

CHAPTER I

INTRODUCTION

A. Background

English is a very important language for all people around the world because English as an international language. Language would be easy to communicate with another one, through language, people learn anything what the things they want to know. According to Ilzamudin Ma'mur in Neneng Ermawati that, Language is the most important achievement of human being in historical civilization. They can communicate and interaction each other by using language. Event the people around the world use language in many aspects, such as: education, economic, religion, culture and technology.¹

English language has four basic skills. They are listening, speaking, reading and writing. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand listening and reading involve receiving

¹ Neneng Ermawati. “ *Using Anagrams Game To Improve Students' Vocabulary Mastery*”. Loquen : English Studies Journal, Vol. 5, No, 1, (January- June, 2012). P.56.

message, so they are regarded receive skills.² Meanwhile reading is very essential in daily life, especially in academic field. By reading a text, students will get much information that is useful for their life. Student should be able to read English text in order to get the knowledge of certain topic.

Reading is a process used by the reader to get message that will be conveyed by the writer through written text. Text as object of reading which used by people to get information. By reading we get a many information and new knowledge to enhance our intelligence by understanding a written text either or formal education or in our daily activity. In a process of English learning in Indonesia school, reading is included in four language skill that should be develoved inside or outside the classroom. Reading has several categories, such as reading ability, reading achievement, reading comprehension, and so forth. Reading comprehension is one of important aspects in reading skill. In learning English, the students are not just obligated to be able to read what is written in reading material, but also they should be

² Jeremy Harmer, *The practice of English Language Teaching*, (new york: Longman 1989), p.16

able to capture the information or message in the reading material comprehensively. In the study of Duffy, he said that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading.³ In other words, the students should be able to construct the meaning of the reading material; it is not only the lexical meaning, but also the contextual meaning.

Reading as one of language skills, has a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable strategy. People read many kind written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough. When people talk about reading, it might be automatically related to comprehension or understanding. For

³ Gerald G Duffy, *Explaining Reading*, (New York: Guilford Press, 2009). P.14

instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Reading skill especially reading comprehension needs to be learnt because it is not only to be important role in English lesson but also the other lesson, furthermore, reading is something crucial for students in education. In Alyousef believes that teachers can design a balanced approach to teaching reading by integrating both top-down and bottom-up processes and providing the students flexibility in choosing the reading tasks.⁴ One of the success measurements of their study is how many books they have read and how deep their understanding about what there read, so students to learn to have good ability in reading.

The most problems of reading were students lazy to read because they felt that reading was boring activity, so their skill in reading become poor, and they were difficult to understand the

⁴ Imam Fauzi, Dian Hanifah” *Designing Reading For ESP Students Vocational High School Of Medical Science*” *Loquen English Studies Journal*, Vol.12, No. 1, (januari-june, 2019), p.34.

content of the text. So, the teacher need some strategy to solve the problem, one of the strategy that can be used by the researcher to make the students interested in reading, that was by using fix up strategy on spoof text.

Moreover, toward students reading skill must be use a strategy that can a solution to solve those problems. One of them is the use of reading fix up strategy on spoof text. Fix up strategy is a strategy which can help the students understand the massage of the text when they get stuck with certain words or certain sentences. When using strategy the teachers should provide the students with some tools for fixing up their meaning-making. These tools are called fix up options.

According to Morellion 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 massage of the

text.⁵ In the other words Fix-up strategy option to help the reader easy to understand about their text.

Are the another way, the writer would like to carry out the research entitle: “*The Use Of Fix-Up Strategy To Improve Students’ Reading Comprehension*” (A Quasi Experiment Research at the Second Grade of MA Turus Pandeglang).

B. Statements of the Problem

Based on discussion of background of study above, the writer makes statements of problem as follows :

1. How is fix- up strategy applied in teaching reading comprehension at third grade MA Turus Pandeglang ?
2. How is the effect of fix- up strategy in students’ reading comprehension at second of MA Turus Pandeglang ?

C. Objectives of the Study

Based on the statement of the problem, the writer would like to focuses on some objectives to :

⁵ Morellion, *collaborative Strategies for Teaching Reading Strategies* (Chichago: American Library Association, 2007), p. 116

1. To describe the application fix-up strategy in teaching reading comprehension at second grade of MA Turus Pandeglang.
2. To find out the effect of fix up strategy in students' reading comprehension at second grade of MA Turus Pandeglang.

D. Limitation of the Problem

Related to the background of the study, the writer limits the focus of the research. The writer makes the limitation of the problem on shared reading strategy in reading comprehension by spoof text of personal and reading assessing toward students third grade of senior high school.

E. Significant of the Study

The research hopes that result of study will give contributions to:

1. The English teacher

The result of the research can help the teacher to facilitate in the teaching process, and created an excited and motivated students in class, and make students are able to understand the lesson.

2. The Students

It help them learning in understanding learning process, and make them feel confident because they know which have thought by the teachers, can practice and raise their motivation and achievement in learning English.

3. The School

The result of the research can be beneficial regarding to the achievement of education quality, and research can contributed determining the school to improve quality education.

F. Hypothesis of the Research

Hypothesis is formal statement about an expected relationship between two or more variable which can be tested through an experiment. This research will take reading fix-up strategy as (x) variable and improvement of students' reading comprehension fix-up strategy on spoof text as (y) variable.

1. The null hypothesis (Ho), the use fix-up strategy is effective in teaching reading toward the second grade students' of SMA Turus Pandeglang.

2. The alternative hypothesis (H_a), the use fix-up strategy is not effective in teaching reading toward the second grade students' of MA Turus Pandeglang.

G. Previous of the Study

In conducting this research, the researcher has read the following previous researcher as follows:

The first study conducted by Nunun Indahsari, *The Effectiveness of Using Fix-up Strategy to Teach Reading Viewed from Students' Self-confidence (An Experimental Research at the English Grade Students of SMP Negeri 2 Temanggung Academic Year 2011/2012)*. The research use two instrument, Test and Questioner, Nunun Indahsari found that Fix-up strategy is more effective than direct teaching to teach reading, the achievement of students' skill in reading does not depend on the level of the students' on the level of the students' self-confidence, and also there is an interaction between teaching strategies and students' self-confidence in teaching reading.

The second previous study conducted by Suryati, *The Effect of Using Fix-up Strategy Towards Reading Comprehension of*

The Second Year Student (An Experimental Research at SMAN 2 Tapung Kampar Regency). The research explain are three research finding of this study that were elaborated as follows: The class which was taught by using Fix-up Strategy (experimental class), the class which was taught without using Fix-up Strategy (control class), and the finally the analysis of the data by using t-Test.

The third previous study conducted by Syifa Giani, *Using Fix-up Strategy in Teaching Reading Comprehension (An Experimental Research at second Grade of the Student in SMP Daar El-Istiqomah Islamic Boarding School 2017/2018)*. The research use two instrument, Test and Questioner, Syifa Giani found that fix-up strategy 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.

The difference between this research and previous above are; The first, this research 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. The second there is significant difference on students' reading comprehension in narrative text between those taught using fix-up strategy and those taught without using fix-up strategy. The third fix-up strategy is well applied and easy to be understood by students, reading comprehension can be increased in descriptive text.

H. Organization of Writing

The research is organized in to chapters as follow:

Chapter one is including introduction which consists of background of the study, statements of the problems, objective of the study, assumption and hypothesis, previous of the study and organization of writing.

Chapter two is theoretical framework with consists of review of research theories such as the definition of reading, spoof text and the process of reading fix up strategy.

Chapter three is method of the research; it contains about method of research, place and time of research, technique of data collecting, technique of analysis data and research procedure.

Chapter four is finding and discussion, it contains explains the result and discussion of the research, the description of data, data analysis, hypothesis, testing (t-test) and the interpretation of data.

Chapter five is closing, it contains conclusion and suggestions.