

CHAPTER I INTRODUCTION

1.1 Background of the Study

English has been the most extensively used language in the world for many years. Nowadays, it is difficult to find a country where the English language is not a required subject to learn. Meanwhile, some people chose to continue speaking their languages and postpone learning English. The benefits of using the language go far beyond one's own country. According to Mahu (2012:1), English is the language that is spoken the most in the globe. Therefore, studying English is essential in today's world, whether it's to comprehend the world today or to connect with everyone else. The four English skills, listening, speaking, writing, and reading, had to be mastered to use English as a tool for communication. Listening, speaking, reading, and writing is the four language skills that are needed to develop complete communication.

Reading is one of the four English language abilities that are very essential to master in listening, speaking, reading, and writing. According to Pollard (2008:44), reading and listening are both receptive skills. Students must interact with visual language input to process and comprehend it. For students, reading is crucial because it provides them with knowledge and information. During the reading process, students must understand the text, meaning they must understand both the information and the meaning. They need to be able to read with clear pronunciation, but they also need to interact with written texts in a language to build meaning. Serravallo (2010:43) adds that reading is thinking, comprehending, and attempting to understand the text's original meaning.

It indicates that reading is a thinking process that facilitates creating and preserving the meaning of words. Reading has several advantages, which are important to remember. Students learn new information and language that can help them learn and remember. Additionally, it improves their comprehension of the text. Students who are studying English are expected to understand the content they read. Reading will help students both learn other skills and master English. Reading a text is a great way to learn vocabulary, grammar, and punctuation, as well as how to create sentences, paragraphs, and texts. Learners must first understand the meaning of the words, then the meaning of the sentences, and lastly the message of the complete text they read to correctly understand it. For students, reading is a crucial skill to develop.

According to Moreillon (2007:10), to become readers, students must first master their capacity to pronounce words and "read" pictures and then make the words and images mean something. As a result, reading entails more than merely speaking words from a book; learners must also comprehend what the text is saying. Readers generate meaning by integrating their previous knowledge and language expertise via a series of steps to understand the writer's message. Prior knowledge and vocabulary are intimately connected to reading comprehension. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, (Snow, 2002:11).

Based on Klingner (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of difficult processes that consist of word reading, word and world knowledge, and fluency. Reading comprehension,

as stated previously, refers to reading to receive knowledge or information. If the readers do not have a solid vocabulary or prior knowledge, however, it is possible. Reading comprehension is based on past information represented in words, (Duffy, 2009). Only those with prior knowledge of the topic and the ability to generate meaning from words may understand the meaning of the written message. According to Klingner, et.al (2007:6), there are fundamental skill in reading comprehension as follows:

a. Word Reading

The ability of the reader to get to know the word and understand a reading, and Students must know how to read or decode

b. Fluency

The ability of the reader to recognize the word and understand the reading at the same time.

c. Vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since comprehension is ultimate goal of reading. With understanding vocabulary knowing what the words mean in context.

d. Word Knowledge

Having sufficient background knowledge to benefit from reading text. One of them is to make it easier for readers to understand the text.

The teacher might utilize many techniques to fire up the students' reading comprehension to increase their reading comprehension. It may be done by assessing students' reading comprehension and modeling specific reading

comprehension tactics. The Fix-up Strategy is one of the most successful ways for improving students' reading comprehension. When students get stuck with specific words or sentences, they can use this method to assist them to comprehend the content of the text. When utilizing this method, teachers should provide students with certain tools to help them improve their meaning-making skills. Fix-up tactics are learning practices that teach students what to do when they don't comprehend something (Doyle, 2012).

Furthermore, according to Moreillon (2007:114), the fix-up strategy provides readers with methods for retrieving meaning, such as rereading, reading ahead, or working out unknown words. When comprehension goes “awry”, the Fix-up approach is utilized to recreate meaning. Rereading, reading ahead, detecting unknown words, making and revising predictions, and relating elements in the text to personal experiences and memories are all part of the fix-up technique. The fix-up strategy provides readers with methods for recovering meaning, such as rereading, reading ahead, or deciphering unknown words. Fix-up methods are skills that learners may employ automatically when they feel confused and don't grasp the content they're reading. Students must continuously assess their understanding to be able to pinpoint the place in the text where the originated text means is, to employ these tactics effectively. Many of the previous understanding tactics are referenced in this key.

From the researcher's interview with one of the English teachers in SMK PGRI 1 Gianyar, the tenth-grade students seem to have problems with reading. It is seen from the results of the interview that the students have lower expectations in reading than other language. They have difficulties in reading because the usual

reading session conducted by the teacher is having a low rate of students' understanding of the reading text that they read for. It is because, first, the reading session conducted by the teacher are read-only sessions without any guide for a deeper understanding of the meaning per word in a sentence that the students read, and next the reading session time is shorter, so the students will pass to fully understanding what the text meaning is and read the text only looking for the answer of the questions.

Based on the situation and the writer's description, it's clear that some of the students still have issues that should have been addressed as soon as possible. Either the students were to blame for the issues or they were caused by external factors (reading difficulties themselves). While trying to overcome this situation and improve students reading comprehension of the tenth grade students of SMK PGRI 1 Gianyar in the academic year 2022/2023, Fix-Up strategies are used for the student to apply. Fix-Up strategies are chosen to solve the students' reading comprehension disadvantages. Students can improve their ability to comprehend the text by rereading, reading ahead, or deciphering unknown words, as a part of Fix-Up strategies.

Applying Fix-Up strategies enables the students to perform to their ability. They can be more careful when reading text, and improve their ability to comprehend a text when the learning process happens. Because Fix-Up strategies can make the students focused on the text and the meaning behind those texts. So practice using this technique will provide more ability to comprehend deeper than before and gain more knowledge accurately and precisely. As a result, the researcher is interested in validating the strategies in a study entitled: Improving

Reading Comprehension in Descriptive Text of the Tenth Grade Students of SMK PGRI 1 Gianyar in Academic Year 2022/2023 Through Fix-up Strategy.

1.2 Research Problem

According to the research background, it is found that the students of the tenth grade students of SMK PGRI 1 Gianyar in the academic year 2022/2023 have many difficulties in reading. That is affecting their reading comprehension in advance, thus, this should be improved by using an effective technique and media. Based on the background above, the researcher formulates research questions as follows:

- Does the use of the Fix-up strategy improve the students' reading comprehension in the descriptive text at the tenth grade students of SMK PGRI 1 Gianyar in the academic year 2022/2023?

1.3 Objective of the Study

Conducting a scientific investigation provides the solution to the previous research questions' problem. The researcher must establish the goals of this research. As a result, the research will proceed as planned and accomplish the researcher's objective. Based on the previous research problem, it is still necessary to increase the reading comprehension of the tenth graders at SMK PGRI 1 Gianyar. As a result, this research was done to identify a solution to the above problem. The purpose of this study is to determine whether or not the Fix-Up approach in the descriptive text may improve the reading ability of the tenth-grade students at SMK PGRI 1 Gianyar in the academic year 2022/2023.

1.4 Limitation of Study

Based on the identification of the problem in students' reading comprehension above, the researcher focused on improving students' reading comprehension by using descriptive text for the tenth-grade students of SMK PGRI 1 Gianyar.

For more targeted research, the following problems need to be limited:

1. The subjects of this study were students of class X TB1 of SMK PGRI 1 Gianyar in academic year 2022/2023
2. The material used in this study is descriptive text.
3. The researcher focused the research above students reading comprehension in descriptive text that refers they are not understand what they have read, identifying main idea, and answering particular thing.

1.5 Significance of Study.

The researcher hopes that by conducting this study, the results would be able to add to several educational fields. The research has two significant theoretical and practical implications for the study's goal.

1. Theoretically, the study's findings are expected to improve the understanding of reading comprehension and confirm previous research findings when using a Fix-Up strategy in improving reading comprehension.
2. Practically, this research can give benefit students, teachers, researchers, and the next researchers. For students, it gives a positive contribution to the students in improving their reading comprehension and the students can get

the stimulus to think more creatively and critically about the text they read. For the teacher, it gives a positive contribution to the English teacher to develop the student reading comprehension and the teacher can apply the strategy to teach reading comprehension. For the researcher, it is to enlarge the writer's knowledge about the research, especially in the material of students' reading comprehension in descriptive text. To give a contribution to the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in the field of language teaching and learning. For the next researchers, it is adding references for other next researchers having the same problem as the researcher.

1.6 Definition of Key Term.

Key terms are important to be defined to give a clear understanding of the topic. Moreover, to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear operational definition of key terms used in the present study. The key terms which were used in the present study were clearly and concisely clarified as follows:

1. Reading Comprehension

Reading comprehension is defined as the understanding of the tenth grade students of SMK PGRI 1 Gianyar in the academic year 2022/2023 in reading a descriptive text.

2. Fix-up Strategy

Fix-up Strategy is a strategy that enhance the reader's comprehension and visualization in reading a text. This strategy comes up as a tool to gain back the lost comprehension and direction while reading a text. Fix-up can help reader maintain their purpose of reading a text while also achieve the meaning. Fix-up strategy consist of several steps, there are; Previewing, Predicting, Reading, Making connection, Visualizing, Making inference, Asking new question and retelling the story. Each of the steps are trying to fixing up their meaning making and recover their comprehension.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Every research aims to make a practical contribution. To emphasize and avoid misunderstanding, the research must be done based on theory. This also applies to the concepts and theories that will be used as the foundation for all studies. As a result, the researcher should criticize some significant theories from some specialists who are associated with the investigation to substantiate the theoretical framework of this research study. The researcher discusses various theories connected to Reading Comprehension, Descriptive Text, Fix-up Strategy, and Assessing Reading in this chapter.

2.1.1 Reading Comprehension

The ability to interpret meaning from written material is known as reading comprehension. Reading comprehension is not a fixed skill; it changes depending on the reader's goals and the content being read (Lems, Miller, & Soro, 2010). Furthermore, reading can be defined as the act of speaking out a written material (oral reading). This, however, can be done with or without knowledge of the contents. Reading comprehension can be classified according to the reader's reading goals and the type of reading they do (Richard, et.al, 2002). These are the classifications:

- a. Literal comprehension

Reading to understand, remember, or recall the information explicitly contained in a passage.

b. Inferential comprehension

Reading to find information that is not explicitly stated in a passage, using the reader's experience and intuition, and inferring.

c. Critical or evaluative comprehension

Reading compares information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension

Reading to gain an emotional or other kinds of valued response from a passage.

Moreover, Carrel (1988) state that "Reading comprehension, in general, is the outcome of the four-way interaction between readers, text, task, and structured activity,". The availability of high-quality content and strategic schemata in unfamiliar problem-solving settings is critical to the success of this engagement. Furthermore, reading comprehension is the process of obtaining and generating meaning from written language while interacting with it. It consists of three components: the reader doing the comprehension, the text to be comprehended, and the activities.

The reader's unique knowledge, skills, and tactics to attain understanding are determined by the purpose of reading and the type of material. As a result, reading comprehension entails a lot more than just decoding. When a reader understands which skills and methods are appropriate for the type of text and how

to apply them to achieve the reading goal, they have mastered reading comprehension.

2.1.2 Descriptive Text

In this research, the researcher uses descriptive text as a medium to use in applying a Fix-Up strategy. According to Gerot (1995, p.208), descriptive text is defined as a kind of text which is aimed to describe a particular person, place, or thing. In descriptive writing, things including people, locations, events, situations, ideas, and feelings are illustrated. Writing comes to life when descriptions include sensory information. Because it stirs feelings and broadens experience, the description provides a crucial dimension. The appeal of descriptive travel essays in magazines and newspapers can be attributed to the way that description broadens experience by introducing readers to locations they might not otherwise be familiar with.

2.1.3 Fix-up Strategy

Fix-up solutions, according to Moreillon (2007: 116) are alternatives that readers can rely on to get home and understand what they read. Students use the fix-up option to understand the text's message when they are having trouble reading it aloud. When students are struggling with certain words or sentences, they can use the Fix-Up method to assist them to understand the text's overall message. The Fix-Up method is sometimes referred to as "look-backs" (Duffy, 209: 130). It is a reading technique whereby readers walk backward and occasionally advance in a text to get past a meaning barrier they faced. Readers must first comprehend the

importance of monitoring their understanding of what they have read before stopping when a problem arises to effectively use look-backs.

Furthermore, according to Moreillon (2007:114), the Fix-Up strategy provides readers with methods for recovering meaning, such as rereading, reading ahead, or figuring out unknown words. The Fix-Up approach is a method for reassembling meaning when comprehension falters. Rereading, reading ahead, looking up unfamiliar words, creating and revising predictions, and drawing connections between textual elements and one's own experiences and recollections are all examples of fix-up strategies.

2.2 Empirical Review

This literature review presents relevant information which is needed to understand and support this research. In this review, the researcher presents some of the previously conducted studies related to this research.

The first research was conducted by Kusumawati (2019) entitled: “The Use of Fix-up Strategy in Teaching Reading Comprehension for Tenth Grade Students at SMAN 7 Kediri”. The researcher chooses one class as a sample that is X 6 which consists of 34 students. According to their finding, the Fix-Up strategy has an effective way to improve students’ reading comprehension in teaching reading comprehension. The data showed that the t-score (7.539) is higher than the t-table with a significant 5% (2.034). From the explanation above, it can be concluded that students’ reading comprehension is increasing using fix-up. Another result shows that the mean between post-test (78, 09) is higher than the pre-test (65, 15). In Kusumawati, the strength of her research was using several indicators from Brown

(2004) to measure the student's reading comprehension. There are; identifying general information, identifying the main idea, identifying detailed information, identifying supporting ideas, guessing word meaning, identifying factual information, determining the purpose of the text, and identifying implied meaning. This makes the students a more specific purpose to achieve and was not ambiguous.

The second research conducted by Mustahat (2021) entitled: "The Using of Fix up Strategy in Reading Skill at M. Ts. PP Yasrib Lapajung Soppeng". In this research, the sample of this study is 150 by total sampling technique, conducted by Ex-post Facto design, collecting technique by documentation. The result of the research showed that the student's reading skill was categorized as good which Mean total 90.97 and SD total 4.74, while the differentiate quality between class and gender showed T-test 0.759 and $P = 0,452$. In result, the fix-up strategy is able to be alternative strategy for teaching reading.

In Mustahat, the strengths of his research were detailing, explaining, and telling how to implement the fix-up strategy in his research. This was very important to minimize confusion during the strategy implementation, and consider time management in the class. He also explains the role of the teacher during strategic teaching and learning for the research to maintaining the teacher's purpose.

The weakness is, this research are using more than one subject when executing this research. So the researcher is not too focused on improving, they rather see comparison improvement during the research. It is affecting the students' experience in learning a new strategy format for them to learn because they were

seen as an independent subject that does not need supervision and improvement rather than a learning subject that needs to be guided.

In this present study, based on the previous study, there are some aspects that are applied. The first one is, there are specific reading comprehension components that are measured. That was a great thing to have to maintain the main purpose that is included in this research. Another element was, the specified steps for the technique to apply in the class. More specified steps here were to obtain the objective easier and not be bothered by the confusion of ambiguous steps. Explaining the steps makes the application easier and more understandable.

