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# THE IMPACT OF FIX UP STRATEGY TO IMPROVE READING COMPREHENSION ON THE JUNIOR HIGH SCHOOL SETTING IN INDONESIA
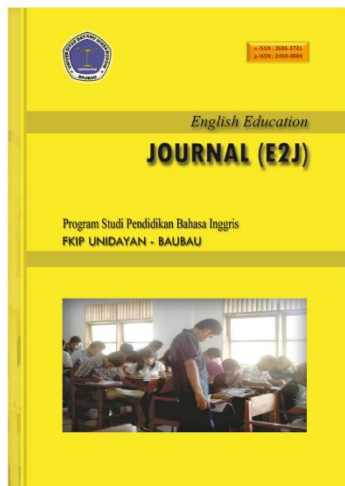
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**Abstract**
The objective of this research was to find out the impact of fix up strategy to improve reading comprehension on the junior high school setting .This research used quantitative method with quasi-experimental design. The population of this research was all of the seventh-grade students of SMP Negeri 1 Batauga in academic year of 2023/2024. The population consists of 3 classes; VII A, VII B, and VII C. Based on the data obtained from the school, the total population was 89 students. In this study, the researcher used random sampling technique. The sample of this research was (VII A and VII C) two class, there were 30 students as sample. The instrument of this research used multiple choice. The data analyzed by using descriptive statistics analysis. Based on findings in this research, the used fix up strategy to students at SMP Negeri 1 Batauga was in category which was proven by the value of pretest in experimental class which mean score was 43.30 and control class mean score was 37.60. Meanwhile the post-test mean score of experimental class was 71.83 and control class was 57.93. It was obtained that t-count was 5.695 and the t-table 2.010 for alpa ($\alpha$) 0.05. The t-count was higher than t-table. So that, fix up strategy method effective in improving reading comprehension on descriptive text at SMP Negeri 1 Batauga in academic year 2023/2024.

Keywords*:* fix up strategy, reading comprehension.

**Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui dampak fix up strategi untuk meningkatkan pemahaman membaca pada siswa kelas Sekolah Menengah Pertama.

Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen semu. populasi penelitian ini adalah seluruh siswa kelas VII SMP Negeri 1 Batauga tahun ajaran 2023/2024. Populasinya terdiri dari 3 kelas yaitu VII A, VII B dan VII C. Berdasarkan data yang diperoleh dari pihak sekolah, jumlah populasi adalah 89 siswa. Dalam penelitian ini peneliti menggunakan Teknik random sampling. Sampel penelitian ini adalah (VII A dan VII C) dua kelas yang berjumlah 30 siswa. Instrumen penelitian ini menggunakan pilihan ganda. Data yang diperoleh kemudian dianalisis dengan menggunakan analisis deskriptif. Berdasarkan temuan dalam penelitian ini, penggunaan strategi fix up pada siswa SMP Negeri 1 Batauga berada pada kategori baik yang dibuktikan dengan nilai pretest pada kelas eksperimen dengan nilai rata-rata sebesar 43.30 dan nilai rata-rata kelas control sebesar 37.60. Sedangkan nilai rata-rata post-test kelas eksperimen sebesar 71.83 dan kelas control sebesar 57.93, didapatkan t hitung sebesar 5.695 dan t table 2.010 untuk alpa (α) 0.05. Nilai t hitung lebih tinggi dibandingkan t table. Sehingga metode fix up strategi efektif dalam meningkatkan pemahaman membaca pada teks deskriptif di SMP Negeri 1 Batauga pada tahun ajaran 2023/2024.

Kata Kunci : Strategy Fix Up, Pemahaman Membaca

## 1. INTRODUCTION

Reading is an important skill which is an important contribution to the success or learning language. According to (Padma, 2008) said that reading is the process of using eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey. Reading needs comprehension to understand the context and get the new information of the texts.

(Wallace, 2003) defines reading as an interpreting which means reacting to a written text as a piece of communication. In addition, (Grabe and Stoller, 2019)express a similar view of reading, stating that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

The reading ability is very important to the reader, especially to the students, to improve reading comprehension. It is a complex process that the teachers find to teach. (Serravallo and Calkins, 2010)states that reading comprehension is a heart of what it means to read by thinking and understanding and getting the meaning of the text. In addition, Paris in (Middleton, 2011) states that reading comprehension can be broadly defined as the process of constructing meaning by coordinating a number of complex process that include language, word reading, word knowledge and fluency.

One of the problems in English Education field in Indonesia is the lack of students' ability in reading. Many students have difficulties in reading English text, especially in reading comprehension. They cannot focus on what they read during the reading activity and still have difficulty to get the ideas of the text. The classroom environment does not support them to read well so the students are not motivated to read English text. Many students also look like getting bored to follow the classroom activity.

Those cases were quite problematical and should be solved because they can arise further difficulties to the next reading lesson if their low score of reading comprehension is not improved soon. As the effect, they will be continuously difficult to understand any other these texts. Furthermore, they cannot pass the minimum passing grade determined by school. In this case, a teacher should find out an alternative way to minimize the reading difficulties and the maximize the reading comprehension.

According to (Moreillon, 2007) states that fix up strategy offer readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words. Fix up strategy is a used to reconstruct meaning when comprehension goes astray. It is strategy includes identifying making and changing predictions, connecting things in the text to personal experiences and memories. Fix up strategy also helps students understand that unfamiliar words cannot be constructed by students and get information from the text. This strategy is important to teach students, especially

struggling readers, that these moments of confusion are bound to occur as part of the reading process. In addition, more interested and efficient than other strategies, make students think more creatively and critically.

a. **The level of reading comprehension**

According to (Day and Park, 2005)levels of reading comprehension the following is:

1. Literal comprehension

     Literal comprehension is to have a straight forward understanding meaning of a text, such as vocabularies and facts, which is not explicit in the text.

2. Inferential comprehension

     Inferential comprehension is to conclude information from a text and build new information which is not explicit state in text.

3. Reorganization will be rearranging information from various parts of a text in order to get new information.

4. Predictive comprehension

     Is integrating readers understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finish.

5. Evaluative comprehension

     Is like inferential comprehension. The difference will that evaluative comprehension requires reader comprehension judgement about some aspects in a text and ability to develop and understanding by using relate issues.

6. Appreciative or personal comprehension

     Is reading in order to gain an emotional or other value responds from a text, and it demands reader to respond a text also with their feelings. in a positive learning environment. Persevering teachers and readers can reduce anxiety levels in the classroom, and as a result teachers and vocabulary lectures can have a positive impact on student lectures. Because they are not patient with the learners, the learners do not want to concentrate on the vocabulary lesson, and as a result, the vocabulary learning does not go as smoothly as they would like. Readers getting unstuck in reading text to make sense about what they read.

**b. 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 teachers, but it is used by the students. However, the students will not be able to use strategy if the teacher does not teach them before. then, the roles of the teacher are also very important in implementing the strategy. According to (Moreillon, 2007)the teacher can use the following steps:

a. re-reading the text.
b. interacting with background knowledge.
c. inferencing.
d. recalling what we have already read in writing.
e. visualizing.
f. posing a new question.

**2. METHOD**
**1.1 Design of the Research**

This type of research used quantitative approach. Quantitative research is a process of research finding which relate to data in the forms number. The researchers were used a quasi-experimental design with pretes-postest non-equivalent control group.

The population of the research was all of seventh grade students of SMP Negeri 1 Batauga, the researcher takes two class with the total number of populations is 60 students. In taking sample of the population, the researcher used random sampling technique with the total number of samples is 30 students. According to (Sugiyono, 2015)states simple random sampling is taking sample members from a population random without paying attention to the strata in that population.

The instrument of this research was multiple choice test about descriptive text and consists of 20 questions.

**2.2 Technique of Data Collection**

In collecting the data, the researchers collecting data with the following procedures:

a. Pre-test

Pre-test was given to the students' before giving the treatment of the technique of the experimental class. This test was used to measure basic reading comprehension of descriptive text.

b. Treatment

Treatment was given to knowledge of the students. In this treatment the researchers can apply the fix up strategy to the students' in the class. The first meeting the researchers explain about fix up strategy and then the researchers did the step of fix up strategy.

c. Post-test

Post-test was given to the students' after giving the treatment of technique to the experimental class to find out whether it make difference or not in reading comprehension of descriptive text.

## 2.3 Technique of Data Analysis

1. Descriptive Statistic

According to (Creswell, 2015) state that descriptive statistics is require to indicate general tendency (mean, mode, and median), the spread of score (variance, standard deviation, and range). Beside that the descriptive statistics also use to display the minimum and maximum score. To determine the students' reading comprehension improvement, the researcher was conducted test namely multiple-choice test. The criteria are if the answer is correct the score is one, and if the answer is wrong the score is zero.

2. Inferential Statistic

(Creswell, 2015) stated that inferential statistic is data analysis technique us to determine the extent of similarity between the results obtain from a sample and the results that will be obtain in the population as a whole. In this technique of data analysis, the researcher concluded whether the hypothesis is accepted or rejected. The criteria are as follows:

a. If Tcount < Ttable then Ho is accepted and Ha is rejected means that using fix up strategy does not have effect in teaching reading at the seventh-grade students' of SMP Negeri 1 Batauga in the year 2023/2024.

b. If Tcount > T table then Ho is rejected and Ha is accepted, means that using fix up strategy has effect in teaching reading at the seventh-grade students' of SMP Negeri 1 Batauga in the year 2023/2024.

## 3. RESULT AND DISCUSSION
### 3.1 Findings
### a. Students' reading comprehension in experimental class and control class

The data for experimental class in reading comprehension were gotten from pretest and post-test of class VII-A which consist of 30 students, and the data for reading comprehension in control class was gotten from pretest and post-test of class VII-C which consist of 30 students.

### 1). Result of pretest

The result of pretest is obtained from class VII-A as experimental class and class VII-C as control class before given treatment, they can be seen on the below table:

Table 3. Descriptive statistics of students' reading comprehension in pretest for experimental class and control class

| No. | Items | Pretest experimental class | Pretest control class |
|-----|-------|----------------------------|----------------------|
| 1. | Mean | 43.30 | 37.60 |
| 2. | Median | 45.00 | 36.50 |
| 3. | Mode | 45 | 30 |
| 4. | Std. deviation | 10.716 | 9.715 |
| 5. | Variance | 114.838 | 94.386 |
| 6. | Range | 41 | 33 |
| 7. | Minimum | 25 | 23 |
| 8. | Maximum | 66 | 56 |

From the table above, it can be explained that mean score was 43.30, the median was 45.00, the mode was 45, the standard deviation was 10.716, the variance was 114.838, the range was 41, the minimum was 25, the maximum was 66. Based on the result of mean, the student reading comprehension before given treatment are in low category. However, in the control class, from the table above, it can be explained that mean score was 37.60, the median was 36.50, the mode was 30, the standard deviation was 9.715, the variance was 94.386, the range was 33, the minimum was 23, and the maximum was 56. So it can be stated that the students reading comprehension in control class is in low category.

Table 4. Frequency distribution students of reading comprehension category in pretest for experimental class

| N o. | Score | Freq uenc y | Percen tage | Category |
|------|-------|-------------|-------------|----------|
| 1. | 86 – 100 | 0 | 0% | Very good |
| 2. | 71 – 85 | 0 | 0% | Good |
| 3. | 56 – 70 | 2 | 6.7% | Moderat e |
| 4. | <55 | 7 | 23.3% | Low |

Based on the table above, it found that in pretest for experimental class there is no students or 0% in category very good, there was 0 students or 0% are in good category, there was 2 students or 6.7% are in moderate category, there was 7 students or 23.3% are in low category. The category in table above indicated that the reading comprehension students in experimental class before given treatment is low, because the highest frequency and the highest percentage is in low category.

Table 5. Frequency distribution students' of reading comprehension category in pretest for control class

| No. | Score | Fre que ncy | Percen tage | Category |
|-----|-------|-------------|-------------|----------|
| 1. | 86 – 100 | 0 | 0% | Very good |
| 2. | 71 – 85 | 0 | 0% | Good |
| 3. | 56 – 70 | 0 | 0% | Moderate |
| 4. | ≤ 55 | 7 | 23.3% | Low |

Based on the table above, it can be described that there was 0 student or 0% are in very good, 0 students or 0% are in good, 0 students or 0% are in moderate, 7 students or 23.3% are in low category. It can be concluded that the students reading comprehension in control class after giving treatment was low category because the highest frequency and the highest percentage was in low category.

**2). Result of post-test**

After giving treatment for class VII-A as experimental class, and class VII-C as control class, the researcher gave post-test. The result can be seen on the table below:

Table 6. Descriptive statistic students' of reading comprehension in post-test for experimental class and control class

| No. | Items | Post-test experimental class | Post-test control class |
|-----|-------|------------------------------|-------------------------|
| 1. | Mean | 71.83 | 57.93 |
| 2. | Median | 73.00 | 56.00 |
| 3. | Mode | 60 | 46 |
| 4. | Std. deviation | 10.096 | 8.761 |
| 5. | Variance | 101.937 | 76.754 |
| 6. | Range | 37 | 27 |
| 7. | Minimum | 53 | 46 |
| 8. | Maximum | 90 | 73 |

From the table above, it can be explained that mean score was 71.83, the median was 73.00, the mode was 60, the standard deviation was 10.096, the variance was 101.937, the range was 37, the minimum score was 53, the maximum score was 90. Based on the result of mean, it means that the students reading comprehension after giving treatment is in good category.

Furthermore in the control class based on the table above, it can be explained that mean score was 57.93, the median was 56.00, the mode was 46, the standard deviation was 8.761, the variance was 76.754, the range was 27, the minimum was 46, and the maximum was 73. From on the table, the means that the students reading comprehension in control class was in low category.

Table 7. Frequency distribution students' of reading comprehension category in post-test for experimental class

| N o. | Score | Freq uenc y | Percen tage | Category |
|------|-------|-------------|-------------|----------|
| 1. | 86 - 100 | 4 | 13.3% | Very good |
| 2. | 71 – 85 | 8 | 26.7% | Good |
| 3. | 56 - 70 | 7 | 23.3% | Moderate |
| 4. | ≤ 55 | 3 | 10.0% | Low |

Based on the table above, it was found that in posttest for experimental class, there was 4 students or 13.3% in very good, there was 8 students or 26.7% in good, there was 7 students or 23.3% in moderate, there was 3 students or 10.0% in low category. It can be also concluded that the students reading

comprehension in experimental class after giving treatment is good because the highest frequency and the highest percentage is in good category.

Table 8. Frequency distribution of students reading comprehension category in post-test for control class

| No. | Score | Frequency | Percentage | category |
|---|---|---|---|---|
| 1. | 86 – 100 | 0 | 0% | Very good |
| 2. | 71 – 85 | 0 | 0% | Good |
| 3. | 56 – 70 | 5 | 16.7% | Moderate |
| 4. | ≤ 55 | 7 | 23.3% | Low |

Based on the table above, it was found that in post-test, there was no students or 0% in very good, there was 0 students or 0% in good, there was 5 students or 16.7% in moderate and there was 7 students or 23.3% in low category. It can be also concluded that the students reading comprehension in control class after giving treatment is low category because the highest frequency and the percentage highest was in low category.

**b. Inferential Statistic**

From the result of the prerequisite test, it can be concluded that data is distributed normally and variance is homogeneous. Furthermore, in counting inferential statistic, the researchers used independent sample t-test for hypothesis testing. Thus, test is used to see, if their significant difference in students reading comprehension between the student who are taught through fix up strategy method and the students who are taught through conventional method. The result of independent sample t-test is presented are follow:

Table 12. Result of independent sample t-test

| | Lavene's test for equality of variances | t-test for equality of means | | | |
| --- | --- | --- | --- | --- | --- |
| | F | Sig | T | Df | Sig. (2-tailed) |
| Equal varianc es assume d | .320 | .574 | 5.695 | 58 | .000 |
| Equal variances | | | 5.695 | 56.870 | .000 |

The result on the table above, it can be to explained that of F-test the value probability (sig.) was 0.574 and it was greater than α = 0.05 (0.574>0.05). So that, the null hypothesis of F-test is rejected and used to equal variance assumed.

Therefore, from the result of F-test to indicated the number of sig (2-tailed) are 0.000 which one is smaller than α = 0.05, state that the value is significant. Besides that, the number of T-count is 5.695 and degree of freedom is 58. If thus value be compared the result of T-table, then the result is T-count is greater than T-table (5.695>2.010). So that, Ha is accepted and Ho is rejected. It states that there was effective in using the fix up strategy method to improving reading comprehension on seventh grade students at SMP Negeri 1 Batauga. This can be seen in the mean of experimental class are 71.83 which one is greater and the mean of control class is 57.93.

**3.2 Discussion**

After giving pretest, treatment and post-test. The researchers discussed the result of each pretest and post-test. The mean score of pretests before treatment was 43.30 and the mean score of post-tests after treatment is 71.83. Therefore, the hypothesis indicated that there was any effective the use of fix up strategy method to improve students reading comprehension on descriptive text at the seventh grade of SMP Negeri 1 Batauga. Thus, was evidenced by to seen on the sig. (0.574 > α (0.05).

**4. CONCLUSION**

Based on the findings of the research and the data analysis, researchers concluded that there is a significant effective of the use fix up strategy method in improving reading comprehension students at seventh grade of SMP Negeri 1 Batauga. This conclusion had based the result of analysis where the mean value of pretest in experimental class was 43.30, the mean value of post-test in

experimental class was 71.83, and the mean value of pretest in control class is 37.60, the mean value of post-test in control class was 57.93, and also can be seen the significant value was 0.000, Tcount was greater than Ttable where it is (5.695 > 2.010).

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