

THE IMPLEMENTATION OF FIX UP STRATEGY TO STUDENTS' READING COMPREHENSION SKIL

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August ,10 2022 Revised: October ,19 2022 Accepted: November ,13 2022 Published: April 29,2024</p> <p>Keywords: Fix Up Strategy Reading Skill Comprehension</p>	<p>The objective of the study is to find out whether the use of Fix-Up Strategy enhance the students in reading comprehension in terms of literal and interpretative comprehensions. The research method is pre-experimental design with pre-test and post-test as quantitative research. The population of the research was students of SMP Unismuh Makassar. The total number of sample was 22 students which chosen by using purposive sampling. The instrument used to collect data in reading comprehension was reading text (narrative text).The Fix up Strategy was effective in improving students' literal reading comprehension in main idea, as evidenced by the mean score of literal comprehension before and after treatment, which went from 69 to 77.2, an increase of 11.8 percent, and the t-test value for main idea comprehension was greater than t-table ($8.2 > 2.08$). In conclusion, the use of the Fix up Strategy was effective in improving students' reading comprehension, as evidenced by the mean score interpretive comprehension before and after treatment of 67.3 became 75, an increase of 11.4 percent, with the t-test value interpretive comprehension being greater than t-table ($7.6 > 2.08$). The t-test of the indicators in the student's t-test reading comprehension (literal and interpretative comprehension) yielded a higher result than the t-table ($15.8 > 2.08$). It indicates that there was a significant difference between before and after the therapy was administered.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

In most activities and many aspects of daily life, English is utilized as an international language for communication. In Indonesia, English is taught as a topic to students in junior and senior high schools, as well as university students. According to Alfiyah's thesis (2004), English training at the university level is often intense, involving detailed examination of short passages, including syntactic, semantic, and lexical analysis, as well as translation into linguistics to analyze meaning. It is recognized that learning English is difficult for Indonesian

students due to the significant differences between English and Indonesian languages in terms of spelling, pronunciation, vocabulary, lexical meaning, and grammar. Listening, speaking, reading, and writing are the four abilities that English, like many other languages, requires. Reading is one of the most crucial of the four talents.

Furthermore, according to Moreillon (2007), reading is the process of deducing meaning from printed and visual information. Reading is an active activity that takes a lot of effort and expertise to master. Reading is one of the English skills that can't be done without the others since it may be combined with others. As a result, the teacher's role is to ensure that all four essential skills are practiced. Teachers are asked to give some approaches or strategies for helping students learn better while completing those skills. The techniques or strategy can be changed depending on the teacher's ability to use the approaches activities to make the teaching and learning environment more exciting and to allow students to advance. Reading should be seen as a learned skill. However, mastering it needs a lot of practice, a strong vocabulary foundation, good pronunciation and intonation, and understanding of specific procedures that ensure comprehension.

The majority of reading techniques and methodologies have been employed in the classroom on a rotating basis. The results indicate that some kids' English reading achievement is still lacking. Reading is assumed to be the hardest talent to learn by the students. Students continue to struggle with reading, for example, not understanding the content of the material, what the book is about, and finding the main concept of a paragraph. There are several reasons why kids believe reading is difficult, according to Rara (2014). Most teachers utilize text books and print resources to teach students, depending on content from course books and LKS. Second, the materials are frequently delivered in a boring manner, causing the students to become bored. Third, there is a scarcity of media to assist the teaching and learning process, as well as interactive multimedia sources. fourth, due to a shortage of time, students' poor motivation, and students' passiveness throughout the English teaching and learning process, students are unable to fully participate in the teaching and learning process. The fourth issue is the inability to comprehend texts due to a lack of language proficiency.

Reading comprehension, according to Paris and Middleton (2011), may be characterized as the process of building meaning by coordinating a variety of complicated processes such as language, word reading, word knowledge, and fluency. According to the explanation above, after the researcher completed magang 1, some SMP Unismuh Makassar students experienced difficulties in the English teaching and learning process. The difficulties stemmed from the kids' inability to comprehend what they were reading. It is tough for the kids to comprehend an English book. Even when given a book to read, they struggle to understand the meaning of the words they encounter. As a result, when they came across words they didn't understand, they had to consult their dictionaries. When the teacher asked the students to answer a question based on the text verbally, the majority of them were unable to do so. The kids' condition showed that they had difficulty comprehending a book.

As a result, teachers must devise a method to address these issues in order to encourage all students to read English texts in reading class. Fix-Up approach is one of the tactics that a teacher can employ in reading class to help students improve their reading comprehension skills. According to Duffy (2010), the Fix-Up technique is often referred to as "look backs." It's a reading approach in which readers go backward and occasionally ahead through a book to clear up a meaning stumbling block. To use look-backs, readers must first realize that it is critical to keep track of meaning while they read and that competent readers will stop when a difficulty arises.

Furthermore, according to Morreillon (2007), the Fix-Up technique provides readers with mechanisms for recovering meaning, such as rereading, reading ahead, or working out new terms. Fix-Up method is a tactic used to reconstruct meaning when understanding goes awry, according to education.com. In light of the foregoing, the researcher feels that similar efforts are required to resolve the problem in English teaching and learning, particularly in the teaching of reading comprehension. In order to tackle the problem, the researcher employs the Fix-Up approach.

Based on the background, researcher formulated the following research questions:

1. How does Fix-Up Strategy stimulate the students' reading comprehension skill for the Eight Grade of SMP Unismuh Makassar?"

RESEARCH METHOD

The method in this research use pre-experimental with one group pre-test post -test design. This study will employ a pre-test (O1), a treatment (X), and a post-test (O2). In this study, a t-test will be used to see if there is a significant change in students' reading before and after treatment.

RESULT AND DISCUSSION

Result

1. Students' Literal Reading Comprehension by Using Fix Up Strategy in Term of Main Idea

In the pre-test and post-test, students' literal reading comprehension differed when they used the Fix up Strategy. The students' accomplishment in reading comprehension was less comprehensible about the major concept in the pre-test, but after using the Fix up Strategy, the students were more understandable about the key idea, as shown in Table 4.1.

Table. Students' Literal Reading Comprehension by Using Fix up Strategy

No	Literal Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
	Main Idea	53.40	76.63	43.50%

According to table 4.1 above, students' post-test scores increased after applying the Fix up Strategy to teach reading comprehension in terms of Literal Comprehension. The students' mean pre-test score was 53.40, while their post-test score was 76.63.

The research indicated that the Fix up Strategy in reading may increase students' reading performance in terms of Literal Comprehension, with a difference of 43.50 percent between pre-test and post-test. The following graph depicts the progress in students' literal comprehension:

the classification of the students' literal score from the pre-test and post-test. In pre-test there were 6 students got fairly good score (27.2%), 4 students got fair score (18.1%), 6 students got low score (27.2%), and 6 students got very low score (27.2%). In the other hand, in the post- test there were 2 student got excellent with the score (9.0%), 5 students very good score (22.7%), 9 students got fairly good score (40.9%), 4 students got fair score (18.1%), and 2 students got low score (9.0%).

2. Classification of the Students' Score in Reading Skill

The classification of the students' literal score from the pre-test and post-test. In pre-test there were 6 students got fairly good score (27.2%), 4 students got fair score (18.1%), 6 students got low score (27.2%), and 6 students got very low score (27.2%). In the other hand, in the post-test there were 2 student got excellent with the score (9.0%), 5 students very good score (22.7%), 9 students got fairly good score (40.9%), 4 students got fair score (18.1%), and 2 students got low score (9.0%).

A. Discussion

Through the result of pre-test and post-test, the result of t-test value of the level of the significant $5\% = 0.05$, degree of the freedom (df) = 21 indicated that t- table value was 2.079 and t-test value was 12.23. Therefore, it can be concluded that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 was rejected. It means that the using of Fix up Strategy in teaching reading skill can improve the students' skill of reading. Fix up Strategy was interesting and beneficial for the students who studied English as foreign language because can improve the students' reading skills. It's caused by the involvement of the students during the process. It also made English became joyful subject to be learnt. Following the discussion above, it can be stated that the Eleventh Grade Students of MTs Almurahamah Bannyorang in the academic year 2017/2018 have strong reading abilities, particularly in comprehending a book, after being taught through Fix up Strategy.

CONCLUSION

After conducted the experimental research about the use of Fix up Strategy in teaching reading comprehension and based on the writer findings in the previous chapter, the writer concluded that:

1. The Fix up Strategy was effective in improving students' literal reading comprehension in main idea, as evidenced by the mean score of literal comprehension before and after treatment, which went from 69 to 77.2, an increase of 11.8 percent, and the t-test value

for main idea comprehension was greater than t -table ($8.2 > 2.08$).

2. In conclusion, the use of the Fix up Strategy was effective in improving students' reading comprehension, as evidenced by the mean score interpretive comprehension before and after treatment of 67.3 became 75, an increase of 11.4 percent, with the t -test value interpretive comprehension being greater than t -table ($7.6 > 2.08$). The t -test of the indicators in the student's t -test reading comprehension (literal and interpretative comprehension) yielded a higher result than the t -table ($15.8 > 2.08$). It indicates that there was a significant difference between before and after the therapy was administered.

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