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The Effect of Fix Up Strategy to Reading Descriptive Text

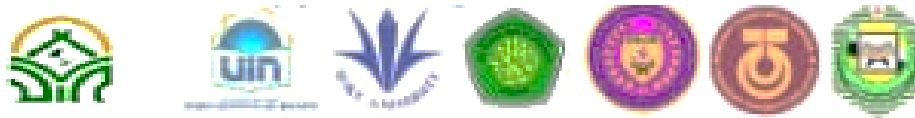
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Abstract This research intended to find out the effect of fix up strategy reading descriptive text ability at the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal. This research had three purposes: The first is to find out students' reading descriptive text ability at the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal before learning by using Fix Up startegy. The next is to find out the students' reading descriptive text ability at the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal after learning by using Fix Up startegy. The last is to find out whether there was significant effect of Fix Up Strategy to students' reading descriptive text ability students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal or not. This research used experimental quantitative method with pre-test post- test conrol group design. The data were collected through reading descriptive test by using multiple choice test and analyzed by using T-test formula to testing hyphotesis. The result of this research showed that the ability the students in reading descriptive text before learning using Fix Up Strategy is lower than after learning using Fix Up Strategy. For the significant it showed by the result T-test. It showed that $t_{count} > t_{table}$. Therefore, alternative hypothesis (H_a) of this research was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of Fix Up Strategy to reading descriptive text ability of The Eight Grade Students SMP Negeri 1 Lembah Sorik Marapi

Keywords: Fix Up Strategy; Reading Ability; Reading Comprehension; Descriptive Text; Learning.



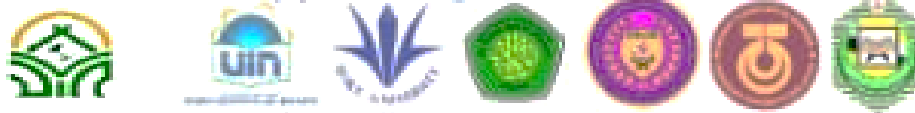
INTRODUCTION

Reading is activity that use text as material to get information. By reading the students can get many information from the text. It also supported by (Harmer, 2015) reading is receptive skill, meaning that way in which people get the meaning from the text they see. (Patel and Jain, 2017) stated reading means to understand the meaning of printed words. On the other hand, reading is activity that take information and meaning from the text.

The students in junior high school, reading is one of skill in curriculum. The students have to understand the text. One of the texts is descriptive text. Descriptive text is the text that describe an object that containing two parts identification and description. It can be person, animal and things. In fact, the students have problems in understanding reading. There are some problems. The first low ability in reading comprehension, the second, they did not know meaning of the text, and lack on vocabulary. Another problem is from reading strategies. Using various reading strategies will help them to increase their reading there are many strategies in reading text, one of strategy is fix up strategy. (Moreillon, 2007) fix up one of the strategies can be used as building background knowledge. Fix up strategy has some steps these are connect to background knowledge, make inference, make prediction, visualization and making question.

Reading is one of skills in EFL and also as a receptive skill. It is the activity to know the information from the text. Reading activity has some phases before you get the information or point. The phases are pre-reading, while reading and post-reading. Reading is the receptive skill, meaning that the way in which people get the meaning from the text they see. According to (Patel and Jain, 2004) reading means to understand the meaning of printed words example written symbols. Reading is an active process which consists of recognition and comprehension skill. In the other hand, reading is the process of receiving the written information that deal with what the reader sees.

Fix up strategy is strategy in reading to help reading comprehension. According to (Duffy, 2004) fix up strategy refers to “look- backs”. In this strategy readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. It means this strategy can help reader to comprehend their reading and find lack vocabulary in while reading. (Moreillon,2007) she says fix up strategy is tool that help reader while they confuse or difficult to catch meaning of the text. It means this strategy can help reader when they have confusion to make sense of what they read. (Tovani, 2000) explains, the fix up



strategy is something that we use to get unstuck when you are reading confusing text. When the students cannot understand the meaning of text during reading, the students use fix up option to catch the meaning of the text. the steps of fix up strategy are reading, connecting to background knowledge, making inference, making prediction, making visualization, asking new question (Moreillon, 2007).

Base on the reason, researcher chose fix up strategies as tool for students can use in reading process. The reading strategies used is fix up strategy. It is chosen because there are some findings show that fix up strategy give significant effect to reading activity (Suhermanto, 2019; Munawarah et. al, 2020; and Jamila et. al, 2020). The researcher is interested to use it as the way to help students in reading. By, using this strategy, the students reading descriptive text will be more understand and comprehend about their text.

METHOD

The research was conducted at SMPN 1 Lembah Sorik Marapi. The design of this research is pre-test post-test control group design. The sampel was eight grade of SMPN 1 Lembah Sorik Marapi, they are 22 in experimental class and 20 in control class. The instrument of this research was test. The test was multiple choice question. Then, to prove hyphothesis this research use T-test to analyzed the data.

RESULT AND DISCUSSION

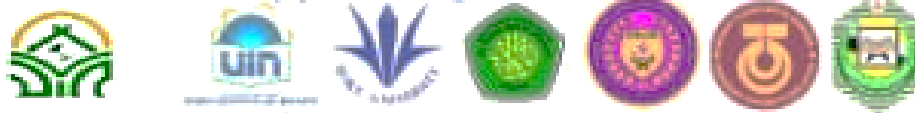
Result

After taking data from the students by using fix up strategy is better than before. It is known from the result of their reading. The result can be seen on the table below:

Table 1 Frequency Table

	Pre-test	Post-test
Mean	41.6	66.18
Std.deviasion	16.05	12.9

Based on table the students reading descriptive text in pre-test without using fix up strategy is 41.6, then, the mean score of the students' reading descriptive text when the fix up strategy applied is 66.18, and standard deviation for the pre-test is 16.05 and post-test is 12.9. It can be seen students' reading descriptive text better when the researcher used fix up strategy. Then to know the



significances of the effectiveness of fix up strategy to students' reading descriptive text analyzed by using T-test. The result can be seen as below:

Table 2 Post Test Result

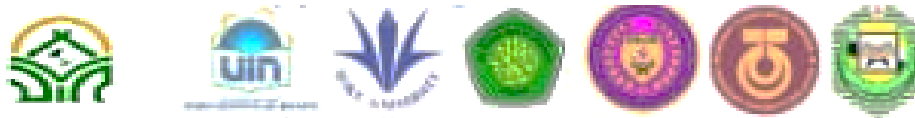
No	Post-test	
	t_{count}	t_{table}
2	5.31	2.021

From the research data, it was found t_{count} while t_{table} in post test While $t_{\text{count}} = 5.31$ with the significant level of $\alpha = 5\%$ and $dk = 42$ obtained $t_{\text{table}} = 2.021$. Then, it might be concluded that $t_{\text{count}} > t_{\text{table}}$. So, from the calculation above, it can be seen that H_0 was rejected and H_a was accepted.

Discussion

Based on the definition of Fix Up Strategy the researcher concluded thtt Fix Up Strategy can help students in reading descriptive text and enjoy learning process, the students can make conclusion and visualization what they read. The students easily to understand the text by sing Fix Up Strategy. Analysis of the data, the researcher discussed the result of this research on the effect of Fix Up Strategy to Students' Reading Descriptive Text Ability where, the result mean score experimental class was higher than control class. The mean score of experimental class after using Fix Up Strategy was 66.18 and mean score of control class by using reading aloud was 46.4. In another hand reading aloud is less effective in teaching reading descriptive text because, score class experimental higher than control class from that it shows the fix up strategy more effective than reading aloud in teaching reading descriptive text. The use of Fix Up Strategy was the most appropriate strategy for learning because the teachers can provide an interesting materials by using Fix Up Strategy. Moreillon said, Fix Up is tool that help reader while they are confuse or difficult to catch meaning of the text. Based on the theory it could be prove to descriptive text as a material text for the reader. From the comparison of the result of post-test score between experimental and controlled group, the reading descriptive text ability of experimental group was found higher than control group. It means that the treatment of using Fix Up Strategy to the experimental group was successful.

This research also provided the similiar cases with this research. The first research by Suhermanto stated Fix-up strategy was proved to be effective in teaching reading. It means



ix Up Strategy is very useful for teaching reading ability. It also not only helps them in reading but they also feel enjoy and interested.

The finding is relevant with Kusumawati, the results showed that 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 was higher it can be concluded that Fix Up Strategy was effective used in teaching reading comprehension. This research also relevant with Munawarah, et.al, they research showed that the students who taught by using fix up strategy got higher score than those taught by using conventional strategy. The researcher found that fix-up strategy helps the students understand the text when they got stuck in reading descriptive.

The last research was conducted by Muhassin, et.al, Fix Up Strategy contributed to the students' autonomy in learning reading, enhancement of students' awareness in reading, students' active involvement in reading practice. Fix Up Strategy had a better comprehension than those with reading aloud.

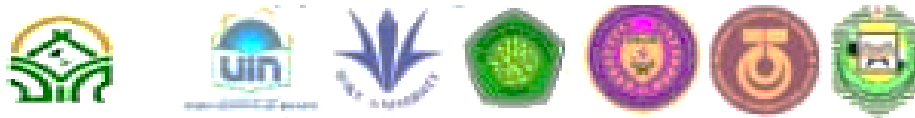
Based on explation of all the research above and result of this research. It can be concluded that using Fix Up Strategy can help students more understand in reading descriptive text, Fix Up Strategy also contributed to enhancement of students' awareness in reading and feel interested in learning process. Fix Up Strategy had better comprehension than those with conventional reading (reading aloud).

CONCLUSION

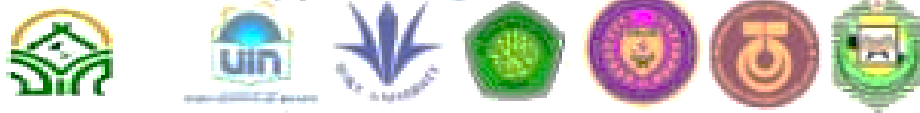
Based on the findings above that is shown the students' reading descriptive text better with teaching using fix up strategy. it is known fix up strategy can be used to reading descriptive text, because it has been proved when the students applied it in reading descriptive text students and the hypothesis of students' reading descriptive text significantly, because looking from the result of the significant ($5.31 > 2.02$). So, it can be concluded that fix up strategy can help students in understanding reading descriptive text.

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