

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Study

Researcher found several previous studies related to the problems raised by some researchers. The first research is entitled. *The Effect of Fix Up Strategy in Enhancing Students' Reading Comprehension in IAIN Curup*. This research was conducted by Suhermanto (2019). The purpose of this study was to determine the effectiveness of using fix-up strategies on students' reading comprehension at IAIN Curup. This research was conducted on second semester students of the English Study Program at IAIN Curup by recruiting 60 students as participants. This study uses a quasi-experimental research design. The researcher used a fix-up strategy as the independent variable, with the aim of students' reading comprehension as the dependent variable. According to the findings of this study, using the fix-up method has a significant impact on students' reading comprehension in the second semester of the IAIN Curup English Study Program. As a result, it can be concluded that the use of fix-up strategy is generally effective in improving the reading comprehension of IAIN Curup students in their second semester of the English Study Program.

The second research is entitled *The Effectiveness of Fix Up Strategy Toward The Students' Reading Comprehension*. This research was conducted by Jamila, Said, and Rasyid (2020). This research was conducted in Binung District, Polewasi Mandar Regency. This study used a quasi-experimental research method with a population of 30 students. The purpose of this study was to see how the fix-up

strategy affected students' reading comprehension of exposition analytic texts in the second grade at MA Al-Wasilah Lemo. For all classes, the data collection approach began with a pre-test (provided prior to doing the research), treatment, and post-test (after treatment). After being taught utilizing the fix-up technique, students' reading of analytical exposition texts increased significantly, according to data analysis. This is supported by statistical analysis, which shows that the t-test value students who read analytical exposition text (5.209) is greater than the t-table value at a significance level of 0.05 with a degree of freedom (df) 14 indicating that the t-test value students who read analytical exposition text (5.209) is higher than the t-table value (2.145). So based on the results of the data analysis, the researcher concluded that the fix-up strategy was effective in improving students' reading comprehension in the twelfth grade of MA Al-Wasilah Lemo. The researcher found that the fix-up strategy helped students understand the text when they had difficulty in Analytical Exposition.

The third research is entitled *The Effectiveness of Fix-Up Strategy in Teaching Reading Skills to Students*. This research was conducted by Munawarah, Mardiana, and Awaliyah (2020). This study aims to determine the effectiveness of error correction strategies in descriptive text learning. This research was conducted in the second grade at MA Darussalam Anrong Appaka Pangkep in the 2018/2019 academic year. This study used a quasi-experimental research design selecting two groups of people as samples, one in the control group and one in the experimental group. Furthermore, they are selected without random. The results revealed that the second-grade pupils at MA Darussalam Anrong Appaka Pangkep received a pre-

test score of 39.28, which was considered unsatisfactory. Students improved after receiving treatment, achieving an average score of 56.96 with a moderate classification. The results of the data analysis revealed that after being taught the fixup approach, pupils' descriptive text reading ability improved. This is supported by statistical analysis results at a significance level of 0.05 and a degree of freedom (df) of 48, which show that the t-test value of students reading descriptive texts (5.382) is greater than the t-table value (2.021). Based on the findings, the impact of this research on MA Darussalam Anrong Appaka Pangkep students can cause them to think critically when reading a text because they relate their prior knowledge to the text. It is possible to conclude that the fix-up strategy improves students' reading skills.

The next research is entitled *The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension*. This research was conducted by Muhassin, Annisa, and Hidayati (2021). The purpose of this study is to investigate the impact of using a fix-up strategy as a treatment option for dealing with students' reading problems that cannot be overcome by general reading comprehension courses. This study used a quasi-experimental research design with a total of 69 students from Madrasah Tsanawiyah (MTs) Al-Hikmah Bandar Lampung. SPSS statistical computations were used to assess the hypothesis for the study's practicality and efficiency. The researcher separated the participants into two groups: the experimental group received fix-up strategy instruction and the control group received Reading Aloud instruction. The findings of this study reveal that 1) students who got FUS treatment improved their EFL reading comprehension

significantly, and 2) FUS helped students' independence in learning to read by enhancing students' awareness of reading and active participation in reading practice. As a result, the researcher found that students who practiced reading with fix-up strategy were able to understand better than students who practiced reading aloud.

The last research entitled *The Effectiveness of Using Fix-Up Strategy to Teach Reading Viewed from Students' Self-Confidence*. This research was conducted by Indrasari (2015). The researcher used an experimental research design in this study because it deals with the effect of teaching strategies and self-confidence in teaching students' reading skills. This research was conducted on eighth grade students of SMP Negeri 2 Temanggung in the academic year 2011/2012. The researcher used a fix-up strategy in the experimental class and a direct teaching strategy in the control class with 23 students in each class. The results of the study were: (1) the fix-up strategy was more effective in teaching reading than direct teaching; (2) student achievement in reading does not depend on the level of self-confidence of students; and (3) there is a relationship between teaching strategies and students' self-confidence. The researcher concludes that the fix-up strategy is an effective way to teach reading to 8th graders at SMP Negeri 2 Temanggung based on the results of this study. The fix-up strategy can be used in the classroom to get the best results based on these findings.

After comparing previous studies, there are some similarities and differences between this and that current study and the previous ones. concludes that they have

slightly different goals. The most important similarity to this research is that this research uses the same strategy, namely the fix-up strategy in learning reading comprehension. The difference lies in the place, research instrument, education level, sampling technique, and the use of observation as a research data collection technique. It can also be seen that none of the recent studies examined students of senior high school in the tenth grade. This study is also distinct from previous research in that previous studies used descriptive text instruments. In this study, researcher used narrative text. Thus, this study is made to complement previous research and aims to see whether the use of a fix-up strategy is effective to improve the reading comprehension of tenth grade of senior high school.

2.1 Theoretical Framework

2.2.1 The Concept of Reading

Reading is a productive skill, which means that a person analyzes what they see. Because reading is one of the language skills, it plays an important role in communication. Patel and Jain (2008) stated that reading is the process of comprehending the meaning of printed words, including written symbols. Reading is an active process that needs recognition and comprehension abilities. As a result, reading can be defined as the process of receiving and comprehending textual information through the eyes of the reader. Reading is not an easy thing, because when reading a text, we need concentration or focus. Reading is basically not just seeing and mentioning every word and sentence of a text, but in a reading process, we need an analytical skill so that the reader gets information from the text being read. According to Scanlon (2010), the most crucial part of the reading process is

identifying the reading. As a result, we can see that reading requires not only describing but also comprehending what we see in an article.

Reading is a process carried out and used by readers to obtain messages that the writer intends to convey through the medium of written words/language. A process that requires that a group of words that make up a whole be seen at a glance as well as the meaning of each word be known. If this fails to occur, the expressed and implied messages will not be caught or understood, and the reading process will fail (Hodgson in Tarigan, 2008). Reading includes all activities carried out by readers in order to obtain information contained in a reading material. Reading products are the final result of the reading process, namely understanding of the reading content (Yunus, 2012). according to Tarigan (2008) stated that the main purpose of reading is to find and get information, including content, and comprehend the meaning of the reading.

It can be concluded that the reading process is the way readers know what they see in written form, then the reader understands the structure and interprets the context of the reading. Reading can be said as a receptive skill by connecting the reader's experience with written information so as to produce an understanding.

2.2.2 Types of Reading

According to Patel and Jain (2008), there are several types of reading as follow:

1. Intensive Reading

Intensive reading is an activity of reading texts carefully and deeply by capturing more deeply the information contained in the text. As a theory of Patel and Jain (2008) intensive reading will give a foundation for understanding issues or structures as well as boosting vocabulary and idiom knowledge. It will also include materials for improving language control in speech and writing. Intensive reading is interpreted in a variety of ways. Mart (2015) states that Intensive reading allows readers to perform detailed analyses in teacher-led classes, where vocabulary and grammar points are learned in short sections. Then Safura & Helmanda (2020) argue that intensive reading aims to explain structural difficulties and expand knowledge of vocabulary and idioms. Muchtar (2019) also states that intensive reading is reading limited to short texts, with the purpose of comprehension the contents of the reading as a whole. As a result, intensive reading can be defined as the activity of reading texts carefully and deeply in order to capture more deeply the information contained in the text.

2. Extensive Reading

Based on the theory from Patel and Jain (2008) he explained that the material for extensive reading would be chosen at a lower difficulty level than the material for intensive reading. Extensive reading is designed to teach students how to read fluently and directly in the target language for pleasure without the assistance of a teacher. Extensive reading can serve as the basis for an oral report, to the whole class, or a full class discussion. This could be a resource for written compositions in which students address specific issues raised by the book's material. Reading in large quantities is referred to as extensive reading. The purpose of this type of

reading is so that students feel happy and can improve their reading skills. Simon (2017) states that extensive reading is a teaching strategy that gives students with a large amount of linguistic input at an appropriate level, using materials chosen by the students.

Using reading methods that are well-established in both first language and second language education, the goal of extensive reading is to make students read and enjoy reading. Extensive reading is to educate students on how to read using reading methods that are well-established in both first language and second language education, the goal of extensive reading is to make students read and enjoy reading. Extensive reading is to educate students on how to read It could be used as a basis for written compositions in which students address a specific issue raised by the book's content. According to Pohan (2016), there are several characteristics of extensive reading:

- a. It aids the development of active vocabulary in the learner.
- b. Silent reading is extensive reading.
- c. Students play an important part in extensive reading because they must ask the steps.
- d. The subject is highlighted through comprehensive reading.
- e. Ideas can be developed by extensive reading.
- f. The goal of extensive reading is to broaden students' understanding.
- g. Good reading habits can be developed through extensive reading.

3. Reading Aloud

Reading aloud also plays an important role in teaching English, especially in students' reading comprehension. According to Kassim and Sajid (2019), Because it can assist students overcome text-level issues from learning materials, reading aloud is an important learning approach that can increase the quality of their reading comprehension skills. Teachers should be aware that reading aloud instruction should begin in elementary school because it is the foundation for pronouncing words correctly (Patel and Jain, 2008).

4. Silent Reading

Silent reading is an important skill to teach in English because it can help students improve their reading abilities. Silent reading is used to obtain a large amount of information (Patel and Jain, 2008). According to Manurung, Pardede, & Purba (2020), silent reading is an important skill to teach in English lessons because it can help students develop their reading skills. Silent reading helps students concentrate on reading instead of speaking to improve comprehension.

2.2.3 The Concept of Reading Comprehension

Reading is an activity that a person does and is closely related to comprehension. Reading is not only seeing and saying a piece of writing, but readers must also understand what they are reading to get information from the reading. Kasim and Raisha (2017) stated that reading comprehension is the process of extracting information from a text through interaction between the text and the reader's prior knowledge. Reading comprehension is the capacity to comprehend text content and

correctly interpret its meaning (Alowalid, Mujianto, and Bharati, 2018). In the scope of learning, especially in language learning, students' reading comprehension is very important to achieve the goals of learning in the classroom. Reading comprehension is the ability to process text, understand the meaning of the text and integrate it with what the reader knows. Reading comprehension is the process of extracting and constructing meaning from written language while interacting with it (Snow, 2002). Besides that, Grabe and Stoller (2002) stated that the ability to capture information in a text and interpret it effectively is known as broad comprehension reading. Reading comprehension is the process of generating meaning through the coordination of several complicated processes such as word reading, word and word knowledge, and fluency.

Based on the explanation above, it can be concluded that reading comprehension is a person's ability to understand and process a text that has the aim of getting meaning from the text read. It can also be said that reading comprehension is the ability to read an article and get information from the reading and relate what they do not know to the knowledge they have.

2.2.4 Aspects of Reading Comprehension

Reading comprehension is the ability to understand and make meaning from what has been read. Reading comprehension has several aspects, as follows:

1. Main idea

The main idea is called the topic sentence (Whother, 1986). It tells the content of the paragraph. In other words, the main idea is an important idea developed by the author contained in a text.

2. Supporting Details

Specific information or supporting ideas are developed from the main idea by providing specific definitions, examples, facts, comparisons, causes and effects related to the topic sentence.

3. Reference

According to Lattulipe Marsiyah (2009) references are words or phrases used either before or after references in reading material. They are used to avoid unnecessary repetition of words or phrases. That is, the words are used to be a signal for the reader to find meaning elsewhere in the text or are sometimes called pronouns.

4. Inference

When readers add informations they already know to what is stated, then the reader makes a conclusion (Beech. 2005). In other words, the reader can make a conclusion after reading the text. Readers are required to make guesses based on your own thoughts.

5. Vocabulary

Barnhart (2008) stated that the stock of words used by people, classes of people, professions is called vocabulary. With regard to these statements, vocabulary is indeed fundamental for everyone who wants to speak or produce utterances to be read. Usually students are asked to answer questions about synonyms and antonyms. Therefore, it is very important for students to memorize more about English vocabulary.

2.2.5 Fix-Up Strategy

Pustaka (2018) states that students who read on a daily basis are more likely to succeed in school because reading allows them to retain and expand on their prior abilities and knowledge. In the process of reading, it is not unusual for a reader to monitor the meaning of the reading material, but sometimes there are things that don't make sense. In this problem, the reader usually tries to find a troubleshooting technique. In learning, students must have an understanding of reading. students are said to be successful in learning, especially language learning when they can understand. However, in the reading process sometimes students cannot understand what they have read. In the process of reading, students do not just read but must use a strategy in reading. By using the reading strategies students get many benefits and goals from the reading process. Therefore, in this problem students or readers must find a strategy to solve the problem. One of the appropriate strategies to provide a solution to this problem for the researcher wants to use a fix-up strategy.

According to Tovani (2002), a fix-up strategy is what you use to help yourself break free when you read a confusing text. This strategy is one way for readers when they come across text they don't understand. This strategy can be used by students when they are confused in reading a text. Remedial strategies are used to help students deal with the information they want to ask (Beyer, 2007). Readers can use the fix-up strategi option to help them find their way home and understand what they've read. Refinement choices are a tool that readers can use to better grasp what they're reading. the fix-up strategy is a valuable tool that students can utilize to improve their reading comprehension. This is also in line with Duffy's. In a nutshell, the fix-

up method is a reading comprehension strategy that helps readers avoid becoming stuck in the text and understand what they're reading (Morrelion, 2007). The fix-up strategy is a valuable tool that students can utilize to improve their reading comprehension.

According to Duffy's (2009) theory, the fix-up strategy is also known as a strategy in which a reader looks backward and occasionally forwards in a book to remove meaning blockages that arise during reading. Correction options are only as effective as the reader's ability to monitor their own understanding of the text. Teachers and students can share many ways they become aware when they lose track of the meaning of something they read (Tovani, 2005). To use it, the reader first needs to understand that it is important to monitor the meaning gained as you read and that a good reader to stop when there is a problem. In short, a reader must first realize that he or she does not understand the meaning of a particular word in the text and then try to find meaning by rereading it, using prior knowledge, thinking, and pondering, to find the problem. After finding the problem, the reader can visualize, retell, and pay attention to what has been understood from the text.

Based on Tovani (2005), there are several stages in the use of fix-up strategies used by readers as follows:

1. Establish connection between texts.

Readers can use what they know so they can relate to what they read. When text doesn't make sense, good readers will try to make meaningful connections to understand it.

2. Take a moment to reflect on what has been read.

The reader should stop reading and think about what they have read, whether it is in accordance with the content of the story and the purpose of the text or not.

3. Pose questions to yourself and try to answer them.

The reader asks himself or herself questions like what does the word mean? does it make sense?, etc., and the reader try to answer his or her own question.

4. Write down your thoughts on what has been read.

The reader reflects on what has been read in writing.

5. Visualize.

After the reader reflects and writes, then the reader imagines what has been written.

6. Use context clues.

Context clues can help readers figure out how to decode a word or figure out the meaning of a word. Context clues are usually used to figure out how to read words with more than one pronunciation or words with more than one meaning.

7. Retell what has been learned.

Readers retell what they have read and learned in their own language.

8. Reread.

Rereading helps readers to clarify their thoughts or reread something they misread so as to find the error and correct it.

9. Look for words you don't understand.

When using context clues still doesn't help, readers may need to look up the meaning of a word. Every word can definitely be checked on a computer, tablet or phone and a dictionary. However, most readers don't even know how to use a

dictionary. They may be able to look up the word they need, but they also need to be taught how to dictionaries list words by base or root so they can find definitions quickly.

10. Adapt your reading speed; slow down or speed up.

Readers must adjust their speed in reading because each reader has a different understanding in reading texts. When the reader does not understand the content of the text, then slow down the reading speed

Based on the explanation above, that the fix-up strategy is an important that students can employ. Fix-up procedures can assist students in overcoming reading comprehension difficulties.

2.2.6 Teaching Reading Comprehension by Using Fix-Up Strategy

The fix-up strategy is a reading strategy, or the same as a learning strategy, the teacher does not use it, but the students use it. However, students was not be able to use these strategies if the teacher does not teach them beforehand. In this fix-up strategy, the teacher's role is as a guide and model in the use of this strategy. According to Tovani (2002), there are several stages of modelling in the use of fix-up strategies for students as follows:

1. Disseminate material that you find confusing

in this stage, the teacher reminds students that even experienced readers may get confused while reading. Demonstrate what you do when you notice a flaw in your knowledge. The teacher shows the students how to identify gaps in

meaning. Then the teacher reads the book aloud to the students and asks them to note the fix-up strategy you used to restore meaning.

2. Give your students a list of fix-up strategies.

In this stage, the teacher asks the students to use this method to read their class assignments. Before the teacher helps students resolve their misunderstandings, ask them to try at least one fix-up strategy

3. At the last stage, the teacher shows how to listen to voices in the head to help students know which fix-up strategy to use. Explain to students that not all remedial procedures are effective in all situations. Let them know that if the repair technique doesn't work, you can ignore it. Teachers can utilize the methods below to teach students fix-up strategies based on the explanation above:

- a. Ask students to read and then tell you about the issues they discovered.
- b. Students should come to a halt at the term that they believe does not make sense.
- c. Allow kids to investigate and use the approach of looking back or improving to do so.
- d. Instruct pupils to identify the problem and consider whether they know anything about it (unknown words) that could assist them in solving it.
- e. Ask students to utilize a context method to address their problem by going back through the text and looking for terms that connect to the problem words (using context clues).
- f. Allow students to determine whether the terms are understandable.

2.2.7 Teaching Narrative Reading Text

a. The Definition of Narrative Text

The narrative text aims to entertain and attract readers' interest. The narrative text presents a story or event that has a problem. The narrative text is a type of story text that is imaginative and also describes a series of events. As stated by Telaumbanua (2020), narrative text is a story that is chronologically organized, relates previous events, and is intended to entertain the reader. Furthermore, narrative deals with problematic circumstances that lead to a crisis or transformation, which is then resolved, and chronicles some genuine events or connected series of events. The narrative consist of a series of events narrated in the narrative process, in which the events are selected and arranged in a related sequence of sequences. So that by reading narrative texts, students become more interested in reading. This is also supported by Ardiya (2019) the use of narrative texts can raise students' reading interest, and narrative texts can promote the reader's imagery as part of the reading process. Readers can imagine the scenario in their heads when reading a narrative text. Similes help readers understand the material more easily, preventing them from becoming disheartened. In this approach, narrative texts might assist pupils in becoming more motivated.

Based on the explanation above, it can be concluded that narrative text is one of the best materials for assessing students' reading comprehension. It can increase students' interest in reading. Students can easily understand the narrative text of the generic structure. Morals and themes are also present in the narrative text. Reading

narrative texts was beneficial for students. As a result, researcher chose narrative texts as teaching materials in this study.

b. Generic Structure of Narrative Text

The generic structure of narrative text engages the character by defining/identifying personality, creates an image in the reader's mind, and enhances the story. It also focuses the text on a series of actions (Purba, 2018). Based on Pangaribuan (2019), the narrative text consists of a generic structure as we can see as follows:

1. Orientation

Orientation, also known as introduction. This section of the story discusses the characters and setting in which the story takes place (that is, where and when the story takes place). In other words, the introduction provides answers to who, when, and where the story takes place.

2. Complications

Complication tells the story of the beginning of the problem that causes the peak of the problem or what is commonly called the climax. Complications are an interesting part of a story. The story is more attractive because the main character is prevented from achieving what he wants. It provides a problem, change of state, or action that requires a response.

3. Resolution

This part is the end of the story or a or a solution to the problem that occurs. Problems can be solved for better or worse which will make the story have a happy ending or vice versa.

4. Reorientation

The section is the conclusion of a story. Re-orientation can contain moral lessons, suggestions, or teachings from the author.

c. Types of Narrative Text

According to Lubis (2017), the narrative text has several types including:

1. Fable

Fable is a fictional story with the main character being an animal whose character and behavior are like a human. Fables are often found in fairy tales between animals, for example in forests and certain places.

2. Myth

Myths are story that didn't happen. A traditional or historic story, commonly about several creature or hero or event, with or without a credible basis of truth or a natural explanation, especially relating to gods or demigods and explaining some practice, rite, or natural phenomenon.

3. Legend

Legend is also the name for a historical story, the term legend can be defined as a story passed down from person to person commonly orally by a storyteller, and about a heroic person or a wonderful place, stories usually have some basis in the truth about several historical event.

4. Folklore

Folklore is an expressive body of culture that belongs to a particular group of people, it includes traditions common to that culture, subculture, or group. This is a family tradition that has been passed down from generation to generation.

5. Fairy tales

Fairy tales are folk tales or children's stories that have magic in the stories told by their authors.

6. Romance

The love story emphasizes the theme of the story which contains the struggle to get the love for the main character.

7. Horror

This story is a type of narrative text that tells generally scary stories such about ghosts or other astral beings.

8. Slice of Life

This is a story that contains activities or stories that occur in the daily life of the author or imaginative character.

9. Science Fiction

This is a story that tells about things related to science.

10. Personal Experience

This is a narrative text that contains the author's personal experience.

Below is the example of narrative text:

Once upon a time, In West Sumatra, a mother and her child used to live in a small village near the beach. Malin and her mother were both members of the Kundang family. Malin Kundang was raised by his mother as a single parent after his father died when he was a newborn. Malin Kundang was a healthy, hardworking, and physically powerful young man in his youth. He would frequently sail out to sea to catch fish. He'd either give his mother the fish or sell them to the locals.

While sailing, Malin Kundang noticed a commercial ship being attacked by a small group of pirates. His assistance benefited the merchant. Malin Kundang fought off the pirates and won the battle with his bravery and strength. They were ecstatic and thanked him profusely. Malin Kundang accepted the merchant's invitation to accompany him on his journey. Malin Kundang agreed to lend a hand in exchange for a better life. He didn't even bother to take care of his mother.

Malin Kundang noticed a commercial ship being attacked by a small group of pirates while sailing. The merchant benefited from his assistance. Malin Kundang's bravery and strength helped him defeat the pirates. They were overjoyed and profusely thanked him. Malin Kundang accepted the merchant's invitation to travel with him. In exchange for a better life, Malin Kundang agreed to lend a helping hand. He didn't even bother to look after his mother. An elderly woman dashed to the beach to greet the newly wealthy merchant. Her name was Malin Kundang's mother. For the first time in a long time, she felt she could rely on someone. When the mother arrived, Malin Kundang, who was standing in front of his well-dressed wife and ship personnel, refused to greet her. Malin Kundang's mother begged him three times, and he screamed three times in response.

Malin Kundang finally shouted to her, "Enough, old lady! I've never had a mother like you! You are ugly and disgusting!" Finally, he instructed his crews to start on their trip. He was going to have to leave his mother once again, but she was crying and shouting. In the end, she cursed Malin Kundang to become a stone since he had refused to apologize for his actions. He laughed and then set sail.

A thunderstorm appeared out of nowhere on the calm sea. Malin Kundang was too late to apologize for his ship's disaster. He was thrown off his boat by the wave. That accident left him on a little island. To prevent the curse, he had no choice but to wait. He was suddenly transformed into a rock.

Figure 2.1 The Example of Narrative Text

2.2.8 Hypothesis

The following hypothesis proposed in this study:

- a. Null Hypothesis (H_0): There is no significant effect on students' reading comprehension after being taught by using fix-up Strategy in the tenth grades of SMA N 1 Adiluwih.
- b. Alternative Hypothesis (H_a): There is a significant effect on students' reading comprehension after being taught by using fix-up Strategy in the tenth grade of SMA N 1 Adiluwih.