THE EFFECT OF FIX-UP STRATEGY ON THE STUDENTS' READING COMPREHENSION

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Abstract

The research is focused on studnts' reading comprehension in descriptive text at grade X of SMA Swasta Daerah Kisaran in 2021/2022 academic year.The purpose of this research is to find out whether the Fix-up Strategy there is any effect on students' reading comprehension in descriptive text. The research used a total sampling technique in taking the sample, and the sample are students of X IPA and X IPS at SMA Swasta Daerah Kisaran in 2021/2022 Academic Year. In this research, quantitative research is used. The technique of collecting data in this research are pre-test, treatment, and post-test. The instrument of collecting data is a multiple choice test. The results showed that the mean of the pre-test for the control group is 36, 36 and 44, 00 for the experimental group. The mean of the post-test is 49, 09 for the control group and 77, 50 for the experimental group. The Fix-up Strategy is an effective way to improve students' reading comprehension. The independent sample t-test formula is used to analyze the data.

Key words: Descriptive Text, Effect, Fix-up Strategy

Abstrak

Penelitian ini difokuskan pada pemahaman membaca siswa dalam teks deskriptif di kelas X SMA Swasta Daerah Kisaran tahun ajaran 2021/2022. Tujuan dari penelitian ini adalah untuk mengetahui apakah Fix-up Strategy ada pengaruhnya terhadap membaca siswa. pemahaman dalam teks deskripsi. Pengambilan sampel dalam penelitian ini menggunakan teknik total sampling, dan sampelnya adalah siswa kelas X IPA dan X IPS SMA Swasta Daerah Kisaran Tahun Pelajaran 2021/2022. Dalam penelitian ini digunakan penelitian kuantitatif. Teknik pengumpulan data dalam penelitian ini adalah pre-test, treatment, dan post-test. Instrumen pengumpulan data adalah tes pilihan ganda. Hasil penelitian menunjukkan bahwa rata-rata pre-test untuk kelompok kontrol adalah 36, 36 dan 44,00 untuk kelompok eksperimen. Rata-rata post-test adalah 49,09 untuk kelompok kontrol dan 77,50 untuk kelompok eksperimen. Strategi Fix-up adalah cara yang efektif untuk meningkatkan pemahaman membaca siswa. Rumus uji-t sampel independen digunakan untuk menganalisis data.

Kata Kunci: Teks Deskriptif, Efek, Strategi Fix-up,]

INTRODUCTION

The importance of English in today's society cannot be overstated, given the fact that it is spoken as a native language and as a common international language in almost all countries. It is considered to be a foreign language that must be learned by everyone on the universe. English language instruction and learning in senior high school has a wide range of objectives, including the comprehend and produce spoken and written texts

through four language skills: listening, speaking, reading, and writing; and to comprehend and create many short functional texts.

Reading is an active and dynamic process that requires the application of a variety of comprehend and knowledge about language and print. Prior knowledge and vocabulary are extremely important in reading comprehension because they are so closely related. Reading comprehension refers to the act of reading in order to obtain a message or information. Reading comprehension, according to Duffy is dependent on the past information that has been represented in words. The meaning of the written message can only be understood by the readers if they have previous knowledge with the subject matter and are able to construct the meaning from the words.

As a reader, you will encounter many different types of reading texts. These include narrative texts, recounts, reports, descriptive texts, explanations, analytical, expositions, procedure, discussion, and news items texts. It is recommended that students in high school, especially in the tenth grade, be taught how to properly read comprehension especially in descriptive texts as part of their literature study. Descriptive text is a text that describes the features of someone, something, or a certain place. When teaching descriptive material, teachers must have a variety of tactics for improving student reading comprehension. This can be accomplished by evaluating the students' reading comprehension and by modelling various strategies in reading comprehension for the students.

There are many strategies that can be used for improving students' reading comprehension, one of which is the fix-up strategy. Moreillon says that fix-up strategy options are tools that readers can rely upon to make sense of what they read. When the students cannot understand the text during reading, the students use a fix-up strategy option to catch the message of the text. In teaching fix-up strategy, students who lack in grammar, do not understand the content, and find it difficult to read English, students are less interested in reading the given text, students who find it difficult to understand the text and find the meaning of the text will get the benefit from using this strategy . So, by using the fix-up strategy students will easily understand the content of the reading.

METHOD

The population of this study was focused on students at SMA Swasta Daerah Kisaran, who were the target group or the population in this research. There were 'the tenth grade student, it had a total of 31 students. In the tenth grade, there were two classes to choose from. The number of students in X IPA is 20, while the number of students in X IPS is 11. The sample Two classes used as research samples. Those in the experimental class consist of 20 students from X IPA, while those in the control class consist of 11 students from X IPS. As a result, the number of students in the sample is 31.

The quantitative methods used in this research. Research was equally vital for social scientists in the study of social relationships as it was in the quest for solutions to a wide range of social problems. According to (Fraenkel, Jack R., Wallen, 2009) "quantitative research typically base their work on the belief that facts and feelings can be detached, that the world is a single truth made up of facts that can be encountered, and that the world is a single truth made up of facts that can be encountered". In accordance

with the ideas, the research follows several research variables, which were as follow

1. Fix-Up Strategy was the first independent variable (X).
2. Reading Comprehension was the second dependent variable (Y).

The instrument that used in this research was a test, and the test that used was a multiple choice test which all questions used descriptive text indicators. Ten items questions used for the pre-test and post-test, respectively. And the test for the pre-test and post-test have different questions. Students received a score of 1 for a correct answer and a score of 0 for an incorrect answer.

This research used of the achievement phase in order to get the information it requires. These procedures were separated into three sections: the pre-test, the treatment, and the post-test.

Pre-test

Pre-testing was a test that administered before the experimental treatment to determine whether or not the groups are equal. The research began with a pre- test, which gave to all of the students, regardless of whether they were in the experimental class or the control class. Performing a reading test was a procedure that used to assess the level of achievement in reading prior to treatment.

Treatment

While teaching reading, the experimental class used a fix-up strategy, but the control class not used a fix-up strategy. This study presented a type of instruction that was connected to this experimental material and focuses on the use of fix-up strategies in the classroom when teaching reading.

Post- test

After the students completed the pre-test and treatment, the research administered a post-test to them. The test were gave the same test as the pre-test test. A portion of the reading test was included in the test for reading. The post- test was conducted after obtaining the results of the pre-test, which provides information to the research about the performance of the students, and after implementing the fix-up strategy in the classroom.

Validity of The Test

According to Arikunto in (Mualifa, 2019) "validity is a measurement that reflects the degree to which a component is valid". When an instrument had a high level of validity, it was said to as valid. On the contrary, when an instrument's validity was low, it was referred to as "invalid." The product moment formula that used to determine the validity of the test, and the formula according to Arikunto in

(Mualifa, 2019) was as follows:

$$r_{xy} = \frac{N\Sigma\, XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma\, X^2 - (\Sigma X)^2\}\{N\Sigma\, Y^2 - (\Sigma Y)^2\}}}$$

In which:

r_{xy} = the correlation coefficient between variable X and variable Y
N = the number of students
ΣX = the sum of score of X item
ΣY = the sum of score of Y item
ΣXY = the sum of multiplication between
X and Y X = the score of each component of test
Y = the total score of correct answer
ΣX^2 = the sum of the square score in each component of test
ΣY^2 = the sum square of total score from each in the group

To determine whether the instrument was valid or not, it is subject to the following conditions:

a. If $r_h \geq r_t$ with a significance level of 0.05, then the instrument is said to be valid.

b. If $r_t \leq r$ with a significance level of 0.05, then the instrument is said to be invalid.

According to Arikunto in (Mualifa, 2019) "Reliability is related to the concept of reliance. When a test produces consistent results, it was referred to as having a high degree of reliance. This means that the reliability of the test was related to the consistency of the test results". According to Arikunto in (Mualifa,2019) The following formula that will be used to measure reliability in a multiple choice test:

Test hypothesis was the data analysis technique that used in this research. Accepted or rejected hypotheses were determined by whether or not the hypothesis is proven true. The t-test used in this research to test the hypothesis, and the mean of the pre- test and post-test were compared between the control and experimental groups before the comparison was made between the two groups.

The data in this research was analysed used the procedures outlined below:

1. The research checked the correct answer from the items that were given to the students in the test.

2. The research put the value of student test results in the table.

3. The mean (M) of the test, the standard deviation of the test, and the final value of the t-test determined from the experimental class and the control class, respectively. And to assist in calculating the data, this research used the independent sample t test formula.

RESULT AND DISCUSSION

From the test results data presented above. Independent sample t-test or t-test calculation was used to determine whether the use of the fix-up strategy had a significant effect on students' reading comprehension in descriptive texts at X grade student of SMA Swasta Daerah Kisaran.

Before calculating the data using the t-test formula, the research took the following steps:

1. The research checked the correct answer from the items that were given to the students in the test.

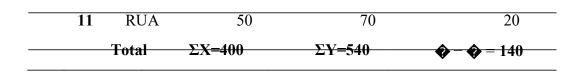2. The research put the value of student test results in the table.

3. The mean (M) of the test, the standard deviation of the test, and the final value of the t-test determined from the experimental class and the control class, respectively.

The Differences Score of Pre-test and Post-test in Control Class of X IPS

No	Student'	Score of Pre-	Score of Post-	
1	CPM	30	50	20
2	CAT	50	70	20
3	F	50	50	0
4	NIL	40	50	10
5	PW	30	40	10
6	RBS	40	40	0
7	S	20	40	20
8	TJ	20	30	10
9	FRLP	40	60	20
10	YBS	30	40	10

11	RUA	50	70	20
	Total	$\Sigma X=400$	$\Sigma Y=540$	$\diamond - \diamond = 140$

The students' pre-test and post-test scores in the control class of X IPS, it shown that: the students' pre-test scores was lower than the students' post-test scores in the control class. The mean score of the students pre-test in the control class was 36.36. After treatment using the conventional way, it only increased by 12.73%. And the mean score become 49.09 in the post-test. The minimum learning mastery standard value in the SMA Swasta Daerah Kisaran was 75. Therefore, the mean score of the students on the post-test in the control class was lower than the minimum learning mastery standard value in SMA Swasta Daerah Kisaran, which was $49{,}09 \leq 75$.

The students' pre-test scores was lower than the students' post-test scores in the experimental class. The mean score of the students' pre-test in the experimental class was 44.00. After treatment using the fix-up strategy increased by 33.50%, and the mean score became 77.50 in the post-test. The minimum learning mastery standard value in the SMA Swasta Daerah Kisaran was 75. Therefore, the mean score of the students on the post-test in the experimental class was higher than the minimum learning mastery standard value in SMA Swasta Daerah Kisaran, which was $77.50 \geq 75$

Based on the analysis in the table above, it can be seen that the score of the students in the post-test was higher than the score of the students in the pre- test. The experimental class that uses the fix-up strategy to teach students' reading comprehension in descriptive texts has a fairly high difference between the pre- test and post-test, with a difference in the mean score of 670.

The mean score of the students pre-test in the control class was 36.36. After treatment using the conventional way, it only increased by 12.73%. And the mean score become 49.09 in the post-test. Meanwhile, the mean score of the students' pre-test in the experimental class was 44.00. After treatment using the fix-up strategy increased by 29.00%, and the mean score became 77.50 in the post-test. The minimum learning mastery standard value in the SMA Swasta Daerah Kisaran was 75. Therefore, the mean score of the students on the post-test in the control class was lower than the minimum learning mastery standard value in SMA Swasta Daerah Kisaran, which was $49{,}09 \leq 75$. Meanwhile, the mean score of the students in the post-test in the experimental class was higher than the minimum learning mastery standard value in SMA Swasta Daerah Kisaran, which was $77.50 \geq 75$. It means that the Fix-up Strategy is effective on students' reading comprehension in descriptive text. There are several factors that influence student success as follows:

1. The students were given treatment by using a fix-up strategy.
2. The students' learning motivation increases with interesting learning strategies.
3. The students pay attention and listened the teacher's instructions and advice.

COCNLUSION

The research used quantitative research methods, used the total sampling technique in taking the sample and used the pre-test and post-test in collecting the data, which used multiple choice questions given to students. Then, in this research, the students enjoyed and it is not easy to feel bored when reading confusing texts and this strategy can provide encouragement in the teaching and learning process. Based on the results of the previous chapter's data analysis, it was discovered that Ho was rejected and Ha was accepted, indicating that the fix- up strategy had a significant effect on students' reading comprehension in descriptive texts at X grade student of SMA Swasta Daerah Kisaran. As a conclusion, the research concludes that the Fix-up strategy is effective in teaching reading comprehension in descriptive text. Based on the data analysis, the research concludes that by using Fix-up strategies, the process of learning can be more attractive. Students will be happy and not bored during the learning process. Students become more interactive and enthusiastic as a result of this strategy.

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