

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of the background of the study, the research problem, the study's objective, the study's significance, the hypothesis, the scope and limitation of the study, and the definition of the key terms.

#### **1.1. Background of the study**

Reading is a process, there is a reader and a text, and the result of this process is comprehension (Hasibuan and Ansyari (2007). An issue that is brought up quite a bit in an investigation since the typical reading ability of high school students is still rather low. When it comes to reading, one of the challenges that students often face is distinguishing subjects, primary ideas, and other elements of a text, among other challenges. Reading is vital for human existence since it enables us to be informed about all of the most recent events in the world and what is taking on in the here and now. Reading can develop into a really exciting pastime in the future, depending on the measures we take to ensure that it is something that can pique the interest of more people.

According to Nation (2004: 253), teaching reading in Indonesia is a challenging endeavor because "poor comprehension maybe consequence from not adequate processing, lack of information, or some combination of both processing and knowledge-based problems." It is defined as an "inevitable"

cause of difficulty recognizing that there are two different sets of processes, and they are deemed vital for understanding the process. This pertains to lexical processes and the resources of working memory, both of which, when combined, constitute the core component of the verbal efficiency hypothesis.

Based on the statement above, some students have difficulty understanding read text in the teaching and learning process. Students have weaknesses processing, lack of knowledge, or a combination of both processing and knowledge-based weakness processing. He means, students are substantially less reading and reading-related experiences.

Students could struggle with reading for several reasons, one of which is that they cannot comprehend the content they are reading very well. This may be shown by looking at how students do in tests; they don't obtain excellent grades since they couldn't provide satisfactory answers to the questions. A wide variety of factors could have a role in this. The ability to use strategies for resolving problems and issues is essential for educators. The researcher employs the "Fix-Up Strategy" to rectify this shortcoming by attempting to adapt various learning techniques and tactics as a potential remedy. According to Dewi (2009), the act of reading may be broken down into three distinct stages: before reading, while reading, and after reading. In general, During the reading process, students use the following reading strategies: find the focus to understand, establish the relationship between the beginning learning and the meaning of the text, think about the meaning of the text, make conclusions about the test, using prior knowledge for understanding control reading speed, make predictions about the meaning of unknown words, and make predictions about the meanings of the unknown groups of words or sentences in the text. finding the focus to understand, establishing the relationship between the beginning learning and the meaning of the text, thinking about the meaning of the text, and making conclusions about the test.

A fix-up approach is used by the researcher in comprehending a student's reading. A tactic known as "Fix Up" is used whenever the reader has the sensation that he is not focusing or that his attention has been interrupted. This fix-it approach is a strategy that understands kids by reading frequently; by repeating the reading, they will grow acclimated to comprehending the contents of the reading. When students have trouble understanding particular words or phrases in a text message, one approach that might assist them is the Fix Up strategy. When using this tactic, the instructor should give the students some prompts to help them formulate their meaning. These kinds of instruments are known as repair choices. According to Morellion (2007: 116), the reader may depend on the Fix Up option as a tool to help them find their way home and comprehend what they have read. Students are instructed to choose the appropriate alternative if they have difficulty comprehending the material while reading it. According to Duffy (209:130), the "lookback" method is another common name for the "fix up" strategy. It is a method where the reader looks backwards and occasionally forwards through a book to eliminate the obstacles to understanding encountered while reading. For the reader to use hindsight, they must first realize that it is essential to keep track of the meaning as they read, and that a skilled reader will pause when there is a difficulty.

In addition, Moreillon (2007: 114) adds that the Fix Up method provides readers with mechanisms that they may use to recover meaning, such as rereading, reading ahead, or finding out new terms. These are examples of how readers can recover meaning using the Fix Up technique. According to education.com, the Fix Up approach is a strategy used to recreate meaning in situations in which knowledge has been lost. Strategies for making corrections include rereading, reading ahead, recognizing new terms, generating and modifying predictions, and finding connections between events in the text and personal experiences and recollections.

Based on their observations made at MAN 3 BLITAR, the researchers observed that most of the students at MAN 3 BLITAR struggle to comprehend what they are reading in their textbooks. The vast majority of them are only attempting to translate the material that has been provided to them. They are only concerned with the meaning of each word and not attempt to comprehend the whole passage. Not that they are aware that the term may take on a variety of meanings depending on the context in which it is used. The majority of the time, whenever they read anything, they will spend some time interpreting the words. When they come across a text with lengthy paragraphs or a significant amount of text in a single assignment, they often lose motivation because they believe that translating the text will take a significant amount of time. They lost interest in reading, which even affected their ability to learn English. Because of the abovementioned issue, students at MAN 3 BLITAR are not yet able to grasp the reading material to their full potential. As a result, learning to read and learn English has not been ideal.

In this particular instance, there are several earlier investigations carried out by researchers, presumably using the same method but in various methods and procedures. One of these researchers is Kusumawati (2010). After being taught using the Fix-Up Strategy, the findings demonstrated that students exhibited an improvement in their level of reading comprehension. The researcher recommends that the English instructor instruct students on how to utilize the Fix Up technique because the researcher believes that the method is appropriate and that using it will make it simpler for students to comprehend the content in the fix up choice. Suryati (2008), When doing this kind of study, known as quasi-experimental research, the researcher is not permitted to form a new group for the experiment. The primary objective of this study is to determine whether or not using the Fix-Up Strategy positively impacts the level of reading comprehension shown by students in the XIIth grade enrolled in MAN 3 BLITAR. Farmadani (2007), Many students are disinclined to

read for a variety of reasons, including the fact that there are too many sentences, the fact that some students do not know vocabulary, and the fact that some students have difficulty understanding the contents of the story because the sentences are too foreign to them.

Based on the problems and explanations that the author said above, it's clear that some students in that school still have problems that should be resolved as soon as possible. Either the problem is with the students or caused by other factors (difficulty reading itself). Therefore, researchers interested in researching the problem in the research title: THE EFFECTIVENESS OF FIX-UP STRATEGY IN LEARNING READING COMPREHENSION.

### **1.2 Research Problem**

Based on the above background, the researcher formulates the research questions as follows: Is there any significant effect of using fix-up strategy in learning reading comprehension?

### **1.3 Objective of the Study**

Based on the formulation of the problem above, the purpose of this study is “to determine the effectiveness of using a fix-up strategy in learning reading comprehension”.

### **1.4 The Significance of the study**

There are significant of this research that can give benefit for student, teacher, researcher and the next researchers.

#### **1. Student**

To give positive contribution to the students in reading comprehension and the students can get the stimulus to think more creatively and critically about the text they read.

#### **2. Teacher**

To provide a beneficial contribution to the English teacher in order to help enhance the reading comprehension of the students, and so that the English teacher may implement the technique in order to teach reading comprehension.

### 3. The next researchers

To add references for other next researchers having the same problem as the researcher.

### 4. For school

This study can provide motivation in the teaching-learning process, especially in English subjects, and this research is expected to be useful for developing its quality at MAN 3 BLITAR.

## **1.5 The Hypothesis**

Based on the research, the writer makes a hypothesis to launch the goal from this research is clear. The researcher hypothesis is:

Null hypothesis (Ho): there is no significant difference on reading comprehension skill between the students learned by using fix up strategy and the student learn by using reading aloud.

Alternative Hypothesis (Ha): there is a significant difference on reading comprehension skill between the students learned by using fix up strategy and the student learnt by using reading aloud.

## **1.6 Scope and limitation of the study**

Based on the identification of problems in students' reading comprehension above, the researchers focused on the use of fix up strategies in learning descriptive text. The limitations of this study is emphasize the effectiveness of using the fix up strategy in reading comprehension for twelfth grade students of MAN 3 Blitar for the academic year 2022/2023.

## **1.7 Definition of the key terms**

The definition of the key terms are explained in more operational definition as follows.

### **1. Reading Comprehension**

Reading comprehension is a reading activity to absorb information from the reading material and understand or know the intended meaning or meaning of the reading so that it can be conveyed properly to the reader.

### **2. Fix Up Strategy**

Fix Up strategy is a repair strategy with a repetition tool, repeating the reading until students understand the reading. This strategy will help students in reading comprehension and applying this fix-up strategy to teach reading comprehension, students can get a stimulus to think more creatively and critically about the texts they read.

### **3. Reading Aloud**

Reading Aloud is a method of reading books to students. This method was introduced by Jim Trelease in his book *The Read Aloud Handbook*. Read Aloud is the most effective method of teaching reading for students because with this method we can condition students' brains to associate reading as a fun activity. It also creates knowledge on which to base students, and sets a good example of reading.

### **4. Descriptive Text**

Descriptive text is a type of text that describes information about a particular object, place and person. According to Fiderer in Evitania, R (2019) a descriptive paragraph gives a clear picture of a person, place, object, event or idea. Descriptive text provides a more detailed description of an object to make the reader understand the meaning clearly. The description of the object must show something that is unique among the others.

