

THE EFFECTIVENESS OF FIX UP STRATEGY TOWARD THE STUDENTS' READING COMPREHENSION

Jamila

Univesitas Islam Negeri Alauddin Makassar
Jamilahsaid96@gmail.com

Abd. Muis Said

Uversitas Islam Negeri Alauddin Makassar
abd.muis.said@uin-alauddin.ac.id

Muh. Rusydi Rasyid

Universitas Islam Negeri Alauddin Makassar
Muhammad.rusydi@uin-alauddin.ac.id

Doi: 10.24252/elties.v%vi%i.13059

ABSTRACK

The aim of this research was to investigate the effectiveness of using fix-up strategy on the students' reading comprehension at MA Al-Wasilah Lemo. The population in this research was the second-grade students of MA Al-Wasilah Lemo. The sample was consisted of 30 students which were taken by total sampling technique. There were 15 students in class Agama II as experimental class and 15 students in Agama I as controlled class. This research was quasi experimental with the Nonequivalent Control Group Design. The data were analyzed statistically after the result of the test was gained. The research findings showed that the twelfth grades students of MA Al-Wasilah Lemo obtained score on pre-test with the mean score 44.00 which classified as poor. After giving treatment the students obtained improvement, they gained score with the mean score 65.00 as fair classification. The result of the data analysis indicated that there was a significant improvement in the students reading analytical exposition 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 degree of freedom (df) 14 indicated t-test values of the students' reading analytical exposition text (5.209) was higher than t-table value (2.145). Based on the result of analysis, the researcher concludes that fix-up strategy was effective to improve students in reading comprehension at the twelve grade of MA Al-Wasilah Lemo. The researcher found that fix-up strategy helps the students understand the text when they got stuck in reading Analytical Exposition. The findings of this study might be used as input for teachers in an effort to improve students' reading comprehension.

Keywords: *Fix up strategy, reading, reading comprehension*

INTRODUCTION

Reading is the process of building up meaning through the dynamic interaction between the reader available knowledge and the information in the written language and the context of the reading situation (Anthony et al, 1989). Moreover, Brown (2003) further contends that reading is process confabulation meaning that the readers intend to bring the text into schemata for understanding it and take is product of the interaction. Carrillo (1976) defines reading as a mechanical proses with an acquisition of meaning. Proponent of this view suggest that it additional acquiring efficiency in the mechanical aspect given above, the reader must combine the meaning presented by the printed word into concatenation of related idea

Comprehension can be recognized as a vital aspect of reading, in fact, it has been emphasized that reading must come alone with understanding, as the statement of RAND (Reading Study Group, 2002) that reading comprehension is the proses of extracting and construction meaning at the same time, trough interaction and involvement of the written language, then Block et al (2004) state reading comprehension is an active process, by the readers' intentional thinking that approve the readers to associate their thinking proses, the textual content, and their own knowledge, expectation, and aims for reading

Reading is divided into seven according to Anderson (in Dalman, 11, 2014), they are (a) reading for details or fact, (b) reading for main ideas, (c) reading for sequence or organization, (d) reading to classify, (e) reading to evaluate, and (f) reading for compare or kontras and there are five aspects of reading which help the students to comprehend the English text: those are; (a) identifying main idea, (b) identifying support details, (c) understanding vocabulary, (d) identifying reference and making inferences.

There are three types of reading, namely; firstly, intensive reading is the students read the text to ascertain the meaning and to get accustomed with the strategies of the written, trough this reading, the students can learn basic practices in carrying out this strategy based on the material. The strategy involved, the acknowledge of text organzation and involves strategies such as lingusitic, schematic, and metacognitive strategy (Hedge in Sabouri, 2016); secondly, extensive reading is longer text usually more than one page such as propessional articele, essay, technical report, short story and book. Thirdly, aloud reading, reading by making a voice by reciting the sound symbol of the language with a reasonably loud voice. It aims for someone to be able to use right pronunciation, read clearly and not haltingly and read by using the right intonation (Dalman,

2014). Fourthly, silent reading is done to get a lot of information and the text must be based on student's selected text. It means students reading without making sounds and moving their lips. It will help the students read with speed, easy and fluency. It gains comprehension and escalate the student's vocabulary (Dalman, 2014).

Reading comprehension is commonly used to assess students' accomplishment in study. When the students have poor comprehension, they will fail in study. However, reading comprehension is arduous for students. It can be seen from the classification of students' reading comprehension in Indonesia that still far from the expectations, The survey conducted by PISA (*Programme For International Students Assessment, in Darma, 2019*) found that Indonesia ranked about 62 of the 70 countries in reading comprehension.

A learning strategy needs to be implemented to solve those problems, Shi Hong (2017) said that learning strategies are steps that the students have taken to improve their learning. The active use of language learning strategies helps the students manage their own learning by developing language skills, increasing confidence and encouraging the learning process.

Based on the condition above, fix up strategy studied in this research since it is a fun learning strategy and not rigid; in other word, it will not make the students get bored quickly when learning in the classroom. Learning experience by fix up strategy let the students use their self-monitoring to figure out the difficulties in some word or sentence when they are reading, and the students re-reading or repeating the text in this way the students are given many opportunities to understand more about the text (NSW Central for Effective Reading, 2012). The Procedures of teaching reading by fix-up strategy by adopted several steps (Tovani, 2000), the steps are; previewing, prediction, reading, making connection, visualizing, making inference, and asking new question and retelling the story. Moreover, it can help the students increase their comprehension. Furthermore, there are some advantages of using fix up strategy (Ramadhani, 3); they are the strategy helps the reader when the get stuck of some words, helps the students when they get confused to do re-reading, helps the students in improving their reading comprehension because the it has some supporting elements for readers, and can re-obtain comprehension of an information in the book.

This research attempts to reveal the effectiveness of using fix up strategy in improving students' reading comprehension. The findings of this study might be used as input for teachers in an effort to improve students' reading comprehension.

METHOD

The type of research was quasi experiment. This design was a development of true experiment. This design has a controlled group but it cannot function fully to controlexternal variables thataffect the implementationof the experiment (Sugiono, 2017). The research design usednon-equavalendesign, both the group were given pre-test and post-test to find out the differences between exprimental class and controlled class.

The populations in this research were the second-grade student of MA Al-Wasilah Lemo where they consisted of two classes Agama I and Agama II. Thus, the total of the students was 30 Students. The location of the study was at Binuang District, Polewali Mandar Regency. In this study, the sample were students of class XI was divided into two classes; those are class Agama II and Agama II. Sampling in this research was done by total sampling method. Total sampling is a sampling technique where all the population become sample if the population is less than 100 people (Arikunto, 2002). There are two variables in this research; those are independent variable and dependent variable. Independent variable of this research was fix up strategy and dependent variable was students’reading comprehension.

Instrument has important function in research and the use of instrument is one of the significant steps in conducting the research. Instrument is tool used to measurethe phenomena of nature or social that the researcher observe,(sugiyono, 2017). In this research instrument, the students was given reading text that is an analytical exposition. The analytical exposition is a type of spoken or written text that is intended to persuade the listener or reader that something in case

The data collecting procedures in this research started from pre-test (given before conducting the research), treatment, and post-test both classes (after treatment). The data analysis technique in this research used SPSS version 20.

FINDINGS AND DISCUSSION

1. The Classification of the Students’ Pretest and Post Test Scores in Experimental Class

Table 1

Respondents	Pre-test	Post-test
R1	35	50

R2	40	60
R3	40	65
R4	40	65
R5	50	70
R6	50	70
R7	45	75
R8	70	85
R9	40	65
R10	50	75
R11	40	65
R12	30	60
R13	40	55
R14	45	60
R15	45	55

Table 1 presents students' pre-test and post-test in controlled group. It can be seen that of the score of all students increases after given treatment in the form of learning by fix up strategy.

The Mean Score and Standard Deviation of Experimental Class

Table 2. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	15	40.00	30.00	70.00	44.0000	9.10259	82.857
Posttest	15	35.00	50.00	85.00	65.0000	9.06327	82.143
Valid N (listwise)	15						

The table 2 shows that, the mean score of experimental class in pre-test was (44.000) and the standard deviation of experimental class was (9.10259), and the mean score of post-test (65.000) and its standard deviation was (9.06327). and minimum and the maximum scores in the pre-test and the post-test, in which thirty (30) is the minimum score for the pre-test, while fifty (50) is the minimum score in the post. And on the other hand, seventy (70) is the maximum score in the pre-test, while eighty (80) is the maximum score in the post-test. It can be concluded from both of the tests; the post-test score gained the greater mean score than the pre-test score.

The Classification of the Students' Pretest and Post Test Scores in Controlled Class.

Table 3

Respondents	Pre-test	Post-test
R1	30	40
R2	40	50
R3	40	60
R4	30	50
R5	40	60
R6	60	60
R7	50	70
R8	50	65
R9	55	60
R10	35	65
R11	30	55
R12	30	45
R13	40	65
R14	45	50
R15	25	35

Table 3 presents students' pre-test and post-test in Experimental group. It can clearly be seen that of the score of all students also increases without receiving any treatment

The Mean Score and Standard Deviation of Controlled Class

Table 4. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	15	35.00	25.00	60.00	40.0000	10.35098	107.143
Posttest	15	35.00	35.00	70.00	55.3333	10.08299	101.667
Valid N (listwise)	15						

The table 4 shows that, the mean score of controlled class in pre-test was (40.000) and the standard deviation of controlled class was (10.35098), and the mean score of post-test (55.000) and its standard deviation was (10.08299) and minimum and the maximum scores in the pre-test

and the post-test, in which twenty five (25) is the minimum score for the pre-test, while thirty five (35) is the minimum score in the post. and On the other hand, sixty (60) is the maximum score in the pre-test, while seventy (80) is the maximum score in the post-test. It can be concluded from both of the tests; the post-test score gained the little bit mean score than the pre-test score.

The Overall Results of Pre-test and Post-test Experimental and controlled Class

Table 5. Descriptive Statistics

	N	Range	Mean	Std. Deviation	Variance
Controlled	15	35.00	55.3333	10.08299	101.667
Experiment	15	35.00	65.0000	9.06327	82.143
Valid N (listwise)	15				

The table 5 shows different result. The mean score in the experimental class was almost twice the mean score in the controlled class. The mean score in the controlled class was 55 while in experimental class was 65, and standard deviation in controlled class was 10.08299 and in the experimental class was 9.06327 It means that the mean score of the controlled class was lower than the mean score of the experimental class.

Assumption Test

Before testing this research hypothesis, it is necessary to test the sample distribution to find out whether the sample is normal or non-normal. The name of that test is the normality test. The normality test is aimed at testing all hypothesis tests which tests a null against an alternative hypothesis. The result of the normality test deals with the statements of hypothesis namely:

H0 = The null hypothesis

The sample has normal distribution when the significance value is greater than 0.05 (sig > 0.05)

H1 = The alternative hypothesis

The sample is not normally distributed when significance is less than 0.05 (sig < 0.05)

To test the normality of sample distribution, this research used SPSS as follows:

Table 6. One-Sample Kolmogorov-Smirnov Test

	Pretest	Posttest
N	15	15

Normal Parameters ^{a,b}	Mean	44.0000	65.0000
	Std. Deviation	9.10259	9.06327
	Absolute	.203	.167
Most Extreme Differences	Positive	.203	.167
	Negative	-.197	-.100
Kolmogorov-Smirnov Z		.787	.645
Asymp. Sig. (2-tailed)		.566	.799

a. Test distribution is Normal.

a. Calculated from data.

As presented on the table above, the significant value of the pre-test = 0.566 > 0.05 and the post-test = 0.799 > 0.05. It means that the samples are normally distributed.

Independent T test

After finding out that the samples of the pre-test and post-test are normally distributed, the implication of this research are:

H0: The use of fix up strategy is not effective to improve students reading comprehension for second grade of MA alwasilah Lemo.

H1 : The use of fix up strategy is effective to improve students reading comprehension for second grade of MA alwasilah Lemo

In order to test the hypothesis, the independent t-test is used to know whether H0 or H1 is accepted or not.

Table 7. Paired Samples Test

Controlled and experimental group	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest – posstest	9.66667	7.18795	1.85592	5.68611	13.64722	5.209	14	.000

The result of the t-test statistical analysis presented that there was significant difference between the experimental class which got treatment by using Fix upStrategy with controlled class who taught by conventional. The statement was proved by the t-test value (5.209) which was

higher than t-table value (2.145), at the level of significance (α) 0.05 and degree of freedom (df) 14.

The Effectiveness Testing of the Experimental Class and the Controlled Class Score

The effectiveness of the applied treatment is known by measuring the variant of the revealed data from the experimental and controlled class score using the relative efficiency (R) formula as follows:

$$R(\theta_1, \theta_2) = \frac{Var\theta_1}{Var\theta_2} = \frac{82,08}{101,61} = 0,81$$

If the score R higher than 1 ($R > 1$), it means the θ_2 is relative effective than θ_1 . Vice versa, if the score of R is lower than 1 ($R < 1$), it means the θ_1 is relatively effective than θ_2 . The result of the test effectiveness above informs that the score of R was lower than 1. Therefore, the θ_1 (experimental class, applied treatment using fix up strategy) was relatively effective than θ_2 (controlled class without using fix up treatment).

The researcher found that applying fix up strategy was effective in improving the students' reading comprehension. It was indicated by the total core of pre-test of experimental group with the mean score 44.00 and its posttest was 65.00. Meanwhile, the total of the pre-test and post-test of the controlled group with the mean score was 40 and its post test was 55.00. The result of the t-test both groups, experimental and controlled group was higher than t-table result ($2.145 \geq 5.209$).

The use of fix up strategy help students think more creatively and independently and they had better reading comprehension because Fix up strategy provides previewing, prediction, connection, identifying unknown words, reread and inference, where all them can built students reading comprehension. The finding is relevant with Huang (2009) that preview is a part of the introduction given to the students in early to their accrual confrontation in reading selection to help understanding; while making previewing and prediction help the reader in processing information more quickly and this way can gain comprehension, making previewing and prediction also called "educated guesses" (Mikulecky:1996). In addition, making connection gives readers insights about character's motive in the text. Using fix up strategy engages the readers to use their prior

knowledge to make connection that it will help the reader understand their reading better. Furthermore, making connection can gain comprehension and re-read the text by re-read it give many opportunities for readers to understand unknown word and sentence and also can understand idea clearer and memorable (Tovani, 2000).

According to Salisbury (2009) previewing, re-read, make connection and summarize can enhance students' critical reading where all the activities are available in fix up strategy. In this research the researcher also intends to enhancement critical reading for students, so that the selecting reading text is important, in the interest of achieve the goal the researcher used the analytical exposition text, where the teaching materials raises the topic of environmental issues so that the teaching material not only teach reading skill but also can open insight and critical thinking of the students to the issues around them (Ardiasri et al, 2017).

The effectiveness of using fix up strategy that found in this research also relevant with the previous finding that conducted by some researchers. Indasari (2012), for instance, found that fix up strategy is more effective in teaching reading than Direct Teaching. Kusumawati Yernita (2019) and Tarigan (2016) revealed that that there was significant effect on students reading comprehension in reading descriptive test by using fix up strategy. Furthermore, Suhermato Hedi (2019) found that fix up strategy is more effective in improving students' reading comprehension than using conventional method

To sum up, the result of this study showed the students' scores were higher after the treatment in experimental class by using Fix Up Strategy. The use of Fix up Strategy in learning reading was surely beneficial to improve students' ability. In summary, the researcher asserted that the use of fix up strategy was important to apply on teaching reading.

CONCLUSION

It is concluded that using of Fix up strategy was effective to improve students' reading comprehension since fix ups strategy helps students think more creatively and independently and they had better reading comprehension provides activities that can gain students reading comprehension such as previewing, prediction, connection, identifying unknown words, reread and inference, and also the effectiveness of using fix up strategy can be seen from the students' enhancement. It also engages the readers to use their prior knowledge to make connection that it will help the reader understand their reading better. Furthermore, making connection and re-read

the text can gain comprehension as well as give many opportunities for readers to understand unknown word and sentence and also can understand idea clearer and memorable. The findings of this study might be used as input for teachers in an effort to improve students' reading comprehension.

REFERENCES

- Anthony Heleme.M. *Reading Comprehension Research: A selected Riview*. Illinois. 1989
- Arikunto Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi V*. PT Rineka Cipta. Jakarta.2002
- Adriasri Aptia, et al. *Bahan Ajar MembacaKritis-Kreatif Teks EksposisiBerbasisIsuLingkunganHidup*. Malang. 2017
- Brown, H. Douglas. *Language Assesment Principles and Classroom Practices*. New york. Person longman Education Inc.2003
- Block Collins Cathy et al. *Comprehension Process Instruction*. London. The Guilford Press New York. 2004
- Carrillo W. Lawrence. *Teaching Reading A Handbook*.new york. St. Martin's Press, Inc. 1976
- Darma Damarjati. *Benarkah Minat Baca Orang Indonesia Serendah Ini?* Jawa Barat .detiknews 2019. <https://m.detik.com/news/berita/d-4371993/benarkah-minat-baca-orang-indonesia-serendah-ini>.
- Dalman. *KeterampilanMembaca*, Rajawali Pres, 2014
- Huang Danny Tsung-Heng, *Previewing and ELF Reading Comprehension,TheJournal Of Asia FEF, vol. 6,No.1,pp. 57-84, spring 2009. The University of Texas at Austin, U.S.A*
- Indasari Nunung..” *The Effectiveness of Using Fix Upo Strategy to Teach Reading Viwed From Students' Self Confidence*’. 2012
- Misulis E Kathrine. *Reading Unserstanding Texbook*, McGraw-Hill/Dushkin, 2005 (23 january 209).
- Mikulecky S. Beatrice and Jeffries Linda. *More Reading Power*. Addison-Wesley Publishing Company, Inc. 1996.
- NSW Central for Affective Reading. *Comprehension Handbook*.NSW Goverment Education and Communication. 2012

- Pearson. *New first step in Literacy Reading Course Book*. Western Australia. Pearson Canadian Inc. 2013.
- RAND Reading Study Group. *Reading for understanding Toward an R&D Program in Reading Comprehension*. Santa Monica. RAND. 2002
- Shi Hong. *Learning Strategies and Classification in Education*. institute for learning style jurnal. Chine. 2017
- Sugiyono. *Metode Penelitian Pendidikan Pendekatang Kuantitatif, Kualitatif dan R&D*. Alfabet. Bandung. 2017
- Suhermanto Hadi. *The Effect of Fix Up Strategy in Enchancing Students' Reading Comprehension in IAIN Curup*. 2019
- Sabouri Banou Narjes. *How Can Students Improve Their Reading Comprehension Skill?*. Macrothink Institute TM. Iran. 2016.
- Salisbury University Counseling Central. 2009.
http://www.salisbuty.edu/counseling/new/7_critical_reading_strategy
- TovaniCris. *I Read It, But I don't Get It. Comprehension Strategy for Adolescent Reader*. Stenhouse Publishers Portland, Mine. 2000
- Tarigan Indahswari Suci D. *The Effect Of use Option Strategy On students' Reading Comprehension*. 2016
- Ramdhani Yovi. "Teaching Reading Comprehension of Narrative Text by Combining Fix-Up and Get The Gist (Generating Interaction Between Schemanta and Text) Strategy for XI Grade at Junior High School"