

**USING FIX UP STRATEGY TO IMPROVE STUDENTS READING  
COMPREHENSION AT SMP NEGERI 15 PALEMBANG**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
*UNIVERSITAS MUHAMMADIYAH PALEMBANG*  
AUGUST 2021**

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COMPREHENSION AT SMP NEGERI 15 PALEMBANG**

**THESIS**

**Presented to**

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For the Degree of Sarjana in English Language Education**

**By**

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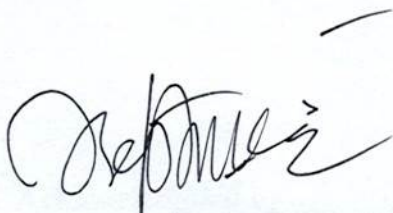
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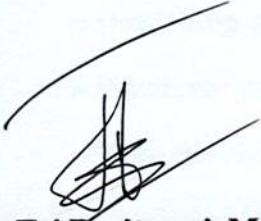
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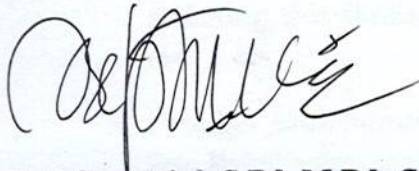


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## PERNYATAAN

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Menyatakan bahwa skripsi berjudul :

**Using Fix Up Strategy to Improve Students Reading Comprehension at SMP Negeri 15 Palembang.** Beserta seluruh isinya benar merupakan hasil karya saya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dan masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, Agustus 2021

Yang menyatakan



Anggun Widia

## MOTTO AND DEDICATIONS

### **Motto:**

- » **Don't stop when you are tired. Stop when you are done.**
- » **Whatever you are, be a good one.**
- » **Take the risk or lose the chance.**

### **This Thesis is Dedicated to :**

- » **Allah SWT, who has given to me the power, patience, and easy of finishing this thesis, Thanks for all blessing that you has given to me.**
- » **Prophet Muhammad SAW, who has guided us from the darkness into light.**
- » **My beloved parents ( Muhammad Rasyid and Nuriah ), who always supporting and praying me in every condition. I hope that I can make you proud of me.**
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- » **My beloved friend ( Defri Gunawan, S.H. ), thanks for your support, prayer, and thank you for always being there all the time.**
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## ABSTRACT

Widya, Anggun. 2021. Using Fix Up Strategy to Improve Students Reading Comprehension at SMP Negeri 15 Palembang. Thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of Universitas Muhammadiyah Palembang. Advisor: (1) Dr.Tri Rositasari, M.Pd. and (2) Dian Septarini, S.Pd.,M.Pd.

**Keyword:** Teaching, Reading Comprehension, Fix Up Strategy.

This thesis is entitled “Using Fix Up Strategy to Improve Students Reading Comprehension at SMP Negeri 15 Palembang”. The problem of this study was whether or not there was effective to teach reading comprehension by using fix up strategy at SMP Negeri 15 Palembang. The objective of this study was to find out whether or not there was effective to teach reading comprehension by using fix up strategy at SMP Negeri 15 Palembang. This study used true experimental design. The population of this study was seventh grade students of SMP Negeri 15 Palembang, with the total number 370 students. The sample of this study was 370 students were taken selected through random sampling technique. The data obtained were analyzed by using independent sample t-test in SPSS (Stastictical Package for the Social Science) 2.010. The result of t-test obtained was 19.135 and it was higher than the critical value of t-table was 2.000 with (df) n= 66 at the level of significance 0.05 (5%) for two –tailed test. It could be concluded that the alternative hyphothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, because t-obtained was higher than the value of t-table. It means that it was effective to teach reading comprehension by using fix up strategy at SMP Negeri 15 Palembang.

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However, this thesis is far from being perfect. Any critics, comments and reamarks are hoped. Finally, this thesis expected be usefull for further study.

Palembang, August 2021

The Researcher

AW

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents; (1) background of the study, (2) problem of the study, (3) limitation of the study, (4) formulation of the study, (5) objective of the study, (6) significance of the study, (7) hypothesis.

### **A. Background of the Study**

Reading is the process of looked at a series of written symbols and got meaning from them. When we read, we used our eyes to received written symbols (letters, punctuation marks, and spaces) and we used our brain to convert them into words, sentences, and paragraphs that communicated something to us. Reading could be silent or aloud.

According to Medina (2012), reading is important because it is one of the most frequently used language skills in everyday life, as Witnessed by the use of internet students search for information through the web and most of it is published in English (p.81). As we understand, learning a foreign language is more difficult than learning a national language or learning a mother tongue because the foreign language has completely different aspects which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As a foreign language, English is difficult to learn.

There are four English skills which are listening, speaking, reading, and writing. Reading needs a special focus. Many students often have reading skill as one of their most important goals. Students often think that it is easier to

obtain information from written text by reading, without comprehending. Reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Wood (2014) argues that :

“Reading is one of the language skills that constitute a process to obtain a lot of information to understand the idea found in the text. By reading, the students can acquire a valuable source of information that can improve their thinking to generate idea and solve problems” (p.5).

Furthermore, according to Harmer (2007), reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it (p.99). It means that reading is about how the student understanding what they read.

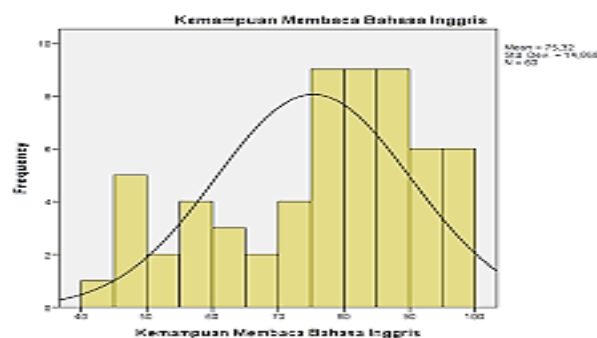
Reading comprehension of the text is one of fun activity when we know strategy or technique in reading. Reading becomes an important skill that students must possess in order to have good reading skills because it helps students improve their knowledge and also learners can discover a lot of information through intensive reading. Fisher, et.al (2011), argues that :

“Reading is comprehending, they further say that recognizing words, reading texts fluently or defining words correctly do not guarantee readers being a good reader. The readers have to reconstruct the author’s message. If the readers can read the words of a text, but get nothing about what they are reading, they are not really reading” (p.258).

According to Sadoski (2007), reading comprehension is the process in getting meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the texts’ meaning, the texts will remain meaningless (p.11).



According to Byrnes (2008), reading comprehension is achieved when the readers understand what the writer was trying to say (p.201). When the encounter between the writer and the reader appears in the mind, it will produce an understanding, the reader faces the information conveyed in the text, used their knowledge to refer to the text, processes the text and finally receives the writer's intention. Comprehension can only be achieved by dealing with reading comprehension.



According to Journal of Education and Teaching (2009) English reading ability data obtained from respondents had a mean of 75.32 with a standard deviation of 14,868, median amounting to 78.60, a minimum score of 43 and a maximum score of 95. This shows that the average English reading ability that the respondent has including moderate. If you consider the completeness of learning where students said to be complete learning if the value obtained is above the Completeness Criteria Minimum (KKM) set by the school. In this study KKM The 10th grade English lesson in the school where the study was was 75, then The number of complete respondents was 35 people or 58.33%. So if seen from the completeness of learning, the ability to read English is owned respondents are also considered moderate. From this description it can also be seen that between the average value and and the mean (median) is almost the

same. This shows that the data students' reading ability in English lessons in this study quite representative.

There are many various teaching models that can be used by the teachers to help the students in comprehending the text. One of the strategies is fix up strategy. It was a strategy which can help the students understand the meaning of the text when they get stuck with certain words or certain sentences.

According to Moreillon (2007), fix-up strategy offers readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words (p.114). Fix up strategy is a strategy to help students while they confused or difficult in catchly the meaning of the text. When the students cannot understand the text during reading, the students used fix up option to catch the meaning of the text. This option tool is easier to follow by students. The activity would be reread,underline difficult words, used a dictionary, read aloud, and ask for help. While fixing up to comprehend a text, students hopefully are able to improve their reading comprehension ability and the obtain a better result to answer a question from the text. It supported by Duffy (2009) :

“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 stop when a problem is encountered” (p.130).

When the students or readers be difficult to comprehend the text, fix up strategy helps them. According to Orehovec & Alley (2003) that the Fix up strategy will help readers when they come to a word that there are not sure of, and will help the readers if get confused to do re-reading (p:78). Fix up strategy

helps students in improving their reading comprehension, because the fix up strategy has some supporting components for reading.

The researcher chooses SMP Negeri 15 Palembang because when the researcher came to the school for did observation, the researcher founds that the teacher just give traditional method in every time schedule subject, and then they did some task given by the teacher until she gave a score for them and so on, it seems boredom for them, and the students were lazy to memorize the words, and practice English in their daily life. Thus they are lack of vocabulary and dont know the meaning when comprehend the text. Therefore the researcher wants to do research in this school and used a fix-up strategy because fix-up strategy is more interested and efficient than other strategies, make students think more creatively and critically.

### **B. Problem of the Study**

Based on the general background stated, the problem of the study focused on the effectiveness of teacher's strategy by using Fix up strategy to improve students reading comprehension at SMP Negeri 15 Palembang.

### **C. Limitation of the Study**

In line with the identification of the problems, the focused of the research was on the influence of teacher's strategy by used Fix up strategy to improve students reading comprehension at SMP Negeri 15 Palembang.

#### **D. Formulation of the Study**

Based on the limitation of the problem, This study was formulated on the following question : “ was it effective to use Fix up strategy to improve students reading comprehension at SMP Negeri 15 Palembang ? ”

#### **E. Objective of the Study**

Based on the formulation of the problems above, the objective of the study was to find out whether or not it was effective to used Fix up strategy to improve students reading comprehension at SMP Negeri 15 Palembang.

#### **F. Significance of the Study**

The researcher hopes the result of this study. First, the researcher hopes this research will be benefit for the researcher, students, and school environment, and also researcher hopes get many knowledge about the average of students ability in mastering English. Second, the teacher, will implement the new method for teaching and learning reading comprehension even for improving teacher’s creativity in English learning process. Third, students are able to show their skill that they have in reading comprehension by this method, and they are able to easily when they are get mistakes in comprehending the text. They are also able to understand of word patterns they read. Therefore, fix up method can be considered to be an effective method to teach reading and it will enrich teaching method at school. The last, the result of this study is expected to be a source and as a guide for other researcher when they would like to conduct a similar research, and the researcher hopes they will receive a better result than this study.

## G. Hypothesis

According to Creswell (2005), stated that hypothesis testing are : (1) identify a null and alternative hypothesis, (2) set the level of significance or alpha level for rejecting the null hypothesis, (3) collecting data, (4) compute the sample statistic, typically using a computer program, and (5) make a decision about rejecting or failing to reject the null hypothesis (p.186).

The hypothesis of this study are started below :

1. Null hypothesis (Ho) : it was not effective to use Fix up strategy to improve students reading comprehension at SMP Negeri 15 Palembang.
2. Alternative hypothesis (Ha) : it was effective to use Fix up strategy to improve students reading comprehension at SMP Negeri 15 Palembang

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