

The Use of Fix Up Strategy to Improve The Students' Reading Comprehension Skill of SMP Negeri 10 Parepare

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Abstract

The Use of Fix Up Strategy to Improve The Students' Reading Comprehension Skill of SMP Negeri 10 Parepare .Through Fix Up Strategy. Supervised by Ammang Latifa and Rayamangsi.

Reading skill is one of skill in language teaching and learning, besides grammar and vocabulary. Reading is the important thing for students in the process of acquiring, learning, mastering and using the language they learn. Without having Reading ability or without read, student and teacher cannot understand, pay attention, listen, and of course read. Based on the observation in SMP Negeri 10 Parepare, the students cannot be read the English passage well because the students are lack of attention, analyze and understanding the reading passage Then, the researcher hopes this proplem will be solved through fix up Strategy. Therefore, the objective of this research is to find out and analyze the use of fix up Strategy able to improve the students Reading Comprehension of eight grade student of SMP Negeri 10 Parepare.

This research used quasi experimental method by using two classes with pre-test and post-test design. The population of this research was the eight year students of SMP Negeri 10 Parepare. In sampling process was taken cluster random sampling and this sample of this research VIII.1 as experimental class with 31 students and VIII.4 as control class with 31 students. The students were give treatment with Narrative texts. The data were collected by using Reading comprehension test.

The result of data analysis shows that the students' reading comprehension improved significantly. It was showed by the mean score of pre-test and post-test was 52.45 and the post-test was 80.41 It showed that through fix up Strategy as a mcan improve the reading comprehension of tenth year students of SMP Negeri 10 Parepare. Furthermore, after analyzing the data by using the test formula, the result of t-test value in post-test was 2.948 and t-table value was (2.000) It means that the t-test value (2.948) was higher than t-table

value (2.000) Those indicate that H1 was accepted and H0 was rejected and the students who were taught through fix up Strategy were better than the students who were taught through Think, pair and share. From the results above can be concluded that fix up Strategy as method can improve the Reading Comprehension of the Eight year students at SMP Negeri 10 Parepare.

Keywords: *Fix Up Strategy, Reading Comprehension.*

ABSTRAK

Penggunaan strategy perbaikan untuk meningkatkan keterampilan membaca siswa-siswi di SMP Negeri 10 Parepare. Melalui Fix Up Strategy. Dibimbing oleh Ammanng Latifa dan Rayamangsi.

Kemampuan membaca adalah salah satu kemampuan dalam pengajaran dan pembelajaran bahasa, di samping susunan kalimat dan kosa kata. Membaca adalah hal yang sangat penting untuk siswa dalam proses penerimaan, pembelajaran, penguasaan, dan penggunaan bahasa yang mereka pelajari, tanpa memiliki kemampuan membaca atau tanpa membaca siswa dan guru tidak bisa memahami, mencermati, mendengar dan tentunya membaca. Berdasarkan observasi dari SMP Negeri 10 Parepare, siswa tidak terlalu mampu dalam hal membaca bahasa Inggris dengan baik karena mereka kurang baik dan dalam memperhatikan, memahami dan mengerti bacaan. Kemudian, peneliti berharap masalah ini dapat teratasi melalui fix up Strategy. Oleh karena itu, tujuan penelitian ini untuk mengetahui dan mendalami penggunaan fix up Strategy dapat meningkatkan kemampuan membaca siswa dalam bahasa Inggris kelas delapan SMP Negeri 10 Parepare.

Penelitian ini menggunakan metode kuasi-eksperimen dengan menggunakan dua kelas dengan bentuk pre-test dan post-test. Populasi dari penelitian ini ialah kelas delapan SMP Negeri 10 Parepare. Dalam proses penelitian sample dilakukan dengan memilih acak dan sample dari penelitian ini adalah VIII.1 sebagai kelas eksperimen dengan 31 siswa dan VIII.4 dengan 31 siswa sebagai kelas kontrol. Siswa diberikan dengan materi atau bacaan narrative teks. Data dikumpulkan dengan menggunakan tes kemampuan membaca.

Hasil analisis dari penelitian ini menunjukkan bahwa kemampuan membaca siswa meningkat secara significant. Itu dapat dilihat dari nilai tengah dari pre-test dan post-test adalah 52.45 dan 80.41, Hal itu menunjukkan bahwa melalui fix up Strategy sebagai strategy dapat meningkatkan kemampuan membaca siswa-siswi kelas delapan SMP Negeri 10 Parepare. Selain itu, setelah menganalisa data dengan menggunakan rumus uji, hasil nilai t-

test di post-test adalah 2.948 dan nilai t-table adalah (2.000) ini berarti bahwa nilai t-test (2.948) lebih tinggi dari nilai t-table (2.000). mereka menunjukkan bahwa H1 diterima dan H0 ditolak dan siswa yang diajarkan melalui fix up Strategy lebih baik dari siswa yang diajarkan melalui Metode Think, pair and share. Dari hasil data analisis peneliti dapat menyimpulkan bahwa melalui fix up Strategy dapat meningkatkan kemampuan membaca pada siswa kelas delapan di SMP Negeri 10 Parepare.

Kata Kunci: Strategi Memperbaiki, Pemahaman Membaca

INTRODUCTION

English as an international language is very important in this globalization era. The development of English grows as well as the people who use English to communicate; such as, for business, industry, culture and also in education. It means that people who come from different countries usually use English Language as common language to communicate.

Reading is one of the fourth basic skills of English besides Writing, Speaking and Listening. According to Taringan (1987: 10)" reading is a complex skill, which include or involve smaller. From the pre test as researcher's observation which has conducted by researchers on SMP Negeri 10 Parepare, found that students' reading ability is still low, It was found that the average score is 55, the score is categorized low achievement or a low result based classification of DEPDIKNAS (Permendikbud No.23 Tahun 2016) achievement in 2016 this case there were several factors that influence such as how teachers with the material can be conveyed and understandable by pupils, what methods, media and strategies used in teaching reading and whether the conditions of the students were not comfortable in learning, based on results of the pretest after analyzed, showed that lacking from the reading achievement of students on learning method, because the results of the percentage most constrained in teaching Method/Strategy 60% and 40% media.

Based on the problems and the results, the researchers used a learning method, According Sugiyono (2013: 2) research method is a scientific way to get data with a specific purpose and usefulness then the researcher uses a scientific way which is called Fix up strategy, it used because this strategy will more effective and Suitable to improve their reading comprehension, therefore The researcher used Fix Up Strategy to Improve The Students' Reading Comprehension Skill of SMP NEGERI 10 Parepare.

METHOD

This research used quasi-experimental method, which applied two groups structure design. The researcher took sample of two classes: they were experimental class and control class. The population was eight year students' of SMP Negeri 10 Parepare, which consisted of seven classes. Class VIII.1 consist 31 students, class VIII.2 consists of 32 students, class VIII.3 consists of 32 students, class VIII.4 consists of 31 students, class VIII.5 consists of 32, class VIII.6 consists of 32 students, class VIII.7 of consists 32 students . Hence, the total numbers of population is 224 students. The research used cluster random sampling. Tthe researcher used two classes in this research which were the experimental class namely VIII.1 and control class were VIII.4.

The instrument of the research was a reading test. The reading test was administrated in the pre-test and the post-test. The test consisted of 17 multiple choices and 3 essay. The researcher choose multiple choices test because the students could comprehend the material while the post-test was intended to know the students' reading comprehension.

RESULT

In the pre-test, there were no students who got a very good classification. There were 2 students (6%) in experimental class and 2 (6%) in control class who got a good classification. For fair classification 10 (32%) students in experimental class, and 11 (36%) students in control class. Meanwhile, 12 (39%) students in the experimental class, and 12 (39%) students in control class classified as poor. And for very poor classification 7 (23%) students in the experimental class and 6 (19%) students in control class.

It can be concluded that the students' score in pre-test were dominate in poor classification for the experimental class which were 12 students who got poor classification meanwhile 12 students in the control class classified as poor. It means that the students who got poor classification for experimental and control class were same. While students who got good classification for experimental and control class were also same 6 students got good classification in experimental and in control class 6 students got good classification. It means that students who got good classification were same for both experimental and control class. It means that students' reading skill were still need to be improved.

The mean score of pre-test in experimental class was (52.45) while (51) in control class. The standard deviation in experimental class was (13.15) while (13.23) in control class. The mean score of pre-test in experimental class was higher than pre-test in control

class. However, both of class just got a poor classification. It indicated that the students' reading still needed to be improved by giving the treatment. Meanwhile, the standard deviation of students in experimental class was lower than students in control class. It means that the students' writing ability in control class was more various than students in the experimental class.

In the post-test, 7 (23%) student got a very good classification for experimental and 9 (30%) students in control class got very good classification.

Meanwhile, 21 (68%) students in the experimental class and 10 (32%) students in control class got a good classification. Fair classification, 3 (9%) students in the experimental class, and 6 (19%) students in control class. For poor classification, no students in the experimental class got poor classification, and 4 (13%) students in control class got poor classification. And for very poor classification in experimental class no students got very poor classification while in control class 2 (6%) students got very poor classification.

It can be concluded that the students' score in post-test were dominated in very poor classification for the control class which were 2 students who got very poor classification meanwhile no student in the experimental class classified as very poor. It means that the students who got very poor classification were higher in control class than in the experimental class. While students who got good classification were dominated in experimental class which 21 students got good classification and 10 students got good classification in control class. It means that students who got good classification were higher in experimental class than in control class. The data shows that students dominated as good classification than very good, fair, and poor classification for both experimental and control class. It means that students' writing ability enhanced. In experimental class the gain score was 27.96 and control class was 19.77. It means that the gain score of pre-test and post-test for both experimental and control class improved, but the improvement was higher in experimental class than in control class it means that the students who were taught by using Fix Up Strategy to Improve The Students' Reading Comprehension Skill of SMP NEGERI 10 Parepare has significant difference than the students who were taught by using fix up strategy than using think pair share strategy.

DISCUSSION

Before giving treatment to the students, their ability in reading comprehension was still low, which was proven by the percentage of total score of pre-test for the two groups (experimental and control class) and the students' mean score from the pre-test obtained by the students in the experimental class was 52.45, almost the same with the result of the students in the control class was 51, It means that the achievement of the students in the experimental class and the control class were not different significantly. It can be concluded that the ability of both groups in reading comprehension was still low. It became a big problem for the English teacher. The students were not interested to learn English, difficult to get information and knowledge, and may be caused, they did not get a good Strategy or method in reading comprehension, so their motivation was still low to improve their reading comprehension.

After giving treatment, the students' ability in reading comprehension was categorized better for both classes, it was proved by the percentage of the total score of post-test's score for two classes (experimental and control class) and the students' mean score from the post-test. Although, the mean score of the experimental class which taught through Fix up strategy was 80.41, It categories as good classification score, and it also better than control class which taught through think, pair and share method was only 70.77 It showed that the achievement of the students who were taught through Fix up strategy were better than the students who were taught thought think, pair and share strategy.

The significant difference in the students' reading comprehension between students learning who taught through Fix up strategy and think, pair and share Strategy had any difference. Teaching reading comprehension through Fix up strategy showed more improvement than students who taught through think, pair and share Strategy. It proved by the t-test value was 2,948 which higher score than the t-table value (2.000).

The test results showed that most of the poor and very poor students' classification scores in the pre-test. That showed that researchers 'observations show that students' reading skills were low before giving treatment. But in the post-test, most of them got good and also very good classification scores. This shows that the students' achievement in the post-test increased because during the treatment they were taught through Fix up strategy to improve the reading skills of Eight year students of SMP Negeri 10 Parepare.

It means that the null hypothesis (H_0) was rejected and alternavtive hypothesis (H_1) was accepted. Therefore, the researcher concluded that the students' reading comprehension

who were taught through Fix up strategy were better than the students who were taught through think, pair and share method. It was indicates that Fix up strategy was able to improve significantly the students' reading comprehension of the Eight year students of SMP Negeri 10 Parepare. More discussion about this research there are several relations which can explain the reading comprehension's research such as;

This research was similarity with the previous research by suryati (2013) research found that the teaching of "The Effect of Using Fix-up Strategy towards Reading Comprehension of the Second Year Students at SMAN 2 Tapung Kampar Regency". The type research was quasi-experimental research which the researcher cannot create a new participant groups for this experiment. The main focus of this research was to find out the significant effect of using fix-up strategy towards students' reading comprehension in narrative text, Finally, the research found that H_a was accepted and H_0 was rejected. It can be concluded that there is significant effect of using fix-up strategy towards reading comprehension in narrative text of the students

This research was conducted by kusmawati (2014) on his research entitled the use of fix up strategy in teaching reading comprehension for eleventh grade students at sman 7 kedir". The results showed the students' reading comprehension increased after being taught using Fix Up Strategy. It was proven by the mean after being taught using Fix Up Strategy (78,9) was higher than the mean score before being taught using Fix Up Strategy (65,15). The result reports that the t-test was higher than t-table ($7,539 > 2,034$) it means that H_0 was rejected and H_a was accepted.

In analyzing the data, the research applied three analysis of variance is fix up strategy ,the achievement of students' skill in reading, level of the students' self-confidence, these approach confirm Indrasari (2012), in the research suharmanto (2019) says that This study aimed to find out whether there is any effect of fix-up strategy on students' reading comprehension at second semester English Study Program students in IAIN Curup. This study employed a quasi-experimental research design. The sample of this study was second semester English Study Program students in IAIN Curup. It consisted of 60 students. The instrument on this research was reading test which was aimed to measure students' reading comprehension. The reading test consists of 30 multiple choice questions for pre-and post-test. The finding of this research showed that the t-count value was 3,905 more than t-table value, it means that H_0 was rejected and hypothesis H_1 that stated there was any effect of applying fix-up strategy on the students' reading comprehension at second semester English Study Program students in IAIN Curup was accepted. Fix-up strategy was proved to be

effective to be used in teaching reading since there was a significant difference of students' meanscore after doing the treatment by using fix-up strategy.

The difference between researchersthis the significant effect of using fix-up strategy towards students' reading comprehension in narrative text, and the results showed that students' reading comprehension improved after being taught using the Improving Strategy. That is evidenced by the average after being taught using the Correcting Strategy from the average score before being taught using the correcting strategy.

CONCLUSION

Based on the findings and discussion of the research before, the researcher concluded that Fix up strategy can improve the student's reading comprehension, especially for the Eight year students of SMP Negeri 10 Parepare. It was proved by the difference score between pre-test and post-test result in this research. Where, the result of the t-test in post-test in this research was higher (2.948) than the result of t- table, so this strategy was one of a good and suitable for student when the teacher needed to improve the student reading comprehension and in hypothesis testing on this result showed H_a was accepted it means there is any significant different students taught through Fix up strategy than students taught through Think, pair and share. In additionl, if the mean score of pre-test and post-test were imported to the score classification of Dirjen Pendidikan Dasar dan Menengah (72), from the result of the mean score of the pre-test was low or categorized as poor classification and the post-test was higher and categorized as good score classification. Besides the explanation before, the mean score of post-test got 80.41 was compared with Kriteria Ketuntasan Minimal (72), it also showed that the mean score of post-test was higher than the mean score of pre test than told us that the applying of Fix up strategy on reading comprehension can improve significantly the students' reading comprehension of the Eight year students of SMP Negeri 10 Parepare especially for class VIII.1 students as experimental class.

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