

## THE USE OF FIX UP STRATEGY TO IMPROVE THE STUDENTS READING SKILL

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### ABSTRACT

This research investigates the effectiveness of the Fix-Up Strategy in improving the reading skills of eleventh-grade students at SMAN 2 Rengat Barat. The study was conducted due to students' difficulties in understanding reading texts, limited vocabulary mastery, and low participation during the reading process. Using a quasi-experimental design, the research compared an experimental class taught using the Fix-Up Strategy with a control class taught through conventional methods. Data were collected through reading pre-tests and post-tests and analyzed using the Independent Samples T-Test. The findings showed a significant improvement in the experimental class, with the mean score increasing from 53.61 to 84.86, while the control class improved from 48.14 to 68.71. The statistical analysis revealed a Sig. (2-tailed) value of 0.000, indicating that the Fix-Up Strategy had a significant effect on students' reading skills. The study concludes that the Fix-Up Strategy not only improves students' reading comprehension but also encourages students to become more active and independent readers.

**Keywords:** *Fix-Up Strategy, Reading Skill, English Senior High School Students.*

### INTRODUCTION

Language plays an important role as a medium for communication, knowledge construction, and cultural identity. In learning English, students are expected to master four basic skills: listening, speaking, reading, and writing (Sadiku, 2015). Among these skills, reading is considered very important because it enables students to gain information, enrich vocabulary, and improve comprehension (Grabe & Stoller, 2013). Reading is not only recognizing words, but also understanding meaning, context, and implied ideas in a text (Nuttall, 2015). Reading is an active cognitive process in which readers interact with texts, use prior knowledge, and apply strategies to construct meaning (Afflerbach, 2020). According to McNamara and Magliano (2021), reading comprehension requires readers to make inferences, monitor understanding, and connect new information

with previous knowledge. Similarly, Snow (2022) explains that reading is the process of extracting and constructing meaning through interaction with written language. Therefore, reading comprehension depends on readers' ability to use effective cognitive and metacognitive strategies.

However, many senior high school students still experience difficulties in reading English texts. At SMAN 2 Rengat Barat, students often struggle to understand long texts, identify main ideas, and interpret implied meanings. These problems are caused by limited vocabulary, lack of effective reading strategies, and low motivation in reading English texts (Nation, 2019). Based on classroom observations and interviews, students also tend to skip difficult words, rely too much on translation, and show little interest in reading activities. In addition, the teaching method used in the classroom has not been fully effective in improving students' reading comprehension.

To overcome these problems, the Fix-Up Strategy can be used as an effective teaching strategy. Fix-Up Strategy is a metacognitive reading strategy that helps students repair their understanding when they face difficulties while reading (Collet, 2019). This strategy encourages students to reread texts, use context clues, ask questions, predict meanings, and summarize information (Duffy, 2019). According to Muhassin (2021), Fix-Up Strategy helps students identify reading difficulties and improve comprehension through monitoring and rereading. Furthermore, Rusmiati, Irnasari, and Akmal (2022) explain that this strategy enables students to connect unclear information with other parts of the text to achieve better understanding. Previous studies also showed that the strategy can significantly improve students' reading comprehension achievement (Suhermanto, 2019; Nursyuhada & Latifa, 2023).

Based on these explanations, this study aims to investigate the use of Fix-Up Strategy to improve students' reading skills at SMAN 2 Rengat Barat. It is expected that this strategy can help students become more active, independent, and strategic readers in understanding English texts.

## **LITERATURE REVIEW**

### **Reading Skills**

Reading is considered a complex cognitive process involving various linguistic and comprehension components. According to Grabe and Stoller (2013), reading requires readers to combine vocabulary knowledge, grammar understanding, and background knowledge in order to comprehend a text effectively. This makes reading not only a process of recognizing words, but also an activity of constructing meaning from written language. Readers must actively identify main ideas, interpret information, and connect ideas within the text to achieve comprehension.

Afflerbach (2020) emphasized that reading is an active and strategic process in which readers interact with the text using cognitive and metacognitive strategies. Readers are required to monitor their understanding, make predictions, and apply problem-solving strategies when comprehension difficulties occur. Furthermore, McNamara and Magliano (2021) pointed out that reading comprehension involves making inferences, integrating prior knowledge, and evaluating information critically. This means that reading is not merely receiving information, but also constructing understanding through interaction with the text.

However, students often face challenges in reading English texts. According to Nation (2019), limited vocabulary and lack of effective reading strategies frequently prevent students from understanding the meaning of texts properly. In addition, Snow (2022) explained that many students struggle to identify implied meanings and connect information because they do not actively engage with the text. As a result, students' reading comprehension achievement tends to be low, highlighting the need for appropriate strategies to support students in improving their reading skills.

### **Fix Up**

To address students' difficulties in reading Skill, the Fix-Up Strategy has emerged as an effective metacognitive reading strategy. Fix-Up Strategy is a process in which students monitor their understanding while reading and apply certain techniques to repair comprehension when meaning breaks down (Collet,

2019). This strategy encourages readers to become active learners by identifying comprehension problems and using appropriate actions such as rereading, slowing down reading, using context clues, asking questions, and summarizing information (Duffy, 2019).

The Fix-Up Strategy not only helps students understand texts better but also develops their awareness of the reading process. According to Grabe (2017), Fix-Up Strategy trains students to use metacognitive skills in monitoring comprehension and solving reading difficulties independently. Muhassin (2021) also explains that this strategy enables students to identify unclear information and improve understanding through rereading and comprehension monitoring. Furthermore, Rusmiati, Irnasari, and Akmal (2022) state that Fix-Up Strategy helps readers connect unfamiliar information with other parts of the text in order to construct meaning effectively.

Research has shown the effectiveness of the Fix-Up Strategy in improving students' reading comprehension. Suhermanto (2019) found that students who applied the Fix-Up Strategy achieved better reading scores and showed improvement in understanding texts. Similarly, Nursyuhada and Latifa (2023) reported that students taught using the Fix-Up Strategy demonstrated higher comprehension achievement compared to those who used conventional reading methods. Therefore, the Fix-Up Strategy is considered an effective approach to help students become more active, strategic, and independent readers.

## **RESEARCH METHOD**

The research methodology used in this study applied a quantitative approach with an experimental method to determine the effect of the Fix-Up Strategy on students' reading skills. The research design was a Quasi-Experimental Design with a Pretest–Posttest Control Group Design. The study involved two classes: an experimental class taught using the Fix-Up Strategy and a control class taught using conventional teaching methods. Both groups were given a pre-test before the treatment and a post-test after the treatment to measure the improvement in students' reading skills.

The research was conducted at SMAN 2 Rengat Barat. The population consisted of all eleventh-grade students, totaling 140 students. The sample consisted of two classes: XI-1 as the experimental class with 36 students and XI-4 as the control class with 35 students.

The data collection procedures included a pre-test, treatment, and post-test. The treatment in the experimental class was conducted in eight meetings, and each meeting lasted for  $2 \times 45$  minutes. During the treatment, the Fix-Up Strategy was implemented to improve students' reading comprehension skills.

In implementing the Fix-Up Strategy, the teacher first introduced the reading material and explained the learning objectives. Students were then guided to read the text and identify difficult words or confusing parts. They were also trained to apply Fix-Up Strategy techniques, such as rereading sentences, reading ahead to find clues, using prior knowledge, and identifying the main idea of the text. After that, students worked individually or in groups to apply the strategy while reading. The teacher monitored and assisted students throughout the learning process. At the end of each meeting, students discussed their answers, and the teacher provided feedback to strengthen their understanding of the Fix-Up Strategy. The instruments used in this study were reading tests in the form of a pre-test and a post-test. The reading test was designed based on Analytical exposition texts to measure students' reading comprehension skills.

## **FINDINGS AND DISCUSSION**

This chapter presents the findings of the research on the Use of Fix Up strategy to improve the students reading skill at eleventh grade of SMAN 2 Rengat barat. The study compared the results of two classes: an experimental class that received treatment fix up strategy and a control class that did not.

### **Descriptive Statistics**

Descriptive statistical analysis of the students' post-test scores in the experimental and control classes:

**Table 1. Descriptive Statistic Data**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Class	36	40.00	70.00	53.6111	6.50397
Post-test Experimental Class	36	70.00	100.00	84.8611	6.59936
Pre-test Control Class	35	35.00	60.00	48.1429	6.42670
Post-test Control Class	35	55.00	85.00	68.7143	8.25538
Valid N (listwise)	35				

Based on Table 1, the experimental and control classes had relatively similar pre-test mean scores. The experimental class obtained a mean score of 53.61, while the control class achieved 48.14. After the treatment, both classes showed improvement in their post-test scores. However, the experimental class demonstrated a greater increase, with a post-test mean score of 84.86, compared to 68.71 in the control class. This finding indicates that the treatment given to the experimental class was more effective in improving students' learning outcomes than the conventional method used in the control class.

### **Results of Reading Skills Pre-Test and Post-Test**

This study investigated the impact of the use of Fix Up Strategy on students' reading skill at the eleventh grade of SMAN 2 Rengat Barat. The data collected from both the control and experimental classes were analyzed using SPSS version 26. Below, the students' pre-test and post-test scores are presented.

#### ***Control Class Reading Skills***

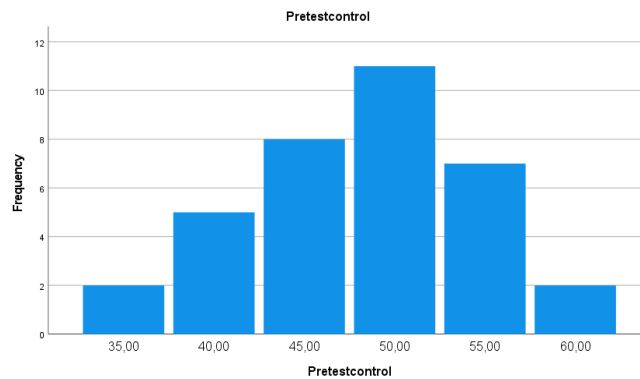
The control class had the same pre-test and post-test as the experimental class, but only the experimental class received the Fix-Up Strategy treatment. The reading test consisted of 20 items. In the control class pre-test, scores ranged from 35 to 60. Most students scored between 45 and 55.

**Tabel 2. Frequency Distribution of Pre-Test Scores in the Control Class**

<b>Pretest control</b>					
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	35,00	2	5,7	5,7	5,7
	40,00	5	14,3	14,3	20,0
	45,00	8	22,9	22,9	42,9

Pretest control					
		Frequency	Percent	Valid Percent	Cumulative Percent
	50,00	11	31,4	31,4	74,3
	55,00	7	20,0	20,0	94,3
	60,00	2	5,7	5,7	100,0
	Total	35	100,0	100,0	

**Histogram 2. The Results of Control Class Pre-test**



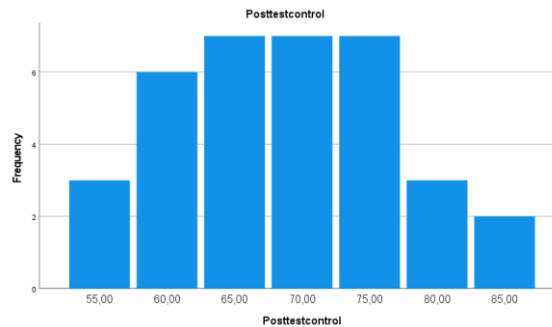
From the histogram, the control class pre-test scores ranged from 35 to 60, with the most frequent score being 50 (11 students). In the **post-test**, scores improved and ranged from 55 to 85.

**Table 3. Frequency Distribution of Post-Test Scores in the Control Class**

Posttestcontrol					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55,00	3	8,6	8,6	8,6
	60,00	6	17,1	17,1	25,7
	65,00	7	20,0	20,0	45,7
	70,00	7	20,0	20,0	65,7
	75,00	7	20,0	20,0	85,7
	80,00	3	8,6	8,6	94,3
	85,00	2	5,7	5,7	100,0
	Total	35	100,0	100,0	

Based on Table 3, there were 35 respondents in the control class post-test. The scores ranged from 55 to 85, with the most frequent scores at 65, 70, and 75 (20.0% each). The least frequent score was 85 (5.7%).

**Histogram 3. Control Class Post-test Result**



From the histogram, the highest post-test score in the control class was 85 and the lowest was 55. The most frequent score was 70, obtained by 7 students. The researcher also classified the post-test results of the control class to determine the students' reading skill category, as shown in the following table.

**Table 4. The Classification of Students Reading skill Control Class**

No	Categories	Score	Frequency	Percentage
1	Very Good	80–100	5	14,29%
2	Good	60–79	27	77,14%
3	Sufficient	40–59	3	8,57%
4	Less	0–39	0	0%
	Total		35	100%

Based on Table 4, most students in the control class were classified in the Good category (77.14%), followed by Very Good (14.29%) and Sufficient (8.57%), indicating that the majority had Good reading skills.

**Reading Skill in Experimental Class**

The reading test consisted of several items given to the respondents. In the pre-test of the experimental class, the highest score was 70 and the lowest score was 40.

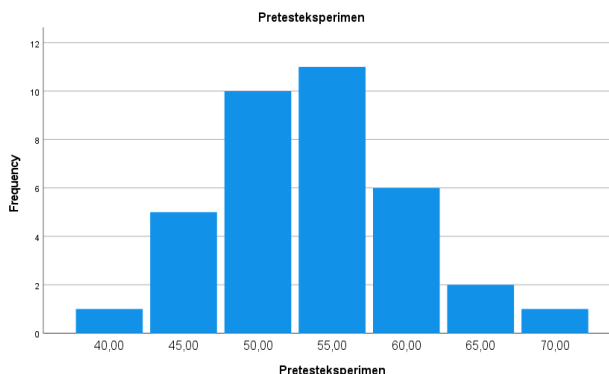
**Table 5. The Frequency Test (Pre-test) in Experiment Class**

Pretest experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	1	2,8	2,8	2,8
	45,00	5	13,9	13,9	16,7
	50,00	10	27,8	27,8	44,4
	55,00	11	30,6	30,6	75,0
	60,00	6	16,7	16,7	91,7

Pretest experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
	65,00	2	5,6	5,6	97,2
	70,00	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

Based on Table 5, the experimental class pre-test scores ranged from 40 to 70, with the most frequent score being 55, followed by 50. The data showed the distribution of students' initial reading performance.

**Histogram 5. The Results of Experiment Class Pre-test**

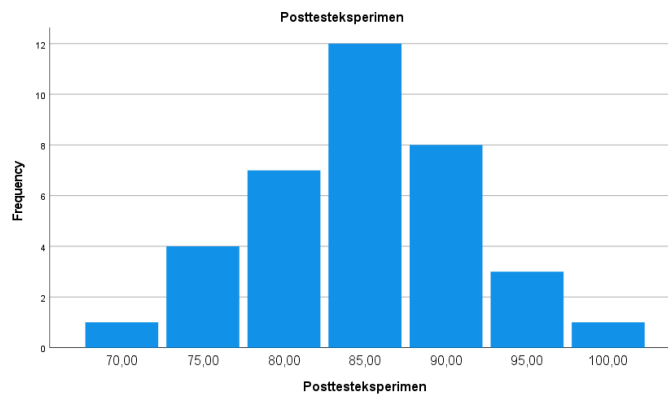


From the histogram, the experimental class pre-test scores ranged from 40 to 70, while **post-test** scores increased from 70 to 100, indicating improvement in students' reading performance.

**Table 6. The Frequency Test (Post-test) in Experiment Class**

Post test Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70,00	1	2,8	2,8	2,8
	75,00	4	11,1	11,1	13,9
	80,00	7	19,4	19,4	33,3
	85,00	12	33,3	33,3	66,7
	90,00	8	22,2	22,2	88,9
	95,00	3	8,3	8,3	97,2
	100,00	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

**Histogram 6. The Results of Experiment Class Post-test**



**Tabel 7. The Classification of Students Reading skill Experiment Class**

No	Categories	Score	Frequency	Percentage
1	Very Good	80–100	31	86.11%
2	Good	60–79	5	13.89%
3	Sufficient	40–59	0	0%
4	Less	0–39	0	0%
	Total		36	100%

Based table 7, it can be seen that there are 4 categories students' reading skill of the experiment class. The frequency of Very Good category is 31 students (86.11%), the frequency of Good category is 5 students (13.89%). That, the majority of the students in experiment class are classified as enough.

### Data Analysis

The data obtained from the result of the final test of reading skill, then carried out statistical data analysis, before testing the hypothesis, first the normality test, homogeneity test, and hypothesis testing were carried out.

#### Normality Test

The normality test was conducted to assess if the data from the control and experimental classes followed a normal distribution. This test is essential before conducting parametric tests.

**Table 8. Tests of Normality**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest experiment	,165	36	,014	,948	36	,091
Posttest experiment	,175	36	,007	,953	36	,133
Pretest control	,185	35	,004	,940	35	,056
Posttest control	,131	35	,137	,952	35	,129

From the table above, it can be seen that the significant value of the pre-test experiment is 0.014 in Kolmogorov-Smirnov and 0.091 in Shapiro-Wilk, while the post-test experiment is 0.007 in Kolmogorov-Smirnov and 0.133 in Shapiro-Wilk. Furthermore, the significant value of the pre-test control is 0.004 in Kolmogorov-Smirnov and 0.056 in Shapiro-Wilk, while the post-test control is 0.137 in Kolmogorov-Smirnov and 0.129 in Shapiro-Wilk. Since the significant values in Shapiro-Wilk are greater than 0.05, it can be concluded that the pre-test and post-test data of both experiment and control classes are normally distributed.

### ***Homogeneity Test***

The homogeneity test was conducted to assess if the variance in the control and experimental classes was equal, which is essential for parametric testing. This test was performed using SPSS version 26 with Levene's Test. Data are considered homogeneous if the significance value is greater than 0.05.

**Table 9. Homogeneity Test Result**

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
result	Based on Mean	,016	1	69	,901
	Based on Median	,000	1	69	1,000
	Based on Median and with adjusted df	,000	1	68,986	1,000
	Based on trimmed mean	,009	1	69	,925

***Hyphothesis testing***

Based on the independent sample t-test, the t-value was 9.116 with  $df = 69$  and a significance value (2-tailed) of 0.000. Since  $0.000 < 0.05$  and t-count (9.116) is greater than t-table (1.995 and 2.648),  $H_0$  is rejected and  $H_a$  is accepted. Therefore, there is a significant difference between the two groups.

**Tabel 10. Hyphothesis testing**

		Independent Samples Test								
		Levene's Test for Equality of Variance s		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3,347	,072	-9,116	69	,000	-16,14683	1,77120	-19,68027	-12,61338
	Equal variances not assumed			-9,088	64,999	,000	-16,14683	1,77678	-19,69530	-12,59835

**CONCLUSION**

Based on the research findings, it can be concluded that there is a significant difference in students' reading skills between those taught using the Fix Up Strategy and those taught without it. The experimental class achieved a higher mean score (84.86, very good) than the control class (68.71, good), indicating better performance in the experimental group. The t-test result showed  $t_{\text{obtained}} = 9.116$ , which is higher than  $t_{\text{table}} = 1.995$ , and the significance value was  $0.000 < 0.05$ . This means  $H_0$  is rejected and  $H_a$  is accepted, indicating a significant effect of the

Fix Up Strategy on students' reading skills. In addition, the effect size (Eta Squared = 0.55) shows a large effect. The researcher provides several suggestions related to the use of Fix Up Strategy in teaching reading. For English teachers, it is recommended as an alternative strategy to improve and create more engaging reading lessons. For students, they are encouraged to be more active in learning English and practice reading regularly, as well as use the Fix Up Strategy to support their comprehension. For future researchers, this study can be used as a reference and developed further with different materials, methods, or student levels.

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