is in line with Francoise Grellet who stated that there are two main reasons for reading:[[8]](#footnote-8)

1. Reading for pleasure.

Sometime reading is an activity which can be done only to fill the free time and enjoy the readers’ day. It means the readers have gotten the purpose of reading and in this situation; the objective of reading is getting pleasure

1. Reading for information (in order to find out something or in order to do something with the information you get).

In this situation the reader has the main purpose as collecting the information from the printed word that he had read. in this case the objective of reading is getting the information. It applies when the reader read a textbook or a recipe.

Based on the statement above, the writer concludes that people will read a text for many reasons. The first reason is to get the information and another reason is reading for pleasure. For every reasons of reading will use the different reading strategy.

1. **The Types of Reading Skills**

Instead of reading is complex process which requires lot of effort in comprehend the contents of the text, it is needed to use some technique in reading. There four main ways that one can read given text such as: [[9]](#footnote-9)

1. Skimming

Skimming consist of quickly running one’s eyes across a whole text (an essay, article, or chapter), for example to get the gist skimming gives readers advantage of being able to predict the purpose of the passage, the main topic or massage and possibly some of the developing or supporting ideas.

1. Scanning

Scanning quickly searching for some particular piece or pieces o information in the text. Scanning exercise may ask student to look for names or dates. To find a definition of a key concept, or to list a certain number of supporting details.

1. Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Jack.C.Richard State “Extensive reading is seen as offering many advantages, some of which are as follows:[[10]](#footnote-10)

1. Enhanced language learning in such areas as spelling, vocabulary, grammar and text structure.
2. Increased knowledge of the world.
3. Improved reading and writing skills.
4. Greater enjoyment of reading.
5. More positive attitude toward reading.
6. Higher possibility of developing a reading habit.

Based on the definition above, extensive reading as used to obtain a general understanding of a subject and seen as offering many advantages.

1. Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail.[[11]](#footnote-11)

From the theories above, it can be said that there are four kinds of reading skill that has been mentioned above have the different implementation because each kind of reading skills has the different achievement. The reader who read a text by using skimming or scanning may be able to find the information of printed sentence without reading the whole part of the text because he just need to catch the required information. The different between intensive and extensive reading is intensive reading known as a reading activity which occur in formal situation such as in learning process when the teacher asks his student to read the textbook as the learning material while extensive reading refers to read a text for pleasure which happens in out of classroom.

1. **The Principle of Teaching Reading.**

In order to reach the purpose of reading there are some principles that should be comprehend by the teacher when he want to train his students for becoming a good reader. Jeremy Harmer, in his book How to teach English, states “six principles behind the teaching of reading”, they are:[[12]](#footnote-12)

1. Encourage students to read as often and as much as possible

The teacher should motivate the students to be active in reading both intensively and extensively because the students will get the better understanding about reading comprehension if they can think that reading as their necessity and habit.

1. Students need to be engaged with what they are reading

Selecting the topic will be important section in reading process because as guidance the teacher needs to choose the appropriate topic which can help students to get involved what they read. Students’ interesting will affect his understanding therefore it is important to make students enjoy the text.

1. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its contraction.

In studying reading text, the students do not only learn how to decode and pronounce the word but they also have to understand the meaning of a text and catch the message from the printed sentence.

1. Prediction is a major factor in reading.

When the students want to read a text, the first thing that will be done is looking some clues which can stimulate student’s knowledge about the topic that will be happen on the text. The clues may be seemed as book cover, photograph, and headline.

1. Match the task to the topic when using intensive reading texts.

Task is one of the ways that can be used to check students’ understanding related to the content of a text that has been read therefore the teacher needs to prepare the right questions and appropriate strategy when doing this activity. Good reading tasks should have relation with the topic of text and students’ reading level because teacher will never know students’ comprehension if he gives them an inappropriate task.

1. Good teachers exploit reading texts to the full.

A good teacher integrates the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life. Where students have been doing extensive reading, teachers should use whatever opportunities present themselves to provoke useful feedback.

The principles that have been noted previously can be said as the way for student or the reader to achieve the main purpose of reading and it will create a good result if students and teacher can give a good collaboration to apply all of the principles that have been mentioned above.

1. **Assessing Reading**

According to Brown there are several designing assessment task in assessing reading.[[13]](#footnote-13)

1. Designing assessment tasks: perceptive reading

Assessment of basic reading skills may be carried out in a number of different ways.

1. Reading Aloud

The test taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.

1. Written response

The same stimuli are presented, and the test – takers task is to reproduce the probe in writing.

1. Multiple choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answer. Other formats, some of which are especially useful at the low level of reading, include same/different, circle the answer, true/false choose the letter, and matching

1. Designing assessment tasks: selective reading

Some of the possible tasks you can use to asses lexical and grammatical aspect of reading ability.

1. Multiple choice (for form –focused criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, mainly for reason of practicality. It is easy to administer and can be scored quickly.

1. Matching task

At this selective level of reading, the test taker’s is simply to respond correctly, which makes matching an appropriate format.

1. Editing task

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

1. Picture-Cued Tasks

In the previous section we looked at picture-cued tasks for perspective recognition of symbols and words.

1. Designing assessment task: interactive reading

Interactive tasks may therefore imply a little more focus on top-down processing than on bottom-up.

1. Cloze tasks

The word cloze was coined by the educational psychologists to capture the Gestalt psychological concept of closure, that is the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details

1. **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”1

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”.2  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”.3

 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.4

**7. The Levels of Comprehension**

The state Smith, reading comprehension is considered to occur at four level of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level.

1. Literal Level

At the literal level the basic facts are understood

1. Inferential Level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions

1. Critical Level

 At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias

1. Creative Level

 At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. The concluded that with the levels comprehension the limits and know how their ability to reading comprehension.

1. **Fix-up Strategy**
2. **The Understanding of Fix-up Strategy**

In reading process, it is not unusual if a reader monitors the meaning of the reading material, but there is sometimes a thing that makes no sense. In this problem, the reader usually tries to find a problem-solving technique. one of the appropriate techniques to resolve this problem is by using fix-up strategy

Fix-up strategy is what you use to help yourself get unstuck when you are reading confusing text.[[14]](#footnote-14) According to Neufeld in Beyer, fix-up strategy is use to help students deal with information they have question about.[[15]](#footnote-15) Furthermore. In the study of Moreillon. He stated that fix-up options are tools that readers can rely upon to find their way home. To make sense of what they read.[[16]](#footnote-16) In brief, fix-up strategy is one of strategies in reading comprehension that is used to help the readers getting unstuck in reading text to make sense about what they read.

In addition, Duffy stated that fix-up strategy are also frequently referred to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use it, readers first need to understand that it is essential to monitor meaning getting as you read and that good reader’s stop when a problem is encountered.[[17]](#footnote-17) In short, a reader first should realize that he/she does not

understand about the particular word meaning in the text, and then try to find the meaning by reread, use prior knowledge, think, and reflect, to find out the problem. After finding the problem, the reader can visualize, retell, and notice about what is already understood from the text.

There are several steps of using fix-up strategy used by the reader or students as follows:[[18]](#footnote-18)

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.

Using the fix-up strategy is one of the important tools students can develop to improve reading comprehension. Fix-up options are only as effective as reader’s ability to monitor their own understanding of texts. teachers and students can share the many ways they realize when they have lost track of the meaning of something they are reading. Using the fix-up option terms in both classroom and the library helps students strange than their ability to achieve this high level of metacognition.

What are reading comprehension using fix-up strategy? Have students ever read a passage of the text and then realized that while students read every word, they can’t remember a thing? Maybe they misread a word only to find out that the sentence they just read didn’t make a lick of sense. Or perhaps they came across a word that you had ever heard of before. Chances are used a fix-up strategy to help students make sense of what they read. And that’s just what fix-up strategies are.

Fix-Up Reading Strategies;[[19]](#footnote-19)

|  |  |
| --- | --- |
| **PREVIEW** Get a sense of a text before reading. | PREDICTGuess what will happen |
| SET A PURPOSEDecide why you are reading. | VISUALIZECreate a mental picture |
| CONNECTRelate personally to what you read. | MONITORCheck your comprehension as you read. |
| USE PRIOR KNOWLEDGEThink of what you already know about the topic. | MAKE INFERENCESDevelop logical guesses based on the text and your own experiences. |

1. **Teaching reading comprehension by using fix-up strategy.**

As fix-up strategy is a reading strategy, or in common as learning

strategy, it is not used by the teacher, but it is used by the students. However, the students will not be able to use the strategy if the teacher does not teach them before. Thus, the roles of the teacher are also very important in implementing the strategy; it can be seen as the following list:

what is the Role of the Teacher during Strategic Teaching and Learning?

1. Teach a few strategies through modeling and guided practice.
2. Teach them in depth.
3. Teach them over a long period of time.
4. Teach using a variety of text-genre and difficulty.
5. Use effective prompting and questioning.
6. Monitor student understanding to adjust instruction accordingly, providing additional modeling/support to scaffold student learning.
7. Teach for independence.

Specifically in fix-up strategy, the role of the teacher is as a guide and of the model of using this strategy. According to Tovani, there are there steps of modeling the use of fix-up strategy to the students; it can be seen as follows;

1. Share material you find confusing. Remind students that even good readers get confused when they read.

Demonstrate what you do when you recognize a problem in your comprehension. Show students how flag interruptions in meaning. Try reading aloud a difficult piece of text and have students record the fix-up strategies you use to regain meaning.

Teaching point: Good readers isolate confusion and make a plan to repair meaning. They know that if they continue reading without doing anything to help them, their confusion will get worse.

1. Give a list of fix-up strategies to your students. Ask them to use these strategies while reading their class assignments. Ask them to try at least one fix-up strategy before you help them clear up their confusion.

Teaching point: Good readers don’t quit when they become confused. They use fix-up strategies to repair confusion.

1. Demonstrate how listening to the voices in your head helps you know which fix-up strategy to use. Let students know that not every fix-up strategy works in every situation. Tell them that it is okay to abandon a fix-up strategy if it isn’t helping.

Teaching point: Good readers use fix-up strategies flexibly, when one doesn’t work, they try another one.

Another expert, Duffy, described about modeling of fix-up strategy used in teaching English subject as follows:

Say something like:

“Let’s read on. Tell me the first time you come to a problem. What is the first problem you find? Okay, in the middle paragraph on page 11 you stopped at the word *bondage* because you were monitoring and it stopped making sense when you ran into that word. That’s a hard one to figure out, but let’s apply our look-back strategy and see if we can fix it. First, we have to identify the problem. What is the problem? Yes, it’s a word we don’t know. So now we have to think about whether we know anything that would help us solve that problem. Do we have a strategy? Yes, just as before, we can use our context strategy to figure out words we don’t know. So first look back and see if there are context clues you can use. Yes, the word *slaves* and *escape* are clues. By thinking what it is that slaves try to escape, maybe ‘bondage’ means the same thing as ‘slavery’. Let’s test it out. Does that make sense there? Yes, so we can read on”.[[20]](#footnote-20)

Based on the explanation above, to teach the students the fix-up strategy, the teacher can use the following steps:

1. Ask the students to read and let the students tell the problem found.
2. Have the students stop in the word that is considered not to make sense.
3. Ask the students to figure out and let them use the look-back or fix-up strategy.
4. Instruct the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolving the problem.
5. Ask the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in problem (using context clues).
6. Let the students test if the words make sense or not.
7. The students can continue reading and do the fix-up strategy if they find more problem.
8. **Descriptive Text**
9. **The Understanding of Descriptive Text**

Descriptive text is one of text types which has the main purpose for describing and giving the information about something. According to Peter Knap and Megan Watkins, The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent languages – users learn to control. It is also one of the most widely used genres across all of the learning areas.[[21]](#footnote-21) It means descriptive text has the significant role in learning process and it becomes the important material that will be learnt to improve students’ language skill. In order to get a good comprehension about this material the teacher should give the students knowledge about what is the kind of information that can be delivered on descriptive text.

Students describe when they are;[[22]](#footnote-22)

1. talking or writing about a picture
2. writing about a character or place in a story
3. reporting on an animal

When students want to describe something, they have to ensure that the thing which will be described should have the characteristic. It should have the figure, can be seen and sensed by the five senses. As stated by Thomas S Kane, Description is about sensory experience—how something looks, sounds, tastes.

Mostly it is about visual experience, but description also deals with other kinds of perception.[[23]](#footnote-23)

Descriptive texts represent states: they describe conditions, draw pictures or portraits, portray social milieus, or categorize natural and social phenomena. They represent a single moment in time and a single state of affairs. Description is also found in texts which represent more than one state of affairs if those states of affairs lack the double bond of similarity and contrast or are not connected to a single identical agent or element of setting.[[24]](#footnote-24) In other word, descriptive text will tell many things as information to stimulate the readers’ imagination related to the topic that has been described. A good description will have the best effect for students’ understanding therefore the student should have a good comprehension how to arrange sentence for becoming the correct sequence of descriptive text.

1. **Grammatical Feature of Descriptive Text**

There are special grammatical features indicating this kind of text and it will be explained as follow:

1. Focus on specific participant

The first thing that should be done when the students want to make descriptive text is choosing the main topic that is going to be described. The information that is delivered on the text should have the relation with the participant that has been chosen.

1. Use of attributive and identifying processes

In this section the sentence that can be usedis adjective to visualize person, thing or place that is going to be delivered on information and the process of identification should give the clear description.

1. Frequent use of epithets
2. Use simple present tense[[25]](#footnote-25)

Tense indicates a kind of time that is used on a text. It is use to delivered information about things or persons which are still alive.

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn’t exist anymore.[[26]](#footnote-26)

1. **Structure of Formal Description**

Every each text has the different text structure and it becomes one of the characteristic that should be known to understand this kind of a text. When students getting knowledge about text structure, it will be easy for them to identify the various kinds of text.

Formally, describing orders things into various ways of knowing them. The ordering process works in several ways; first, it generally names the thing, then it classifies it, and then it deals with its attributes, behaviors, functions and so on.[[27]](#footnote-27)

The given description has the main purpose for giving information about several steps that may be found when someone try to make descriptive text and the content that should be delivered in this kind of text that it should give the reader a clear information about something.

The Generic Structure of Descriptive Text consists of Identification and Description.[[28]](#footnote-28)

1. Identification

Identifies phenomenon to be described or introduce particular person, thing, or place.

1. Description

Describes parts, qualities, and characteristic. It means giving the detail description about characteristic of a thing, such as physically appearance, quality, behavior, etc.

1. **Previous Study**

The writer finds some previous studies which are related to the title of research that will be done by the writer and the research are:

Suryati, 10814003382.*“The Effect of Using Fix-up Strategy Towards Reading Comprehension of The Second Year Students at SMAN 2 Tapung Kampar Regency”* (UIN Sultan Syarif Kasim Riau Pekan Baru). Based on the data obtained, there are three research finding of this study that were elaborated as follows:

The class which was taught by using Fix-up Strategy (experimental class), it can be clearly seen that before the treatment, the students’ reading comprehension in narrative text can be categorized as *less* (50,31). After the treatment, the students’ reading comprehension in narrative text increased to be *good* (68,92). Based on the score mean, in can be interpreted that the students’ reading comprehension in narrative text those who were taught by using Fix-up Strategy (experimental class) increased as many as 18,61.

The class which was taught without using Fix-up Strategy (control class), it can be clearly seen that before the treatment, the students’ reading comprehension in narrative text can be categorized as *less* (51,48). After the treatment, the students’ reading comprehension in narrative text increased to be *enough* (60,48). Based on the score mean, in can be interpreted that the students’ reading comprehension in narrative text those who were taught without using Fix-up Strategy (control class) increased as many as 8,64.

Finally, based on the analysis of the data by using t-Test, it was obtained that to is 2,93 in which it is higher than tt on the level of significance 5% = 2,01 and 1% = 2,68. It means that Ho is rejected and Ha is accepted. It can be concluded that there is significant difference on student’s reading comprehension in narrative text between those taught using fix-up strategy and those taught without using fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency.

The last previous study is Nunun Indahsari “The Effectiveness of using Fix-up Strategy to Teach Reading Viewed from Students’ Self-confidence (An Experimental Research at the Eight Grade Students of SMP Negri 2 Temanggung in the Academic Year of 2011/20120.

Based on the data description analysis, the researcher presents the findings as follows: (1) Fix Up Strategy is more effective than Direct Teaching to teach reading for the eighth grade students of junior high school; (2) The achievement of students in reading skill does not depend on the level of the students’ self-confidence for the eighth grade students of junior high school; (3) There is no interaction between teaching strategies and students’ self-confidence in teaching reading for the eighth grade students of junior high school.

Based on the findings, it can be concluded that in general, fix up is an effective teaching strategy to teach reading and there is no interaction between teaching strategy and students’ self-confidence in teaching reading. Fix up strategy is more effective than direct teaching for both students having high and low self-confidence in teaching reading.

In reading activities, some students may have high self-confidence in reading the English words aloud but not in achieving the goal of reading, that is comprehend the text. In some cases, the students having high self-confidence are not always reflected in academic performance, especially in reading achievement.

It implies that fix up strategy is more effective to teach reading than direct teaching for both students having high and low self-confidence at the eighth grade students of SMP Negeri 2 Temanggung in the academic year of 2011/2012. In other words, students’ self-confidence does not affect the students’ reading achievement. There is no difference between students having high and low students in reading achievement.

When the teacher applies fix up strategy to teach reading, the students can get the stimulus to think more creatively and critically about the text they read. They are invited to make a connection between what happen in the text and what they have experienced and use their prior knowledge when discussing the materials stated in the text so that the students can broaden their knowledge. They can also analyze some strange words they found in the text by themselves. The students can also give their assumption and their opinion about the topic discussed based on their own experiences and background knowledge.

In teaching reading using fix up strategy, the students are first asked to look at the text at a glance and preview what the text is about. They read the heading of the text and try to guess and predict what will happen in the text. After they have their own thinking, they start to read the whole text and comprehend the content of the text. If they do not comprehend the text, they need to reread again the text until get the comprehension. In this activity, the students are guided to use their background knowledge and and context clues to figure out the meaning of difficult word. After reading and comprehending the text, the students are asked to make any connections between what are stated in the text and what they have experienced before. This activity can broaden the students’ knowledge, because the learning process does not only focus on academic context but also on daily life. Then, the students are asked to make visualization of the characters in the text. The teacher let the students to work with their own imagination about the characters *that* they have read. It can help the students to get more comprehension on the text and further to get enjoyment while reading. At last, the students are asked to make some inference from the text they have read. It helps the students to sum up the important points of the text they read.

1. **Hypothesis**

Hypothesis formulated to explain relationship two more variables as well to compare a variable. According to C.R. Kothari’s book, hypothesis is a formal question that he intends to resolve. Thus a hypothesis may be defined as a proposition or a set of proposition set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts. Quite often a research hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable.[[29]](#footnote-29) While Arikunto state that Hypothesis is a temporary answer according to the problem of research, till it is evidenced by some of data collection.[[30]](#footnote-30)

 In this research, the writer searches Using Fix-up Strategy in Teaching Reading skill on Descriptive Text and has two hypotheses to submit, those are: based on the theory and the objective of the study, the hypotheses of the study are proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). They are follows:

1. (Ho): there is no significant effect of using Fix-up Strategy in Teaching Students’ Reading skill on descriptive text.
2. (Ha): there is significant effect of Fix-up Strategy in Teaching Students’ Reading skill on descriptive text.

1. Jeremy Harmer, *How to Teach English new edition*, (Pearson Education Limited, 2007), p. 99 [↑](#footnote-ref-1)
2. David Nunan, *Second Language Teaching and Learning*, (Boston: Henle & heinle publisher, 1999), p. 251 [↑](#footnote-ref-2)
3. Fraida Dubin and David E Eskey, *Teaching Second Language Teaching Reading For Academic Purposes* (California : Addison Wesley Publishing Company, 1986),p.28 [↑](#footnote-ref-3)
4. Francoise Grellet, *Developing Reading Skil*, Great Pritain (Cambridge University Press),3. [↑](#footnote-ref-4)
5. Janette Klingner Et al, *Teaching Reading Comprehension to Students with learning Difficultes* (New York: The Guildford Press, 2006), 2. [↑](#footnote-ref-5)
6. Fraida Dubin and David E Eskey, *Teaching Second Language Teaching Reading For Academic Purposes* (California : Addison Wesley Publishing Company, 1986), 6. [↑](#footnote-ref-6)
7. Jo McDonough and Christoper Shaw, *Material and Methods in ELT*, (Sidney: the University of England, Black Well, 1993), p.111 [↑](#footnote-ref-7)
8. Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*. (United Kingdom: Cambridge University Press, 1996), p.4 [↑](#footnote-ref-8)
9. H. Douglas Brown, *Teaching by Principle an Interactive Approach to language Pedagogy*, (New Jersey: Prentice Hall, 1994), 284-285 [↑](#footnote-ref-9)
10. Jack.C.Richard and Willy A.Renandya, *Methodology in Language Teaching: An Anthology of current practice,* (Cambridge University Press, 2002), p. 298 [↑](#footnote-ref-10)
11. Naf’an Tarihoran and Miftahul Rachmat, *Reading 3 Intermediate Reading Skills*, (Serang: Loquen Press,2012), 2. [↑](#footnote-ref-11)
12. Jeremy Harmer**,** *How to Teach English*, (Cambridge: Longman, 1998),p.101-102 [↑](#footnote-ref-12)
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