

CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the research, research problem, objective of the research, research hypotheses, significance of the research, scope and limitation of the research, and definition of the terms.

A. Background of the Research

English is one of international languages, which has an important role in the world. English is a foreign language that taught from elementary school until University. There are four skills in English. They are speaking, writing, listening, and reading. One of the language skills that have to be mastering by students in learning a foreign language is reading skill. It is very important in the process of learning because reading in English helps the students learn to think in English, build English vocabulary, can encourage the students to focus on grammar and punctuation and makes them comfortable in English.

Reading is one of skills of English that should be mastering by students; besides listening, writing, and speaking. It is also one of activities in English learning. Reading is an important thing in English. By reading, we are able to get information of the text. The more you read, the more you get. As pointed out by Hasibuan and Ansyari (2007: 114) that, "Reading is an interactive process that goes on between the reader and the text, resulting in comprehension." It means

that, reading is a process, there are the reader and the text, and the result of this process is comprehension, in order to get the information of the writer's means.

Knowing that reading is one of important language skills that should be develop inside or outside the classroom. Reading has several categories, such as reading ability, reading achievement, reading comprehension, and so forth. Reading comprehension is one of important aspects in reading skill. In learning English, the students are not just to be able to read what is writing in reading material, but also they should be able to capture the information or message in the reading material comprehensively. In the study of Duffy (2009: 14), he said that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading. In other words, the students should be able to construct the meaning of the reading material; it is not only the lexical meaning, but also the contextual meaning. Based on the study of Kligner (2007: 2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Reading comprehension has the very tight relation toward prior knowledge and vocabulary. As stated above, reading comprehension means reading for getting message or information. However, it be done if the readers have no good vocabulary and prior knowledge. According to Duffy (2009: 15), reading comprehension depends on the prior knowledge expressed into words. The readers can know the meaning of the written message only if they have past experience related to the topic and they can use the words to construct the meaning.

In reading comprehension, the students not only read for comprehending or for answering the text. They also should know the meaning of the text they read. The meaning that exist in the text is there are two, explicit meaning and implicit meaning. To know the explicit meaning the students do not need to be confused since it stated explicitly in the text. However, when they want to know about implicit meaning, they must read the text until they really understood and comprehend the text well. It means that to know the implicit meaning of the text the students should comprehend the text they read. When the students cannot comprehend and understand the text well so, they will not be able to comprehend the implicit meaning of the text.

In order to make the teaching process interesting and the purpose of the teaching learning process achieved, the teacher needs a special strategy. The purpose of using it is to make the students easy to learn and understand the lesson. Besides making the student easier to comprehend, using a strategy in comprehending a text can make the teaching learning process more effective and make the students more active. Many strategies can be used to teach reading comprehension. In this study, the writer proposed to apply Fix-Up strategy. According to Doyle (2012), Fix-up strategies are learning behaviors that help students to know what to do when they do not understand something. The fix-up strategy offered the readers processes that they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words.

A strategy that is use for students who have average decoding skills but struggle with comprehension is the Fix-Up strategy. This strategy can be used for

students at any grade level but is most commonly used in the primary grades and older students who have cognitive disabilities. Based on the previous study that conducted by Suryati (2013) entitled “The effect of fix-up strategy towards reading comprehension of the second year students at SMAN 2 Tapung Kampang Regency”. This research is focused on the reading in narrative, and stated that the research found that H_a was accepted and H_0 was rejected. Besides, it can be proved according to the analysis of the data by using t-Test, it was obtained that t_0 is 2,87 in which it is higher than t_t on the level of significance 5% = 2,01 and 1% = 2,68. It can be concluded that there is significant effect of using fix-up strategy towards reading comprehension in narrative text of the second year students of SMAN 2 Tapung Kampar Regency.

For the second previous study that is “The effectiveness of using fix-up strategy to teach reading viewed from students’ self-confidence” by Indrasari (2012). This is an experimental research. Based on the research finding, it can be conclude that fix up strategy is effective to teach reading for the students at the eighth grade students of SMP Negeri 2 Temanggung.

The third research title is “Collaborative Strategic Reading (CSR): Improving Secondary Students’ Reading Comprehension Skills” conducted by Christine D. Bremer Et.al (2010). The writer considered this research finding as relevant research because Fix-up Strategy that was found by Klingner and Vaughn is the part of this strategy. It is mentioned in the point of *Click the Clunk*. In the research finding, they stated that Collaborative Strategic Reading is an

approach that works well in mixed-ability classrooms and helps students improve their reading comprehension.

This strategy can increase the ability of the students to comprehend the text and make the students easy to grasp the information from the text. In comprehending the text using Fix-Up strategy the students not only know how to comprehend but also help the students to be more independence and believe in their self in comprehending a text. Because, fix-up strategy is effective for the most research; so, the researcher will verify whether effective on SMPN 1 Sumbergempol especially in second grade.

SMPN 1 Sumbergempol is one of the junior high school in Sumbergempol. As a formal school, this school also implies the English lesson to all the students. English teaching process at the second grade takes four hours in a week (4 x 40 minutes) and the total period of English teaching is 32 meetings in a semester. Therefore, students can learn English maximally.

As a formal school, this school also implies the English lesson to all the students mainly, in EFL reading. According to School Based Curriculum (Kurikulum 2013), the purpose of learning English is to make the students have the following abilities:

1. Develop the communicative competences in written and oral form to achieve the informational literacy level.
2. Be aware about nature and importance of English in improving of the people global competitiveness.

3. Develop the students' understanding about relationship between language and culture.

Especially in English reading, the purpose is “comprehending the ideas in short functional text and essay in the form of report, narrative, recount, and analytical exposition accurately, fluently and acceptably in daily life context and accessing the knowledge”.

Ideally, based on the explanation above, the students should be able to reading activity with the good comprehension. However, based on the writer preliminary study at the second grade students of SMPN 1 Sumbergempol, it is clearly that some of the students still had problems in learning English, especially in reading comprehension. Their reading comprehension was still so far from the expectation of the curriculum.

Based on the problem and the explanation by the writer above, it was obvious that some of the students at that school still had problems. The Problems either were on the students or caused by others factor, (reading difficulties itself). Therefore, the writer was interested in verifying those problems in a study entitled: **The Effectiveness of Fix-up Strategy towards Reading Comprehension Skill at The Second Grade of SMPN 1 Sumbergempol.**

B. Research Problem

Based on the background of the study, the researcher formulates the research problem as follow:

“Is Fix-Up Strategy effective on the students’ reading comprehension skills at second grade of SMPN 1 Sumbergempol?”

C. Objective of the Research

Based on the research problem above, the researcher wants to investigate the effectiveness of Fix-Up Strategy on the students’ reading comprehension skill at second grade of SMPN 1 Sumbergempol.

D. Research Hypotheses

Based on the background of the study in partial the three of previous studies, the hypotheses research are formulated as follows:

1. Null hypothesis (Ho): The students’ reading comprehension skill after being taught using fix-up strategy is less than or equal to their skill before being taught using fix-up strategy.
2. Alternative hypothesis (Ha): The students’ reading comprehension skill after being taught using fix-up strategy is higher than their skill before being taught using fix-up strategy.

E. Significance of the Research

- a. To enlarge the writer’s knowledge about the research, especially in the topic of students reading comprehension in recount text.

- b. To give positive contribution to the students in improving their reading comprehension.
- c. To give positive contribution to the teacher of English to develop the students' reading comprehension.
- d. To add references for other next researchers having the same problem as the writer.

F. Scope and Limitation of the Research

To avoid misunderstanding upon what the writer has explained, the writer limits the scope of the study in order to make it more detail and focus. This study is only limited on the effect by using Fix-Up strategy. This study conducted at the second grades of junior high school in SMPN 1 Sumbergempol. Thus, the result of this study only applied to the target population, specifically at the second grades of junior high school in SMPN 1 Sumbergempol. There are some kinds of text such as narrative, recount, descriptive, expository text etc. This study focuses on the applying of Fix-Up strategy on the students' reading comprehension in recount text.

G. Definition of the Terms

1. Effectiveness

Effectiveness may refer to a result or change of something. In this research, the effectiveness referred to the effect of using fix-up strategy

toward students' reading comprehension at the second grade of SMPN 1 Sumbergempol.

2. Fix-Up Strategy

Fix-up strategy is strategies used to help of getting unstuck when the readers are reading confusing text, for example when they have difficulties about the unknown words or vocabulary, and the meaning of the text. In this research, fix-up strategy referred to the reading comprehension strategy that was used by the students of the second grade of SMPN 1 Sumbergempol.

3. Reading Comprehension

Reading comprehension is the understanding resulted through the process by which the meaning of a written text is understood. In this research, the reading comprehension referred to the students' reading comprehension at the second grade of SMPN 1 Sumbergempol.

4. Recount Text

Recount Text is one of a kind of English text that retells past events or experiences. In this research, recount text referred to the type of the text that became the reading material given to the students at the second grade of SMPN 1 Sumbergempol.