CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

In Indonesia, English is the first foreign language that must be understood by all people. Therefore, it cannot be denied that English is very important for Indonesian people (Aminatun, et al., 2019). According to Suprayogi & Pranoto (2019), English language proficiency is critical for global communication in the present 4.0 revolution era. Furthermore, Mandasari & Oktaviani (2018) stated that because English is a global language because of global trends, the Indonesian government has established English as a compulsory subject for students to master. It is because English is one of the subjects in the national exam in junior high school and senior high school.

Reading is one of the most important skills to master. Reading makes it easier to understand or learn new things. Ismail (2017) stated that reading is one of the language communication techniques in written form. Because reading is the most efficient method to learn about a wide range of topics, including technology and science. Reading is a vital activity in human life because it allows us to learn about all of the current and future events that are taking place around the globe. Reading is highly vital in everyday life, and anyone can obtain any information they require by doing so. Reading is used in a variety of ways every day, including news, social media, notices, pamphlets, and more, which is why it is so important. According to Pustika and Wiedarti (2019), if students read regularly, they can attain satisfactory

results. Reading is highly important in school. Reading is inextricably linked to all elements of learning and schooling. When students use the right technique to learn a language, they will be successful.

Reading is a very important skill for everyone especially students. There are so many benefits that students get if they use the right strategies when reading. Learning the language of reading can help students increase vocabulary, improve writing skills, and others. Reading is a skill that needs to be developed inside or outside the classroom. During the learning process, students have to understand the content of the reading given by the teacher. Reading has some categories, one of which is reading comprehension, has been discussed or researched by the author, which is related to reading comprehension. The process of comprehending a text is known as reading comprehension. Reading is to understand and construct meaning from written materials (Aminatun, Muliyah, Safitri, & Septiana, 2021). As Gilakjani (2016) states that the process of extracting meaning from text is known as reading comprehension. It seeks to comprehend the complete text rather than just the meaning of each word or sentence. Reading comprehension can thus be interpreted as capturing information or messages in the overall content of the reading.

Due to the impact of the COVID-19 pandemic in recent years, the Minister of Education and Culture of the Republic of Indonesia implemented a policy mandating that all education sectors shift from face-to-face to online learning (Mandasari, 2020), requiring students to study at home independently or online without the presence of a teacher. This condition causes a lack of student discipline

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learning and a lack of motivation to learn in students. Although the school has begun to perform face-to-face learning, the learning settings in the classroom presently appear to be unsuitable. This is because students are accustomed to learning without the presence of an instructor. Many students lose interest in learning, particularly when it comes to reading the subject matter. It is important that students actively participate in the reading process in class (Utami and Nur, 2021). This is also supported by Sari (2017) who stated that student activity is the most essential factor in their learning achievement.

After conducting pre-observation at SMAN 1 Adiluwih with an English teacher in class X, Mrs. Sumiyati, S.Pd., it was found several problems in learning English, such as lack of interest in English, not being able to understand the content of the text, and they also felt bored in learning English. Students were not optimal in doing exams because students could not answer questions correctly. These problems can be proven when they are given the task of working on the questions, they do not get good grades because they cannot answer the questions correctly. One of the reasons is that the teacher learns the lecturing method, students only listen to the teacher's explanation and then follow the questions given by the teacher which seem boring to them. Teachers do not use strategies in learning to read to stimulate students' motivation in learning to read. For students to be successful in reading, it is important for a teacher to use a strategy. Students cannot do the questions well if they do not understand the reading text they have just read. Therefore, researcher is looking for ways or solutions to overcome the problems faced by students at the school.

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Teaching English is a complex learning activity, each teacher has their own way and strategy to support success in the learning process, one of the effective success in the teaching and learning process is the teacher. Teachers must find ways to teach English as a foreign language actively and communicatively. However, the success or failure of learning is determined by the teacher's strategy. As stated by Munawaroh (2017), the success or failure of a learning and teaching activity is determined by the teaching method, which is a unity in the teaching system. According to Nurdianingsih (2021), a teaching strategy is an educational strategy that can be interpreted as a technique plan or a set of actions meant to attain specific educational goals. Teaching strategy is the teacher's plan to achieve the goals that have been set in the teaching and learning process. Teacher, like students learning English, and especially students learning to read, must employ a learning strategy. Learning strategy can help students not only attain their goals but also improve their language abilities (Ayu and Gustanti, 2021). Language acquisition techniques aid in comprehending the structure of language use required to develop a target language (Pustika, Simamora, and Wahyudin, 2021). According to Suhermanto (2019), learning in reading has several strategies that are used and implemented by teachers including selective underlining, anticipation guide, think-aloud strategy, and fix-up strategy. One of reading strategies that can be implemented during reading process is fix-up strategy. Fix-up strategy itself that can help students understand text messages when they have difficulty with cert ain words or phrases.

According to Moreillon (2007), A fix-up strategy is one that can assist students understand text messages when they have problem with specific words or phrases.

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The fix-up strategy provided options for restoring meaning, such as rereading, reading ahead, or finding and identifying words that students do not know. So that students automatically use this fix-up strategy when they realize that they are confused and not understand the text they are reading. Duffy (2009) supports this by stating that improvement efforts are frequently referred to as "look-backs". The fix-up strategy can help them understand text messages when students find it difficult with certain words or phrases. Based on the explanation above, the researcher was fix-up strategies to overcome the problems faced by students while reading. To re-examine, the reader must first understand that it is critical to connect the meaning gained while reading and that a smart reader will halt when a problem arises.

Based on the problems and explanations that the authors have described. The researcher hopes that using the fix-up strategy in this study can cause students to have good changes in understanding the content of a text. Therefore, the researcher is interested to conduct the research on the effect of the implementation of fix-up strategy on students' reading comprehension at SMAN 1 Adiluwih.

1.2 Research Question

Based on the explanation above, the researcher formulates the research problem in specific questions as follows:

Does the fix-up strategy have a significant effect on students' reading comprehension in the tenth grade at SMAN 1 Adiluwih?

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1.3 Research Objective

Based on the explanation of the research problem above, the researcher has several research objectives as follows:

To find out if there is a significant effect on students' reading comprehension after being taught by using fix-up strategy in the tenth grade of SMAN 1 Adiluwih.

1.4 Uses of the Study

The results of this study are expected to be used theoretically and practically:

1. Theoretically

The results of this study are expected to support and complement previous theories related to the fix-up strategy on students' reading comprehension. This research can be a reference for other researchers who want to research a similar topic. The information and knowledge in this research can facilitate other researcher and create further alternatives for their research.

2. Practically

The usefulness of this research was beneficial for other writers, English teachers and students.

a. For English teachers

The results of this study are expected to be able to assist teachers in overcoming students' reading comprehension difficulties, teachers can use this strategy in developing the process of learning and teaching English and increasing creativity in the process of learning English.

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b. For students

This research makes a positive contribution to improve students' reading comprehension and students can think to think more creatively and critically about the texts they read. Students can find out their skills and mistakes, and students can also break down and understand the word order patterns they read. This can improve their reading ability.

c. For other researchers

This research is expected to provide information about the fix-up Strategy on students' reading comprehension. The researcher hopes that this research can provide additional information and knowledge as well as comparisons for other researchers who wish to conduct relevant research.

1.5 Scope of the Study

This study focuses on the implementation of a fix-up strategy on students' reading comprehension, especially in narrative texts. This study employed quantitative approach with two classes in the tenth grade of SMAN 1 Adiluwih in the even semester of 2021/2022 academic year.

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