# The Effectiveness of Fix-Up Strategy in Teaching Reading Skill to Students

**Munawarah**
Universitas Islam Negeri Alauddin Makassar
munawarahsafruddin@gmail.com

**Mardiana**
Universitas Islam Negeri Alauddin Makassar
mardiana@uin-alauddin.ac.id

**Indah Miftah Awaliah**
Universitas Islam Negeri Alauddin Makassar
indahmiftahawaliah1@gmail.com

## ABSTRACT

The research aimed at finding out the effectiveness of fix-up a strategy in teaching descriptive text with the research objective: To find out the efficacy of fix-up strategy in teaching reading skill to students of MA Darussalam Anrong Appaka Pangkep. This research was conducted at MA Darussalam Anrong Appaka Pangkep in Academic Year 2018/2019. The research findings showed that the second grades students of MA Darussalam Anrong Appaka Pangkep obtained score on pre-test with the mean score 39,28, which classified as poor. After giving treatment, the students obtained improvement, they gained score with the mean score 56,96 as fair classification. The results of the data analysis indicated that there was an improvement in the students reading descriptive text after being taught using *fix-up strategy*. It was proved by the result of the statistical analysis of the level significance 0.05 with a degree of freedom (df) 48 indicated t-test values of the students' reading descriptive text (5.382) was higher than t-table value (2.021). Based on the result analysis, the impact of this research on the students of MA Darussalam Anrong Appaka Pangkep can make the students think critically when they read a text because of the students connecting their prior knowledge related to the text. The researcher found that fix-up strategy helps the students understand the text when they get stuck in reading descriptive.

**Keywords:** Fix-up strategy, reading skill

## INTRODUCTION

Reading is one of the language skills that the students need to learn, especially the students at Senior High School. Students need to read as much as they can in their spare time in order to gain information and knowledge for their own benefit. Which were supported as an addition from Harmer (2007: 99) stated that there are many reasons why getting students to read English text is an important part of the teacher's job. First, many students want to be able to read the text in English either for their careers, for study purposes, or solely for pleasure. In addition, Hamid (2011: 9) stated that reading is a communicative activity between the writer and the reader. In

order the communication become effective, the reader has to determine his purpose before reading.

Then conferring to Daiek and Anter (2004: 5) stated that reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. Reading can develop the student's skill, such as understanding words, sentences, and paragraphs in the text to understand critical and evaluative the entire contents of reading. On the other hand, there was a visual activity in reading such as series of eyes movements in following lines of the text concentration of vision in words and groups of words, reviewing words and groups of words to obtain an understanding of reading.

The students in Senior High School have to understand a text, because reading was one of skill that includes in syllabus at MA Darussalam Anrong Appaka Pangkep especially for descriptive text. In reading, there are many types of texts such as narrative text, recount text, report text, and descriptive text. Descriptive text is a text which describes something. According to Widjaja (2011: 1) Descriptive text is the text describes a shape, characteristic or the nature of specific objects, animals, plants, humans or certain events. In other words, the text can tell an object that is still alive and not. In addition, according to Noprianto (2017: 65), descriptive text is one of genres which is demanded to master by high school students in Indonesia. If seen from the previous explanation, the purpose of descriptive text is to tell about something or someone that can make the reader expand their knowledge because they can change their perceptions.

There are many strategies that the students can use in reading a text, but the researcher was took fix-up strategy as media that the student can use in learning process. According to Indrasari (2012: 2), fix-up strategy is a strategy which can help the student understand the message of the text when they get stuck with certain words or certain sentences. When the teacher applied fix-up strategy, the teacher prepared fix-up options which included previewing, predicting, reading, visualizing, making an inference, asking and answering new questions to make the students understand their comprehension. If the students cannot catch the message of the text, they used fix-up options. Fix-up options were tools that the reader can rely on to find their way and to understand more about the text.

The application of the fix-up strategy was to teach about reading. Students can get stimulus to think more creatively and critically about the text they have read. They made connection

between what happened in the text and their experience using their previous knowledge when discussing the material included in the text, so the students can expand their knowledge. They can also analyze some unfamiliar words that they find out in the text. Students can also give their assumptions and opinions on topics based on their own experience and prior knowledge.

Reading is a thing that involves many things, not just recite writing but also involving activity visual, thinking, psycholinguistics, and metacognitive as a visual process. There is several research studies that support this research. Indrasari (2012) conducted a research about reading and use fix-up strategy to teach the students at SMP Negeri 2 Temanggung. She wants to know whether fix-up strategy effective or not. Then, based on research, she found that fix-up strategy can helps the students understand the text and it can be applied at SMP Negeri 2 Temanggung. Then, Suryati (2013) conducted a research about the effect of fix up strategy towards reading comprehension at SMAN 2 Tapung Kampar Regency. Based on the research, she states that fix-up strategy has a significant difference in teaching narrative text between the class that taught about fix-up strategy and the class without using fix-up strategy. Next, Ramadani, Yani, and Hardewi (2013) conducted a research about combining fix-up strategy and Get the gist (generating interactions between schemata and text) in teaching reading. They stated that teaching reading by using a fix-up strategy can increase students' understanding and also can help the students when difficult or confuse about the content of the text.

The aim of this research was wanting to know the effectiveness of fix-up strategy in teaching reading skill in MA Darussalam Anrong Appaka Pangkep.

**METHOD**

This research was conducted at MA Darussalam Anrong Appaka Pangkep in Academic Year 2018/2019. The research findings showed that the second grades students of MA Darussalam Anrong Appaka Pangkep. The design of this research was a quasi-experimental design with non-equivalent control group design. According to Mills and Gay (2016: 307), this design is very much like the pre-test post-test control group design discussed previously. This design was exactly like pre-test post-test control group design except that there is no random assignment into a group. A group of subject who receipt a treatment, experimental group, is compared to control group who does not receive a treatment like the experimental group. Therefore, the researcher

selected two groups of people as the sample, one was in the control group and another was in the experimental group. Furthermore, they were selected without random.

The purpose of this method was to find out the effectiveness of using fix-up strategy in helping students when they get stuck in the text. The design was following below:

| | | | |
|---|---|---|---|
| **Experimental Class:** | $0_1$ | **X** | $0_2$ |
| **Control Class:** | $0_3$ | | $0_4$ |

(Sugiyono 2016: 116)

Notation:

$0_1$ = Pre-test for experimental group

$0_2$ = Post-test for experimental group

$0_3$ = Pre-test for controlled group

$0_4$ = Post-test for controlled group

X = Treatment

## FINDINGS AND DISCUSSION

### Findings

### 1. *The Classification of the Students' Pre-test and Post-Test Scores in Experimental Class*

Table 1 and 2 showed the classification of the students' reading comprehension in the second grade of MA Darussalam Anrong Appaka Pangkep in pre-test and post-test scores in the experimental class.

**Table 1. The Rate Percentage of Score Experimental Class in Pre-Test**

| No | Classification | Score | Frequency | Percentage |
|---|---|---|---|---|
| 1 | Very Good | 100-81 | 0 | 0% |
| 2 | Good | 80-61 | 0 | 0% |
| 3 | Fair | 60-41 | 7 | 28% |
| 4 | Poor | 40-21 | 18 | 72% |
| 5 | Very Poor | 20-0 | 0 | 0% |
| | **Total** | | 25 | 100% |

Table 1 showed that the percentage score of the experimental class in a pre-test, where the score of experimental class in a pre-test were in two classifications, namely fair and poor classification. The higher percentage value was poor classification. The result of the test shows that the students' knowledge in reading descriptive before giving the treatment was low.

**Table 2. The Rate Percentage of Score Experimental Class in Post-Test**

| No | Classification | Score | Frequency | Percentage |
|---|---|---|---|---|
| 1 | Very Good | 100-81 | 0 | 0% |
| 2 | Good | 80-61 | 10 | 40% |
| 3 | Fair | 60-41 | 11 | 44% |
| 4 | Poor | 40-21 | 4 | 16% |
| 5 | Very Poor | 20-0 | 0 | 0% |
| | **Total** | | 25 | 100% |

Table 2 showed that there was an increase in students' reading descriptive text, where the score of experimental class in the post-test are in three classifications, namely good, fair and poor classification. The higher classification in pre-test toward reading descriptive text was in fair classification and the higher classification in post-test was in good classification, it can be seen that reading descriptive text of the students was increasing after giving treatment. In post-test, the students that get poor classification diminish than pre-test.

Based on the result above, it can be concluded that the rate percentage in the post-test higher than the rate of the pre-test.

## 2. The Classification of The Students' Pre-Test and Post-Test Scores in Controlled Class

The following table (table 3 and 4) showed the classification of the students' reading descriptive text in the second grade of MA Darussalam Anrong Appaka Pangkep in pre-test and post-test scores in controlled class.

**Table 3. The Rate Percentage of Score Controlled Class in Pre-Test**

| No | Classification | Score | Frequency | Percentage |
|---|---|---|---|---|
| 1 | Very Good | 100-81 | 0 | 0% |
| 2 | Good | 80-61 | 0 | 0% |
| 3 | Fair | 60-41 | 8 | 32% |
| 4 | Poor | 40-21 | 17 | 68% |

| 5 | Very Poor | 20-0 | 0 | 0% |
|---|-----------|------|---|-----|
| | **Total** | | 25 | 100% |

Table 3 showed that there was no good or very good classification for the students in reading descriptive text, where the score of controlled class in a pre-test were in two classifications, namely fair and poor classification. The highest value in the controlled class was in the fair classification.

Based on the result above, it can be concluded that the rate percentage in the post-test higher than the rate of the pre-test.

**Table 4. The Rate Percentage of Score Controlled Class in Post-Test**

| No | Classification | Score | Frequency | Percentage |
|----|---------------|--------|-----------|------------|
| 1 | Very Good | 100-81 | 0 | 0% |
| 2 | Good | 80-61 | 0 | 0% |
| 3 | Fair | 60-41 | 12 | 48% |
| 4 | Poor | 40-21 | 13 | 52% |
| 5 | Very Poor | 20-0 | 0 | 0% |
| | **Total** | | 25 | 100% |

Table 4 showed that there was no good or very good classification for the students in reading descriptive text, where the score of experimental class in a pre-test are in two aspects of classification, namely fair and poor classification. The highest value in the experimental class like in the controlled class was in the fair classification. It means that there was no improvement in the value of students in the controlled class because there was no treatment using fix-up strategy.

### 3. *The Mean Score and Standard Deviation of Experimental Class and Controlled Class*

After calculating the result of the students' score, the mean score and standard deviation of both classes can be presented in the following table:

**Table 5. The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Pre-Test and Post-Test**

| Class | Mean score | | Range | Standard Deviation | |
|---|---|---|---|---|---|
| | Pre-test | Post-test | | Pre-test | Post-test |
| **Experimental** | 39.28 | 56.96 | -17.68 | 8.962 | 10.948 |
| **Controlled** | 38.88 | 42.32 | -3.44 | 7.68 | 8.098 |

The table 5 showed that the mean score of the experimental class in a pre-test is (39.28) and the standard deviation of the experimental class was (8.962), and the mean score of controlled class in pre-test was (38.88) and standard deviation was (7.68). While the mean score of experimental in the post-test was (56.96) and the standard deviation of the experimental class was (10.948), the mean score of the controlled class was (42.32) and the standard deviation was (8.098). It can be concluded from both of the tests; the experimental class gained a greater mean score than the control class.

The significance score between the experimental score and controlled class can be known by using the t-test. The result of the t-test can be seen in table 6.

**Table 6. Distribution the value of the t-test and t-table in the post-test**

| Variable | t-test value | t-table value |
|---|---|---|
| **Post-test** | **5.382** | **2.021** |

The table above showed that the t-test value was greater than the t-table. The result of the test shows there was a significant difference between the t-table and t-table smaller than the t-test.

## 4. Effectiveness Test

To find out more about whether this is effective or not, it must do the test of effectiveness as follow:

$$R(\theta_2, \theta_1) = \frac{Var\ \theta_1}{Var\ \theta_2}$$

$$R(\theta_2, \theta_1) = \frac{8.098}{10.948}$$

$$R(\theta_2, \theta_1) = 0.73$$

If R> 1, relatively $\theta_2$ is efficient than $\theta_1$, whereas if R <1, relatively $\theta_1$ is more efficient than $\theta_2$. The value of R is 0.73 (R <1). so that it can be said $\theta_1$ (Fix-up Strategy) is more efficient than $\theta_2$ (Existing strategy).

The aim of this research was to find out the effectiveness of fix-up strategy in teaching reading skill to the second grade of MA Darussalam Anrong Appaka Pangkep. The result of the t-test shows that there was a significant difference between the score of the t-test and the t-table **(see table 6).** It means, fix-up strategy was effective in reading descriptive text of MA Darussalam Anrong Appaka Pangkep.

Some possible explanations can be given to describe the effectiveness of fix-up strategy in reading descriptive text. The first was fix-up strategy that can make the students understand the text when they get stuck in reading. As Indrasari (2012:2) fix-up strategy is a strategy which can help the student understand the message of the text when they get stuck with certain words or certain sentences. It is also supported by the statement of Indrasari (2012:4) fix-up strategy includes previewing, predicting, reading, making connections, making inferences, asking new questions and retelling the story.

The second was fix-up strategy can make the students' think creatively. Referring Amelia (2018: 7) the application of fix-up strategy improving for teaching reading, students can obtain stimulus to think critically and creatively about the text they are reading then the students can also give their assumptions and opinions about the topics discussed based on their own experience and background knowledge.

The third was by using fix-up strategy, the students can analyze unfamiliar words. As the researcher explained in the background that they can also analyze some unfamiliar words that they find out in the text and it is supported from Amelia (2018: 7) they can also analyze some strange words they find in the text itself. Students can also give their assumptions and opinions on topics based on their own experience and prior knowledge.

**CONCLUSION**

Fix-up strategy was effective for being implemented than the existing method because fix-up strategy improved the students reading skill. The students in reading descriptive text before using fix-up strategy were poor classification (18 or (72%). It was different from the students reading comprehension after using fix-up strategy.

The data analysis there was an improvement of students' post-test of experimental class from 25 students, 0 (0%) student got very good score, 10 (40%) students got good score, 11 (44%) students got fair score, 11 (44%) students got poor score and 4 (16%) students got very poor score.

It can be concluded that the mean score of the students' improvement from the poor (39.28) becomes fair classification (56.96). The test value was 5.382 and the table was 2.021, it means that H1 was accepted, explaining that fix-up strategy was effective for developing students' reading comprehension of descriptive text in the second grade of MA Darussalam Anrong Appaka Pangkep and the null hypotheses (H0) was rejected. So, fix-up strategy was possible to make students understand about descriptive text and his/her ability to recall information. In other words, the reader was more likely to learn and to learn more about the material about reading. Fix-up strategy also gives opportunities for the development of teachers, learners and learning itself. Those opportunities can increase the students' motivation and responsibility, a student-centered approach based on individualization, and also accepting the new and dynamic learner's and teacher's roles.

## REFERENCES

Asmawati, Andi. *"The effectiveness of skimming – scanning strategy in improving students' reading comprehension at the second grade of SMK Darussalam Makassar"* Eternal, *Vol. I, Number 01* (June 2015).

Daiek, Deborah & Nancy Anter. *Critical Reading for College and Beyond*. United States: Mc. Grew Hill. 2004.

Duffy, Gerald G. Explaining Reading: A Research for Teaching Concepts, Skills, and Strategies.https://www.academia.edu/20107920/6_Explaining_reading. 2009. (December, 16th 2019)

Geofray E. Mills and Lorraine Gay. *Educational Research:Competencies for Analysis and Applications*. United States: Pearson Education. 2016.

Hamid, Abdul Waris. *Teaching Reading Comprehension and Extensive Reading*. Makassar: Alauddin Press. 2011.

Hanapi, Hanapi. *The Listen, Read, Discuss (LRD) Strategy in Improving The Student Reading Skill of Recount Text At SMP N 2 Buru*. file:///C:/Users/Acer/Downloads/THELISTENREADDISCUSSLRDSTRATEGYINIMP ROVINGTHESTUDENTREADINGSKILLOFRECOUNTTEXTATSMPN.pdf. (Accessed December, 11th 2019)

Harmer, Jeremy. *How to teach English*. England: Pearson Education. file:///C:/Users/Acer/Downloads/How_to_Teach_English_2nd_Edition_Jeremy.pdf. 2007. (July, 23rd 2019)

Hasan, M. Iqbal, *Pokok-Pokok Materi Statistik 2 (statistic inferensif)* (Cet. VI, Jakarta: PT Bumi Aksara, 2010), h. 114.

Ismiyastuti, Sasa. *A Study On Teaching Learning Reading Skill Of Descriptive Text On The Eighth Grade Students Of Smpn 1 Gemolong In Academic Year2016/2017*.http://eprints.iainsurakarta.ac.id/725/1/Sasa%20Ismiyastuti.pdf (Accessed July, 10th 2019)

Indrasari, Nunun. *"The Effectiveness of Fix-Up Strategy To Teach Reading Viewed From Students' Self Confidence".(*2012). https://media.neliti.com/media/publicon09-EN-the-effectiveness-of-using-fix-up-strate.pdf. (Accessed January, 27th 2019)

Mustami, Muh Khalifah. *Metode Penelitian Pendidikan*. Yogyakarta: Aynat Publishing. 2015

Ramadani dkk. "*Teaching Reading Comprehension of Narrative Text by Combining Fix-Up and Get the Gist (Generating Interactions between Schemata and Text) Strategy for IX Grade at JUNIOR HIGH SCHOOL".* http://id.portalgaruda.org/index.php?ref=browse&mod=viewarticle&article=18256 (Accessed January, 27th 2019)

Perfetti, Charles A. *Reading Skill*. Universitas of Pittsburgh. 2001. http://www.pitt.edu/~perfetti/PDF/Reading%20skills.pdf. (Accessed December, 11th 2019)

Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. 2016.

Sugiyono. *Metode Penelitian dan Pengembangan Research and Development*. Bandung: Alfabeta. 2017.

Suryati. *"The Effect of Using Fix-up Strategy Towards Reading Comprehension Of The Second Year Students At SMAN 2 TAPUNG KAMPAR Regency".* http://repository.uin-suska.ac.id/10081/ (Accessed January, 27th 2019)

Tovani, Cris. *I Read It, but I Don't Get It Comprehension Strategies for Adolescent Readers.* Colorado: Stenhouse Publishers Portland, Maine. https://books.google.co.id/books?id. 2000. (Accessed December, 11th 2019)

Tsuraya, A. S., & Atmowardoyo, H. (2018). A Cross-Sectional Study on Vocabulary Size among Different Levels of the University Students. *ELT WORLDWIDE*, *5*(1), 64-72.

Widjaja, Iswati. *Descriptive Text.* http://skp.unair.ac.id/repository/Guru-Indonesia/DescriptiveText_iswatiwidjaja_16391.pdf. (July, 24th 2019)