



The Use of Fix-Up Strategy to Improve Reading Comprehension of the Eleventh Grade Students of Senior High School

Muktamirah Awaluddin¹, Abdul Kamaruddin², Wahyudin³, Anjar Kusuma Dewi⁴

^{1,2,3,4}Pendidikan Bahasa Inggris, FKIP Universitas Tadulako

E-mail: muktamirah23@gmail.com

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Abstract

The objective of this research is to find out whether the use of Fix-up Strategy can improve reading comprehension of the eleventh-grade students' MA Alkhairaat Biromaru. This research used a pre-experimental research. The sample of this research was class XI IPS MA Alkhairaat Biromaru which consisted of 16 students. The sample was obtained by using purposive sampling technique. The data were collected using tests, pretest and posttest, and analyzed statistically. The result of this research showed that there is significant differences of students' achievement in pretest and posttest. It shows that the mean score of the pretest is 53.44 and the mean score of posttest is 66.72. The result showed that the value of t-counted (10.60) is higher than the value of t-table (1.753) by applying a significance level of 0.05. It means that the hypothesis is accepted. Thus, the use of Fix-up Strategy can improve reading comprehension of the eleventh-grade students MA Alkhairaat Biromaru.

Keywords: *Improve, Reading Comprehension, Fix-up Strategy*

Introduction

Reading has an important role in learning English. Especially in the academic environment. By reading, students get many benefits such as getting a lot of information, improving critical thinking skills, increasing their knowledge, and increasing their vocabulary. Therefore, reading has a crucial role in learning English. Reading is able to make students interpret the meaning and purpose of a reading text in English. Reading is not just reading something but also understanding its content. Reading cannot be separated from comprehension because understanding what we read is the purpose of reading.

Reading comprehension is the ability to understand and interpret written text, as well as the ability to connect the text with the knowledge and experience of the reader. The readers need to know the keywords of the text they are reading, to make connections between what they are reading and what they already know, and to think carefully about what they have read.

Based on the researcher's preliminary observation at MA Alkhairaat Biromaru, the researcher found that the eleventh-grade students had some problems in learning English especially in reading. First of all, some of them found it difficult to understand the context and get information from the story. Students struggled to understand the context and find relevant information from the text they were reading. The second is that they have limited vocabulary, therefore it is very difficult for them to understand the context.

Many students had limited vocabulary, which made it hard for them to fully grasp the meaning of the text. As a result of the above issues, students were unable to extract the main point of the text, spent a lot of time answering questions related to the text, and often resorted to copying their friends' work.

These challenges reflect a larger trend in English education, especially among senior high school students. This problem is not just limited to students at MA Alkhairaat Biromaru, but also reflects a common challenge faced by many students in other schools, who often struggle to develop effective reading skills. Therefore, it is important to identify strategies that can help students overcome this difficulty and improve their ability to comprehend reading, one of which is through the application of the Fix-up strategy.

Fix-up Strategy is specifically designed to support students when they encounter difficulties in understanding a text. Fix-up Strategy was chosen because it helps students become more independent in their reading. When students come across difficult words or parts of a text they don't understand, this strategy encourages them to stop, think, and figure out the problem on their own. The Fix-up Strategy helps students become better at thinking critically and solving comprehension issues on their own.

When the students or readers find it difficult to comprehend the text, fix up strategy helps them. Orehovec & Alley (2003: 78) claims "The Fix-up strategy will help readers when they come to a word that they are not sure of, and will help the readers if they get confused to do re-reading". Fix-up strategy is a strategy to help students when they are confused or have difficulty understanding the meaning of the text. When students cannot understand the text while reading, the students use fix up option to catch the meaning of the text.

Method

The design of this research was pre-experimental research. The researcher conducted a pretest to find out the basic knowledge of students about their reading skills. The next step was the treatment, and the researcher used the fix-up strategy. At the end of the research, there was a posttest.

This research consisted of eight meetings. The first meeting was the pretest, the second to seventh meetings were the treatment for students and the last meeting was the pretest. This research was conducted on eleventh grade students at MA Alkhairaat Biromaru. In selecting a sample for this research, the researcher applied the purposive sampling technique. The sample of this research was the members of students in class XI IPS, which consisted of 16 students

In collecting data, the researcher used one kind of instrument, namely a reading test consisting of 20 multiple-choice and 5 essay questions about explanation text. In the test, the students read the text and then answered the questions. These tests consisted of a pretest and a posttest. The pretest measured the students' reading before the treatment. The posttest measured the students' reading performance after the treatment. To analysis the data the researcher used statistical analysis. The researcher analyzed the individual score (students' score), by applying the formula stated by Arikunto (2006).

Result

The Result of Pretest

The pretest was given in first meeting to experimental class to measure students' reading comprehension before the treatment. The result of pretest is in the following table:

Table 1

No	Initials	Multiple Choice	Essay	Obtained Score	Max. Score	Standard Score
1	NH	10	16	26	40	65
2	IN	14	10	24	40	60
3	MA	9	11	20	40	50
4	MF	10	9	19	40	47.5
5	MR	8	9	17	40	42.5
6	AMS	10	11	21	40	52.5
7	MD	12	8	20	40	50

8	AAZ	19	9	28	40	70
9	ARS	14	14	28	40	70
10	AA	8	8	16	40	40
11	HI	16	13	29	40	72.5
12	IW	13	8	21	40	52.5
13	FSY	10	16	26	40	65
14	NPP	9	7	16	40	40
15	DE	11	6	17	40	42.5
16	RA	6	8	14	40	35
TOTAL						855
MEAN						53.44

Based on the table 1, it can be seen that the highest score is 72.5 and the lowest score is 35. Based on the table above, It can be seen that the students' scores in reading comprehension are still low because none of the students achieved the kkm score.

The Result of Posttest

After conducting the treatment, the researcher then gave a posttest to the students. The aim of posttttest was to know that the use of fix up strategy can improve students' reading comprehension or not. The result of posttest can be seen in the table below:

Table 2

No	Students	Multiple Choice	Essay	Obtained Score	Max. Score	Standard Score
1	NH	16	15	31	40	77.5
2	IN	12	15	27	40	67.5
3	MA	16	13	29	40	72.5
4	MF	13	12	25	40	62.5
5	MR	11	9	20	40	50
6	AMS	14	16	30	40	75
7	MD	12	12	24	40	60
8	AAZ	17	14	31	40	77.5
9	ARS	15	17	32	40	80
10	AA	12	10	22	40	55
11	HI	19	15	34	40	85

12	IW	15	9	24	40	60
13	FSY	13	20	33	40	82.5
14	NPP	15	6	21	40	52.5
15	DE	12	11	23	40	57.5
16	RA	12	9	21	40	52.5
TOTAL						1067.5
MEAN						66.72

Based on the result in table 2, the highest score is 85 and the lowest score is 50. In addition, some students have improved. Although, there were some students' score which decrease and unchanged. Shortly, Fix-up Strategy can help the students to improve their comprehension in explanation text.

To determine the impact of fix-up strategy on students' reading comprehension, the following table shows the comparison between pretest and posttest scores:

Table 3

No	Initials	Students' Standard Score	
		Pretest (X1)	Posttest (X2)
1	NH	65	77,5
2	IN	60	67,5
3	MA	50	72,5
4	MF	47,5	62,5
5	MR	42,5	50
6	AMS	52,5	75
7	MD	50	60
8	AAZ	70	77,5
9	ARS	70	80
10	AA	40	55
11	HI	72,5	85
12	IW	52,5	60
13	FSY	65	82,5
14	NPP	40	52,5

15	DE	42,5	57,5
16	RA	35	52,5
Total		855	1067,5

From the data above, it can be seen that most students showed improvement in their reading comprehension scores between the pretest and posttest. However, the level of improvement varied between students, with some students showing significant improvement, while others only showed less improvement or even stagnation.

Some students for example, NH with an increase in score from 65 to 77.5, MA from 50 to 72.5, and HI from 72.5 to 85 showed substantial improvement. This shows that the fix up strategy was very effective for them, most likely due to their better engagement with the strategy.

Students such as IN 60 to 67.5 and MD 50 to 60 showed medium improvement. This improvement although positive, was not as great as the others, which could indicate that they already had a quite good level of understanding or they did not get the full benefit of the fix-up strategy like the other students. And students such as MR 42.5 to 50, AA 40 to 55, and RA 35 to 52.5, showed relatively small improvements.

Some of the factors that influence the difference in scores among students are time and practice: Some students may need more time to learn fix-up strategy, lack of consistent application of the strategy, external factors, or difficulty in understanding the material itself.

Discussion

The findings from this study provide valuable insights into the effectiveness of using fix-up strategies in improving students' reading comprehension. The findings are not only relevant for grade XI students at MA Alkhairaat Biromaru, but can also be generalized to other educational levels, such as junior high school. At the junior high school level, this strategy can be applied to assist students in understanding reading texts with difficulty levels appropriate to their age.

Although the findings of this study show positive results, there are some limitations that need to be noted. One of them is the relatively small sample size, which consisted of only 16 students. This limited sample size may affect the generalizability of the results. Research with larger and more various samples from different schools or educational levels will provide a more accurate description of the effectiveness of the fix-up strategy.

In addition, the scope of assessment in this study is limited to reading comprehension which includes literal and interpretive comprehension. To expand on these findings, further research is needed. Some suggestions for research that can be done include, research with a larger number of participants and from various educational backgrounds will provide more representative results and can be generalized to a wider population and using more diverse text types, such as narrative, descriptive, or argumentative texts, can help assess the extent to which the fix-up strategy can be applied to various text types and learning contexts.

Conclusion

Based on the research findings and discussion in the previous chapter, the researcher concludes that fix-up strategy can improve students' reading comprehension. It can be proved from their achievement from pretest mean score, 53.44 to posttest mean score, 66.72. Furthermore, the results of the data analysis showed that the t-counted value is 10.60 and t-table value is 1.753, therefore t-counted is greater than t-table. It means that the hypothesis is accepted. It could be concluded that there are significant differences in students' reading comprehension. This answers the research question that the use of fix-up strategy can improve reading comprehension of the eleventh-grade students of MA Alkhairaat Biromaru.

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