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## PROMOTING FIX-UP STRATEGY TO IMPROVE READING COMPREHENSION AT SMP BINATAMA PALEMBANG

Ramadhona, Jenny Elvinna Manurung, Farnia Sari  
Tridinanti University  
ramadhona913@gmail.com, jenny\_EM@univ\_tridinanti.ac.id,  
farnia\_sari@univ\_tridinanti.ac.id

**ABSTRACT:** Fix-Up strategy is an effective strategy to develop the students' creativity in thinking and expand their knowledge because they are connecting what is stated in the text and what have been ever experienced that could help increasing their reading comprehension. The aims of this study were to find out whether or not there was a significant improvement of students' reading comprehension achievement through fix-up strategy and to find out whether or not there was a significant difference in students' reading comprehension achievement between students who were taught by using Fix-Up strategy and those who were not. The population was the eighth-graders of SMP Binatama with total number 127. To select the sample of this study, purposive sampling technique was implemented. There were 64 students as sample. The data were obtained from students' reading comprehension test in recount text. In analyzing the data, paired sample t-test and independent sample t-test were used. The result of paired sample t-test showed that t-obtained (16.435) was higher than t-table (0.296) and the results of independent sample-test showed that t-obtained (6.697) was higher than t-table (0.296). It can be concluded that there was a significant improvement of reading comprehension through Fix-Up strategy and there was a significant difference in students' reading comprehension between the students who were taught by using Fix-Up strategy and those who were not.

**Keywords:** *promoting, fix-up strategy, reading comprehension*

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### PENGUNAAN STRATEGI FIX-UP UNTUK MENINGKATKAN PEMAHAMAN MEMBACA PADA MAHASISWA EFL

**ABSTRAK:** Strategi Fix-Up merupakan strategi yang efektif untuk mengembangkan kreativitas siswa dalam berpikir karena mereka menghubungkan apa yang dinyatakan dalam teks dan apa yang pernah dialami yang dapat membantu meningkatkan pemahaman bacaan mereka. Tujuan penelitian ini adalah untuk mengetahui apakah strategi Fix-Up dapat meningkatkan pemahaman membaca siswa dan mengetahui apakah perbedaan yang signifikan pada pemahaman membaca siswa yang diajar dengan menggunakan strategi Fix-Up dan mereka yang tidak. Populasi dalam penelitian ini adalah siswa kelas VIII yang berjumlah 127 siswa SMP Binatama Palembang. Pemilihan sampel penelitian dilakukan dengan teknik purposive sampling. Sampel penelitian berjumlah 64 siswa. Data diperoleh menggunakan tes pemahaman membaca teks recount. Dalam menganalisis data, uji t sampel berpasangan dan uji t sampel bebas. Berdasarkan hasil uji t sampel berpasangan diperoleh t-hitung (16.435) lebih tinggi dari t-tabel (0.2960) dan hasil uji t bebas diperoleh t-hitung (6.697) lebih tinggi dari t-tabel (0.2960). Dapat disimpulkan bahwa ada peningkatan signifikan yang tinggi dalam pemahaman bacaan melalui strategi Fix-Up dan ada perbedaan yang signifikan antara siswa yang diajar dengan menggunakan strategi Fix-Up dan yang tidak.

**Kata Kunci:** *pemanfaatan, strategi perbaikan, membaca pemahaman*

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## INTRODUCTION

Reading is one of important skills of English that must be mastered and developed by the students. It is a key toward science (Bamford and Day, 2004). Reading has become an assential tool for learning a language. According to Kusumawati, (2019, p. 68), Reading had some purposes first for the students that are for their future career and study. Second, reading is also useful for other purpose: any exposure of english is good thing for language students, Third some of the language stick in their minds as parts of the process of language acquisition, and, if the reading text is specially interesting and enggaging, acquisition is likely to be even more successful.

Miller (2006, p. 72) states, “Readers build, change, and revise their schema when they encounter new information in the text, engage in conversations with others, and gain personal experience.” It means with reading, students can get a lot of information and knowledge from the text that they read. A major goal of teaching reading comprehension is to help students develop the knowledge, skill and experiences they must have if they become competent readers. Moreover, reading skill is the core to enable students not only to gain pleasurable activity and information but also to learn for language acquisition.

English reading skill is also considered as difficult skill for the students. Nation (2004, p. 253) says: “poor comprehension may be consequence of inadequate processing, lack of knowledge-based weakness, Two sets of process are considered essential to the comprehension process, and are described as “inevitable” sources of comprehension difficulty. These are lexical process and working memory resources, which together form the central elements of the verbal efficiency hypothesis.”

Based on the statement above, in teaching learning process some students get difficulties in understanding of the printed text. Students have inadequate procesing, lack of knowledge, or some combination of both processing and knowledge-based weakness processing. It means, students have substantially less reading and reading-related experience (Kusumawati, 2019, p. 4)

Therefore, it is duty for teacher to make students interest more in reading. The student’s enthusiasm was much related to the strategies used by the teacher in deliver the materials. The students would become not interested in teaching learning process if the way or strategy delivered were monotonous. It made teaching learning process not effective. Teacher should think critically in order to find creative strategies in teaching reading so that students will take much participation during the teaching learning process. Make reading interesting is one of the ways to make an easier the students to get the information from the text.

Based on Curriculum 2013 (*K13*), the eighth grade students are required to comprehend the content of simple short essay of descriptive, narrative text and recount text. Recount is the text telling the reader what happend. It retells past event that begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardyono, 2007, p. 63). As a teacher, reading activities must go beyond simply presenting students with information and ensure that students understand topics deeply, retain important information, and actively use the knowledge and experiences.

There are many various teaching models that can be used by the teachers to help the students comprehend reading texts. One of the strategies is Fix-Up strategy. According to Moreillon (2007, p. 10), Fix-Up strategy is a strategy used to reconstruct

meaning when comprehension goes astray. Fix-Up strategy includes reading, reading ahead, identifying unknown words, making and changing predictions, connecting things in the text to personal experiences and memories.

In addition, Duffy (2009, p. 130) states that Fix-Up strategy is frequently referred to as “look-backs”. It refers to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use look-backs, readers first need to understand that it is essential to monitor meaning getting as reader reads and that good reader’s stop when a problem is encountered. Moreover, Moreillon (2007, p. 114) states that Fix-Up strategy offers readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words.

When using this strategy, the teachers should provide the students with some tools for fixing up their meaning-making. These tools are called Fix-Up options. Moreillon (2007, p. 116) says that 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 could not understand the text during reading, the students were used Fix-Up option to catch the message of the text. The Fix-Up options are: rereading the text, connecting to background knowledge (text-to-text), looking at sentence structure, making a prediction, reading ahead to the end of this verse, making inferences, visualization, and asking a new question Moreillon (2007, p. 115).

This strategy can help the students to understand the message of the text when they get stuck with certain words or sentences. Monoi (2004, p. 23) states that Fix-Up strategy is more effective than direct teaching. In Fix-Up strategy, the students are invited to think aloud and analyze the text by finding the important detail, analyzing the difficult word by separating each part, reviewing the content, visualizing the characters stated in the text, and connecting to background knowledge that they have already gotten. From these activities, the students can be more creative in thinking and can broaden their knowledge because they connect what is stated in the text and what they have experienced

Nunun (2012, p. 11-12) states that Fix-Up strategy is more effective than Direct Teaching to teach reading. The use of Fix-Up strategy to teach reading helps the students to think more creatively and have better reading comprehension because this strategy facilitate the students when they are getting stuck in some parts of text, they use the Fix-Up tools to build their comprehension toward the text. They are invited to think aloud and activate their background knowledge while reading the text and discuss with their partner. They are invited to make a connection between what happen in the text and what they have experienced and use their prior knowledge when discussing the materials stated in the text so that the students can broaden their knowledge. By applying Fix-Up strategy, the students can also analyze some strange words they found in the text by separating each part of the word, for example, suffix, prefix, etc. In the post reading, the students are invited to review the text by retelling the content of the text and constructing some questions dealing with the text to check their understanding about the text. Otherwise, direct teaching is a classical teaching model focussing on translating the text. The students are just asked to read the text, find the meaning of the vocabularies, and answer the questions. In this teaching learning, the students do not actively participate because it is teacher-centered.

Peterson (1999, p. 231) says that direct teaching is also characterized by teacher-centred and teacher- dominated classroom. The students just follow the teacher’s explanation and instruction so that the students have less chance to explore their

knowledge by themselves. Therefore, it can be concluded that Fix-Up strategy is more effective than direct teaching in teaching reading.

Learners must take their ability to pronounce words and "read" objects, and then make words and images mean something. So, reading is more than just pronouncing words from the text, but learners can also understand what the text means.

Based on the observation the Writers found that the students had lack of reading. The students had low scores in reading recount text which was taught in the second semester of the eighth grade. Many students got lower grade than KKM grade (65). The problems were occurred because unmotivated students to study English and the classroom atmosphere was not attractive. Students are shy to read the recount text, students is difficulty in reading English text or pronunciation, many new words students have heard before or foreign word, a little knowledge of vocabulary.

In this study, the writers focused on applying Fix-Up Strategy to find out whether or not there was any significant difference on students' reading comprehension achievement between students who were taught by using Fix-Up strategy and students who were not.

### **Concept of Reading Comprehension**

Reading comprehension is a process of reading for construct meaning, comprehend the printed word and read for pleasure Linse and Nunan (2006, p. 45). Reading comprehension is more complex so that it needs higher-order thinking skill. Indeed, Reading comprehension is a process to understand a text that is read. Furthermore, Li (2010, p. 185) say that reading is conceptualized as an interactive cognitive process in which readers interact with the text using their prior knowledge, cultural background and use appropriate strategies.

Reading comprehension has a deeper meaning to elaborate. According to Klingner, et al. (2007, p. 2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

In brief, reading comprehension was a processed to catch information from a text by using combination of prior knowledge, cultural background, higher-order thinking skill and ended by inference the content in a text.

### **Concept of Fix-Up Strategy**

Fix-Up strategy is used to help students deal with information they have questions about by using the tools that readers can rely upon to find their way home, to make sense of what they read (Neufeld, 2005; Moreillon, 2007, p. 116).

In addition, Duffy (2009, p. 130) stated that Fix-Up strategy are also frequently referred to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use it, readers first need to understand that it is essential to monitor meaning getting as you read and that good reader's stop when a problem encountered. In short, a reader first should realize that he/she does not understand about the particular word meaning in the text, and then try to find the meaning by reread, use prior knowledge, think, and reflect, to findout the problem. After finding the problem, the reader can visualize, retell, and notice about what already understood from the text.

In brief, Fix-Up strategy is one of strategies in reading comprehension that is used to help the readers being unstuck in reading text to make sense about what they read, especially when they have the difficulties about the unknown words or the meaning of the text they can make several steps in Fix-Up strategy to solve their problems.

The activities of Fix-Up strategies are as follows: (1) make a connection: think about what you know, (2) make a prediction: activate their background knowledge and connect with information in the text, (3) stop and think about what you have already stop and think about what you have already read, (4) Ask a question: question such as, "where did my thinking get off?", "does that make sense?", "What will happen next?" or "what does that word mean?". are quite helpful to the reader, (5) Reflect in writing, (6) visualized: Use self monitoring key card to help students maintain engagement with the text, (7) Use two print conventions: Use two print conventions, (8) Retell what you have read: Retell what you have read. is what you're now reading fit into the story or purpose of the text, (9) Re-read: Re-reading helps readers tend to clarify their thoughts or go back and re-read something that was misread to find the mistake and fix it, (10) Notice your reading rate: Realise when they don't understand and stop at that point, (11) adjust your reading: Adjust their reading rate to suit their information.

## METHODOLOGY

In this study, the researchers used a quasi-experimental design. The design involves the experimental group (A) and control group (B) which are selected without random assignment (Creswell, 2014, p. 172). Both of groups were given pre-test before treatment and a post-test after the treatment. T-test was used to analyze students' writing score from both experimental and control groups. The population of this study was the eighth grades students of SMP BINA TAMA Palembang in 2020 as the population with the total number of 124 students and the sample taken by Purposive sampling technique with the total number of 64 students. To select the samples, the writers took into some considerations, namely the students had low capability in reading, the level of competence of the students were quite similar or they had same average score of the students in English achievement, and both classes were taught by the same teacher. The two groups were the students of VIII 1 as an experimental group and the students of VIII 2 as and control group. The techniques for collecting the data were a test for measuring the students' writing ability by administering pretest and posttest. The tests as the instruments were reliable and valid. To validate the instrument, the results of try-out were analyzed by using corrected item-total correlation. The results of validity showed that  $r_{\text{obtained}}$  is higher than the value of  $r_{\text{table}}$ . The total items of reading comprehension test were 20 valid items. To measure the reliability of the instrument used split-half method. The instrument was considered reliable that can be seen the coefficient of the Cronbach alpha was 0.844 that indicates that it was highly reliable.

The researchers measured the normality of pre-test and post-test in experimental group by using One Sample Kolmogorov Smirnov Test. The normality result of pre-test was 0.200 and posttest was 0.067. The normality result of pre-test was 0.200 and posttest was 0.191 in control group. Since the result was higher than alpha value (0.05), the data obtained were considered normal. The Levene statistic test showed that the significance value of pretest score of experimental and control group was 0.941. It means that the data were homogeneous since the significance value (0.941) and it was higher than alpha value (0.05). The significance value of post-test score of experimental and control group was

0.144. It means that the data were homogeneous since the significance value (0.686) and it was higher than alpha value (0.05).

**FINDINGS AND DISCUSSION**

Based on the data, the minimum score of the pre-test result was 20 and the maximum score was 75. Mean score of the pre-test was 47.66 with standard deviation score was 16.411. The result of post-test for experimental group showed that the minimum score was 45 and the maximum score was 100. Meanwhile, mean score of the post-test was 72.81 with standard deviation score was 14.139. The descriptive analysis is presented in Table 1.

Table 1. Descriptive Analysis of Experimental Group

Group	Variables	Min	Max	Std. Dev	Mean	N
Experimental	Pretest	20	75	16.411	47.66	32
	Posttest	45	100	14.139	72.81	32
Control	Pretest	20	75	16.656	47,50	32
	Posttest	25	80	15.862	47,66	32

The result of paired sample t-test in experimental group showed that the value of t-obtained was 16.435 at the significance level 0.000 with degree of freedom was 31. Since the t-obtained (16.435) was higher than t-table (0.2960) and the significance level was lower than alpha value (0.05), it was assumed that there was a significant improving students' reading skill after they were taught by using Technique. The result of paired sample t-test in control group showed that the value of t-obtained was -0.166 at the significance level -0.869 with degree of freedom was 31. Since the t-obtained (-0.166) was higher than t-table (0.2960) and the significance level was lower than alpha value (0.05), it can be stated that the students' reading comprehension of control group was also significant improvement after given the treatment. It can be seen in Table 2.

Table 2. The Result of Paired Sample T-test

Group	Mean	Mean Difference	Std. Deviation	t-obtained	df	Sig. (2 tailed)	
Experiment	Pre-test	47.66	25.156	8.659	-16.435	31	0.000
	Post-test	72.81					
Control	Pre-test	47.50	-0.156	5.310	-0.166	31	0.069
	Post-test	47.66					

The post test result from independent sample t-test showed that the value of t-obtained was 6.697. At the significance level was 0.000 with degree of freedom was 62. Since t-obtained (6.697) was higher than t-table (0.2960) and the significance level was lower than alpha value (0.05), it can be stated that the null hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis (H<sub>a</sub>) was accepted. Therefore, there was a significant difference in reading comprehension between the students who were taught by using Fix-Up strategy. A summary of the results of independent sample t-test can be shown in Table 3.

Table 3. The independent sample T-test

Group	Mean	Mean Difference	t-obtained	Df	Sig. (2 tailed)
Posttest (Experimental - Control Groups)	Experimental 72.81 Control 47.66	25.156	6.697	62	0.000

In this research, Fix-Up strategy was applied to know whether there was the difference in reading comprehension of recount text between the eightgrade students of SMP BINA TAMA Palembang who were taught by using Fix-Up strategy and those who are not. The result of pretest in experimental group showed that the mean score was 47.66 and the posttest was 72.81. Meanwhile the result of pretest in control group showed that the mean score was 47.50 and the posttest 47.66. The result of independent sample t-test in experimental group showed that null hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted.

Therefore, there was a significant different in reading comprehension of recount text between the eighth-grade students of SMP BINATAMA Palembang who were taught by using Fix-Up strategy and those who were not. It could be seen from the significance level (0.000) that was lower than 0.005. This result is in line with the result of two previous studies conducted by Farmandani (2016) and Kusumawati (2019). Some reasons that cause the improvement were Fix-Up strategy could help students getsome necessary information by following steps of Fix-Up strategy.

Meanwhile, control group had no significant improvement on the students' reading achievement of recount text. It could be seen from the significance level (0,191) which were higher than 0,05 which means there is not different mean score in control group. In this research, the researchers found problems before giving the treatment, the students were not interested in reading and had less motivation. During the treatment process, Fix-Up strategy made students easier to find the most important information from the text. Moreover, they were able to make efficient use of their reading time. Therefore, Fix-Up strategy can be used as one of effective reading strategies to improve students' reading achievement. Based on Moreillon (2007), the use of Fix-Up strategy could help the students to improve reading comprehension, develop students understanding according to the information obtained when students or readers difficulty in understanding text, and help students when they find a word they don't believe in the last, the students have high confidence.

Moreover, Nunun (2012) states that the Fix-Up Strategy is to assist the students to think more creatively and have better reading comprehension, make connections that help them remember and interpret what and how they are reading and the students are invited to think aloud and activate their background knowledge.

Klingner, Vaughn, & Boardman (2007) stated that Fix-Up strategy requires much time to teach the students and much time may be wasted in negotiations about who would perform on a specific role. Second, to implement Fix-Up, teachers need to be given and intensive collaborative professional development programming class. Third, Teaching Fix-Up in reading content area may need more attention than other foreign language subject because teachers may lack of English comprehension. The last, students had low confidence in using Fix-Up strategy.

## CONCLUSION

Based on the finding and interpretation of the study, it could be concluded there was significant improvement of reading comprehension through Fix-Up strategy at the eighth-grade students of SMP BINA TAMA Palembang. The result of independent sample t-test showed that there was a significant difference in students' reading comprehension between the students who were taught using Fix-Up strategy and those who were not.

Furthermore, the teachers should be more creative to apply reading strategy in teaching English that will encourage and motivate their students in reading activities that enable the students to construct meaning and build comprehension on certain text easier by using particularly Fix-Up strategy. Moreover, the students should use the various strategies to avoid their boredom during reading class. One of them is Fix-Up strategy which could increase their ability of reading practice and be more active in the class.

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