EXAMINING THE EFFECT OF USING FIX-UP STRATEGY ON STUDENTS' READING COMPREHENSION

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ABSTRACT

The purpose of this study was to determine how the tenth grade students of SMAN 2 Bukittinggi reading comprehension of Narrative texts was affected by the Fix-Up strategy. The study Found the problems like First, several students were passive and showed low participation during lessons. Second, some students struggled with reading skills. Third, a number of them had limited vocabulary, which affected their learning. Last, the teaching strategy employed did not sufficiently involve or engage the students in the learning process. The research used quantitative method for measuring the data with quasi-experimental design. The population of the research are 358 students. To determine the sample the researcher used simple purposive sampling. There are two classes, (XE.9) as experimental and 36 students (XE.10) as control class. The instrument of the research was multiple choice for measuring the students' reading comprehension. Data analysis was done with SPSS 26. Results showed that, when compared to conventional approaches, the Fix-Up Strategy considerably increased reading comprehension scores, as shown by a p-value less than 0.05. The conclusion, it was found that the Fix-Up strategy was a more successful teaching strategy that significantly improved student comprehension and engagement. In conclusion, students' reading comprehension in SMAN 2 Bukittinggi is significantly improved by the Fix-Up strategy as compared to traditional ways.

Keywords : *Reading Comprehension, Fix-Up Strategy, Narrative Text*

INTRODUCTION

Reading is one of the four language skills and is considered a major skill in learning English. Reading is very important because it can broaden the reader's mind and increase both knowledge and understanding. Moreover, (Melani & Syafitri, 2021) said that reading skill is important because they are linked to others language skills, such as speaking, writing, and listening. (Moreillon, 2007) stated reading as making meaning from print and from visual information. He also stated that reading is an active process that requires a great deal of practice and skill. (Patel &Jain, 2008) defined reading as to understand the meaning of printed words such as written symbols. Therefore, (Hafiza et al., 2024) defined reading as act of acquiring information and expanding the reader's understanding through written material.

Comprehension has a very close relationship with reading because comprehension is the result of reading. According to (Duffy,2009) the essence of reading is comprehension and the goal of written language is the communication of messages. He also mentioned that, to achieve comprehension, a proficient reader remains engaged and consistently checks their understanding throughout the reading process. According to (Hayati et al., 2022) the reading activity require quiet concentration and understanding to the contents in search for comprehension. As the text develops, predictions may shift, and the reader's prior knowledge and personal perspective help shape meaning. Reading also includes an interaction between the reader's experiences and the author's purpose. An effective reader interprets clues, forms mental images from descriptive language, draws inferences based on experience, and evaluates the meaning and relevance of the text after reading.

There are several ways to improve reading comprehension; one of them is Fix-Up strategy. Fix-Up strategy provides options for readers which help them in comprehending the text, especially when the reader was lost in their reading. (Moreillon, 2007) stated that Fix-Up strategy offered the readers a process that they can use to recover meaning, such as pre-reading, reading ahead, or figuring out unknown words. In short, the Fix-Up strategy is used to address reader's difficulties in reading through several ways namely pre-reading, reading ahead, or figuring out unknown words.

In tenth grade of SMAN 2 Bukittinggi, there is a subject that is related to text comprehension, one of them is Narrative Text that should be mastered by them. (Falihah et al., 2022) stated that a narrative text retells stories from the past in chronological order and sequence of events to entertain or inform the reader. The statement is supported by Prasetia et al. who said narrative text is a type of text to tell a story that has a series of chronological events that are interconnected.

Comprehending the Narrative text is complex and the readers require fundamental skills such as decoding, fluency and adequate vocabulary. Using Fix-Up strategy will help readers to comprehend the Narrative Text since it gives options that reader can use to help them. Applying the strategy in teaching reading comprehension will create an enjoyable class, make students active in class.

Based on the preliminary research that was conducted at February 14, 2025 to one of the teachers at SMAN 2 Bukittinggi which use Kurikulum Merdeka, there found some problems happened and faced by the teacher while teaching. First, some students were not active in class and sometimes they did not pay attention in learning. The teacher said that sometimes students

used their phone during the learning process and some students were caught not opened the material shared to their phone. When teacher asked about the material, they quieted.

Second, some students were having a difficulty in comprehending the English text. When the students read the text, they did not understand the text because lacked in vocabulary. When they faced unfamiliar words, they asked their friends to translated it or stopped reading and waited for teacher explanation without trying to solve it.

Third, the teacher still used conventional strategy in teaching. It is not wrong, but less effective in engaging students in learning. The teacher instructed students to read the text, asked one to read aloud, translated the text together and gave tasks to students. There was a case that a teacher let students used their phone as dictionary, as the result they translated all text and read the whole text in Indonesia language and also made the class became noisy.

Due to the problems above, the researcher should use a strategy which can help students in improving their reading comprehension. Fix-up strategy is one of them and by applying this strategy in teaching reading, it will create enjoyable class, make students active in learning.

Based on the formulation of the problem above, the purpose of the research formulated in statements: 1) To identify any significant effect of applying Fix-Up Strategy on students' reading comprehension in narrative text. 2) To identify any significant difference between students who taught of Fix-Up Strategy and who taught without Fix-Up strategy. 3) To determine about students' reading comprehension who taught of applying Fix-Up Strategy get better than the students who taught without Fix-Up Strategy

METHOD

This research used a quantitative method with quasi-experimental research design. According to (John, 2009) a quantitative approach employs inquiry strategies like experiment and survey, collects data on predetermined instruments that yield statistics data, and primarily uses postpositive claim for developing knowledge (i.e., cause and effect thinking, reduction to specific variable and hypotheses and question, use of measurement and observation, and the test of theories).

The population of this research were 358 tenth grade students at SMAN 2 Bukittinggi. The sample was determined by the researcher to decide which classes would serve as the experimental class and control class. Sugiono (2015) state that sample is part of the number and characteristic possessed by the population. To determine the sample the researcher used simple purposive sampling. The samples were XE.9 with 36 students and XE.10 with 36 students, for a total of 72 students.

The research data were obtained from the study conducted by the researcher at the tenth grade of SMAN 2 Bukittinggi. The scores of the students' reading comprehension were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data for this research.

There were 72 students involved in the pre-test,36 students in the experimental class and 36 students in the control class. There were also 72 students involved in the post-test, 36 students in the experimental class and 36 students in the controlclass. The pre-test was conducted in the first meeting to acquire the data on students' reading ability before the treatment is applied in. After the treatment is done, the post-test was collected for seeing the effect of using Fix-Up

strategy towards students' reading comprehension. The fix-up strategy was applied only in the experimental class, while the conventional strategy was applied in the control class.

The researcher used SPSS 26 to analyze all of the data obtained in this research. The T-test was used to find the hypotheses in this research because all of the data were normally distributed and homogenous

RESULTS AND DISCUSSIONS

Result

The findings encompass data analysis and hypothesis testing. The data description is aimed to describe the students' pre-test and post-test which have been gotten since the research was started. Then, analysis of the data is focused on the identification of normality and homogeneity the students' pre-test and post-test result. Next, hypothesis testing is aimed to answer the research question. In addition, the discussion is focused on the result of the research whether thehypothesis is accepted or rejected.

a) Description of the Data

Table 1. Description of The Data

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	36	12	88	59.78	19.384
Posttest_Experiment	36	36	96	68.89	16.145
Pretest_Control	36	24	72	48.00	16.057
Posttest_Control	36	20	76	54.67	12.864
Valid N (listwise)	36				

According to calculations made using SPSS 26, there were 36 students in the experiment class and 36 students in the control class. The experiment class' mean score was 68.89, while the control class's was 54.67. In the experiment class, the standard deviation was 16.145 and 12.864. In the experiment class, the highest post-test score was 96, whereas in the control class, it was 76. According to the results, the experimental class scored higher than the control group. It indicates that students who received instruction using the Fix-Up strategy performed better than those who did not receive instruction in this area when it came to reading comprehension in narrative texts.

b) Analysis of the Data

1) Normality Test

Table 2. Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest_Experiment	.125	36	.171	.945	36	.072
	Posttest_Experiment	.124	36	.175	.942	36	.059
	Pretest_Control	.118	36	.200*	.922	36	.014
	Posttest_Control	.127	36	.151	.954	36	.144

From the table above, it can be showed that all of the data were distributed normal. On Kolmogorov-Smirnov that was in pretest (0,171 and 0,175) and in the posttest (0,200 and 0,151) According to the result of normality, it can be used and calculated by using t-test.

2) Homogeneity Test

Table 3. Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
HasilBelajarBahasaInggris	Based on Mean	3.237	1	58	.077
	Based on Median	2.987	1	58	.089
	Based on Median and with adjusted df	2.987	1	56.137	.089
	Based on trimmed mean	3.187	1	58	.079

From the table above, it can be showed that all of the data was homogeneous because the value of sig was highest than 0.05 that is 0.079>0.05.

3) Hypothesis

The researcher in this study tested the hypothesis after analyzing the pre- and post-test results for the experimental and control classes. The following is the research testing hypothesis:

a. Ha : There is significant effect of applying Fix-up strategy on students' reading comprehension in narrative text

Ho : There is no significant effect of applying Fix-up strategy on students' reading comprehension in narrative text

The hypothesis was tested using a paired-sample t-test calculated with SPSS 26 to compare the pre-test and post-test scores of the experimental class. The decision was based on the significance value (Sig. 2-tailed) at the 0.05 level. If the Sig. (2-tailed) value was less than 0.05, the alternative hypothesis (Ha) was accepted; otherwise, the null hypothesis (Ho) was accepted. The results of the calculation are presented below:

Table 4. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest_Experiment - Posttest_Experimen	-9.111	13.407	2.235	-13.648	-4.575	-4.077	35	.000

Table 4 Paired Samples Test, shows that the Sig. (2-tailed) value obtained from the paired-sample t-test was lower than the significance level of 0.05, specifically 0.000. This result indicates that there was a statistically significant difference between the students' pre-test and post-test scores after the implementation of the fix-up strategy. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Based on this finding, it can be

concluded that the use of the fix-up strategy significantly improved the reading comprehension of tenth-grade students at SMAN 2 Bukittinggi.

b. Ha : There is significant differences between students who taught using Fix-up strategy and who taught without Fix-up Strategy

Ho : There is no significant differences between students who taught using Fix-up strategy and who taught without Fix-up Strategy

The hypothesis was tested using an independent-samples t-test calculated with SPSS 26 to compare the pre-test and post-test scores of the experimental and control classes. The decision was based on the Sig. (2-tailed) value at the 0.05 significance level. If the Sig. (2-tailed) value was less than 0.05, the alternative hypothesis (H_a) was accepted; otherwise, the null hypothesis (H_o) was accepted. The results are presented below:

Table 5. Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	1.862	.177	4.134	70	.000	14.222	3.441	7.360	21.084
	Equal variances not assumed			4.134	66.674	.000	14.222	3.441	7.354	21.090

Based on Table 5 Independent Samples Test, we can see the score from Sig. (2-tailed) is 0.000, lower than 0.05. It means that there is significant difference between students who taught using Fix-up strategy and who taught without Fix-up Strategy

c. Ha : The Students' reading comprehension who taught with applying Fix-up strategy get better than the students who taught without Fix-up strategy

Ho : The Students' reading comprehension who taught with applying Fix-up strategy same or there is no change than the students who taught without Fix-up strategy

The hypothesis was tested using an independent-samples t-test calculated with SPSS 26 to compare the post-test scores of the experimental and control classes. If the mean score of the experimental class was higher than that of the control class, the alternative hypothesis (H_a) was accepted; however, if the mean score of the experimental class was lower than that of the control class, the null hypothesis (H_o) was accepted. The results of the calculation are presented below.

Table 6. Group Statistics

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Posttest_Experiment	36	68.89	16.145	2.691
	Posttest_Control	36	54.67	12.864	2.144

Based on Table 6 Group Statistics, the researcher found that the mean post-test score of the experimental class (68.89) was higher than that of the control class (54.67). This indicates that students taught using the fix-up strategy achieved better reading comprehension than those taught using the conventional strategy in the control class.

Discussion

In this research, the researcher had seen the effect of using fix-up strategy. Therewere two classes involved in this research. One group was assigned as the experimental group and anotheras control group. The experimental group was treated by applying fix-up strategy while thecontrol group was not treated by using fix-up strategy which was used by the researcher in tenth grade of SMAN 2Bukittinggi.

Through the presented and addressed hypotheses, the researcher in this study discovered the impact of applying the Fix-Up strategy on students' reading comprehension. First, based on the computation of the experimental class' pre- and post-test scores, it was possible to determine that the alternative hypothesis (Ha) was accepted since the paired sample test in SPSS 26 yielded a value of sig. (2-tailed) <0,05 (0,00<0,05). It can be concluded that there was a significant effect of using Fix-Up strategy on students' reading comprehension at tenth grade students of SMAN 2 Bukittinggi.

Then, a significant difference was observed between the experimental and control groups. The significance value of 0.000, which is below the 0.05 threshold, indicates that the reading comprehension of the experimental group showed clear improvement. These findings confirm that students taught using the fix-up strategy performed differently in reading comprehension compared to those who were taught without it. This result is consistent with Ramadhona's findings, who also reported a significant difference in reading comprehension between students taught using the fix-up strategy and those who were not. Moreover, Nuri et al., 2025) also found that teaching reading comprehension using fix-up strategy is superior to teacing comprehension without one. In summary, using the fix-up strategy led to significantly better reading comprehension outcomes compared to conventional teaching methods.

Last, The findings presented in Group Statistic indicate that the mean post-test score of the experimental class was higher than that of the control class (68.89 > 54.67). This result suggests that the use of the fix-up strategy was more effective in improving students' reading comprehension than the conventional teaching strategy. The improvement may be attributed to the fix-up strategy's emphasis on active reading processes, such as monitoring comprehension and applying corrective strategies when difficulties arise, which helped students better understand the reading texts.

Fix-up strategy was useful for the teacher and students. This strategy can make students comprehend the text easier and gave positive effects for students learning activity. In applying the strategy, both of teacher and students involved in open discussion and can speak their ideas. Moreover, Fix-up strategy is useful and can help teacher and students to achieve the aim of learning

process, especially in understanding a text. In conclusion of this research, using fix-up strategy can have the effect on students'reading ability at the tenth grade of SMAN 2Bukittinggi.

CONCLUSIONS

The aim of this study is to determine the impact of the Fix-up strategy on students' reading comprehension, drawing on prior explanations. One class in this study received treatment through the use of Fix-up strategy. The researcher came to the following conclusion based on the data that was gathered and examined in the preceding chapter. The finding of Paired Sample t-test that calculated by SPSS 26. The score of Sig. (2-tailed)for Pretest_Experiment-Posttest_Experiment<0.05 that was 0.008, its mean that there is significance effect taught by fix-up strategy on students' reading comprehension. The finding of Independent Sample t-test alculated by SPSS 26. The score of Sig. (2-tailed)in independent sample t-test < 0,05 that was 0.000 < 0,05. Based on the score got after calculated the data trough Independent sample t-test, itcan be concluded that there is significant differences between students who taught using Fix-up strategy and who taught without Fix-up Strategy. The comparison score of mean in experiment group and control group. The experiment group > control group, 68.89 > 54.7. it can be concluded that the students' reading comprehension with students who taught by using fix-up strategy in experiment class better than the students who taught by using conventional strategy in control class. Finally, the researcher concluded that fix-up strategy was effective in improving students' reading comprehension in narrative text.

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