

**USING FIX UP STRATEGY TO IMPROVE READING COMPREHENSION
IN RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS OF SMP
BINATAMA PALEMBANG**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

PALEMBANG 2020

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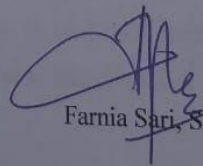
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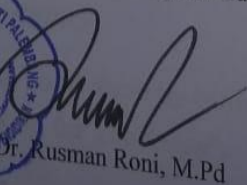
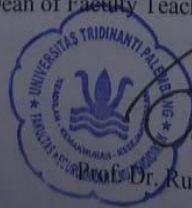
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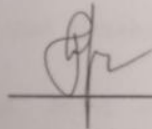
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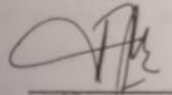
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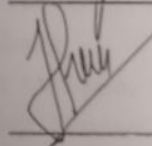
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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70

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Ramadhona

TABLE OF CONTENTS

COVER	i
APPROVAL PAGE	ii
EXAMINER LEGITIMACY	iii
DEDICATION AND MOTTO.....	iv
ACKNOWLEDGEMENTS.....	v
LETTER STATEMENT	vi
TABLE OF CONTENT.....	vii
LIST OF TABLE	x
LIST OF FIGURE	xi
LIST OF APPENDICES	xii
ABSTRACT.....	xiii
 CHAPTER I: INTRODUCTION	
1.1 Background of the Study	1
The Problem of the Study	7
1.1.1 Limitation of the Problem7	
1.1.2	Formulatio
n of the Problem	7
1.2	The
Objective of the Study	8
1.3	The
Significances of the Study	8
 CHAPTER II: LITERATURE RIVIEW	

2.1	The	
Concept of Reading		9
2.2	The	
Strategies of Reading		10
2.3	The	
Concept of Reading Comprehension		12
2.4	The Genre	
of Text		12
2.5	The	
Concept of Recount Text		14
2.5.1 Types of Recount Text		14
2.5.2 The Language Features of Recount Text		16
2.5.3 The Generic Structures of Recount Text		18
2.7 The Concept of Fix Up Strategy		19
2.7.1 The Steps of Fix Up Strategy		20
2.7.2 The Advantages And Disadvantages of Fix Up Strtegy		22
2.8 The Previous Related Studies		23
2.9 Hypotheses		25
 CHAPTER III : RESEARCH METHOD		
3.1	The	
Method of the Research		26
3.2	The	
Research Variable		27

3.3	Operational	
Definition.....		28
3.4	Population	
and Sample.....		28
3.4.1 Population		28
3.4.2 Sample		29
3.5	Technique	
in Collecting Data		31
3.5.1	Test	31
3.5.2	The	
Validity of the Test.....		31
3.5.3 The Reability of The Test.....		34
3.6	Teaching	
Procedures for Experimental and Control Groups		35
3.6.1 Teaching Procedure of the Experimental Group Fix Up Strategy		35
3.6.2 Teaching Procedure of the Control Group by Lecturing Method		37
3.6.3 Time Allocation of teaching and learning		38
3.7	Technique	
for Analyzing the Data.....		39
3.7.1	Descriptive	
Analysis		39
3.7.2	Inferential	
Analysis		40

3.7.2.1	Normality	
test.....		40
3.7.2.2	Homogeneity	
ty test.....		40
3.7.2.3	The	
Paired Sample T-Test		40
3.7.2.4	Independent	
Sample T-Test		41

CHAPTER IV: FINDINGS AND INTERPRETATION

4.1	The	
Findings of the study		42
4.1.1	The	
Results of Pre-test and Post-test in the Experimental Group		42
4.1.2	The	
Results of Pre-test and Post-test in the Control Group.....		43
4.2	The	
Inferential Analysis		45
4.2.1 The Normality of Pretest and Posttest in Experimental Group		45
4.2.2 The Normality of Pretest and Posttest in Control Group.....		46
4.2.3 The Homogeneity of Pretest and Posttest in Experimental Group		46
4.2.4 The Homogeneity of Pretest and Posttest in Control Group		47
4.2.5 The Result of Paired Sample t-test in Experimental Group		47
4.2.6 The Result of Paired Sample t-test in Control Group.....		48

4.2.7 The Result of Paired Sample t-test in Experimental Group	49
4.3 Interpretation of the Study	49

CHAPTER V: CONCLUSION AND SUGGESTIONS

5.1	Conclusion	
.....		51
5.2	Suggestion52

REFERENCE

APPENDICES

ABSTRACT

The aim of this study was to find out whether there was significant difference on students' reading comprehension achievement between students. The population was the eighth grade students with the total 127 students from 4 classes at SMP Binatama Palembang. To select the sample of this study, purposive sampling technique was implemented. There were 64 students as sample. The data were selected from students english score and their reading recount text score. In analyzing the data, correlation analysis was used. Based on the finding and interpretation of the study, it was found that the result of paired sample t-test t -obtained (16.435) was higher than t -table (0.186). Then, the level of probability (p) significance (sig.2-tailed) was 0.000. It means that p -value (0.000) was lower than 0.05. It can be concluded that there was high significant improvement of reading comprehension through Fix Up strategy.

Keywords: *improvement, fix up strategy, reading recount text*

CHAPTER I

INTRODUCTION

This chapter discusses (1) background, (2) the problem of study, (3) the limitation of problem, (4) formulation of the study, (5) the objectives of study, and (6) the significances of study.

1.1 Background

English is significantly a medium to learn commodious knowledge in order to understand the culture in the vision of the world community and to achieve people's career in the work place or their life. However, English can bring good relations an cooperation with people in various countries. It is proven by Nurtika (2016), people around the world use English to communicate with people from another country.

In this modern world, mastering English as an international language is required for education in order to communicate and convey the message to other people from the foreign countries. It also develops the learners to understand themselves and other better. Thus, English could be mastered by the students. Regarding curriculum 2013, the students of junior high school are expected to govern the four skills of English language, namely listening, writing, speaking and reading (Nur & Madkur, 2014).

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) reading had some purposes. First, for students' future career and study. Second, reading is also useful for other purpose such as: any exposures 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. If the reading text is specially interesting and engaging, the acquisition is likely to be even more successful (p. 68).

Miller (2006) 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 (p. 72)". It means with reading, the students can get a lot of information and knowledge from the text that they read. The major goal of teaching reading comprehension is to help students in developing the knowledge, skill and experiences that they must have, if they want to 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. Kate Nation (2004) 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 (p. 253)".

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

Therefore, it is duty for teacher to make the students are interested more in reading. The student's enthusiasm is much related to the strategies used by the teacher in delivering the materials. The students will become not interested in teaching learning process if the way or strategy delivered are monotonous. It make the teaching learning process are not effective. The Teacher should think critically in order to find creative strategies in teaching reading so that the students will take much participation during the teaching learning process. Creating reading activity interesting is one of the ways to make an easier for 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 Pardiono (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, the readers first need to understand that it is essential to monitor meaning getting as reader reads and that good readers stop when a problem is encountered. Moreover, Moreillon (2007, p. 114) states that Fix Up strategy offers the 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) described 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.

Indrasari (2012, p. 11-12) 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 happened 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 unfamiliar 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 writer 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 had difficulty in reading English text or pronunciation, and many new words that the students have heard before or unfamiliar word, a little knowledge of vocabulary.

In this study, the writer focus 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. Therefore, the writer was interested to conduct the research entitled "Using Fix Up Strategy to Improve Reading Comprehension in Recount Text at the Eighth Grade Students of SMP Bina Tama Palembang".

1.2 The Problems of the Study

1.2.1 The Limitation of Problem

The limitation of the research was focused on the teaching of reading comprehension in recount text by implementing Fix Up Strategy at the eighth grade Students of Junior High School BinaTama Palembang.

1.2.2 Formulation of the Problem

Based on the above statement, the problem of the research was as follows:
"was there any significant difference on students' reading comprehension achievement between students who were taught by using Fix Up strategy and those who were not?"

1.3 The Objective of the Study

The objective of the study was 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.

1.4 Significances of the Study

In this study, the researcher expected that it would be useful contribution for the students, the teachers, the researcher and other researchers. For the students, it was expected useful to assist the students in comprehending texts and gain the new vocabularies in the text, particularly recount text. However, the students could recognize the Fix Up strategy and then they could apply this strategy when involving reading activities. For the teachers of English, it would be useful information that this strategy can be used to teach reading skills in order to increase the students' reading comprehension. For the writer herself, the result of the study would give valuable contribution knowledge and information about educational research and Fix Up strategy. For other researchers, it would give contribution to other researchers in conducting further investigation on the application of Fix Up strategy in relation to the students' reading comprehension achievement.

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