

## **CHAPTER 1**

### **INTRODUCTION**

In this chapter, the researcher provides the background of the study, research problem, research objective, significance of the study, assumption, scope and limitation of the study, and definition of the key term.

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

According to Baker and Brown in Dorn and Soffos (2005) says that reading is a complex process regarding a network of cognitive actions that work together to construct meaning. Reading is an important activity carried out to transform science and technology. People who read frequently will improve their abilities to gather and organize knowledge, as well as learn about various fields and utilize them in life. Reading is a process that student readers use to obtain information that the author is trying to communicate within his sentences.

Nunan (2003) defines reading as a fluent process in which readers combine information from a text with their own prior knowledge to construct meaning. Teachers can use a variety of teaching models to assist students in understanding the content of the text. One of the alternatives is the fix-up strategy. When students are having difficulty understanding text messages, they can use this strategy to help them. When implementing the fix-up strategy, teachers are supposed to provide students with a variety of tools to help them improve their meaning-making.

According to Morellion (2007: 116), fix-up alternatives are strategies on which readers can rely to find their way to comprehension, to make sense of what they read. The Fix-up strategy can assist students in understanding text messages when they are stuck on specific words or sentences. The readers examine what they are reading for meaning and proper word pronunciation while listening to their voices. To get it correctly, you typically have to read it again. Students must acquire "fix-up strategies" they can employ when they find themselves disengaging from or struggling to comprehend the content they are reading.

Based on the observation in MTsN 8 Pagu, Students usually come across this issue while reading a book. Students may be able to read a book but not comprehend what they have read; they may only be able to cite symbol words without understanding what they have read. As a result, they lack vocabulary and their score is below the minimum criteria. It is challenging for the students to comprehend an English text. As a result, when they saw unfamiliar words, they had to consult their dictionaries. Many experts have suggested a variety of methods and approaches for improving reading comprehension. The fix-up strategy is one of the options presented here.

There are previous studies conducted by researchers in this case, and they are most likely using similar techniques but in different ways and processes. The first research was conducted by Hidayati (2021). In their article research entitled "The Impact of Fix-Up Strategy on Indonesian EFL Learners' Reading Comprehension". The second previous research was carried out by Nikmah

(2020) entitled “Improving the Students’ Reading Comprehension by Using Fix-Up Strategy Among the Tenth Graders at Ma Muhammadiyah Metro”. The third previous research was carried out by Mualifa (2019) entitled “The Effectiveness of Using Fix-up Strategy to Teach Students’ Reading Comprehension of Narrative”. Of eleventh grade of MANU 01 Banyuputih Batang.

### **B. Research Problem**

Based on the background of the study, the researcher would like to formulate the following problems:

How can a fix-up strategy help students to improve reading comprehension skill?

### **C. Research Objectives**

The objective of this research is to improve students’ reading comprehension skill through fix-up strategy.

### **D. Assumption**

The better fix-up strategy is implemented and it is assumed that the fix-up strategy can improve students’ reading comprehension skill of narrative text.

### **E. Significance of the Study**

#### 1. Theoretically

This research is expected to provide benefits and useful information for teachers in teaching reading, especially to improve students' reading comprehension skills.

## 2. Practically

This research will help the students, teachers and researchers in various ways.

### a. Student

This study is expected to assist and provide feedback for students who have been given information by teachers to try to solve reading difficulties with a fix-up strategy.

### b. Teacher

This research is expected to be useful especially for English teachers who may use fix-up strategies in teaching reading.

### c. Researcher

This study is expected to help other researchers learn about new methods, information, and comprehension.

## **F. Scope and Limitation of the Study**

The subjects in this research are 38 second-grade students from MTsN 8 Pagu, Kediri. The researcher focuses on reading teaching and learning processes. It focuses on the students' levels of comprehension and employs the Fix-Up strategy with material to be studied this semester, which is narrative texts to manage both literal (primary idea and supporting information) and interpretative (conclude) comprehension.

**G. Definition of Key Term**

## 1. Reading Comprehension

Reading comprehension is defined as an ability to analyze literature, which comprehends its meaning and apply it to prior knowledge.

## 2. Fix-up strategy

The fix-up strategy is a strategy that can help students to understand the text messages when they are stuck with certain words or specific sentences.