

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH FIX-UP  
STRATEGY AT THE ELEVENTH GRADE OF SMA NEGERI 7 BANDAR  
LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022**

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**Abstract:** This research was aimed to improve the students' reading comprehension and the students' learning activities using fix-up strategy at eleventh grade of SMA Negeri 7 Bandar Lampung in the academic year of 2021/2022. The subject of the research consisted of thirty three students' 17 male students' and 17 female students'. This research was conducted by using classroom action research. It consisted of two cycles. There were four steps in each cycle of the research; planning, action, observing and reflection. For the data collecting technique, the writer used observation and test. The test was multiple choice test consisted of 40 questions, to get score of students' reading comprehension. This research focused on improving the students' reading comprehension and the students' learning activities. The improvement of the students' reading comprehension could be seen from the mean score of cycle I 59.58 and the mean score of cycle II was 80.88. So, the improvement of students' reading comprehension during the first cycle to the second cycle reached 22.29 points. The improvement of the students' learning activities could be seen from the average score of the students' learning activities of cycle I was 33.09, while the second cycle was 37.38. So the improvement of students' learning activities during the first cycle to the second cycle reached 4.29 points. It means that fix-up strategy can improve the students' reading comprehension and the students' learning activities at the eleventh grade of SMA Negeri 7 Bandar Lampung in the Academic Year of 2021/2022.

**Keyword:** *Fix-up Strategy, Reading Comprehension*

## **INTRODUCTION**

Reading is one of important language skills that should be develop inside or outside the classroom. Reading will help students` to master the other skills and of course in mastering English completely. By reading a text, one can study other language elements like vocabulary, grammar, punctuation, and the way to construct sentences, paragraph, and texts. To comprehend a text successfully, students have to understand what the words mean, what the sentences mean, so that in the end they will comprehend the message of the whole text they read. Reading comprehension is not just single process. The readers construct the meaning by combining their background knowledge and vocabulary mastery through several processes so that they get the message from the writer. According to Klingner and Geisler (2008:65), reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including decoding, word reading, and fluency along with the integration of background knowledge and previous experiences.

Based on preliminary research at SMA Negeri 7 Bandar Lampung, the writer found that students' reading comprehension needed to be improved. They found difficulties to get

information and the main idea in the reading text, the students are not able to recognize vocabulary in a reading text, the students uninterested in English learning, by using the strategy in this study it was hoped that it would improve students' reading comprehension.

The teacher might use many strategy to fire up the students' reading comprehension in order to improve their reading comprehension. It can be done by assessing students' reading comprehension and modeling specific reading comprehension tactics.

According to Moreillon (2007:114), the fix-up strategy provides readers with processes for recovering meaning, such as rereading, reading ahead, or working out unknown terms. Fix-up strategy are skills that students can apply automatically when they feel confused and do not understand the text they are reading. Students must constantly assess their comprehension to be able to identify the point in the text when the uncertainty originated in order to employ these tactics effectively. Many of the previous understanding tactics are referenced in this key.

Therefore, According to the explanation above, the writer is interested to improve students' reading comprehension by using Fix-Up Strategy, entitled **“Improving Students' Reading Comprehension by Using Fix-Up Strategy at The Eleventh Grade of SMA Negeri 7 Bandar Lampung in academic year 2021/2022”**

## **METHOD**

This research followed the principal working of Classroom Action Research (CAR) that contained of four stages; they are: Planning, Implementation of Action, Observation, and Reflection. This research held around two cycles. Those were first and second cycle and each cycle is the series of activities which have a closed relation. Where, the realization of the second cycle was continued and repaired from the first cycle. According to Jean McNiff and Jack Whitehead (2006:7), is a type of inquiry that allows practitioners all over the world to study and evaluate their work. It indicates that action research can help you improve your ability to attain particular goals. The quality of a researcher's research object attainment can always be evaluated and improved in action research.

Based as cited in Khosy (2005:8) describes action research as an enquiry which is carried out in order to improve educational practice. Beside of that CAR can applied in a variety of subjects. It was good for solving the problem in many subjects, such as Mathematics, English, Indonesian, science, and etc. It signifies that the researcher conducted her own research in the classroom to obtain the necessary facts and information. A collaborator assisted the researcher in defining and exploring various difficulties and needs in the classroom while doing this research. The researcher pretended to be a real teacher who used the Fix Up strategy to teach students how to read. The collaborator functioned as an observer for the researcher who used the Fix Up strategy to help students improve their reading comprehension.

The research subjects in this research were the students of class XI at SMA Negeri 7 Bandar Lampung which consisted of 34 students. In this research instrument the writer used reading test that consist of ten items all of the item are essay test. The teacher gave test in each cycle to found out the improvement of the students' reading comprehension. In this Classroom Action Research, the researcher used some instruments. They are test and observation sheet.

To collect the data was done with the following procedure: 1. The researcher used observation sheet to find out the students' participant in teaching learning process through Fix-up Strategy. It would be done in every cycle. It was sum at the end of cycle one and two.

2. The researcher gave test to students to found out their improvement of students in reading comprehension by using Fix-up Strategy.

## RESULTS AND DISCUSSION

This chapter particularly presents the findings of the research cover with the description of the students' improvement in students' reading comprehension and students' learning activities. In the discussion part, the writer described the findings in detail.

### RESULTS

#### 1) Students' Reading Comprehension

Based on the observation and analysis discussed before, it was proven that there was improvement of students' reading comprehension in the class learning action implemented.

**Table 1**  
**The Data Comparison of Students' Reading Comprehension in Cycle 1 and Cycle 2 at the Eleventh Grade of SMA Negeri 7 Bandar Lampung in the Academic Year 2021/2022**

CYCLE 1	CYCLE 2	IMPROVEMENT
MEAN	MEAN	MEAN
58.59	80.88	22.29

From the table above, could be observed that there was the improvement of the students' reading comprehension. In the cycle I the average was 58.59 and the average of cycle II was 80.88. So, the improvement score of students' reading comprehension reached 22.29 points.

#### The Percentage of Classical Achievement

From the table above, the improvement of students' reading comprehension in cycle I and cycle II can be explained as follows:

1. The students who passed the reading comprehension:
  - a. In the first cycle, there was 14 students or 41% from the total 34 students.
  - b. In the second cycle, there was 27 students or 79% from the total 34 students.
2. The students who failed the reading comprehension:
  - a. In the first cycle, there was 20 students or 59% from the total 34 students.
  - b. In the second cycle, there was 7 students or 21% from the total 34 students.

According to the test result in cycle I and cycle II, there was significant improvement. The improvement could be seen from the score percentage. The students who reached KKM in cycle I was 41% and the percentage of the students who reached KKM in cycle II was 79%. The percentage improvement reached 38%. The improvement was very satisfied, even though the result did not indicate the success class indicator because it did not reach more 75%, but the hypothesis test proved that there was improvement of students' reading comprehension in improving reading comprehension by implementing fix-up strategy. The clear comparison of the improvement reading comprehension could be read in the table below:

**Table 2**  
**The Comparison of Students' Reading Comprehension in Cycle 1 and Cycle 2 at the Eleventh Grade of SMA Negeri 7 Bandar Lampung in the Academic Year 2021/2022**

Action	Students' Reading Comprehension			
	Passed	%	Failed	%
Cycle 1	14	41%	20	59%
Cycle 2	27	79%	7	21%

From the table above, could be observed that there was the improvement of the students' reading comprehension. In the cycle I, the percentage of students who passed the test were 14 students in the percentage was 41%. It increased in cycle II, where the students who passed the test in cycle II was 27 students in the percentage was 71%, it meant the improvement percentage was 38%.

## 2) Students' Learning Activities

Based on the students performance in learning and teaching process that had been observed and completed by English teacher. Here for the result of observation cycle I and cycle II in learning activities:

**Table 3**  
**The Data Comparison of Students' Learning Activities in Cycle 1 and Cycle 2 at the Eleventh Grade of SMA Negeri 7 Bandar Lampung in the Academic Year 2021/2022**

CYCLE 1	CYCLE 2	IMPROVEMENT
MEAN	MEAN	MEAN
33.09	37.38	4.29

From the table above, could be observed that there was the improvement of the students' learning activities. In the cycle I the average was 33.09 and the average of cycle II was 37.38. So, the improvement score of students' learning activities reached 4.29 points.

## DISCUSSION

Based on the students' reading comprehension problem investigated from pre-survey, the researcher choose fix-up strategy to improve the students' reading comprehension. The researcher used this strategy to organize and to make students more active in learning reading comprehension. It was investigated that the use of fix-up strategy can improve students' reading comprehension and learning activity.

In the first cycle, researcher was not satisfied enough with the result. Because of students were not active in learning English Reading Comprehension. It caused of the new strategy that the researcher brought. They also got difficulty understanding the material and most of the students had problems with vocabulary especially in foreign words and many students tend to be passive and hesitant to respond. It could be seen from data that the students' reading comprehension and the students' learning activities. From the data, researcher decided to continue to the next cycle with a hope that researcher got better score in the next cycle.

In the Second cycle, researcher used the new material with tha same strategy. Hopefully, students could understand that material and active in learning process. And the result of this cycle was increased although there were some who did not pass the target

score. Moreover, their reading comprehension also got improved. It caused the strategy was not strange for them. And they could use this strategy well for improving their reading comprehension.

It was supported by Schunk (2012:16) stated that oral responses are an integral part of the school culture. Teachers call on students to answer questions and assess learning based on what they say. Students also ask question in learning. Furthermore, Fix-up strategy made some improvements in students reading achievement. Then, according to Collet (2007:34) Fix-up strategy: Stop and Think, Make connections, Re-read, and Read on are the right tools for the job of clarifying comprehension. Then, Moreillon (2007:120) stated that: Using the fix-up strategy is one of the important tools students can develop to improve reading comprehension.

According to description and the data analysis above, the students' reading comprehension, indicated by the improvement of students' test score. In the cycle I the average score was 59.58 and the cycle II 80.88 and the improvement score of students' reading comprehension reached 22.29 points.

From the data analysis it was found that there was the students' learning activities improvement, the students learning activities in cycle I in average was 33.09 and it improved in cycle II in the average was 37.38.

Therefore, based on the data analysis and description explained above, it could be concluded that:

1. Fix-up strategy improved the students' reading comprehension at Eleventh Grade of SMA Negeri 7 Bandar Lampung in the Academic Year of 2021/2022.
2. Fix-up strategy improved the students' learning activities at Eleventh Grade of SMA Negeri 7 Bandar Lampung in the Academic Year of 2021/2022.

## **CONCLUSION**

Having conducted the Classroom Action Research, the writer gave some conclusions as the result of this research. Based on the research that was conducted by implementing Fix-up strategy, the writer concluded that Fix-up strategy can improve students' reading comprehension and students' learning activities at the eleventh grade of SMA Negeri 7 Bandar Lampung in the academic year 2021/2022.

The teacher select the reading that is appropriate for the topic. The topic is Hotatory Exposition First, the students Stop and Think when the text stops making sense, it means that they have to stop and think if there is something blocking the meaning. Second, Make Connections; using knowledge to make connection will help the students understand their reading better. Third, Re-read, the students re-read portions of the text- a sentence, or even just a word to find context clue so that they can enhance their comprehension. The last step is Read on, the students have to read on the text to get more information.

Based on the description and the data analysis of the class action research implemented at Eleventh grade in SMA Negeri 7 Bandar Lampung conducted that the learning type students Fix-up strategy could improve the students' reading comprehension at the eleventh in SMA Negeri 7 Bandar Lampung in the academic year of 2021/2022. The detail recapitulation data was:

1. Students' Reading Comprehension

In cycle I, there was only 14 students who passed the test in the result of mean score was 58.59. In cycle II, there was only 27 students who passed the test in the result of the mean score was 80.88. The improvement score of students' reading comprehension reached 22.29 points. In cycle I the students' reading comprehension who passed the test

were 14 students. In the percentage of 41% and in cycle II the students who passed the test were 27 students in the percentage of 79%. The percentage improvement of students' reading comprehension reached 38%.

## 2. Students' Learning Activities

The average improvement of class activities, in the cycle I the average was 33.09 and the average of cycle II was 37.38. So, the improvement score of students' reading comprehension reached 4.29 points.

From the data above, it was conducted that there improvements both students' reading comprehension and students' learning activities.

## LIMITATION AND FUTURE RESEARCH

The researcher realized that this research still has shortcomings due the limitation faced. The researcher was limitation lies in time. Research conducted by researcher was driven by time, because the time used is very limited. The research was conducted at the time of distribution of student report cards gave by the school to researcher for approximately two weeks. So, the researcher only has the time that has been provided before the student report card.

From this research the writer suggested that the students should be more active in class, should improve their reading comprehension, and should be aware of the importance of reading activities. For the next researcher, this research focused in reading comprehension. The other futher researcher can try to apply in different skills such as writing, listening, or speaking.

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