

USING FIX-UP STRATEGY TO IMPROVE READING COMPREHENSION OF STUDENTS AT SMA NEGERI 7 PALU

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ABSTRACT

Fix-Up Strategy is an approach used in learning to help students overcome difficulties or confusion in understanding the material being studied. This strategy aims to help students improve or "fix" their understanding when they feel unsure or confused about the information provided. The study aims to investigate whether the implementation of the fix-up approach can improve the reading comprehension skills of students attending SMA Negeri 7 Palu. This research utilizes a quasi-experimental design involving two distinct groups: the experimental group, which consists of 35 students, and the control group, comprising 36 individuals. The selection of participants follows a random cluster sampling method. Two assessments, including a preliminary evaluation and a follow-up examination, were administered to gather data. Subsequently, the collected data underwent analysis using paired difference testing, specifically employing the paired sample t-test. The findings of the study suggest that employing the fix-up strategy leads to enhanced reading comprehension among tenth-grade students at SMA Negeri 7 Palu. The results of the paired sample t-test support this observation, indicating a significant difference in academic performance between the pre-test and post-test (two-tailed, $p = 0.000 < 0.05$).

Keywords: *Reading Comprehension, Improving, Fix-up Strategy.*

INTRODUCTION

Reading is an alternate form of communication, utilizing written language to transmit information. As highlighted by (Suhermanto, 2019), reading serves as a fundamental skill in English, enabling individuals to extract and comprehend information from written texts. Similarly, (Nunan, 2003) portrays reading as a seamless process where readers merge textual content with their background knowledge to create meaning. However, contrasting perspectives propose that comprehension extends beyond mere reading. Reading is a fundamental language skill that every student is required to develop, as proficiency in reading is an essential element outlined in the national education curriculum, (Tahmidaten & Krismanto, 2020).

According to (Kemendikbud Ristek, 2022) students in high school engage in reading and responding to texts. They read for learning purposes, information

retrieval, and evaluating specific details and main concepts, as outlined in the SMA Negeri 7 Palu syllabus. However, the researcher's observations reveal that students encounter several challenges when reading English texts during classroom learning. These challenges include difficulties understanding information and main ideas, limited vocabulary, and minimal reading habits among students.

Based on the findings, researchers aim to address this issue by implementing a fix-up strategy designed to enhance students' reading comprehension. According to (Elvinna Manurung & Sari, 2022) the fix-up strategy effectively improves students' reading comprehension. Similarly, (Safruddin et al., 2020) reported that their research on the fix-up strategy demonstrated its ability to assist students in understanding information within the text.

Ultimately, the researcher was driven to investigate the utilization of a fix-up strategy. Such methods have the potential to enhance students' reading comprehension, aid in their understanding of English texts, and equip them to acquire crucial information and knowledge. Students will actively participate in the research process within the classroom.

Materials and Method

Definition of Reading

Reading involves the cognitive process of understanding and interpreting written content, enabling individuals to comprehend the ideas expressed by others through books or written materials. As noted by (Zare, 2013), reading is a multifaceted cognitive endeavor essential for functioning effectively and acquiring knowledge in contemporary society, demanding the synthesis of memory and the creation of significance. This emphasizes that reading involves gathering information to understand written messages by integrating the content of the text with the reader's previous knowledge. Reading serves not only as a source of pleasure or amusement but also as a means for authors to convey their emotions and ideas, allowing readers to engage with them on a deeper level.

Reading Comprehension

Reading comprehension involves the comprehensive understanding and interaction with written material by integrating the reader's prior knowledge, the information presented in the text, and their individual perspectives, including their

background, expertise, reading strategies, interest in the subject, familiarity with the text genre, vocabulary, and language structure. As posited by (Snow, 2002), reading comprehension necessitates both the extraction and construction of meaning through active engagement with written language. It represents a dynamic process wherein readers actively construct meaning by interacting with the text, utilizing their prior knowledge, the content of the text, and their interpretations. Furthermore, according to (Klingner et al., 2007), reading comprehension is a multifaceted process consisting of various components such as the reader's background knowledge, reading strategies, interest in the topic, and subject expertise. Participating in these activities is believed to aid students in understanding the reading material and attaining their reading goals. As indicated by (Dawson, 2007) reading comprehension encompasses the process of obtaining and forming meaning while interacting with written language.

Types of Reading

(Vaughn & Bos, 2012) outline three reading styles. The initial type within this classification involves information acquired directly from the text, with minimal influence from the reader's prior knowledge. The second type, information extracted from the text, benefits from the reader's preexisting knowledge by integrating concepts and locating information. The third category of information is implied, necessitating the reader to enhance their skills to grasp the reading material.

Levels of Reading Comprehension

As individuals engage with written material, they are required to engage in cognitive processing. The level of comprehension during reading sessions can vary from low to high. (Burns et al., 1999) outlined four tiers of reading comprehension: literal, inferential, critical, and creative.

Recount Text

Recount text narrates past events or experiences, such as holiday adventures, factual occurrences, and similar accounts.

Types of Recount Text

Several categories of recount text are present, including personal recount, factual recount, and Imaginative Recount.

The standard structure of recount text

The generic structure of recount text comprises three standard components: orientation, events, and re-orientation.

Language Features of Recount Text

Recount text exhibits specific linguistic features: it contains a brief summary, features definite participants, follows a structure comprising orientation, event, and reorientation, and employs past tense verbs.

Fix-Up Strategy

Fix-up strategies aid readers in enhancing their comprehension when they encounter difficulties while reading. According to (Klingner et al., 2007) readers employ fix-up strategies when they encounter challenges in understanding the text. Essentially, fix-up strategies can enhance comprehension and offer a path forward. As (Moreillon, 2007) asserts, "Fix-up strategies serve as tools that readers can rely on to uncover meaning and grasp the content they read." Additionally, (Duffy, 2007) suggests that the Fix-Up method, often referred to as a strategy, involves readers backtracking and occasionally moving forward in the text to overcome comprehension obstacles encountered during reading. (Indrasari, 2015), suggests that the fix-up strategy supports students in comprehending textual content when encountering difficulties with specific words or sentences. Essentially, the fix-up strategy serves as a reading comprehension method employed to assist readers in grasping the text and its significance. Ultimately, a remedial strategy is employed to rectify comprehension discrepancies and unearth the true meaning of written or multimedia texts. This approach is particularly beneficial when taught to students to enhance their reading comprehension skills.

Teaching reading comprehension through the application of the fix-up strategy

Teachers need to employ effective methods to ensure that students comprehend what they read. According to (Vaughn & Bos, 2012), the instruction of reading encompasses three principal stages: pre-reading, during reading, and post-reading. At the outset, during the pre-reading phase, the objective is to activate students' existing knowledge of the chosen subject and introduce relevant strategies. Subsequently, reading assumes a central role in the teaching and learning process.

During this phase, educators assess students' comprehension by prompting them to formulate inquiries. Students also endeavor to understand their reading material through the utilization of various techniques, approaches, or media. Finally, in the post-reading phase, instructors may introduce additional activities such as discussing the text's topic, summarizing the content, answering questions, and studying the vocabulary within the text.

The Procedure Teaching Reading Comprehension Through Fix-Up Strategy

Based on the procedure above purpose by (Tovani, 2023), the researcher adapts the strategy according to the condition of the students in the field. The researcher adapted the following procedures:

1. Make a prediction
2. Stop and think
3. Make a connection
4. Reread.

METHOD

In this research, the researcher utilized quantitative research methods, specifically employing a quasi-experimental design. The data collection method involved the utilization of a paper-and-pencil approach, wherein a test comprising both pre-test and post-test sections was administered. The objective was to achieve optimal test results aimed at improving student reading comprehension. Classes X10 and X2 were selected as research samples, each comprising 35 and 36 students, respectively. The research subjects were segregated into two distinct groups, with one assigned as the experimental group and the other as the control group.

Table 1: Scoring Rubric

No	Kind of test	Number of items	Correct	Maximal gained score
1.	Multiple choice	15	1	15
2.	Essay	5	5	25
3.	True-false	5	1	5
Total		25 items	5	45

Table 2: Scoring Rubric for Essay Test

Criterion	Score
Accurate content, grammar, and spelling.	5
Accurate content and spelling, with grammar errors.	4
Accurate content with incorrect spelling and grammar.	3
The accurate response with spelling and grammar errors.	2
Inaccurate content.	1
No response provided.	0

Adopted from KTSP 2006

DISCUSSION

This research implemented the Fix-Up approach to examine potential discrepancies in reading comprehension of recount material among tenth-grade students at SMA Negeri 7 Palu. The study compared students who were instructed with the Fix-Up strategy to those who were not. The experimental group exhibited pre-test scores averaging 59.87, which increased to 75.81 in the post-test. Conversely, the control group displayed an average pre-test score of 66.23 and a post-test score of 67.90. The results of the Independent Sample T-test for the experimental group supported the alternative hypothesis, indicating that tenth-grade students at SMA Negeri 7 PALU

The findings are consistent with the research conducted by (Elvinna Manurung & Sari, 2022), who noted a significant enhancement in reading comprehension as a result of implementing the fix-up strategy. Their study also highlighted a noticeable discrepancy in reading comprehension levels between students instructed with the fix-up strategy and those who were not. Conversely, the control group did not observe a substantial improvement in recount text reading proficiency, as evidenced by the significance level (0.498), which exceeded 0.05, signifying no variance in the average score within the control group. Prior to commencing the intervention, the researcher noted that the students in this study exhibited deficiencies in vocabulary, lacked motivation, and displayed limited interest in reading.

The application of the Fix-Up method during the intervention facilitated the students in extracting crucial information from the text more effectively, thereby enhancing their utilization of reading time. Consequently, the Fix-Up technique

emerges as a valuable reading strategy for enhancing students' reading proficiency. According to (Moreillon, 2007), the Fix-Up technique aids students in refining their reading comprehension by assisting them in understanding unfamiliar terms and enhancing their comprehension based on the information gathered when they encounter difficulties comprehending the text. Moreover, according to (Indrasari, 2015), the primary objective of employing the fix-up strategy is to enhance reading comprehension and foster enhanced creativity among students. This is achieved by promoting extensive reflection, utilizing prior knowledge, and establishing connections that enhance their retention and interpretation of the text.

RESULTS & Discussion

Table 3: Descriptive Statistics

Students Minimum and Maximum Score of Experimental and Control Class

Group	Variable	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	Pre-test	35	36	87	59.87	11.820
	Post-test	35	60	91	75.81	6.092
Control	Pre-test	36	47	89	66.23	12.320
	Post-test	36	47	87	67.90	11.059

As illustrated in the table, the experimental group comprised 35 students, while the control group consisted of 36 students. Within the experimental group, the lowest pre-test score was 36, escalating to 60 in the post-test. The highest pre-test score recorded in the experimental group was 87, which increased to 91 in the post-test. Conversely, the control group exhibited a minimum pre-test score of 47, which remained constant in the post-test. The highest pre-test score in the control group was 89, decreasing to 87 in the post-test.

Table 4: Test of Normality

Shapiro-Wilk

Group	Variable	Statistic	df	Sig.
Experimental (SGFS)	Pre-test	.984	35	.891
	Post-test	.950	35	.110
Control (Conventional)	Pre-test	.934	36	.033
	Post-test	.950	36	.103

According to the aforementioned findings, the post-test significance level for the experimental group was 0.110, exceeding the threshold of 0.05, which indicates that the distribution of data conforms to the expected parameters. Likewise, the significance level for the control group in the post-test is 0.103, indicating a typical data distribution as it surpasses the 0.05 threshold. Consequently, both the experimental and control groups demonstrate a normal distribution of data.

Table 4: Paired Sample (t-test)

		Paired Differences		95% Confidence		t	df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean	Interval of the Difference				
				Lower	Upper			
Pre-test and Post-test of Experimental	-15.937	13.207	2.232	-20.474	-11.401	-7.139	34	.000

According to the guidelines provided by Santoso (2014), the decision criteria for the Paired sample t-test are as follows: if the significance value (sig) is below 0.05 (two-tailed), the hypothesis is accepted; conversely, if the significance value (two-tailed) exceeds 0.05, the hypothesis is rejected. By applying these criteria, it can be confidently concluded that the research hypothesis is supported, given that the significance value (two-tailed) of 0.001 is less than 0.05. Therefore, these results suggest that the implementation of a fix-up strategy enhances students' reading comprehension.

The use of the fix-up strategy proved to be very good because after being given the treatment the students' average score on the post-test increased. Likewise, previous research conducted by Elvinna Manurung & Sari (2022), Amanda et al., (2019), and Suhermanto, (2019) showed an increase in student learning outcomes after carrying out treatment using the fix-up strategy. This strategy makes it easier for students to understand reading texts so that students enjoy learning and are motivated to read using this strategy because they feel helped. Learning theory also says that if students enjoy learning and feel helped by something, it will certainly influence their learning outcomes.

CONCLUSION

Concerning the research question, the use of the fix-up strategy is effective in improving students' reading comprehension. This is proven by looking at the average scores of students before and after being given treatment. This shows that students' reading comprehension can be improved by using the fix-up strategy. Furthermore, the results of the data analysis show that the t-count results are greater than the t-table. This means that the alternative research hypothesis is accepted, namely that there are significant differences in students' reading comprehension. Therefore, this statement answers the research questions mentioned in the first chapter.

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