

**IMPROVING STUDENT'S SKILL ON READING NARRATIVE
TEXT BY USING FIX UP STRATEGY AT ELEVENTH CLASS OF
SMA PGRI WALENRANG**



IAIN PALOPO

A THESIS

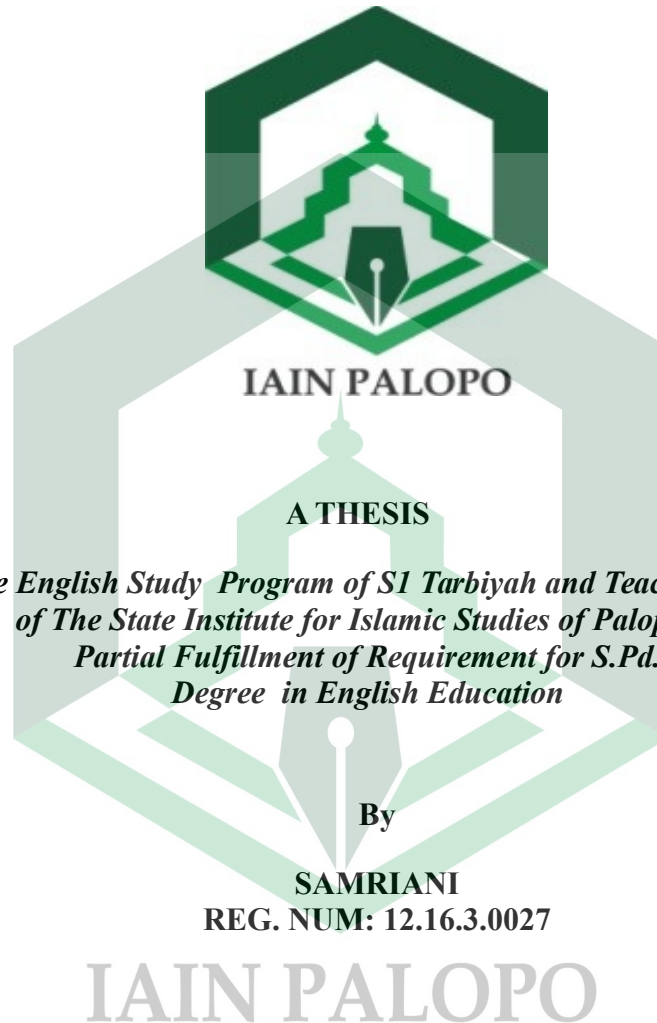
*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty
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Partial Fulfillment of Requirement for S.Pd.
Degree in English Education*

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
2016**

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ABSTRACT

Samriani, 2016. **Improving Student's Skill on Reading Narrative Text by Using Fix Up Strategy at the Eleventh Class of SMA PGRI Walenrang.** Thesis English Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies (IAIN) Palopo. Supervised by (1). **Wisran, S.S., M.Pd. (2). Amir Faqihuddin, S.Ag., M.Pd.I.**

Key Words: Reading Skill, Fix Up Strategy

This thesis focused on improving reading skill narrative text by using fix up strategy. This thesis focused on one problem statement: How can fix up strategy improve students reading skills at eleventh class in SMA PGRI Walenrang?

This research was applied experimental research with one group of pre-test and post-test design. This research took place in the eleventh class students of SMA PGRI Walenrang 2016/2017 academic year. The researcher took XI IPA1 students as sample by using the purposive sampling. The researcher used reading test, as instruments of the data collection. The researcher used reading test in pre-test and post-test, there were 5 questions in each test. In treatment, the researcher used narrative text.

The result of the data analysis accepted because $t_{\text{test}} (t_0)$ was higher than $t_{\text{table}} (t_t)$, where $t_{\text{test}} = 6,96$ and $t_{\text{table}} = 2,093$ with $df = 19$ and the mean score in post-test (6,1) was bigger than mean score in pre-test (3,8) so there was significant students' reading skill achievement after teaching through fix up strategy. It was success in improving reading skill and it could be an alternative in teaching English.

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of skills in English that very important because for understand about English material that written the reader should read. Especially for students, they should be able to read the material English to get the information, reading is able to make the students interpret mean and objectives of a text reading in english. Reading not only simply skill such us looking the text and identify the word then put out by speak but the reader should understand the meaning of the text and get idea from the text, gain new words, and how the word used. Nurhadi said that reading is a process that so hard and complex. Complex means in reading process relate with factor internal and external reader. The intern facts are intelligence, interest, attitude, talent, motivation purpose reading and etc. Than extern facts can be formation medium reading, reading text (easy, medium, and hard). Environment fact or background, economy, habitual and reading tradition.¹ So that's why teacher should be creative in teaching reading especially in Reading English text.

The difficulties in reading English text caused the student low in getting meaning. it is make the student so hard to understand the meaning of the text and it makes the student low interest in reading English text. Especially in reading narrative text, students always have difficulty to know the meaning of the text such as they student difficult in determine the orientation, complication, resolution and

¹Olynda Ade Arisma. *Peningkatan Minat dan Kemampuan Membaca Melalui Penerapan Program Jam Baca Sekolah di Kelas VII SMPN 1Puri. Malang: Universitas Negeri Malang. 2012, p.18.*

reorientation of the narrative text. So that's why teacher should have good method for make the student can understand the text although the students do not understand the meaning of the word. So the researcher one strategy that can use in teaching reading skill is fix up strategy.

Fix up strategy is a process read which very assist to get information from the text which we read. This Strategy is used by reader when do not know meaning from one of the word which there in text which they read, reader earn prediction mean from the word by hooking correlating again word or sentence they which have read and also know its meaning with sentence or word hereinafter which they not yet known, so that reader can continue activity read without having to desist to read with a constraint that reader do not know meaning of what them read. Students will self monitor their reading so that they know when they fail to understand and they can employ fix up strategies to resolve this problem. ² This method is very good to used by the teacher for student who often difficult to get information from the text.

Fix up strategy is one of strategy that very has benefit in reading and it is very good applied to students especially when they have problem in reading such as lower in interesting and self confidence for read, it cause they will have lower information that is affected from not understand the meaning from their reading.

After observation conducted to English teacher and students at eleventh class in SMA PGRI Walenrang regarding English learning especially in reading and in fact many problem that faced by student in reading such as lower in interesting to text that given and feel bored because they do not understand what they read. Looking

²Unnamed. *Comprehension – Fix Up Strategy*. NSW Government, Education & Communities. p.1.

this case the researcher interest for using fix up strategy in teaching reading because we know that the purpose this strategy is students will self monitor their reading so that they know when they fail to understand and it can build the interests' student to know the meaning and give motivation to read the text again and again so that the researcher raise up the title:” Improving Reading By Using Fix up Strategy at Eleventh Class in SMA PGRI Walenrang.”

B. Problem Statement

Based on the background above, the problem statement of this research is as follow:

Is Fix up Strategy improving students reading skills at Eleventh class in SMA PGRI Walenrang?

C. Objective of the Research

Relevant to the research question above, the researcher states the specific objective of this research as follow:

To find out the effectiveness of Fix up Strategy in improving reading skills at Eleventh class in SMA PGRI Walenrang.

D. Significance of the Research

The result of the study can give the following benefits for:

1. Teachers: The writer expects this research can help teachers in teaching reading especially for the teachers of SMA PGRI Walenrang in teaching reading reading skill narrative teks by using Fix up strategy.
2. Students the result of this study is expected to give contribution for the students in teaching reading skill narrative text by using fix up strategy especially for the students of SMA PGRI Walenrang.
3. The next researcher: It can be references for the next research will be research about reading skil narrative text especially by using fix up strategy.

E. Scope of the Research

This research was limited to the used of fix upstrategy in readingnarrative text that has different difficulty levels every meeting. Narrative text that the researcher uses is narrative text about animal i.e. The Fox Without a Tail, Why Do Hawks Hunt Chicks?, Flock of Doves, A Donkey and a Lapdog, The Rabbit and The Bear, A mouse and A Lion, and The Smartest Parrot. The object of the research is the eleventh class of SMA PGRI Walenrang.

CHAPTER II REVIEW OF RELATED LITERATURE

A. *Some Previous Study*

Below are some previous studies related to the research findings they are: Nunun Indrasari in her research entitled is “The Effectiveness of Using Fix Up strategy to Teach Reading Viewed from Students’ Self-Confidence” in this research, the researcher want to see if the fix up strategy more effective than direct teaching in the teaching reading. Test data is a test scores read students after being action for eight times in every classroom from the results of the data analysis fix up strategy more effective than direct teaching.³

Yulia Agustiara, Ujang Suparman, Basturi Hasan in their research entitled *The Implementation of Get the Gist Strategy in Improving Student Reading Achievement.*

³Nunun Indrasari. *The Effectiveness of Using Fix Up Strategy to Teach Reading Viewed from Students’ Self-Confidence (An Experimental Research at The Eight Grade Students of SMP Negeri 2 Temanggung in Academic Year of 2011/2012)*. Universitas Sebelas Maret: Surakarta 2012.

The result of this research there was a significant improvement of the students reading achievement. The questionnaire based data showed that student felt bored to read. It was due to reading in English was difficult and not interesting. They still faced difficulties answering the questions especially in reading aspects.⁴

Based on the research finding above, the writer concludes that between previous studies and the writer research, there are difference and similarity. Research equation above to research the author is to improve the reading skills of students as well as to determine whether the strategy applied an effective strategy. Differences in the above study with previous research the author is a researcher using reading aloud strategy to increase reading skills in Indonesian language learning in primary school, while the study authors use the fix-up strategy by implementing a media narrative text with a specific theme.

B. Theory of Reading

1. Definition of Reading

In language learning especially those in the English language there are four skills are applied such as listening, reading, writing, and speaking. Basically read no less important than the other because reading skills are needed not only in the learning process but also in everyday life.

Richard C. Anderson said reading means to apply a process to form a meaning from written text. Today, not only can be read through the book alone. Reading can be done via the Internet. Many news portals and websites that can broaden our knowledge about the world. We also have to be good at choosing readings. Choose

⁴Yulia Agustiara Putri, Ujang Suparman and Basturi Hasan. *The Implementation of Get-The-Gist Strategy in Improving Students' Reading Achievement*. 2014.p.10.

useful reading. Reading can also be a means of entertainment for people. Therefore reading for creating sound generation and advanced.⁵

Reading is an active process that requires attention or a favorable attitude. Reading is an information process from the text and readers' knowledge which is first functions in make a sentence. It may also be defined as learning to recognize the printed symbols that represent language and to respond intellectually and emotionally from the text while reading. In additions, it conveys the information that makes an interaction between a reader and text it self.⁶

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete

⁵Unnamed. 2014. *Pengertian Membaca Menurut Para Ahli*. (Online) <http://www.duniapelajar.com/2014/08/03/pengertian-membaca-menurut-para-ahli>. accessed 01st January 2016.

⁶Unnamed. 2012. *Definition of Reading and Purposes of Reading*. (Online) <http://www.education-english.com/2012/08/definition-of-reading-and-purposes-of.html>. accessed on 01st January 2016.

laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).⁷

Based on the definition by the experts above, the researcher concluded that reading skill is an activity that doing by person to understand the meaning of the text to get the information and knowledge.

2. Reading Strategy

a. Skimming

Skimming is useful when you want to survey a text to get a general idea of what it is about. In skimming you ignore the details and look for the main ideas. Main ideas are usually found in the first sentences of each paragraph and in the first and last paragraphs. It is also useful to pay attention to the organization of the text. As reading is an interactive process, you have to work at constructing the meaning of the text from the marks on the paper. You need to be active all the time when you are reading. It is useful; therefore, if you need to read the text in detail, before you start reading to activate the knowledge you have about the topic of the text and to formulate

⁷Wikipedia.*Reading (Process)*. (Online) https://en.wikipedia.org/wiki/Reading_process. 2016.accessed on 01st January 2016.

questions based on this information. Skimming a text for gist can help you formulate questions to keep you interacting with the text.⁸

b. Scanning

Scanning is a technique used when a person tries to find a specific item such as a telephone number, a date, a time, etc. For instance, people often scan flight and train schedules, or they scan a page in a telephone book. Scanning involves very rapid movement of a person's eyes up and down a page. When scanning people often focus on the author's use of organizers such as bold print, lettering numbering, colors, signal words such as first, second, and so on. After locating the area on the page that the person desires, he/she may then skim for more information.⁹ Good strategy used before scanning technique is to determine what specific information you need and know in advance how a structured and structured information, reading materials can we scan is usually prepared by:

- 1) Alphabet: material arranged in sequence AZ (example: dictionary, phone book).
- 2) Chronology: material arranged in sequence number or sequence of time (example: the table of contents of books / magazines, TV broadcast schedule).

⁸Unamed. *Efficient Reading Skills*. (Online) <http://www.uefap.com/reading/efficien/skim/skim.html>. accessed on 01st January 2016.

⁹Unamed. 2010. Definition of scanning and skimming according to reading skill. (Online) <http://www.enotes.com/homework-help/definition-scanning-skimming-according-reading>. accessed on 01st January 2016.

- 3) Category: materials prepared on a category (example: schedule doctor, manual vehicle).

C. Fix Up Strategy

1. The definition of fix up strategy

Fix-up strategy is a process of reading which is very helpful in gaining an understanding of what we have read. This strategy is widely used by the readers who believe them to draw an understanding of what they read; especially when they find a unknown word than not confident readers who prefer not to continue reading because of the sense of not sure understanding that he received.¹⁰

2. The steps of fix up strategy

In this strategy, there is several steps use in reading:

a. Re-read

This is one that most readers want to skip. “I’ll just keep on reading and she’ll never notice I misread that,” is what a lot of young readers tend to think. But re-reading helps readers to clarify their thoughts or go back and re-read something that was misread to find the mistake and fix it.

¹⁰Becky. *Teaching Reading Comprehension Strategies {Fix-Up Strategies}*. 2014. (Online) <http://thisreadingmama.com/reading-comprehension-strategies>. accessed 01st January 2016.

b. Read out loud

Sometimes it just helps to hear you read out loud. I personally do this when we buy a new game board and I have no idea what the directions are telling me.

c. Use context clues

What clues does the picture or sentence(s) surrounding the unknown word offer to help you to comprehend? Using context clues can help readers to figure out how to decode words or figure out a words meaning. As readers advance, context clues are typically used to figure out how to read words with more than one pronunciation (such as *tear* or *live*) or words with more than one meaning (such as *run*).

d. Look up a word you don't know

When using context clues still doesn't help, readers may need to look up the meaning of a word. Words can most certainly be researched on the computer, tablets, or phones {supervised for kids}, but we don't want to neglect the dictionary. Most readers do not even know how to use a dictionary. Yes, they might be able to look up the word they need, but they also need to be need to be taught how the dictionary lists words by base or root so they can find the definition quickly.

e. **Ask questions**

Questions such as, “Where did my thinking get off?”, “Does that make sense?”, “What will happen next?” or “What does that word mean?” are quite helpful to the reader.

f. **Think about what you’ve already read**

Is what you’re now reading fit into the story or purpose of the text?

g. **Make connections**

Making connections is at the heart of reading comprehension strategies. Readers want to be able to use what they know so it can be connected with what they’re reading. When text doesn’t make sense, good readers may try to make a meaningful connection to make sense of it.

h. **Slow down**

This one struggling readers tend to avoid. They want to zoom right past so that no one can draw attention to their mistake. They may also want to just get the reading assignment “done”. Slowing down is the last thing they want to do.

i. **Think about the author’s purpose**

The author’s purpose for writing dictates the structure they use, the vocabulary they use, and the text features they use. While a reader may be reading the find out more information about a subject, he may discover quickly that the author’s purpose isn’t to share all the arguments, but to persuade the reader only to one side.

j. **Pay attention to your own thinking {metacognition}**

This may the umbrella that covers all the other fix-up strategies: Proficient readers pay attention to and heed the warnings of the thoughts in their head. When a prediction they make does not pan out as they read, they stop and make new predictions. We must teach readers to think about and be aware of the thoughts in their head as they read.¹¹

D. Narrative text

¹¹*bid.*

1. Definition of Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.¹²

Narrative text is a story that entertains and/or informs the reader, while carrying a message resulting in a theme (a universal idea that crosses over time and culture), and/or a moral (a lesson learned from the story).¹³

2. The Purpose of Narrative Text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

3. Kinds of narrative text

¹²<http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purposes.html>. accessed on 01st December 2016.

¹³Nancy Fetzer. *Narrative Text Organization*. 2006. p. 26.

There are several kinds of narrative form. These kinds are based on the story types. The types of narratives are:

- a. Fable: Simple fable is a story about animal which behave like human
- b. Myths: stories that are believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence
- c. Legend: It simple a story which relates to on how a place is formed
- d. Fairy tales: Story which relate much which magic things
- e. Science fiction story: Story which explore the science as the background or plot of the whole story
- f. Short stories: Story for one or two pages
- g. Parables: Story that illustrates one or more instructive lessons or principles. Parable differs from a fable.
- h. Novels: Long even very long and complex story
- i. Horror story: A story with horror content¹⁴

¹⁴ Unnamed. *Kinds of Narrative*. (Online). <http://freeenglishcourse.info/kinds-of-narrative-jenismacam-narrative-text/>. Accessed on 10th January 2017.

4. Language features of narrative text

- a. Past tense (killed, drunk, etc)
- b. Adverb of time (Once upon a time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc)
- d. Specific character. The character of the story is specific, not general.

(Cinderella, Snow White, Alibaba, etc)

- e. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- f. Direct speech. It is to make the story lively. (Snow White said, "My name

is Snow White). The direct speech uses present tense.¹⁵

5. Generic Structures of Narrative Text

a. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

b. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

c. Resolution

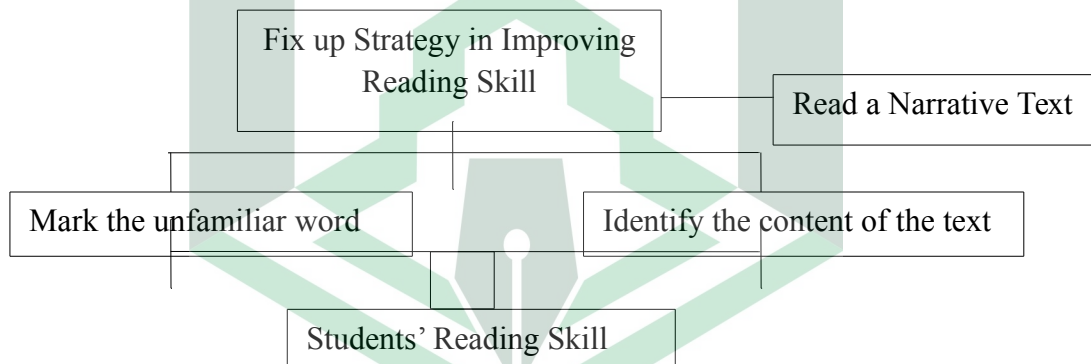
¹⁵Ade Ulfa Yani. *Narrative Text*. (Online). <https://adeulfayani.wordpress.com/narrative-text-2>. accessed on 10th January 2017.

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

d. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.¹⁶

E. Conceptual Framework



In this research, the researcher focuses in use of the fix up strategy in teaching reading skill. In the first meeting, the researcher gives pre-test. The students read a narrative text that given by the researcher and try to know the meaning of the text use fix up strategy.

¹⁶*Ibid*

After pre-test, the researcher gives treatment to student during seven meeting. In this treatment, the researcher use fix up strategy in teaching reading skill. Finally, the researcher has given post-test to students. In post-test, the students read a narrative text that given by researcher and try to know the meaning of the text use fix up strategy.

F. Hypothesis

The statistical hypothesis of this research as follow:

1. Null hypothesis (H_0) means the fix up strategy is not effective to improve reading comprehension skill students of eleventh class of SMA PGRI Walenrang
2. Alternative hypothesis (H_1) means the fix up strategy is effective to improve reading comprehension skill students of eleventh class of SMA PGRI Walenrang

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CHAPTER III
RESEARCH METHOD

A. Method and Design

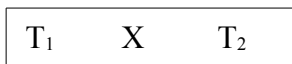
1. Research Method

In this research, the researcher applied experimental method. It was used to find out to improve the reading narrative text by using fix up strategy of eleventh class of SMA PGRI Walenrang.

2. Research Design

This research involves one group of students with pre-test, treatment and post-test design.

The research design conducts as follows:



Where:

T₁ = Pre-test

X = Treatment
T₂ = Post-test¹⁷

B. Variable of Research

1. Independent variable is Fix up strategy
2. Dependent variable is student's skill on reading

C. Time and Location of Research

This research was conducted on 1stDecember 2016-13th December 2016, this research was conducted in SMA PGRI Walenrang.

D. Population and Sample

1. Population

The population of this research is student of eleventh class at SMA PGRI Walenrang and the total number student are 50 in 2016/2017 academic year.

2. Sample

The sampling strategy of this research was purposive sampling. Purposive sampling is one of technique taking sampling that often used in research; this strategy is taken by researcher because the researcher hope the sample is relevant with her research. The researcher chose the eleventh class as sample because the students of this class were had trouble in learn about narrative text and very weak in reading narrative text. The students in this class were 20 students.

E. Instrument of Research

In this research, the researcher used reading test as instrument. The researcher used objective test to assess the students' answer. These tests consist of pre-test and post-test. Pre-test was used to measure the students' reading before treatment. Post-test used to measure the students' reading performance after treatment. The form of test used in this research was Multiple choice test that consisting of 5

17Sumadi Suryabrata. 2012. *Metodologi Penelitian*. Rajagrafindo Persada. Jakarta. p.102

questions with three item choice are A, B, and C and time of test is 60 minutes. It

was given in pre-test and post-test in order to know the students' competence

before and after giving treatment. The items of test question consist were:

1. What the title of the story?
2. What is the meaning of (one of word in the story)?
3. Why (character of the story)?
4. What the conclusion of the story?
5. What the moral lesson of the story?

F. Procedure of Collecting Data

The procedure of data collection as follow:

1. Pre test

- a. The researcher explained about the purpose of her research
- b. The researcher gave pre- test that aim to know student ability in reading before

give the treatment. The researcher gave the student time for read a narrative text entitled "The Fox and The Grapes" and the researcher ask to students to answer the multiple choice with time 60 minutes.

2. Treatment

After giving pre test, the researcher gave treatment in seven meetings:

- a. The first meeting

In this meeting, the researcher explained about the fix up strategy method. And then, the researcher gave a narrative text entitled "The fox without the tail" to students. In this case, the researcher tried to applied fix up strategy by several steps:

1. Re-read

In this case, the researcher command to students to read a narrative text entitled "The Fox Without a Tail" until twice to help the students to clarify the content of the text.

2. Read aloud

In this case, the researcher ask to students to read aloud the narrative text "The Fox Without a Tail".

3. Use context clues

In this case, the researcher ask to students looking for the clues of narrative text entitled “The Fox Without a Tail” to help the students identify the content of the text

4. Look up the word you don't know

In this case, the researcher ask the students to look up word that they don't know that the students find in the narrative text entitled “The Fox Without a Tail” .

5. Ask question

In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled “The Fox Without a Tail”.

6. Make connection

The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

7. Think about the author's purpose

The researcher ask the students find out information about author's purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to students for answer the multiple choices bellow in text.

Finally, in last activities the researcher gave explanation the meaning of the text to students for make the students more understand about the text. It spent 15 minutes.

Then check correct and incorrect the student's answer.

b. The second meeting

The researcher gave a narrative text to students that different between the first meeting because the researcher did not explained about fix up strategy but the researcher direct into applied the strategy. The researcher gave a narrative text entitled “Why do Hawks Hunt Chicks” to students.

In this case, the researcher tried to applied fix up strategy by several steps:

1. Re-read

In this case, the researcher command to students to read a narrative text entitled “Why Do Hawks Hunt Chicks?” until twice to help the students to clarify the content of the text.

2. Read aloud

In this case, the researcher ask to students to read aloud the narrative text “Why Do Hawks Hunt Chicks?”.

3. Use context clues

In this case, the researcher ask to students looking for the clues of narrative text entitled “Why Do Hawks Hunt Chicks?” to help the students identify the content of the text

4. Look up the word you don't know

In this case, the researcher ask the students to look up word that they don't know that the students find in the narrative text entitled “Why Do Hawks Hunt Chicks?” .

5. Ask question

In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled “Why Do Hawks Hunt Chicks?”.

6. Make connection

The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

7. Think about the author's purpose

The researcher ask the students find out information about author's purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to students for answer the multiple choices bellow in text.

Finally, in last activities the researcher gave explanation the meaning of the text to students for make the students more understand about the text. It spent 15 minutes.

Then check correct and incorrect the student's answer.

c. The third meeting

In this meeting, the researcher gave a narrative text entitled "Flock of Doves" to students.

In this case, the researcher tried to applied fix up strategy by several steps:

1. Re-read

In this case, the researcher command to students to read a narrative text entitled "Flock of Doves" until twice to help the students to clarify the content of the text.

2. Read aloud

In this case, the researcher ask to students to read aloud the narrative text "Flock of Doves".

3. Use context clues

In this case, the researcher ask to students looking for the clues of narrative text entitled "Flock of Doves" to help the students identify the content of the text

4. Look up the word you don't know

In this case, the researcher ask the students to look up word that they don't know that the students find in the narrative text entitled "Flock of Doves" .

5. Ask question

In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled "Flock of Doves".

6. Make connection

The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

7. Think about the author's purpose

The researcher ask the students find out information about author's purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to students for answer the multiple choices bellow in text. Finally, in last activities the researcher gave explanation the meaning of the text to students for make the students more understand about the text. It spent 20 minutes. Then check correct and incorrect the student's answer.

d. The fourth meeting

In fifth meeting, the researcher gave a narrative text entitled "A Donkey and a Lapdog" to students.

1. Re-read

In this case, the researcher command to students to read a narrative text entitled "A Donkey and a Lapdog" until twice to help the students to clarify the content of the text.

2. Read aloud

In this case, the researcher ask to students to read aloud the narrative text "A Donkey and a Lapdog".

3. Use context clues

In this case, the researcher ask to students looking for the clues of narrative text entitled "A Donkey and a Lapdog" to help the students identify the content of the text

4. Look up the word you don't know

In this case, the researcher ask the students to look up word that they don't know that the students find in the narrative text entitled "A Donkey and a Lapdog" .

5. Ask question

In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled "A Donkey and a Lapdog".

6. Make connection

The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

7. Think about the author's purpose

The researcher ask the students find out information about author's purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to

students for answer the multiple choices bellow in text.

Finally, in last activities the researcher gave explanation the meaning of the text

to students for make the students more understand about the text. It spent 20 minutes.

Then check correct and incorrect the student's answer.

e. The fifth meeting

In this meeting, the researcher gave a narrative text entitled " The Rabbit and the Bear" to students.

In this case, the researcher tried to applied fix up strategy by several steps:

1. Re-read

In this case, the researcher command to students to read a narrative text entitled "The Rabbit and the Bear" until twice to help the students to clarify the content of the text.

2. Read aloud

In this case, the researcher ask to students to read aloud the narrative text

"The Rabbit and the Bear".

3. Use context clues

In this case, the researcher ask to students looking for the clues of narrative text entitled "The Rabbit and the Bear" to help the students identify the

content of the text

4. Look up the word you don't know

In this case, the researcher ask the students to look up word that they don't know that the students find in the narrative text entitled "The Rabbit and the Bear" .

5. Ask question

In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled "The Rabbit and the Bear".

6. Make connection

The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

7. Think about the author's purpose

The researcher ask the students find out information about author's purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to students for answer the multiple choices bellow in text.

Finally, in last activities the researcher gave explanation the meaning of the text to students for make the students more understand about the text. It spent 15 minutes.

Then check correct and incorrect the student's answer.

f. The sixth meeting

In sixth meeting, the researcher gave a narrative text entitled "A Mouse and A Lion" to students.

In this case, the researcher tried to applied fix up strategy by several steps:

1. Re-read

In this case, the researcher command to students to read a narrative text entitled "A Mouse and A Lion" until twice to help the students to clarify the content of the text.

2. Read aloud

In this case, the researcher ask to students to read aloud the narrative text "A Mouse and A Lion".

3. Use context clues

In this case, the researcher ask to students looking for the clues of narrative text entitled “A Mouse and A Lion” to help the students identify the content of the text

4. Look up the word you don't know

In this case, the researcher ask the students to look up word that they don't know that the students find in the narrative text entitled “A Mouse and A Lion” .

5. Ask question

In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled “A Mouse and A Lion”.

6. Make connection

The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

7. Think about the author's purpose

The researcher ask the students find out information about author's purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to students for answer the multiple choices bellow in text.

Finally, in last activities the researcher gave explanation the meaning of the text to students for make the students more understand about the text. It spent 15 minutes.

Then check correct and incorrect the student's answer.

- g. The seventh meeting

In the last meeting, the researcher gave a narrative text entitled “The smartest Parrot” to students.

In this case, the researcher tried to applied fix up strategy by several steps:

1. Re-read

In this case, the researcher command to students to read a narrative text entitled “The smartest Parrot” until twice to help the students to clarify the content of the text.

2. Read aloud

In this case, the researcher ask to students to read aloud the narrative text

“The smartest Parrot”.

3. Use context clues

In this case, the researcher ask to students looking for the clues of narrative text entitled “The smartest Parrot” to help the students identify the content

of the text

4. Look up the word you don't know

In this case, the researcher ask the students to look up word that they don't

know that the students find in the narrative text entitled “The smartest Parrot” .

5. Ask question

In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled “The smartest Parrot”.

6. Make connection

The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

7. Think about the author's purpose

The researcher ask the students find out information about author's purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to students for answer the multiple choices bellow in text.

Finally, in last activities the researcher gave explanation the meaning of the text

to students for make the students more understand about the text. It spent 15 minutes.

Then check correct and incorrect the student's answer.

3. Post test

After giving treatment, the researcher gave post- test that aim to know students ability in reading in usage of this strategy. The researcher gave the students time 60 minutes for read and answer the question of narrative text entitled “The Ant and The

Grasshopper” that similar with pre-test and treatment for looking the progress of the student.

G. Technique of Data Analysis

In analyzing data, the researcher used the procedure below:
Scoring the students’ point by using the following formula:

$$\text{Score} = \frac{\text{The number of students' point}}{\text{Total point}} \times 100$$

To understand the level of students score the following classification were used:

The score 9,6 – 10 classified as excellent

The score 8,6 – 9,5 classified as very good

The score 7,6 -8,5 classified as good

The score 6,6 – 7,5 classified as average

The score 5,6 – 6,5 classified as fair

The score 3,6 – 5,5 classified as poor

The score 0 – 3,5 classified as very poor¹⁸

18Harmi, “Improving Reading Comprehension Skill on Narrative Text Through Cooperative Learning at the Tenth Year Students of SMA Muhammadiyah Palopo” (Thesis: STAIN Palopo) 2013, p. 45.

1. To find out the mean score of the student's ability to write correspondence reading researcher applied the following

formula:

$$X = \frac{\sum x}{N}$$

Where: X : mean score
 $\sum x$: total score
 N : total sample

2. Looking for D (difference) between score variable I (X) pre-test and score variable II (Y) post test:

$$D = X - Y$$

3. Calculating mean from difference by using the following formula:

$$MD = \frac{\sum D}{N}$$

4. Calculating total deviation difference:

$$\sum X^2 = \sum X^2 - \frac{\sum i^2}{i}$$

5. Calculating " t_{test} " by using the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum Xd^2}{N(N-1)}}}$$

6 Looking for t_{table} by using the following formula:
 $(db) = N - 1$

7 Standard signification $(\alpha) = 0,05$

$$t_{table} = t \left(1 - \frac{1}{2} \alpha \right) (df)$$

With:

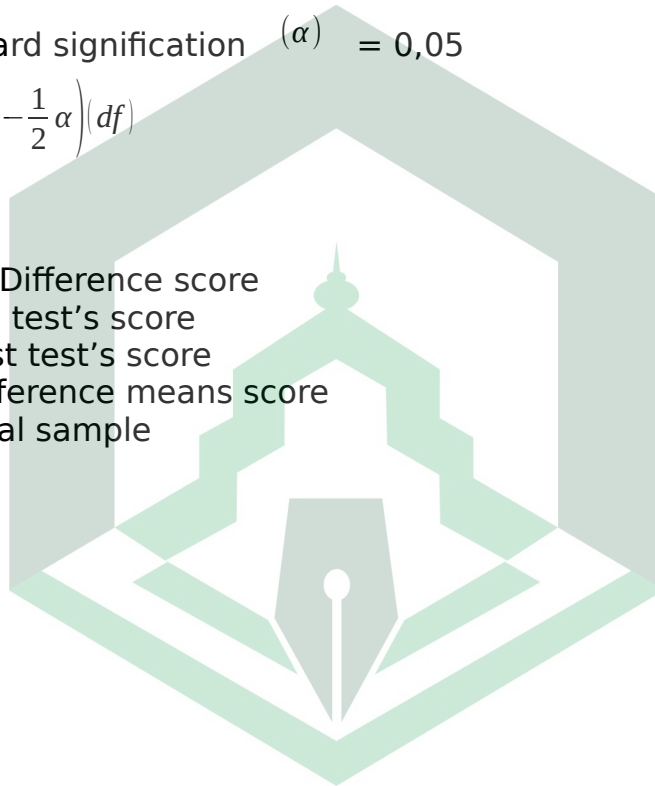
D : Difference score

X : Pre test's score

Y : Post test's score

MD : Difference means score

N : Total sample



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter with the description of findings and discussion of the reserach. The findings of the research. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. Findings

The findings that the researcher reported in the chapter were based on the analysis of data collected and the application of the technique explained in the previous chapter. The finding was processed to find out whether or not the fix-up strategy can improve the students' ability in reading skill on narrative text. This part presented the result of the test. The test consisted of 5 items.

In collecting data, the reseracher used tests, namely pre-test and post-test. The pre-test was given before treatment. It was intended to know the prior knowledge of the students. And the post-test was given after treatment. It was intended to know the result of the research. The findings quantitatively described as follows:

1. Students' ability of raw score in identifying reading test in pre-test

Table 4.1
The raw score of students' reading in pre-test

N o.	Responde nts	Students' Correct Answer	Scoring of the Students'
1	R1	2	4
2	R2	1	2
3	R3	3	6
4	R4	2	4
5	R5	2	4
6	R6	2	4
7	R7	2	4
8	R8	2	4
9	R9	2	4
10	R10	3	6
11	R11	1	2
12	R12	2	4
13	R13	3	6
14	R14	1	2
15	R15	1	2
16	R16	2	4
17	R17	1	2
18	R18	1	2

19	R19	3	6
20	R20	2	4
Total Score			76

Based on the table on pre-test above, we can see that most of the students' had low ability in answer the question correctly. So, the result of the students' answer was low. We can see from the data analysis on table above showed that: the highest score is 6 and the lowest score is 2. Only 4 students got score 6, 10 students got 4, and 6 students got score 2.

a. The mean score of the students in pre-test

To found the mean score of the students' reading, the researcher calculated the total raw score of the students and then divided by total students as in the following formula:

$$X = \frac{\sum x}{N} = \frac{76}{20} = 3,8$$

b. The scoring classification and rate percentage of the students

To found the scoring and the rate percentage of the students the researcher took the students score based on the table score and then classified their score into table classification as follows:

Table 4.2

The Criteria and Percentage of the Students' Reading in Pre-Test

No.	Classification	Score	Frequency	Percenta
-----	----------------	-------	-----------	----------

				ge
1.	Excellent	9,6 - 10	-	0%
2.	Very Good	8,6 - 9,5	-	0%
3.	Good	7,6 - 8,5	-	0%
4.	Average	6,6 - 7,5	-	0%
5.	Fair	5,6 - 6,5	4	20%
6.	Poor	3,6 - 5,5	10	50%
7.	Very Poor	0 - 3,5	6	30%
Total			20	100%

Based on the table classification above and the mean score of the students, the reseracher found that the students' reading skill was poor. It was approved by the table above where 20 students whose their ability was research, it was found that none of them got excellent, very good, good and average. There were 4 (20%) students calssified as fair, 10 (50%) students classified as poor and 6 (30%) students classified as very poor.

Chart 4.1

Students' score percentage in pre-test

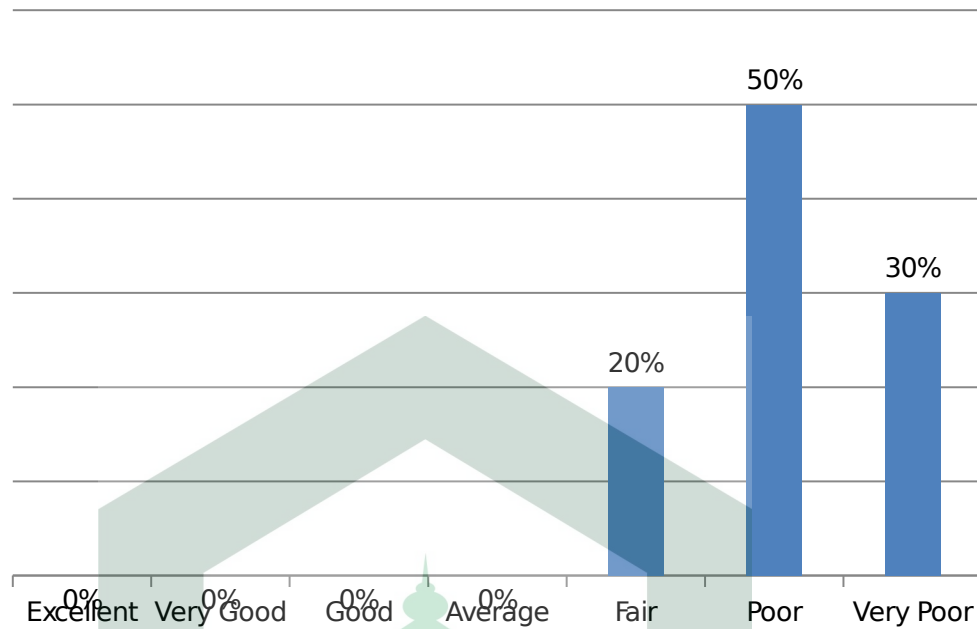


Chart 4.1 showed all percentage that the students got in pre-test. About 50% of students classified as “poor”. The students got difficulty to translate the reading narrative text because they are lack of vocabulary. However, the students had been good participation in this activity.

2. Students’ ability of raw score in identifying reading test in post-test

Table 4.3
The raw score of students’ reading in post-test

N	Responde	Students’ Correct	Scoring of the
o.	nts	Answer	Students’
1	R1	4	8
2	R2	2	4
3	R3	4	8
4	R4	2	4
5	R5	3	6
6	R6	4	8
7	R7	2	4

8	R8	3	6
9	R9	4	8
10	R10	3	6
11	R11	3	6
12	R12	2	4
13	R13	4	8
14	R14	2	4
15	R15	3	6
16	R16	4	8
17	R17	2	4
18	R18	2	4
19	R19	5	10
20	R20	3	6
Total Score			122

Based on the table, after gave treatment, it was better that before treatment. The highest score was 10 and the lower score were 4. 1 student got score 10, 6 students got score 8, 6 students got score 6 and 7 students got score 4.

a. The mean score of the students in post-test

To found the mean score of students' reading skill, the reseracher calculated the total raw score of the students and divided by the total students as in the following formula:

$$X = \frac{\sum x}{N} = \frac{122}{20} = 6,1$$

b. The scoring classification and rate percentage of the students

The researcher found the scoring and rate percentage of the students, the researcher took the students score based on the table score and then classified their score into table calssification as follows:

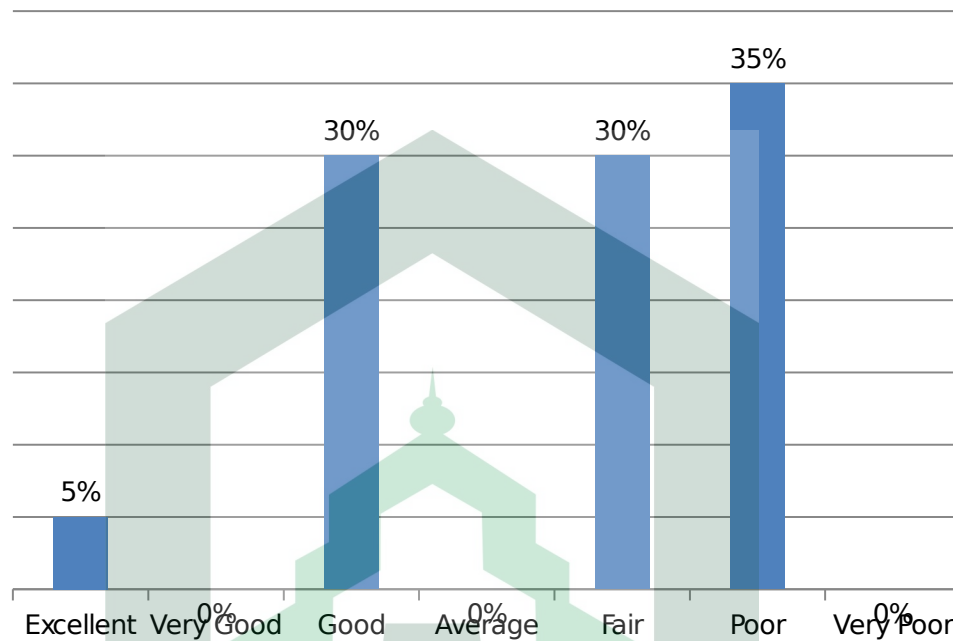
Table 4.4

**The Criteria and Percentage of the Students' Reading in
Post-Test**

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9,6 - 10	1	5%
2.	Very Good	8,6 - 9,5	-	0%
3.	Good	7,6 - 8,5	6	30%
4.	Average	6,6 - 7,5	-	0%
5.	Fair	5,6 - 6,5	6	30%
6.	Poor	3,6 - 5,5	7	35%
7.	Very Poor	0 - 3,5	-	0%
Total			20	100%

Based on the table classification above and the mean score of the students, the researcher found that the students' reading narrative text by using fix up strategy was excellent. It was approved by the table above where 20 students whose their ability was researched, it was found that none of students got very poor. There was 1 (5%) student classified as excellent, none of students (0%) classified as very good, 6 (30%) students classified as good, none of students (0%) classified as average, 6 (30%) students classified as fair, 7 (35%) students classified as poor and none of students (0%) classified as very poor.

Chart 4.1
Students' score percentage in post-test



The chart above showed the percentage of students' score that had developed in post-test. It meant that fix up strategy can effective in teaching reading skill narrative text.

- Looking for gain (D) between score variable 1 (X) pre-test and variable 2 (Y) post-test

Table 4.5
The result of data analysis from the students' score
between pre-test and post-test

N	Responde	X	Y	D = X - Y
o.	nt			
1.	R1	4	8	+4
2.	R2	2	4	+2

3.	R3	6	8	+2
4.	R4	4	4	0
5.	R5	4	6	+2
6.	R6	4	8	+4
7.	R7	4	4	0
8.	R8	4	6	+2
9.	R9	4	8	+4
10	R10	6	6	0
11	R11	2	6	+4
12	R12	4	4	0
13	R13	6	8	+2
14	R14	2	4	+2
15	R15	2	6	+4
16	R16	4	8	+4
17	R17	2	4	+2
18	R18	2	4	+2
19	R19	6	10	+4
20	R20	4	6	+2

	$\sum X_1 = 76$	$\sum X_2 = 122$	$\sum D = 46$
	$X_1 = 3,8$	$X_2 = 6,1$	

Table 4.5 show that the total number of sample (N) was sum of score in pre-test

$\sum X_1$ was 76, the mean score (X) in pre-test was 3,8. The sum of the score in post-

test $\sum X_2$ was 122, the mean score (X) in post-test was 6,1. The sum gain score

between pre-test and post-test $\sum d$ in this researching was 46.

The minimum gain of the students was 0, it meant that there was development in students' reading narrative text. The total number of student who gets minimum gain was 4 students (20%). The gain which range from +2 up to +4. There are many students that have been developed in reading but their score still low and did not reach the standard value. It showed there was significant development in students' reading. The total students whose reading was developed were 16 (80%).

To know whether there was significance development in students' reading or not, the researcher calculated the mean score in pre-test (X_1) and post-test (X_2). The difference meant between pre-test and post-test (Md), deviation each subject (Xd) and the result of the best. The mean score of the pre-test (X_1) and post-test (X_2) as follows:

$$X_1 = \frac{\sum X_1}{N} = \frac{76}{20}$$

$$X_1 = 3,8$$

$$X_2 = \frac{\sum X_2}{N} = \frac{122}{20}$$

$$X_2 = 6,1$$

The difference means between pre-test and post-test:

$$Md = \frac{\sum d}{N} = \frac{46}{20}$$

$$Md = 2,3$$

4. Calculating for deviation standard for each subject (Xd) and squared deviation (Xd²)

Table 4.6
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Respondent	Gain	Xd (d-Md)	Xd ²
R1	+4	1,7	2,89
R2	+2	-0,3	0,09
R3	+2	-0,3	0,09
R4	0	-2,3	5,29
R5	+2	-0,3	0,09
R6	+4	1,7	2,89
R7	0	-2,3	5,29
R8	+2	-0,3	0,09

R9	+4	1,7	2,89
R10	0	-2,3	5,29
R11	+4	1,7	2,89
R12	0	-2,3	5,29
R13	+2	-0,3	0,09
R14	+2	-0,3	0,09
R15	+4	1,7	2,89
R16	+4	1,7	2,89
R17	+2	-0,3	0,09
R18	+2	-0,3	0,09
R19	+4	1,7	2,89
R20	+2	-0,3	0,09
N = 20	$\sum d = 46$		$\sum Xd^2 = 42,2$

5. The result of the test significance of students' reading skill process by using "t" test as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum Xd^2}{N(N-1)}}}$$

Difference means between pre-test and post-test (Md) = 2,3 squared deviation

$$\sum_{i=1}^n Xd^2 = 42,2, \text{ total subject (N) = 20}$$

$$t = \frac{2,3}{\sqrt{\frac{42,2}{20(20-1)}}}$$

$$t = \frac{2,3}{\sqrt{\frac{42,2}{20(19)}}}$$

$$t = \frac{2,3}{\sqrt{\frac{42,2}{380}}}$$

$$t = \frac{2,3}{\sqrt{0,11}}$$

$$t = \frac{2,3}{0,33}$$

$$t = 6,96$$

From all the data analysis above, the data show many kinds of students' score in writing. The means score of students' reading skill in pre-test (X_1) was 76 and the mean score of students reading skill in post-test (X_2) was 122. It could be seen the mean score of students was developed. The post-test mean score was better than in pre-test. The developing score was in continuation of t_{table} . The researcher used the level significance or standard significance (α) = 0,05 to find out the acceptability hypothesis. The degree of freedom (df) = N-1. The result of $t_{test} = 6,96$ would be analyzed by testing criteria " t " (t_{table}) as follows:

Testing " t " (t_{table})

Standard significance (α) = 0,05

Degree of freedom (df) = N-1

= 20-1

$$= 19$$

$$t_{\text{test}} = 6,96$$

$$t_{\text{table}} = t\left(1 - \frac{1}{2}\alpha\right)(df)$$

$$= t\left(1 - \frac{1}{2}0,05\right)(19)$$

$$= t(1 - 0,025)(19)$$

$$= t(0,975)(19)$$

$$T_{\text{table}} = 2,093$$

The analysis above showed that t_{test} (6,96) was higher than t_{table} (2,093). When t_{test} was higher than t_{table} ($t_{\text{test}} > t_{\text{table}}$) the students' writing skill was developed.

Table 4.7

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Mean score

Type of test	Mean Score
Pre-test	3,8
Post-test	6,1

Table 4.8

Result of “ t_{test} ”

Type of test	Mean Score
t_{test}	6,96
t_{table}	2,093

The table 4.17 showed that the mean score of the post-test was higher than mean score of pre-test ($6,1 > 3,8$). Table 4.18 showed that the result of t_{test} was higher than the result of t_{table} ($6,96 > 2,093$). The data indicated that the students' reading narrative text in SMA PGRI Walenrang at the eleventh class was developed.

In order to know whether the pre-test and post-test significantly differences, the researcher used t_{test} analysis. The result of t_{test} was 8,302. To find out the degree of freedom (df) the research used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 20-1 \\ &= 19 \end{aligned}$$

For the level significance $(\alpha) = 0,05$ and $(df) = 19$ then the value of t_{table} 2,093. Thus the t_{test} was higher than t_{table} ($6,96 > 2,093$). It meant that there was significant different between post-test and pre-test of the students' reading narrative text before and after using fix up strategy. In other word, fix up strategy was effective in teaching reading narrative text.

Criteria of hypothesis acceptability

$T_{\text{test}} \geq t_{\text{table}} = \text{Reject null hypothesis}$

$T_{\text{test}} \leq t_{\text{table}} = \text{Receive null hypothesis}$

As the researcher shown that $t_{\text{test}} = 6,96 < t_{\text{table}} = 2,093$, by seeing this data the researcher concluded that the null hypothesis was rejected while alternative hypothesis was received. It meant that the use of fix up strategy in teaching reading narrative text at the eleventh class of SMA PGRI Walenrang in 2016/2017 academic year was effective.

B. Discussion

This section, the researcher discussed the result of finding. The result of the data analysis based on the students' test showed that t_{test} with the value 6,96 was higher than t_{table} with the value 2,093 on the level significance 0,05 so, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there was a significant difference between the result of pre-test and the result of post-test.

In pre-test there were 5 questions of reading test about a narrative text entitled "The Fox and The Grape". There were 4 respondents got 6 score, 10 respondents got 4 score and 6

respondents got 2 score. From the 5 questions none of respondents that choose all of the answer with correct.

2. The question of number 2, "*What the meaning of Fox?*" none of students that had correct answer. It was caused the students did not understand the meaning of the text Based on the data analysis of the table of classification and percentage rate of students in pre-test and the students' mean score, the researcher concluded that the students' reading narrative text were in poor category. It was found that none of them got excellent, very good, good and average. There were only 4 (20%) students' classified as fair, 10 (50%) students' classified as poor and 6 (30%) students' classified as very poor. It means that most of students were still in lower level of reading narrative text.

After giving pre-test the researcher gave treatment for seven meeting. In the treatment, the researcher used fix up strategy in teaching reading narrative text. In the first, the researcher explained about fix up strategy and applied it. The second until seventh treatment the researcher just gave the text and applied the strategy and gave a test. And then, the students answer five questions about the text. This activity did in small group that consisted of 4 students in every group.

After giving treatment for seven meeting, the researcher gave post-test to know the students improvement in reading narrative

text. In post-test there were 5 questions of reading test. It was found that there was 1 students who got 10 score, 6 students got 8 score, 6 students got 6 score and 7 students got 4 score.

1. The question of number 2, "*What the meaning of grasshoper?*" there was 1 student that have correct answer. In means there is improvement of the students. Based on the data analysis of the table of classification and percentage rate of students in post-test and the students' mean score, the researcher concluded that the students' reading narrative text was improved. It was found that one of them (5%) got excellent. There were 6 (30%) students' classified as good, 6 (30%) students' classified as fair and 7 (35%) students' classified as poor. It means that students' reading narrative text was improved.

Related to the students' mean score in pre-test and post-test, it showed that fix up strategy can improve reading narrative text the eleventh year students of SMA PGRI Walenrang. It was proven by the students' mean score of post-test (6,1) was higher than pre-test (3,8).

The result showed that there were significant differences between students' reading narrative text in pre-test and post-test. The score of students reading was better in post-test than in pre-test after gave treatment that used fix up strategy. It showed that Fix up strategy can improved their reading skill because the students able to understand the text that given by researcher because the researcher had given Fix

up strategy to students by procedure re-read, read out loud, look up for the word that don't know, use context clues, ask question and etc. So that the student knew how to understand the text through the strategy so that they can answer the question.

The result of this research was consistent with some previous research finding, Nunun Indrasari that fix up strategy more effective in teaching reading.¹⁹



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¹⁹*ibid.*

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the findings and discussions from the data analysis.

A. Conclusions

Based on the findings and discussions of the data analysis in the previous chapter, it was concluded that fix up strategy can improve reading narrative text at the eleventh class students of SMA PGRI Walenrang. It was proven by the result of t_{test} was higher than t_{table} $6,96 > 2,093$ and the alternative hypothesis (H_1) was accepted, so fix up strategy can improve students' reading narrative text.

B. Suggestions

Considering the conclusion above, the presented some suggestions as follows:

1. The teacher should be more selective in choosing suitable techniques method, and models in teaching english to make students more interested and enthusiastic in studying. Especially english teacher who wants to teach reading narrative text is suggest to use fix up strategy, because this strategy, as indicated

from his researchers, can improve students' skill in reading narrative text.

2. The students can practice more about reading narrative text by using fix up strategy. The researcher suggest the students to not use dictionary during apply this strategy to measure their ability in understanding the text.
3. The next researchers, this research can be one of the references for them in conducting other researchers with more detailed information about fix up strategy. The researcher suggest the next researcher can more develop this strategy in teaching reading skill.



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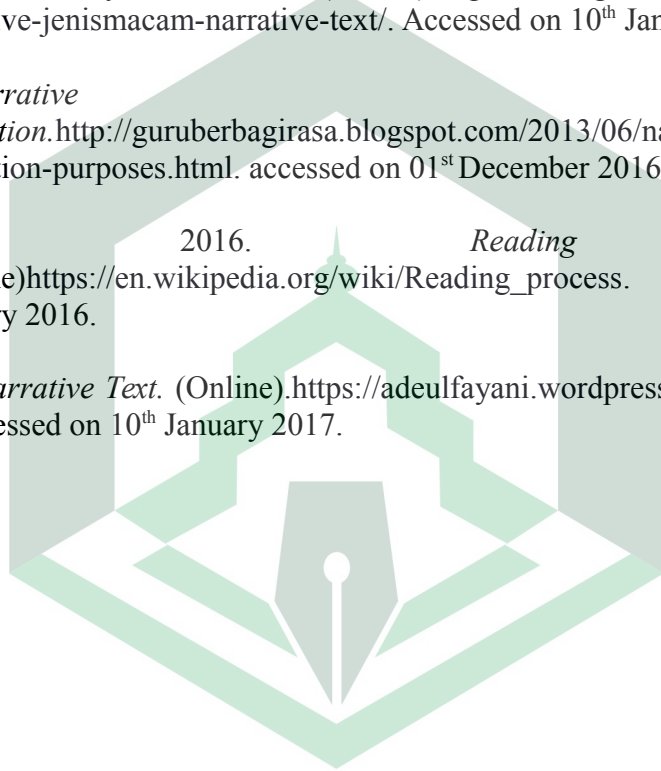
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