CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is devoted to reviewing some of the relevant theories that underlie this research. It consists of several literatures such as the notion of reading comprehension, the notion of fix-up strategy and previous research.

A. Reading

Reading is a complex developmental task that has been found to be related to many other developmental outcomes. For example, attention, memory, language, and motivation. Reading is not only a cognitive psycholinguistic activity, but also a social activity.

1. Definition Reading

Reading is an essential part of acquiring foreign languages, and it plays a significant part in both the teaching and learning processes. Reading comprehension is the only skill that the researchers here focus on, despite the fact that there are four other skills that need to be mastered during the process of learning, namely speaking, listening, reading, and writing. This is due to the fact that reading is a skill that requires an important understanding to master. Opinions about reading may be found from several authorities.

According to Brown (2004), reading is a process that involves negotiating the meaning of what is read. The reader will take their initial ideas with them into the next step of the reading process in order to arrive at their ultimate comprehension of the meaning of the text that they are reading. It is possible to

say that the reader's comprehension of the text is the consequence of the interplay between the reader's own ideas and the meaning of the text that they have read.

According to Alderson (2000), who said that reading takes place within a social environment, "reading" He explained that reading is not a distinct activity that takes place in a vacuum, but rather, reading is typically done for a purpose, in a social context, and that the social context itself contributes to the readers' ideas about what it means to read, or, as recent thinkers tend to put it, to understand. He said this because reading is typically done for a purpose, in a social context.

Reading is a complicated activity, as can be deduced from the preceding explanation. Reading is more than just the interaction between the reader and the text; it also involves the author's intention, the social context, the reader's previous experiences, the language background, and the cultural framework. To summarize, reading comprehension is the mental process of grasping the meaning of anything that has been written.

According to Harmer (2007), there are two distinct forms of reading, which are referred to as extensive reading and intense reading. a. Strenuous amounts of reading This is in reference to an in-depth attention on the creation of reading texts, which often takes place in the classroom but does not always do so. The educator may request that the students see passages from a variety of text types, such as periodicals, poetry, internet pages, novels, newspapers, plays, and other forms of written expression. Reading over an extended period of time is often accompanied by several educational activities. a. Doing a great deal of reading This is a word that refers to reading that is done by students on a regular basis but is done outside of the classroom setting. Extensive reading should, where it's feasible, include either reading for the sake of pleasurable enjoyment or reading. This is made much easier for kids if they are allowed to choose the material that they want to read.

2. Definition of Reading Comprehension

Students of English as a Foreign Language (EFL) rank reading comprehension (RC) as one of the most significant abilities they may possess (Lightbown & Spada, 2013), Reading comprehension may be defined as the process of generating meaning by coordinating a variety of complicated activities, such as word reading, word and word knowledge, and fluency. This is according to (While, Klinger 2007), which claims that reading comprehension is the process. Reading comprehension is a difficult task since it depends on the proper application of a wide variety of skills, as stated by Wainwright (2007). In addition, Wainwright argues that reading comprehension is a complicated process. After we've finished reading, we should be able to recollect the information that we just took in. According to Estebo (2012), reading comprehension is the result of a complicated interplay between automatic and strategic cognitive processes that allow the reader to form a mental image of the text.

Reading and comprehension go hand in hand since understanding is a direct effect of reading. Reading and comprehension are closely associated. There can be no communication, particularly in written communication, if there is no comprehension of what is being read. Reading comprehension may be defined as the understanding that is formed via the process by which the meaning of a book is comprehended, as shown by the research conducted by Richard and Renandya (2002). Additionally, Thombury (2003) asserts that comprehension skills are at the core of the reading process, and that we contribute our own life experiences to the act of reading. In addition, Snow (2002), in his study, describes reading comprehension as the process of deriving and concurrently generating meaning via interaction and engagement with written language. This process is described as "reading to comprehend." Neufeldin Beyer (2007) goes even farther by suggesting that comprehension requires two essential components: active participation

with the text and the application of adequate prior knowledge in order to interpret the text correctly.

According to Carrel (1988), "reading comprehension is often understood as occurring from the four-way interaction between the reader, the text, the task, and organized activity." This interaction involves the reader, the text, the task, and the structured activity. The accomplishment of this engagement is contingent on the availability of high-quality material as well as strategic plans for addressing newly arising issues. In addition, being able to comprehend what one reads is a process that involves simultaneously extracting and constructing meaning via interaction and engagement with the written language. It is comprised of three components: the reader who is performing the understanding, the text that is to be understood, and the behaviors associated with it.

The reader will need different knowledge, abilities, and techniques to attain the desired level of comprehension depending on the goal of their reading as well as the sort of material they are reading. Decoding is just one component of reading comprehension; it's much more than that. Comprehension in reading is created when the reader is aware of the reading abilities and methods that are suitable for the various sorts of texts and understands how to use them to accomplish their reading objectives.

There are many different reading techniques that have been offered by reading programs and educators. The theory behind this is that students will improve their own reading comprehension abilities if the instructor provides them with specific mental tools to dissect the text. Only for a small group did the National Reading Panel find evidence of a beneficial impact; this included activities such as summarizing, questioning, responding to questions, measuring comprehension, charting, and cooperative learning. The panel also stressed the effectiveness of using many tactics at the same time, such as in the case of the Reciprocal Teaching method. Reading comprehension programs of today often train

students in explicit reading techniques via the combination of direct teaching from the instructor and extra student practice.

As you will see in the series of videocassettes titled Strategy Instructions in Action, reading comprehension entails more than just providing exact answers to questions posed at the conclusion of a section, tale, or chapter. Reading comprehension may be defined as the capacity to recognize significant connections between the various sections of a book, as well as between those sections and the reader's prior experiences and knowledge. Reading comprehension is not only a simple process, but also an interactive one, which requires the reader to understand not only the literal meaning of the text, but also the organization of the text and the ability to draw inferences from the text. The author can draw this conclusion based on the theory and explanation that was presented earlier in the paragraph. The reader has to have some kind of emotional connection to the material, both overtly and implicitly. Reading comprehension may also be described as the act of generating meaning from written texts and making connections between those meanings and one's own life experiences.

Reading comprehension, in a nutshell, refers to the process of comprehending what is being read to the reader. It is a process that takes place intentionally, actively, and interactively before, during, and after a person reads a particular section of written material. If you don't understand what you're reading, reading is nothing more than following the symbols on the page with your eye and repeating what you see. Many things motivate people to read, but comprehension has always been one of their primary objectives. It is essential to have good reading comprehension since reading does not provide the reader with any information if it is not understood.

Reading comprehension may be defined as the act of gaining an understanding of the meaning conveyed in a written document, as stated by Clara Wong (1997). Therefore, the

objective is not to determine the meaning of individual words or sentences but rather to get an overall comprehension of what is being described in the text. According to River (2002), there are three stages involved in the process of reading comprehension. These are reasonable and effective approaches to determine whether or not the reading material has significance. The phase as follow:

a. Pre-Reading

It is essential for students to get excited about this first stage so that they can learn the information included in the reading text correctly. Activities that need a pre-read must be priced according to the level of student experience and interest. During this stage, the instructor has to be creative and able to generate an exciting environment for reading. Reading instruction can benefit from the usage of many forms of media by teachers.

b. While-Reading

As a second phase that assists students in understandingthe context of the text correctly by asking students to answer questionsbased on reading text. In actual cases, the teacher might knowmeasurement of student achievement in reading comprehension orhow well they understand taxes. This activity can help students to knowand understand the content of certain texts.

c. Post Reading

The final step in the process of comprehending the text is arriving at this phase. The teacher can assess the students' understanding based on the reading materials that the students have completed. During this stage, information on the students' interests and their opinions are remembered. This method is a highly efficient way to determine whether or not the students have grasped the material.

3. Teaching Reading

Reading is very important to increase students' knowledge and information in learning a foreign language. That is why the teacher has to be more concern in teaching reading.

The difficulties that arise while instructing reading are related to the methods of instruction and the choices of instructional resources. Some concerns are brought to light as a direct result of the teaching methods, while others become apparent as topics on which the majority of instructors disagree. For instance, Baradja (1999) proposes five realities that occur as problems in the process of instructing reading. However, the author of this study has arrived at the provisional conclusion that the difficulties are empirical challenges in the teaching of reading context in Indonesia. Among the issues are the following:

(1) the mastery of the basics knowledge,

(2) the habit of slow reading,

(3) figuring out inferences, implications and main ideas,

(4) text selection, and

(5) exercises to include.

The problem-solving dialogue is required in order to make reference to the purpose of reading. Nuttall (1989:21) suggests that the overarching purpose of reading programs does not shift throughout time. Students will be able to read real texts that are unknown to them, at an acceptable tempo, in silence, and with enough comprehension if they are able to accomplish this aim. The purpose that was stated by Nuttal (1989) in the context of reading instruction, on the other hand, raises several concerns to which the solutions are not straightforward to provide. For example, Baradja (1999) comments on the arguments made by Nuttal (1989) and suggests three significant difficulties. The questions include:

(1) how can we help our students to achieve their goals?

(2) how can we help our students to arrive at their 'destination' in the shortest possible time?

(3) can we change the attitude of our students from indifference to loving and enjoying reading?

When a teacher wants to educate his students how to become effective readers, he or she has to have a firm grasp on a few guiding principles in order to be successful in guiding those students toward the goal of reading. In his book "How to teach English," Jeremy Harmer (1988, Pages 70-71) outlines six guiding principles for effective reading instruction. These ideas are as follows:

1. Reading is not a passive skill.

    Reading is a very stimulating activity that keeps the mind and body moving. In order for us to do this task properly, we need to comprehend the meanings of the words, see the scenarios that are being portrayed by the phrases, comprehend the arguments, and choose whether or not we concur with them. If we do not do these things - and if students do not do these things - then our understanding of the book will be limited to the superficial level, and we will forget it very soon.

2. Students need to be engaged with what they are reading.

    Students are less likely to learn from the reading text if they are not engaged with the reading text and are not actively interested in what they are doing. This is true for everything else that is covered in the lessons. When people are really energized by the subject matter or the activity at hand, they are able to extract a great deal more from what is in front of them.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

Reading texts should of course be analyzed in terms of the language they use, the number of paragraphs they include, and the number of times they utilize relative clauses. This kind of analysis is quite significant. However, the significance of the meaning conveyed by the text is comparable, and it is imperative that we provide students with the opportunity to react to the message in some fashion. It is of the utmost importance that students be given the opportunity to communicate their thoughts and emotions about the issue, as well as their involvement with it and the language. Therefore, leading to personal.

4. Prediction is a major factor in reading.

When we readwritten text in our native language, we typically have a very clear notion of the subject matter even before we start reading the actual text. We may infer something about the contents of a book based on its cover, just as we might deduce something about the content of an article from its images and headlines. When we are presented with a clue, such as the title of the book, a headline, or a page that has been word-processed, our brain immediately begins to speculate about what it is we are about to read. The conditions for the active process of reading have been established, and it is now time to start reading. Teachers should provide students with "hints" so that the students may anticipate what will happen next. They will become better readers who are more engaged as a result of this. seem to be reports even before we've read a single word of them.

5. Match the task to the topic.

We may give our students Hamlet's famous soliloquy "To be or not to be" and then ask the students to count the number of times the infinitive is employed in the speech. We may start by handing them a menu for a restaurant and then ask them to arrange the elements in alphabetical order. It's possible that both of these activities

have some purpose, yet at first glance, they seem to be completely pointless. We will probably be more interested in the meaning of Hamlet as well as the real items that are being offered on the menu. As soon as a selection has been made about the reading material that the students are going to read, we need to choose effective reading assignments, such as the appropriate kinds of questions, interesting and helpful riddles, and so on. Even the most engaging piece of writing may be rendered incomprehensible if the reader is prompted to answer uninteresting or irrelevant questions; conversely, the dullest section of writing can be transformed into something really captivating by setting inventive and difficult goals.

6. Good teachers exploit reading texts to the full.

Any text that we read will be filled of phrases, words, thoughts, and descriptions, among other things. It does not make sense to just have students read it and then go on to something else when they have completed that task. The best instructors know how to incorporate the reading material into engaging class sequences by utilizing the subject for discussion and subsequent assignments, using the language for Study and later Activation, and so on.

B. Fix-up Strategy

The fix-up strategy is a useful strategy when students are confused or have difficulty understanding the meaning of a text. In proofreading, students read the confusing surrounding sentences and phrases to construct and identify the meaning of the text.

1. Definition Fix-up Strategy

It is possible for students' teachers to use any one of a variety of instructional methods in order to better assist students in comprehending the assigned reading. The "fix-up" technique is one of the available options. When students are unable to

comprehend the meaning of specific words or phrases in the message text, there is an approach that may assist them in doing so. When utilizing this tactic, instructors should make sure that students have access to a variety of resources that will help them develop their ability to make meaning. These instruments are referred to as choices repair tools. According to Morellion (2007: 116), fixing up is a tool that helps readers find their way home and comprehend what they read. Students may utilize the Fix Up approach to collect text messages if they are having trouble understanding the text as they are reading it. Fix Up Options According to Morellion (2007: 115), the following strategies can be utilized: rereading the text, linking to background information (text-to-text), viewing sentence structure, making predictions, reading ahead to the end of this verse, drawing conclusions, visualizing, and inquiring about new topics.

Readers, particularly students, may get assistance in their reading by using this Fix It technique, which is relevant to all readers. The Fix-It Up Strategy is there to assist the reader if they are having problems reading the material. According to what Janette (2007:6) explains, the Fix-It method is a mechanism that readers employ to assist themselves when the material seems unbelievable. According to Klingner, Vaughn, and Boardman (2007), readers utilize the Fix Up approach when they find it challenging to grasp what they hear or read.

In addition, the Fix Up technique provides readers with a mechanism that they may use to launch meaning, such as rereading, reading ahead, or working out terms that are unfamiliar, according to Moreillon (2007:114). Then, one of the most useful tactics that might assist students in comprehending a book is the Fix-It approach. According to Zwiers (2010: 174), he states that the Fix Up approach is a method that is utilized when the reader feels out of attention or when concentration lapses occur,

the reader should apply the strategy. Students who are having trouble understanding specific words or phrases in a text message may benefit from using the "Fix Up" method, which is a strategy that may aid them. When utilizing this tactic, instructors should make sure that students have access to a variety of resources that will help them develop their ability to make meaning. These instruments are referred to as choices repair tools. According to Morellion (2007:116), the "Fix Up" option is a tool that enables the reader to comprehend what they have been reading and find his or her way back home. Students will utilize the fix option to record text messages if they are having trouble understanding the material as they are reading it.

According to Duffy (209:130), the approach of making amends is sometimes referred to as "looking back." It is a method in which the reader attempts to read backwards and occasionally forwards in a text in order to bypass the portion of the meaning that is found in the center of what they are reading. In order for the reader to make use of hindsight, they must first be aware of the significance of unifying meaning when reading, as well as the fact that competent readers stop when there is a problem. In addition, Moreillon (2007:114) adds that the Fix It method provides readers with a procedure that they may employ to meanings, such as rereading, reading ahead, or looking for known unknown terms. These are all examples of ways that readers can utilize the technique. According to education.com, the "Fix Up" technique refers to a set of procedures used to rebuild meaning wherever there is a gap in comprehension. Rereading, skimming ahead of the text, identifying unfamiliar terms, making predictions about changes, and making connections between items in the text and personal experiences and memories are all tactics for improvement.

2. **Teaching reading comprehension by using fix-up strategy**

According to Clay (1991), the fix-up strategy is one of the strategies thatincluded in self-monitoring because this strategy involves students directlydirect and can be useful for students. In the use of improvement strategies,as for how to teach or apply this strategy, namely:

    a. Ask students to read and let students tell the problem found.

    b. Ask students to find out and let them use look-back or Fix-Up strategy.

    c. Instruct students to identify problems and think if students know nothing about the problem (unknown words) to help them solve problems.

    d. Ask students to use the correct context Fix-Up strategy can solve the problem by looking back at the text to find words related to words in the problem (using context clues).

    e. Students can continue reading and start up repairs if they find more problems.

C. Definition of Descriptive Text

According to Anderson and Anderson (1998), descriptive text describes a Specific person, place, or thing. Descriptive text is text that is specifically about a person, place, or thing They also stated that the goal is to inform the reader about the subject by describing its features without expressing personał opinions. As a result, descriptive tell about the subject's feature without any intervention of personal thought. Furthermore, descriptive text is text that encourages you to Visualize what is being described. In other words, by describing its features, this text only tells what you want to relell te others. Furthermore, Wishon and Burks (1980) stated that descriptions provide a sense of opinion , such as the smell, sound, feel, and appearance of things When the reader automatically reads the descriptive text, they can ilustrate what is being described. It can be concluded that descriptive text is a text

that tells the characterrsties of a subject, such as pnysical appearances, so that the reader can illustrate it and it can be said about a person, place or thing.

The purpose of desciptive text from Wardiman et al (2008) is to describe a particular person, place, or thing Furthermore, Barbara explained,"to must, to give many impressions, to understand with experience, to help the reader with the misconception subject written about, to make a fresh value for the familiar, and to persuade the reader about something". In other words, descriptive text is intended to entertain the reader by providing detailed information and sharing feelings about the subject matter

1. Generic Structure of Descriptive Text

Descriptive text has two characteristics. The generic structure of descriptive text is divided into two parts, according to Oktaviani et al. 2011) inAkmal (2019). They are as follows

1. Identification, The first part of the Descriptive Text, located in the first paragraph, is identification. The function of identification is to introduce things or describe thigs to Iisteners or readers Another function of identification is to inform the Iistener or director that the object or thing we are describing is unique and distinct from others, identification is a paragraph that contains a brief explanation of the object or thing we want to describe before moving on to discuss the object or thing's properttes or characteristics in the following paragraph

2 Description, The next secttion of the deseriptive text is a descriptionTypically, this section is written in the second and subsequent paragraphsThe Description section's contents are the properties or charactesties of the objects or things that we deseribe, and it is a continuation of the first part(identtfication) The properties or characteristics

of objects or things are unique characteristies that are inherent in the objects or things that we describe and are not found on every object similar to what we deserıbe

D. Previous Studies

There are some previous study that relevant to this research. The first Previous study was conducted by Suryati (2013) the study whose main purpose was to determine whether or not the use of the fix-it method had a major impact on the level of reading comprehension achieved by students in the second year of the SMAN 2 program in Taping Kampar Regency. In this study, the researcher chose two classes from the four courses available in the second grade to conduct the research: the experimental class and the control class. The sample size was determined to be 51 students out of a total population of 103 students drawn from the second year class through the use of clustering samples to randomly select individuals depending on the group. Reading test is one of the methods used by researchers to obtain data. Consists of 25 questions with multiple choice format based on reading. The researcher used the t-test formula, which was implemented using SPSS version 16.0, to perform data analysis. The purpose of this study was to determine whether the use of the fix-it method has a substantial impact on the level of reading comprehension that students have when reading narrative texts.

The second previous study was conducted by Firmayani. (2017). This study aims to determine the improvement of students' reading skills by using the Fix up Strategy, namely literal understanding that focuses on the main idea and interpretive that focuses on conclusions. -Experimental method with one group pretest posttest design, and data collection by giving pretest and posttest The sample of this research is the class XI students of SMA Muhammadiyah 9 Makassar, totaling 22 students. purposive sampling technique The researcher used the essay test reading material as

the pre-test and post-test instruments. The results of the analysis showed that there was a significant difference between the pre-test and post-test. The literal understanding t-test value (3.52) is greater than the t-table (2.079). The t-test value of interpretive understanding (9.69) is greater than the t-table (2.079). The reading skill t-test value (12.23) is greater than the t-table (2.079) and the degrees of freedom (df) = 21. It was concluded that the Fix up Strategy was effective in improving students' reading skills.

The last research was conducted by Rizka (2019). The purpose of this study is to explain the effectiveness of using Fix-up Strategy in learning reading comprehension of narrative texts in class XI MANU 01 Banyuputih Batang in the 2018/2019 school year. The design of this research was experimental research, which was conducted in two classes; experimental class and control class as samples. The experimental class was taught with the Fix-up strategy, while the control class was taught without the Fix-up strategy. The researcher gave a try-out test for the try-out class. The test has been tried to determine the validity, reliability, level of difficulty, and discriminatory power before being used to collect data. The formula used to analyze the data is t-test. After collecting data, it is known that the average value of the pre-test in the experimental class is 60.57 and the control class is 67.64. while the post-test average value of the experimental class was 83.00 and the control was 67.00. The t-test is 6.03 and the t-table is 2004 for alpha (α) 5%. The t-test is higher than the t-table because the t-test value is higher than the t-$tabel$, Fix-up strategy as an effective teaching strategy in teaching reading narrative texts at MANU 01 Banyuputih academic year 2018/2019. Based on the research results, the researcher suggests that the Fix-up strategy can be used as an alternative strategy in teaching reading, especially in teaching reading text types.