

**IMPLEMENTING THE FIX-UP STRATEGY TO STRENGTHEN
STUDENTS' READING COMPREHENSION SKILLS**

(A Pre Experimental Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for
Degree of Education English Education Department*

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Day / Date	Chapter	Note	Sign
15/12/2023		- Fix the grammatical.	f
27/12/2023		- Revise the population and sample - Give more explanation in chapter IV - put the expert in discussion	f
9/1/2024		- Revise chapter V Conclusion	f
7/1/2024	Chapter 5	- Revise population & sample. - give more explanation in treatment - Abstract	f
10/1/2024	Empx	- Revise Research Design - give more explanation in discussion	f
16/2024	IV	- See final exam	f

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Day / Date	Chapter	Note	Sign
12/02/2024	IV	See the correlation between Fix-Up Strategy and fairy tale	
02/03/2024	IV	Understanding the implementation the Fix-Up Strategy.	
05/03/2024	IV	How to get the improvement of mind idea and supporting detail	
08/09/2024	I	That's ok go to seminar	

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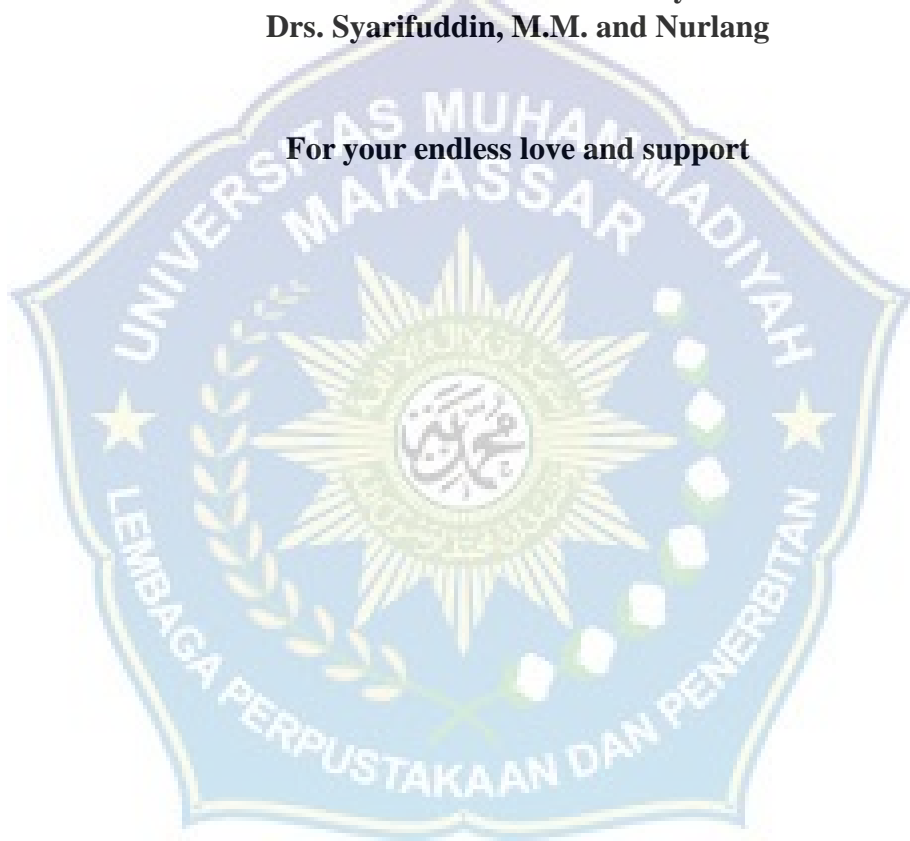
MOTTO

“Dream high, because our only limits is our minds”

DEDICATION

**This thesis is dedicated to my beloved parents
Sulham and Ramlah Lily
Drs. Syarifuddin, M.M. and Nurlang**

For your endless love and support



ABSTRACT

Nurul Maulidiyah Sulham, 2024. Implementing the Fix-Up Strategy to Strengthen Students' Reading Comprehension Skills. Under the thesis of English Education Department, faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Hj. Ilmiah and Hasnawati Latief.

This research aims to find out whether the use of Fix-Up Strategy strengthen the students' in reading comprehension skills for the IX class of SMP Negeri 2 Sinoa Kab. Bantaeng. The research method used in this research was pre-experimental with the data analysis process using a quantitative design. The population of this study were all class IX students. The sample in this research were students of class IX. The instrument used was a reading test via pre-test and post-test.

The research result found that implementing the Fix-Up Strategy was in improving students' reading comprehension skills in terms of main idea and supporting details in narrative text at the ninth grade students of SMP Negeri 2 Sinoa Kab. Bantaeng. The result showed in the main idea there was an improvement of 24.50% and supporting details of 19.10%. Apart from that, the value of the t-test is higher than the value of t-table, main idea ($6.48 > 1.725$) supporting details ($5.14 > 1.725$) which means H_0 was rejected and H_1 was accepted. So it can be concluded from the results of this research that the used of the Fix-Up Strategy can improved the reading comprehension skills of ninth grade students of SMP Negeri 2 Sinoa Kab. Bantaeng.

Keywords: *Fix-Up Strategy, Reading Comprehension Skills, Students.*

ABSTRAK

Nurul Maulidiyah Sulham, 2024. Penerapan Strategi Fix-Up untuk Memperkuat Kemampuan Pemahaman Membaca Siswa. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Hj. Ilmiah dan Hasnawati Latief.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Strategi Fix-Up dapat meningkatkan kemampuan membaca pemahaman siswa kelas IX SMP Negeri 2 Sinoa Kab. Bantaeng. Metode penelitian yang digunakan dalam penelitian ini adalah pra-eksperimental dengan proses analisis data menggunakan desain kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas IX. Sampel dalam penelitian ini adalah siswa kelas IX. Instrumen yang digunakan adalah tes membaca melalui pre-test dan post-test.

Hasil penelitian menemukan bahwa penerapan Strategi Fix-Up dapat meningkatkan kemampuan membaca pemahaman siswa dalam hal ide pokok dan detail pendukung dalam teks naratif pada siswa kelas IX SMP Negeri 2 Sinoa Kab. Bantaeng. Hasil penelitian menunjukkan pada gagasan utama terjadi peningkatan sebesar 24,50% dan rincian pendukung sebesar 19,10%. Selain itu, nilai t-test lebih tinggi dari nilai t-tabel, gagasan utama ($6,48 > 1,725$) rincian pendukung ($5,14 > 1,725$) yang berarti H_0 ditolak dan H_1 diterima. Jadi dapat disimpulkan dari hasil penelitian ini bahwa penggunaan Strategi Fix-Up dapat meningkatkan kemampuan membaca pemahaman siswa kelas IX SMP Negeri 2 Sinoa Kab. Bantaeng.

Kata kunci: *Strategi Fix-Up, Keterampilan Membaca Pemahaman, Siswa.*

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Alhamdulillah with the grace of Allah researcher can finish it thesis after a long hard effort of writing. Therefore, she expressed deepest gratitude to beloved father **Sulham** and beloved mother **Ramlah Lily**. Great men and women who have always been my encouragement and made me rise from giving up by providing motivation, praying and giving full support so that I could complete this thesis. Thank you very much also to my beloved younger brother, Surya and my sister, Humaira, who have always there for me and supports me all the time. The researcher realized that in research and writing this thesis many people have contributed their valuable suggestion, guidance, assistance, and advice. Therefore, the researcher would like to express deepest appreciation to:

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The researcher is fully aware that this thesis is still far from being perfect. Therefore, researcher expect constructive criticism and suggestion from the parties’ reader. Hopefully this research can be useful for readers and other researcher.

Makassar, 15 Januari 2024

Nurul Maulidiyah Sulham

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CHAPTER I

INTRODUCTION

A. Background

The most of activities and many people of daily life involve communication in English, which is an international language. In Indonesia, English is a subject that is taught to students in junior and senior high schools as well as at the university level. Alfiyah claims in her thesis from 2004 that university-level English instruction is typically an intense process that entails detailed examination of brief passages, including syntactic, semantic, and lexical analysis as well as translation into linguistics to analyze meaning. It has been acknowledged that learning English is difficult for Indonesian students due to the vast differences between the two languages' spelling, pronunciation, vocabulary, and grammar.

The four language skills in English are speaking, listening, reading, and writing. Reading is one of the four talents that is most crucial. Reading of written material is a crucial ability when it comes to mastering any given subject, as reading is a skill that goes beyond simply pronouncing words. As Saleh (1997) points out, reading is a skill that can be frequently utilized and retained for a long time. It involves not only decoding written words into English sounds, but also comprehending the message conveyed by the text.

Based on the above clarifications, reading is not solely about perceiving and articulating the words accurately, but it also involves

comprehending the primary concept of the texts to enhance the students' erudition. Consequently, reading is a valuable aptitude that facilitates the students in grasping ideas for their verbal and written communication. Additionally, Reading allows students to become astute individuals as perusing the many good articles on the internet gives them a sense of having explored the whole world.

Reading is also the process of giving written and visual information meaning, according to Moreillon (2007). Reading is a process that involves effort and expertise, as well as a lot of practice. Since it can be combined with other talents, reading is one of the English skills that cannot be practiced independently. Which is why, it is the duty of the instructor to oversee the practice of the four fundamental skills. Teachers are tasked with demonstrating various approaches or strategies to aid students in learning better while pursuing these abilities. Depending on the teacher's skill at using the activities to create an engaging learning environment and provide the students a chance to advance, several methods or strategies may be employed.

Reading is something that should be considered a learned skill. Yet learning it requires a lot of practice, a solid vocabulary foundation, clear voice and intonation, and familiarity with key strategies that can ensure comprehension. In the classroom, the majority of reading techniques and strategies have been alternately used. The outcome demonstrates that some students' English reading proficiency is still insufficient. The students

believe that learning to read is the most challenging skill. The learners continue to struggle with reading because they cannot comprehend the text's substance or what it is about, and they also have trouble identifying a paragraph's major concept.

According to Paris in Middleton (2011), the process in creating meaning through the coordination of several complicated processes, such as language, word reading, word knowledge, and fluency, can be roughly defined as reading comprehension. On the other side, according to the researcher's findings in the field, some students at SMK Handayani Sungguminasa experienced difficulties in learning, especially in English reading skills as a result of the researcher's PLP Lanjutan .

The issues were with the students' comprehension of what they read. It is challenging for the students to comprehend an English text. They still have trouble understanding the meaning of the words of reading text. Beside that, the other trouble they had to consult their dictionaries whenever they came across words whose meanings they were uncertain about. Most students were unable to provide the right response when the teacher asked them to respond orally to a question based on the text. The situation showed that their comprehension of a book is not very good (PLP Lanjutan).

In order to allow all students to read English material in reading class, teachers must devise a suitable plan of action to address these issues. The Fix-Up strategy is one of the measures the instructor might employ in reading class to strengthen the students' reading comprehension abilities.

Muhassin (2021) assert that In ability for students to actively and autonomously participate in self-monitoring and self-correction when they met confusing language, the fix-up strategy has created favorable learning conditions. Students used the fix approach to address meaning breakdowns when self-monitoring, identifying words, phrases, and paragraphs they did not comprehend.

Based on these findings, the researcher concludes that comparable initiatives are required to address these issues in the teaching and learning of English, particularly when it comes to the instruction of reading comprehension. The Fix-Up approach was employed by the researchers in this study to address the issue.

B. Problem Statement

Based on the background of the study above, the researcher state the statement of the problems as follow: How does The Fix-Up Strategy can strengthen the students' reading comprehension skill for the IX class of SMP Negeri 2 Sinoa Kab. Bantaeng?

C. Objective of the Research

Based on the research problem, the objective of the study is to find out the use of Fix-Up Strategy strengthen the students' in reading comprehension for the IX class of SMP Negeri 2 Sinoa Kab. Bantaeng.

D. Significance of the Research

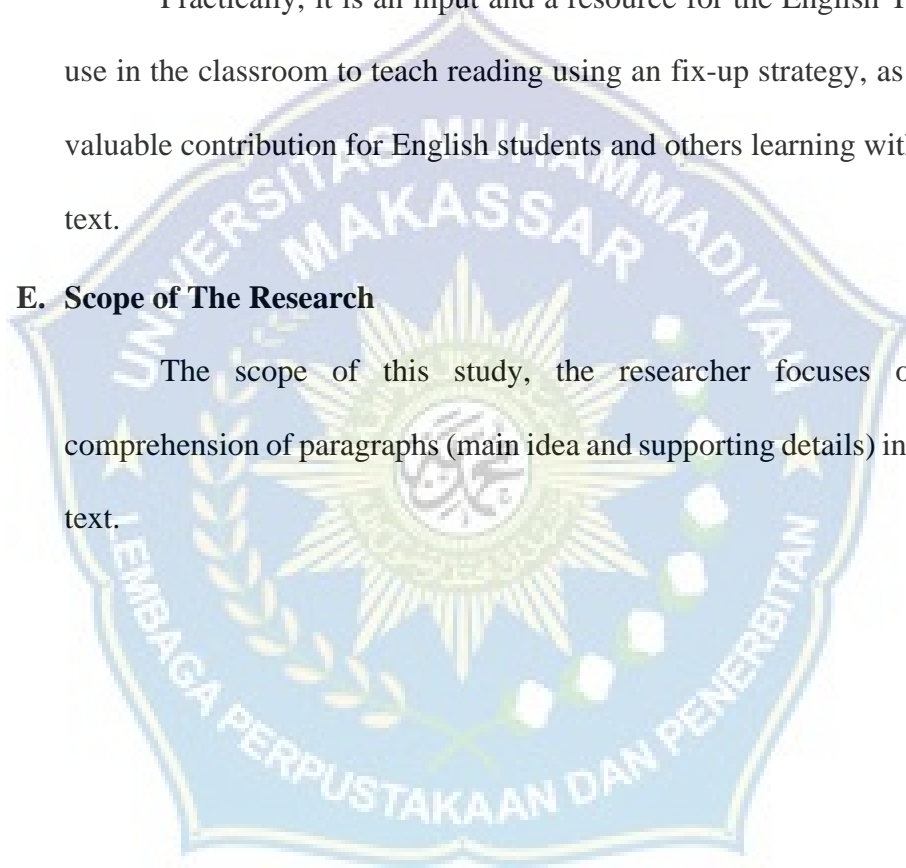
The result of the study is expected to have some significance as follows. Theoretically, the research findings should be useful for trying to

strengthen students' reading comprehension and becoming an alternative method for teachers in teaching reading. This is expected to be beneficial or to contribute to an educational institution in presenting and implementing a strategy to meet the needs of students' learning achievement in the reading subject.

Practically, it is an input and a resource for the English Teacher to use in the classroom to teach reading using an fix-up strategy, as well as a valuable contribution for English students and others learning with English text.

E. Scope of The Research

The scope of this study, the researcher focuses on literal comprehension of paragraphs (main idea and supporting details) in narrative text.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The researcher was present some previous related findings by other researchers regarding fix-up strategy to strengthen students' reading comprehension skills.

Ulfah et al (2022) in her study, found that to see the effects and responses of the fix-up options strategy deployment on second-grade pupils at PKPU junior high school. It has been shown that teaching students how to use fix-up options strategy can assist them improve their reading comprehension. During the reading process, students met difficult phrases or sentences and found it difficult to understand the students' meaning; as an outcome, they decided to use the fix-up options strategy to deal with such issues. For instance, while struggling to understand vocabulary, they reread it, read loudly, decipher the unclear meaning, and highlight it.

Ramadhona et al (2022) in her study found that The Fix-Up strategy significantly increased the eighth-grade students at SMP BINA TAMA Palembang's reading comprehension. Independent sample t-test results revealed a significant difference in the students' reading comprehension between those who received Fix-Up approach instruction and those who did not.

Said et al (2020) found that Fix up strategy helped students think more independently and creatively, and they had improved comprehension

of the material. Fix up strategy offers additional activities that can help students develop reading comprehension, such as previewing, anticipating, a connection, understanding unfamiliar words, rereading, and inference. The success of using fix up strategy can also be seen in the improvement of the students' grades. Additionally, it encourages readers to draw connections between what they are reading and their existing knowledge in order to better grasp it. Additionally, finding connections and rereading the material can help the reader grasp the text better and provide several possibilities for them to understand unfamiliar words and sentences as well as make ideas more apparent and memorable.

Based on the research above, the researcher concludes that there are similarities between the research above and this study, which discusses Fix-Up Strategies that strengthen students' reading comprehension skills. In contrast to the research conducted previously, which solely explained the implementation of the Fix-Up Strategy, the research conducted here more emphasis on the strengthening of literal comprehension in the student's reading comprehension skill and the research instruments used are also differentiating from other studies.

B. Some Pertinent Ideas

1. The Concept of Reading

a) Definition of Reading

Reading is one of the most crucial language acquisition abilities, according to Haris (2021). The basic objective is to comprehend concepts

and language enough so that students are able to understand or apply the writing they have read. Therefore, when participating in reading activities, students hope to learn from the book.

Reading is the foundation of all formal education because it is such a fundamental skill. If reading skills are not introduced to children at a young age, it is unlikely that they will ever learn them. According to Mariana (2020), one of the problems that contributed to the school's bad performance, damages the students, and erodes the public's confidence in the educational system is inadequate reading competence.

Castles (2018) states that reading experience allows words to be identified rapidly and accurately and for their meanings to be activated and integrated during sentence processing. Children are known to vary in word-reading skill and in vocabulary knowledge. Reading is a complex area. The term can be used to describe the process itself, or a reaction to a literary text. This can mean searching for information in non-literary texts, or it can have a broader meaning such as "reading a situation". Reading is not limited to printing in books. It is at the heart of the discussion of reader meaning and structure. It has to do with the question of educational standards and one of the functions of education itself.

Walker in Asia (2012) found that reading as a way for readers to switch sources (what they know and what is in the text), formulate meanings and strategies, check interpretations (correct if necessary), and use context. defined as an active process of to focus on the answer. This means that the

reading activity requires comprehension (reading between the lines) to interpret the message from the written text.

b) Kinds of Reading

There are a lot of ways to read a textbook; students might read silently or aloud. There are four types of reading, according to Patel and Jain (2008):

1) Intensive Reading

Intensive reading means reading with complete concentration and focus. Text or passage reading is one type of intensive reading. The learner reads the text to get knowledge or to analyze it. The goal of this reading is to consume less text. This reading is done to learn something specific. Intensive reading is distinguished by the following characteristics:

1. This reading supports the student's development of active vocabulary.
2. The main character in this reading is the teacher.
3. Linguistic objects are created.
4. The goal of this reading is to increase the use of active language.
5. Reading aloud is what intensive reading means.
6. During intensive reading, accent, emphasis, intonation, and rhythm can all be corrected.

2) Extensive Reading

Extensive reading is a sort of input learning that focuses on meaning. Learners should be engaged in what they are reading and focus their attention on the meaning of the text rather than studying the linguistic

characteristics of the text over long periods of time. Thorough reading might serve as a base for oral reporting to the remainder of the class or full-class discussions. It can also serve as written compositions in which students address specific issues generated by the material in the book. The following are some features that define extensive reading:

1. It helps students develop active vocabulary.
2. Quiet reading is extensive reading.
3. Extensive reading emphasizes the subject content.
4. The learners play an important role in the extensive reading since they must request measurements.
5. Prolonged reading can help to refine the concept.
6. The goal of extensive reading is to widen learners' comprehension.
7. Substantial reading can help you develop a good reading habit.

c) Aspect of Reading

There are several aspect of reading that are closely related to one another. In terms of planning, careful data, vocabulary, and abstract thought, they are the best. These aspects are interrelated and are frequently asked about in national English reading tests. The aspect are:

- 1) Main plan: The main idea or message of a passage or reading text is its most important idea (Olson & Diller, 2012). "Main idea" refers to the aim or idea being expressed as in contrast with "topic," which defines the issue being discussed.

- 2) Detail: Facts, assertions, examples, and specifics that aid readers in comprehending a book are considered supporting details in reading comprehension. By assisting in the clarification, illumination, explanation, description, expansion, and illustration of the core idea, these details aid readers in understanding the text.
- 3) Vocabulary: Vocabulary data has been shown to have a strong relationship with students' reading comprehension and overall lesson success (Lehr, 2009). Vocabulary statistics are closely related to reading comprehension and overall educational performance. The connection makes sense since it inspires students to use the terms from the text they are scanning. Students value each vocabulary item as well as the ability to interpret newly learned words in a number of ways.
- 4) Inference: Abstract thought is the ability to read between the lines or infer the author's intentions from the text. All comprehension strategies have been described as requiring abstract reasoning. Students must examine the text for clues, research related historical knowledge, and then predict (infer) what the hints indicate (Sari, 2019).

d) Types of Reading Text

According to Anderson, M., and Anderson, K. (2002), besides to the conventional and fundamental skills specified by the government, there

square unit several types of text that ought to be taught in collage education, including procedure text, recount text, narrative text, and descriptive text.

1) Procedure text

A procedure text is a section of text that teaches listeners or readers on how to perform a specific task. The idea is to make it simpler for the reader to produce, perform, or use anything. Procedure text includes things like recipes, instruction manuals, and directions.

2) Recount Text

A recount is a section of text that explains the reader or auditor why they should do something. Its objective is to provide instructions for manufacturing one thing, doing one thing, or getting there. Recipes, itineraries, instruction manuals, and directions are examples of procedure texts.

3) Narrative Text

A narrative text is one that uses narrative techniques to tell a story and so entertains or informs the reader or listener. It also comprises characters, a storyline, a setting, and action that have problems, such as fables, legends, and folktales, as well as a coda (moral value), which is separated into orientation, complexities, and sequence of events (Umuluddin, 2017).

4) Descriptive Text

Descriptive or description describes a specific person, location, or item. However, a description can also be written to illustrate or inform, to

change attitudes or societal beliefs, or to highlight the morality of a narrative. The author concentrates just on the descriptive text among the many texts.

e) **Reading Comprehension**

1) Definition of Reading Comprehension

According to Oakley (2011), reading comprehension is the desired result of reading and can be defined as the skill of combining background knowledge with reading texts. Also Çiftçi, & Temizyürek, (2008) states that reading comprehension has an important place in lifelong learning. Anastasiou, D. & Griva, E. (2009) defined that reading comprehension is an interactive process between the reader and the text. Comprehension is affected by the experiences, abilities, motivation and reading goals of the reader. Kintsch (2004) notes that it requires identifying and understanding the important ideas of texts and making inferences based on both texts and background knowledge.

Students need reading comprehension skills at all educational levels and for all school subjects. According to Altunkaya (2016) in his research said that Determining the level of students' reading comprehension skills is the subject of testing and evaluation . The examinations in education and training show the extent to which desired behaviors and skills have been acquired. Huang and Wu (2013) assert that tests have become important recently due to their formative assessment roles in facilitating students' learning.

2) Level of Reading Comprehension

Hillerich (1983: 126) in Antoni (2010) divides reading comprehension into three levels:

a) Literal Comprehension

To acquire the literal comprehension level, the reader must remember things that are explicitly stated in the text. For example, it is used to recall locations, objects, and names.

b) Inferential Comprehension

The reader can then use the inferential comprehension level to recommend relevant supplementary material that supports the text's issues and personal experiences. It is concerned with interpreting the co-author's goals and what was previously stated, establishing broad conclusions, inferring the most plan, sequencing, making judgments, projecting results, and so on.

c) Critical Comprehension

Lastly, the critical comprehension level results in the formation of reasonable judgements on the various aspects of the text and the author's style. It works to evaluate or make judgements in four important areas: main concerns, arguments in support of those issues, linguistic style, and reasoning used to reach conclusions.

2010 (Antoni).

3) Aspect of Reading Comprehension

According to Brown, (2003) there are various features that are frequently utilized in testing students' reading comprehension, and below some of these aspects.

- 1) Main idea (topic sentence)
- 2) Expression/ idioms/phrase in context
- 3) Inference (implied detail)
- 4) Grammatical feature
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting idea
- 8) Vocabulary in context.

In addition, Gunning (2010) mentions that they are 4 elements in reading comprehension, as follows:

1) Main Idea

A summary statement that incorporates the details or concepts in a selection is known as the main idea. The topic is less precise than the main theme. Unlike the topic, which is the subject, the major concept is the overall viewpoint conveyed in relation to the issue.

2) Supporting Details

Additional information that clarifies, defines, or supports the core notion is referred to as a supporting detail. Answers to the

questions who, why, when, where, what, and how can be found in the text. In supporting detail, there are both explicit and implicit terms. In addition to being either stated or indicated in the text, implicit language refers to ideas that are implied rather than immediately stated in the text.

The supporting information question requires the reader to locate certain details that are not clearly stated in the text. The paragraph contains the following words: who, what, when, where, why, and how.

3) Infering

The ability to infer, which involves anticipating and drawing conclusions, is crucial to comprehension and is amenable to education.

4) Fact and Opinions

The accuracy or inaccuracy of a fact can be determined empirically and analytically by counting, measuring, weighing, feeling, hearing, seeing, or studying it. While opinions cannot be proven, they do indicate an attitude or a value.

Based on the elements of reading comprehension mentioned by certain experts, the researcher came to the conclusion that pupils can succeed in reading comprehension if they comprehend all of the elements. The four components the

researcher will employ in this study are the primary concept, drawing inferences, supporting details, and terminology.

4) The Purpose of Reading Comprehension

The purpose of reading comprehension is to understand the text in order to induce data and knowledge. Those squares represent the main purpose of the reading activity. According to Grabe and Stoller (2002:13), the purpose of reading in Naning Risti Hanifah (2014) is as follows:

- a) Reading to find basic knowledge. Simple information can be gathered by reading announcements at venues such as the market, school, car, and airport. When we read to search, we usually scan the material in quest of a certain fact or word.
- b) Skimming to read rapidly. This purpose is to comprehend the overall structure of the text, which is consistent as a collection of ways for evaluating any information from the text or passage that is required. Such as when reading a newspaper, some people will often skim through many of the pages to get the substance of it.
- c) Reading to integrate information necessitates extra judgements regarding the relative importance of opposing, mutually reinforcing, or complementary information, and may necessitate the reorganization of a rhetorical frame to accommodate information from several sources. These abilities invariably necessitate critical analysis (of the information, knowledge, and data being browsed) so

that the reader may determine what information to integrate and how to integrate it for the reader's aim. In this regard, both reading to write and reading to evaluate material might be task variations of reading to integrate information.

- d) General comprehension reading. For two reasons, the state of basic reading comprehension has been intentionally left till last in this discussion. First, it is the most fundamental aim of reading, underpinning and sustaining all other purposes. Second, general reading comprehension is far harder than is commonly supposed. Hanifah (2014).

f) Literal Reading Comprehension

Literal reading comprehension is the comprehension of information and facts expressed directly in the text. This is the primary and most fundamental degree of comprehension of the text. Literal comprehension abilities such as discovering keywords, skimming, and scanning can help readers find information more quickly. Literal understanding, as described by Burns et al. (1999), is the ability to immediately understand the ideas expressed in written language, recognize features and sequences, and understand cause-and-effect relationships.

Literal comprehension, according to Brassel and Rasinki (2008), needs a reader to be able to retell and recall the fact or information offered in a book. At this level, the teacher might assign students' the

task of locating information and ideas that are plainly mentioned in the text. Literal reading comprehension is understanding ideas and facts that are directly presented in printed pages. It indicates that students' may directly obtain information from literature, such as identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is attempting to comprehend what is happening in the text.

Although literal reading comprehension is a lowlevel talent in reading, it is critical for teachers to build the students' literal comprehension skill since it is the foundational skill for kids before they acquire other reading skills. According to Nurjanah and Putri (2022), because literal reading is the lowest level of knowledge, it is crucial for students to improve this talent. This remark was based on their research findings, which revealed that students who mastered literal reading comprehension also mastered interpretative, critical, and creative reading comprehension. Students with poor literal understanding, on the other hand, did not perform well on the interpretative, critical, and creative levels.

2. The Concept of Narrative Text

1. Definition of Narrative Text

A narrative text is a type of written or spoken communication that tells a story or recounts a sequence of events. It is a literary form used to convey events, experiences, or a series of interconnected happenings in a coherent and engaging manner. According to Umuluddin (2017), a

narrative text is one that tells a story using narrative techniques and so informs or entertains the reader or listener. Narrative texts typically include characters, settings, a plot with a beginning, middle, and end, and may incorporate elements such as dialogue, conflict, and resolution.

These texts can take various forms, including novels, short stories, autobiographies, biographies, folktales, myths, and even personal anecdotes. The primary purpose of a narrative text is to entertain, inform, or engage the audience by conveying a story or a series of events in a structured and compelling way.

2. Types of Narrative Text

Narrative texts come in various forms and styles, each with its unique characteristics and purposes. Archakis 2014 explores narrative genres and identities, highlighting the role of narrative in constructing social categories of membership. Here are some common types of narrative texts:

- 1) **Novel:** A novel is a long narrative work of fiction that typically explores complex characters, intricate plots, and themes. Novels can span various genres, including romance, mystery, science fiction, fantasy, and more.
- 2) **Short Story:** A short story is a brief narrative work of fiction that focuses on a single plot or incident. Short stories often aim to deliver a powerful message or evoke a specific emotional response in a concise format.

- 3) Folktales and Fairy Tales: These are classic narrative text that have been passed down through generations, and they frequently contain magical aspects, moral lessons, and iconic characters. Some examples include "Cinderella" and "Little Red Riding Hood."

These are just a few examples of narrative text types, and many texts may blend elements of multiple genres or styles to create a unique storytelling experience. The choice of narrative style and genre depends on the author's intention and the desired impact on the audience.

3. General concept of The Fix-Up Strategy

1. Definition of Fix-up Strategy

Fix-Up Strategy is a technique that will direct students create the comprehension of reading materials. When the students get confounded with certain terms or certain expressions, settle up technique will offer assistance them comprehend the content message. This implies that a stage to find the message of the content is to settle up methodology. Fitrisia (2015) found that the Fix-Up strategy can offer assistance understudies translate and find the troublesome words which makes understudies simpler to pace the prepare of perusing comprehension.

According to Morellion (2007), fix up options are tools that readers can use to find their way home and make sense of what they read. When students are unable to understand the text when reading, they employ the fix up option to grasp the text's message. According to Duffy (2009), the fix-up

method is usually referred to as "look-backs." It refers to a practice in which readers search backward and occasionally ahead in a text to clear up a meaning stumbling block encountered while reading. To use look-backs, readers must first comprehend the need of monitoring meaning getting what the reader reads, then stopping when a problem arises.

Fix up strategy is the correct one since it'll change students into independent learners and will moreover make students more included as they conceive of the content they are reading on the premise of their involvement or intellect. The strategies that can be used are:

- (1) re-reading the content
- (2) connection with background information,
- (3) inferencing,
- (4) forecasting
- (5) reviewing what we have as of now perused in composing
- (6) visualizing,
- (7) posturing a new question (Moreillon, 2007).

2. There are several steps of Fix-Up Strategy

In using the Fix-Up strategy, the steps for implementing this technique are:

1. The researcher created the students into groups, consist of 4-5 students' and gives a fairy tale test to them.
2. Learners were asked to glance at the content. They look and think about what the content looks like.

3. Predict. Learners analyze the title or headline of the content and created a prediction of what will come next.

4. Read. Learners read through the story and checking whether their prediction are met or not.

5. Made an association. Learners think around something they encountered related to the content.

6. Visualization. Learners drew the characters expressed in the content, based on their creative abilities.

7. Conclusion. Learners made a conclusions from what they read, by summarizing the important points of the text they read.

8. Asked new questions and retold the text. After read the content, learners should ask a questions related to content substantanced and retold what they have read to check whether they got it the substance or not.

3. Advantages and Disadvantages of Fix-Up Strategy

The fix-up strategy is a valuable tool for improving reading comprehension. Depending on Moreillon (2007), There are many advantages and disadvantages to the fix up strategy. The following are the advantages of the fix-up strategy:

- a. This strategy may monitor students' comprehension of the text.
- b. This strategy has the potential of improving students reading comprehension.

Based on the explanation, fix-up the technique for teaching reading comprehension based on the explanation above. It can help students improve their reading comprehension fluency and comprehension.

likewise, there are a disadvantages to the fix up strategy, such as follows:

When a reader does not try to ask and answer their questions, the reader has most likely lost interest and may have also lost comprehension.

For solving this difficulty, the teacher should instruct the students on how to use the fix up strategy. The teacher should provoke students to ask questions.

In conclusion, the fix-up strategy is a valuable tool for improving reading comprehension and fostering independent reading skills. However, like any instructional approach, it should be used judiciously and balanced with other reading strategies to ensure a well-rounded reading education. Teachers should consider the individual needs and abilities of their students when implementing this strategy.

C. Conceptual Framework

The following figure is the conceptual framework that underlies this research:

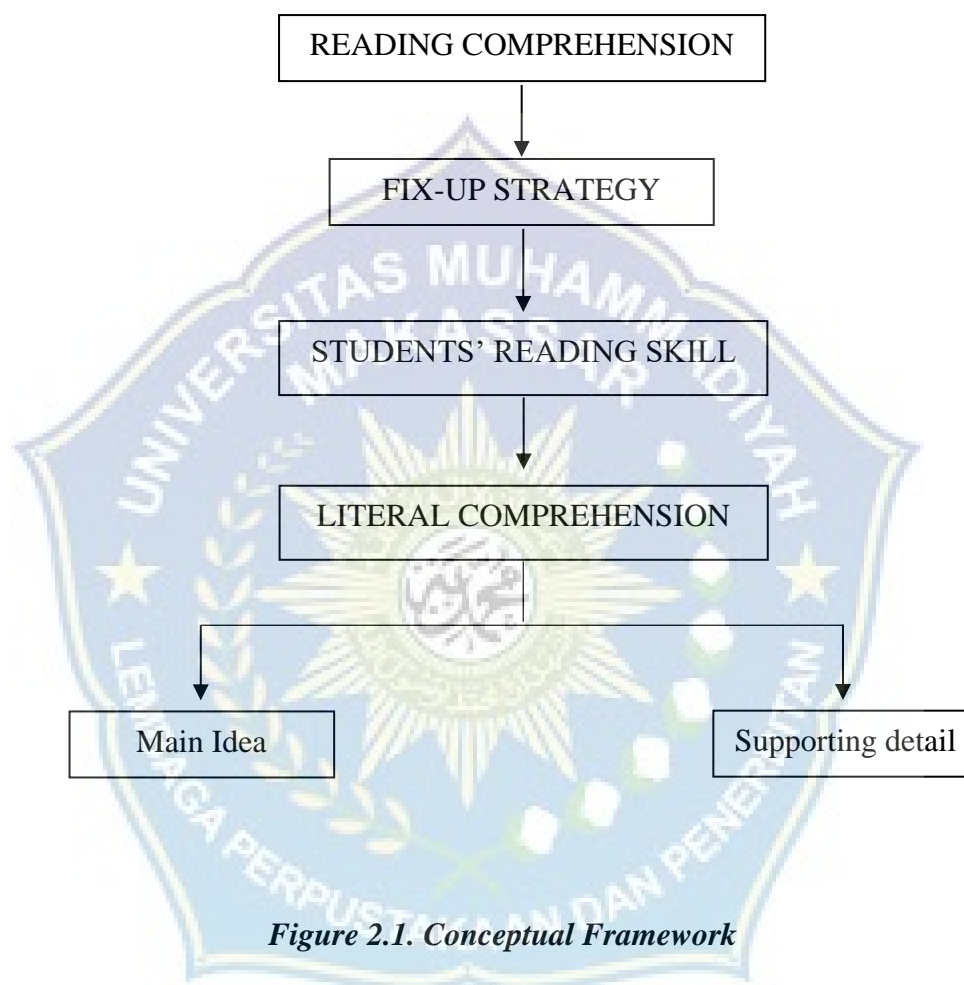


Figure 2.1. Conceptual Framework

The figure show above breaks down and explains the steps needed in doing research analysis. The observed variable is Reading comprehension, it is implementation in the classroom using Fix Up Strategy with pre-test, treatment, and post-test methodology. This strategy is applied to strengthen students' reading skills so that students understand more about

the texts they read but focus only on literal comprehension of paragraphs in the main idea and supporting details.

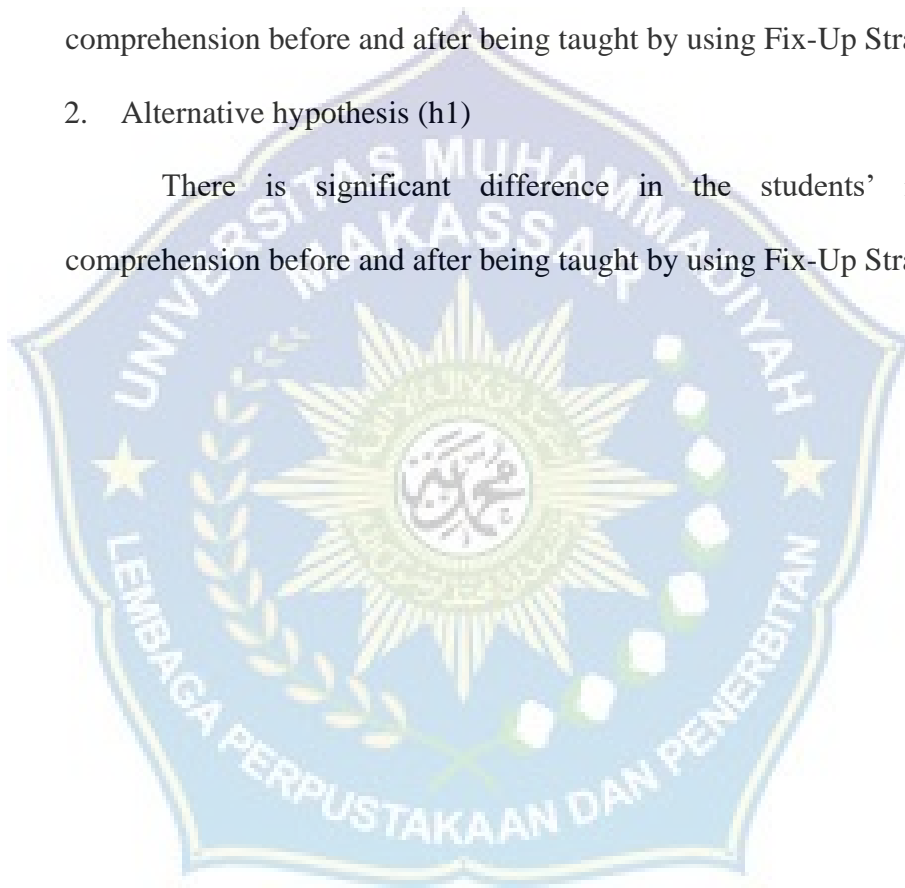
D. Hypothesis

1. Null hypothesis (h₀)

There is no significant difference in students' reading comprehension before and after being taught by using Fix-Up Strategy.

2. Alternative hypothesis (h₁)

There is significant difference in the students' reading comprehension before and after being taught by using Fix-Up Strategy.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this section, the researcher used a pre-experimental, pre-test, treatment, and post-test design is the methodology used in this study. This study has used utilize a pre-test (O1), treatment (X), and post-test (O2) design. The t-test used to determine whether there is a significant difference in the reading ability of the students before and after the treatment.

Pre-Test	Treatment (Fix-Up Strategy)	Post-Test (Fix-Up Strategy)
O1	X	O2

B. Population and Sample

A. Population

The population of the research was IX class of SMP Negeri 2 Sinoa in the 2023/2024 academic years, consist of 21 students.

B. Sample

In this research, researcher used the purposive sampling technique at SMP Negeri 2 Sinoa. The school only has 1 class in 1 batch so the sample in this study was 21 students from class IX.

C. Research Variables

1. Dependent Variable

The dependent variable was the students reading comprehension.

2. Independent Variable

In this study, the independent variable was the Fix-Up strategy for teaching reading comprehension. Students' used the Fix-Up Strategy to understand the information provided in the reading material.

D. Research Instrument

In this research, the researcher used pre-test, treatment, and post-test and reading test that consists of an essay exam, for collecting data. Students were asked to read the text before answering to the questions. The test was individual. Ten essay questions to complete the test.

Pre-test given before starting treatment using Fix-Up strategy, to know the pre-knowledge of students'. Additionally, a post-test given after the treatment to determine whether the students' reading comprehension has strengthen as a result of implementing the Fix-Up Strategy.

E. Techniques of Data Collection

The techniques used by this researcher to collect data are as follows:

1. Pre-test

The researcher was given a pre-test to found out about the students' past reading comprehension skills before starting treatment. The students' got a narrative text from the researcher in the form of an essay test, c. Before

employed the fix-up approach, the aimed of the lesson is to determined student's literal comprehension.

2. Treatment

1. The researcher created the students into groups, consist of 4-5 students' and gives a fairy tale test to them.
2. Learners were asked to glance at the content. They look and think about what the content looks like.
3. Predict. Learners analyze the title or headline of the content and created a prediction of what will come next.
4. Read. Learners read through the story and checking whether their prediction are met or not.
5. Made an association. Learners think around something they encountered related to the content.
6. Visualization. Learners drew the characters expressed in the content, based on their creative abilities.
7. Conclusion. Learners made a conclusions from what they read, by summarizing the important points of the text they read.
8. Asked new questions and retold the text. After read the content, learners should ask a questions related to content substanced and retold what they have read to check whether they got it the substance or not.

2. Post-test

After the treatment, the researcher was given a post-test to the students to know their reading comprehension followed the used of the Fix-Up strategy.

F. Techniques of Data Analysis

The data should be collect through quantitative analysis. The steps are taken as follows:

1. Scoring the students' correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

Table 3.1

- a. Scoring students' answer for main idea following criteria:

Point	Criteria	Question
4	The answer includes a clear generalization that states or implies the main idea	1 & 3
3	The answer states or implies the main idea from the story	
2	Indicator inaccurate or incomplete understanding of main idea	
1	The answer include minimal no understanding of main idea	

Harmer (2010)

Table 3.2

- b. Scoring students' answer for sporting details following criteria:

Point	Criteria	Question
4	The answer are taken from the explicit and implicit information	2&4

3	The answer not much taken from the explicit and implicit information	
2	The answer almost true from the explicit and implicit information	
1	The answer not taken from the explicit and implicit information	

Harmer (2007:174)

Table 3.3

c. Scoring students' answer for make a conclusion following criteria:

Point	Criteria	Question
4	<ul style="list-style-type: none"> - Summarizes the main idea and details succinctly - Uses text elements, ideas and key vocabulary in a concise, thoughtful manner and reflects on moral, lesson or something I learned 	2 &4
3	<ul style="list-style-type: none"> - Summarizes the main idea and some details succinctly uses text element, ideas and key vocabular,may include author's purpose - Summarizes the main idea concisely - Uses key vocabulary 	
2	<ul style="list-style-type: none"> - Retells the text and alludes to the main idea - May include some inaccuracies - Retells the text with some inaccuracy 	
1	<ul style="list-style-type: none"> - Retells giving a minimal amout of information - May include information that is off topic 	

Harmer (2007:174)

To classify the score result from the scoring rubric, the researcher use the following measurement:

Table 3.4

No.	Score	Criteria
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good

5	56-65	Fair
6	36-55	Poor
7	0-35	Very poor

2. Calculation the mean score of the students answer by using formula:

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

Where : \bar{X} = Mean score

$\sum X$ = The raw of all score

N = The number of subjects (Gay, LR,2006)

3. The percentage of increasing achievement used the following formula;

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P = Percentage

X_2 = Average score of the post-test

X_1 = Average score of the pre-test (Gay, 2006)

4. Finding out the standard deviation of learners pre-test and post-test.

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

Where : **SD** = Standar deviation

$\sum X$ = The sum of all score

$(\sum X)^2$ = The square of the sum (Gay, 1981)

5. The significance difference between the students' pre-test and post-test, the researcher applied the formula as follow:

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

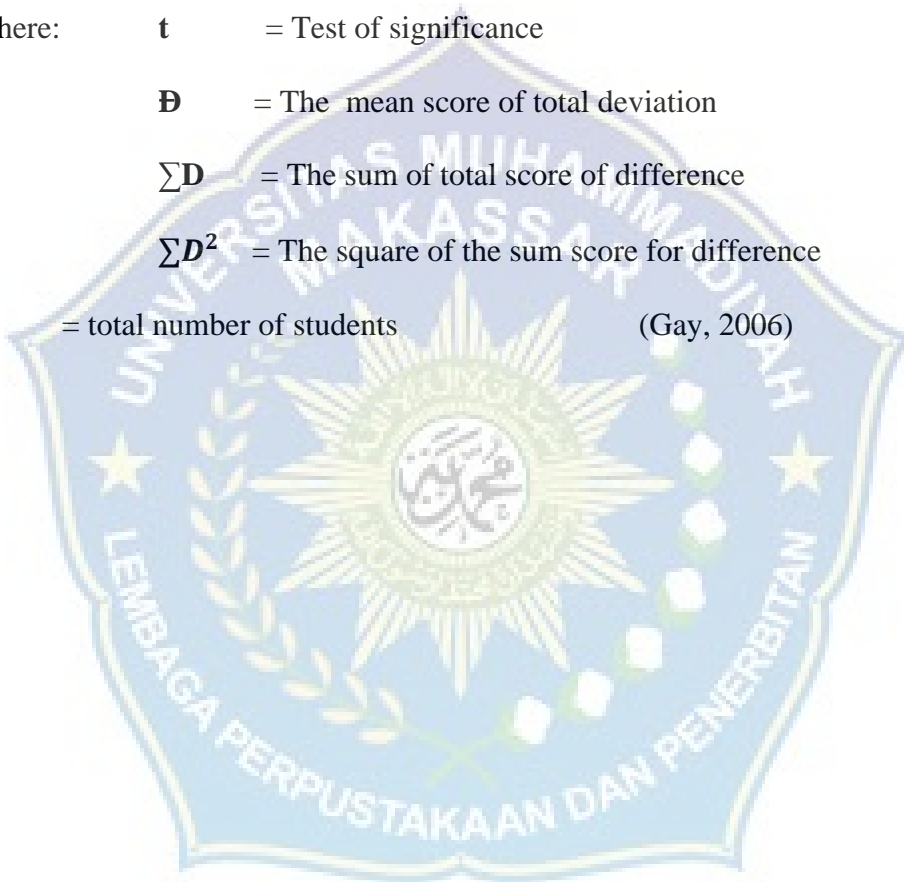
Where: **t** = Test of significance

D = The mean score of total deviation

$\sum D$ = The sum of total score of difference

$\sum D^2$ = The square of the sum score for difference

N = total number of students (Gay, 2006)



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research that teaching reading comprehension by using Fix-Up Strategy could improving students' reading comprehension in literal comprehension and also could improving students' reading comprehension in interpretive comprehension. In the further interpretation of the data analysis were given below:

1. Students' Literal Reading Comprehension by Using Fix up Strategy In Term of Main Idea and Supporting Detail

Students' literal reading comprehension by using Fix-Up Strategy have different in pre-test and post-test. In pre-test the students' achievement in reading comprehension was less understandable about main idea and supporting detail but after applied the use of Fix up Strategy the students more understandable about main idea and supporting detail, it can be seen clearly in Table 4.1

Table 4.1 Rate percentage and frequency of students' literal reading comprehension in term of main Idea

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	3	14%
2	86-95	Very Good	3	14%	4	19%
3	76-85	Good	3	14%	7	33%
4	66-75	Fairly Good	4	19%	3	14%
5	56-65	Fair	5	24%	2	10%
6	36-55	Poor	4	19%	2	10%
7	0-35	Very Poor	2	10%	0	0
Total			21	100%	21	100%

Based on the rate percentage in table 4.1 shows, in pre-test it was found that there were not students' got excellent, 3 (14%) students' got very good,

3 (14%) students' got good, 4 (19%) students' got fairly good, 5 (24%) students' got fair, 4 (19%) students' got poor and 2 (10%) students' got very poor. Then in post-test it was found there was 3 (14%) students' got excellent, 4 (19%) students' got very good, 7 (33%) students' got good, 3 (14%) students' got fairly good, 2 (10%) students' got fair, and 2 (10%) students' got poor and then there was not students' got very poor. So the total percentage of the Pre-test level in the table was 21 (100%). The total was also the same for the Post-test percentage was 21 (100%).

Table 4.2 Rate percentage and frequency of the students' literal reading comprehension in term of supporting detail

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	3	14%
2	86-95	Very Good	5	24%	7	33%
3	76-85	Good	3	14%	4	19%
4	66-75	Fairly Good	3	14%	3	14%
5	56-65	Fair	4	19%	2	10%
6	36-55	Poor	4	19%	2	10%
7	0-35	Very Poor	2	10%	0	0
Total			21	100%	21	100%

Based on the rate percentage in table 4.2 shows, in pre-test it was found that there were not students' got excellent, 5 (24%) students' got very good, 3 (14%) students' got good, 2 (10%) students' got fairly good, 4 (19%) students' got fair, 4 (19%) students' got poor, and 3 (14%) students' got very poor. Then in post-test it was found there was 3 (14%) students' got excellent, 7 (33%) students' got very good, 4 (19%) students' got good, 3 (14%) students' got fairly good, 2 (10%) students' got fair, and 2 (10%) students' got poor and then there was not students' got very poor. So the total

percentage of the Pre-test level in the table was 21 (100%). The total was also the same for the Post-test percentage was 21 (100%)

2. The improvement students' literal reading comprehension

Table 4.3 The mean score of students' literal reading comprehension in term of main idea and supporting detail

No	Narrative Text	The Students' Score		Improvement (%)
		Pre-test	Post-test	
1	Main Idea	62.57	77.90	24.50%
2	Supporting Detail	66	78.61	19.10%

Based on table shows that the score of main ideas improved (24.50%) from the mean score in pre-test was 62.57 and post-test was 77.90 It was discovered that the post-test scores for each measure of literal comprehension were higher than the pre-test scores.

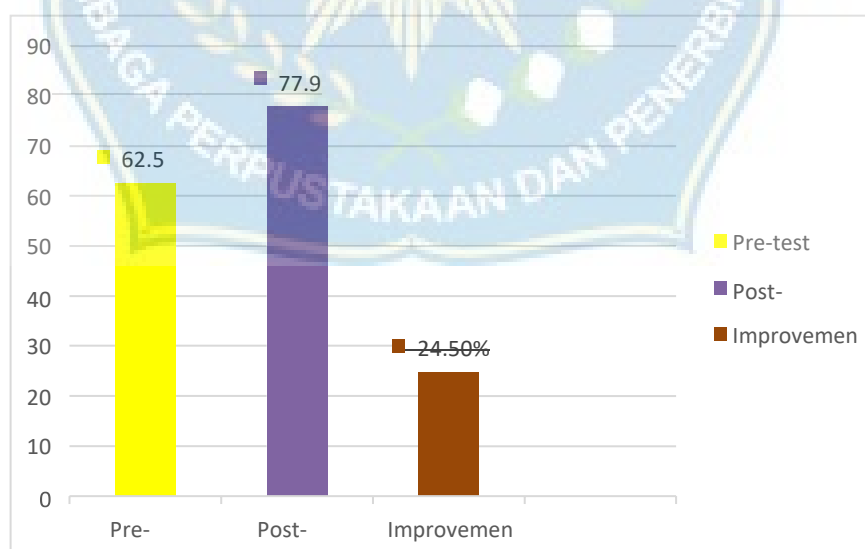


Chart 4.1 The mean score of students' literal comprehension in term of main idea

The score of main idea improved (19.10%) from the mean score in pre-test was 66 and post-test was 78.61. It was discovered that the score of literal comprehension each indicator in the post-test was higher than the pre-test.

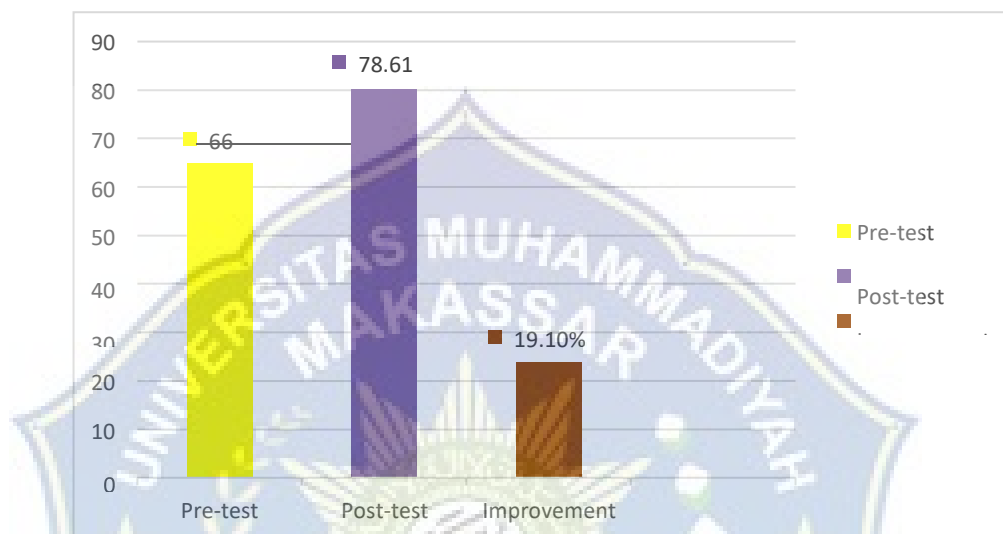


Chart 4.2 The mean score of students' literal comprehension in terms of supporting detail

Based on these result, it concluded that used Fix-Up Strategy can improved the students' reading comprehension in terms of literal comprehension.

3. T-test Value

In order to know whether or not the difference between the mean score of pre-test and post-test was statistically significant the t-test statistical analysis for non-independent sample was employed. The result of the t-test was shown in the following:

Table 4.4 The Comparison of T-test and T-table of the main idea and supporting details

Indicators	T-test	T-table	Explanation
Main idea	6.48	1.725	T-test>T-table
Supporting detail	5.14	1.725	T-test>T-table

The researcher compared t-test value and t-table to know whether the used of Fix-Up Strategy in teaching reading comprehension was significant, to find out the degree of freedom (df) the researcher used formula $N-1=21-1=20$, for the level significant $(p)=0,05$ and $df=20$, t-table got score 1.725. After calculating the t-test value of literal (main idea) it got score 6.48, so the value of t-test and t-table was $(6.48>1.725)$, and calculating the t-test value of literal (supporting detail) it got score 5.14. So the value of t-test and t-table was $(5.14>1.725)$. It means that there was different result of the value of t-test and t-table.

4. Hypothesis Testing

The result of the statistical analysis at the level significance 0.05 with degrees of freedom $(df)=n-1$, where $df=21-1$ and $df=20$ indicated that there was significant difference between the mean score of the pre-test and post-test. The value of t-test in literal (main idea) was 6.48 whole the t-table was 1.725 where $6.48>1.725$. Then, the value of t-test in literal(supporting detail) was 6.10 whole the t-table was 1.725 where $6.10>1.725$.

Based on the result above, it can be concluded that there was significant difference between the students' reading comprehension before

and after used the Fix-Up Strategy in teaching reading. This also means that null hypothesis (H₀) is rejected, while the alternative hypothesis (H₁) is accepted.

B. Discussion

The Fix-Up Strategy is a technique that will direct students create the comprehension of reading materials. When the students get confounded with certain terms or certain expressions, settle up technique will offer assistance them comprehend the content message. Fitriasia (2015) found that the Fix-Up strategy can offer assistance understudies translate and find the troublesome words which makes understudies simpler to pace the prepare of perusing comprehension.

In this study, the main goal was to find out whether the implementation of Fix-Up Strategy can improve the reading comprehension of eighth grade students at SMP Negeri 2 Sinoa. To do so, the researcher used an essay test as a tool to measure students' comprehension.

The population of class IX SMPN 2 Sinoa total 21 students' and the sample studied was 21 students'. The writer would like to evaluated the data and describe the study findings connected to the used of the Fix-Up Strategy to improve the students' literal reading comprehension in this discussion.

During the first meeting of this research, the researcher given a pre- test to class IX. The goal is to assess students' literal reading comprehension. There are 10 essay test. After the pre-test, the researcher given the treatment to the IX class through the course of fourth meetings. The researcher used the Fix-Up

Strategy to teach literal reading comprehension in the IX class and finally, given a post-test to see whether the used of Fix-Up Strategy improves students' reading comprehension.

The Fix-Up Strategy had the potential to improve reading comprehension. The students' reading comprehension improved during the treatment. Through the treatment in the experimental class, the researcher explained to students' what the Fix-Up Strategy is and what the steps of the Fix-Up Strategy are. The researcher then explains of the narrative text. Then, students' discover a general structure that helps them re-identify the main idea and supporting details. Students' become more interested in presenting their thoughts and understanding the main ideas and supporting details as a result. When students' found the correct solution, they also participate. This showed that the presence of a researcher helped in the used of the Fix-Up Strategy.

Researcher found that after used the Fix-Up Strategy to teach reading comprehension, the average post-test score for students' learning was higher than the pre-test score. Table 4.3 shows that the average main idea score in the pre-test is 62.57. The average post-test score after using the Fix-Up Strategy was 77.90, showing a 24.50% improvement. Meanwhile, in the pre-test, the average number of supporting details was 66. The average post-test score after using the Fix-Up Strategy was 78.61, showing a 19.10% improvement.

It can be concluded that the Fix-Up Strategy was helpful in improving the ninthgrade students' reading comprehension at SMPN 2 Sinoa. This was shown by the fact that students' learning reading comprehension used the Fix-

Up Strategy made the average post-test score for student learning is higher than the pre-test score and is also proven by the average score on improvement.

After completing this research, the researcher experienced that using the Fix-Up Strategy was successful in improving the students' reading comprehension. Ramadhona et al (2022) in her study found that The Fix-Up strategy significantly increased the eighth-grade students at SMP BINA TAMA Palembang's reading comprehension. Independent sample t-test results revealed a significant difference in the students' reading comprehension between those who received Fix-Up approach instruction and those who did not. Thus, the researcher has shown that using the Fix-Up Strategy to improve ninth grade students' reading comprehension skills at SMP Negeri 2 Sinoa was helpful.



CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

After conducted the experimental research about the use of Fix up Strategy in teaching reading comprehension and based on the writer findings in the previous chapter, the writer concluded that the use of Fix up Strategy was effective in improving the students' literal reading comprehension in main idea, it was proved by the mean score of literal comprehension before (pre-test) and after giving treatment (post-test) was 62.57 become 77.90 with an improve percentage 24.50%. Also The use of Fix up Strategy was effective in improving the students' reading comprehension skills in supporting details, it was proved by the mean score interpretive comprehension before (pre-test) and after giving treatment (post-test) was 66 becomes 78.61 improve 19.10%.

The result is that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_1) is accepted. In other words, the used of the Fix-Up Strategy had a big impact on teaching reading comprehension. The calculated above and the score table for improving students' reading comprehension show that by used the Fix-Up Strategy, scores improve from pre-test to post-test. This shows that the Fix-Up Strategy helps in improving students' reading comprehension.

B. Suggestion

Based on the conclusion above, the writer presents some suggestions as follows:

1) Teacher

It was suggested that the teacher especially for the English Teacher at the ninth grade students of SMPN 2 Sinoa, they can use a Fix up Strategy as one alternative among other teaching that can be used in teaching reading comprehension.

2) Students

1. The students should be active in studying English, especially in reading comprehension about literal comprehension because it was very important to improve the English in reading skill.
2. The students should be understanding how to found the main idea and supporting details in the text because it was very important aspect in teaching reading skill.

3) Next researcher

It was suggested that the next researcher who used this strategy. It was suitable to be applied in experimental research. There were still many things that have to be observed by the next researcher related to the English subject, especially in reading skill.

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PRE-TEST

Name :.....

Class :.....

A Story From The Farm Yard

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

Answer the question below!

1. What words state the main idea of the story?
2. Outlining the first paragraph of the story!
3. What is theme?
4. What happened of each paragraph?
5. What is the main idea of paragraph 3?
6. What happen to an eagle?
7. What is supporting details of each paragraph?
8. What can we learn about the story?
9. How do you think this story will end?
10. Make the conclusion of the text above?

POST TEST

Name :.....

Class :.....

Snow White

Once upon a time, there lived a little girl named “Putri Salju”. She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?” Snow White said, “My name is Snow White”.

The dwarfs said, “If you wish , you may live here with us”. Snow White said, “Oh,could I? Thank you”. Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Answer the question below!

1. What words state the main idea of the story?
2. Outlining the first paragraph of the story!
3. What is theme?
4. What happened of each paragraph?
5. What is the main idea of paragraph 3?

6. What happen to an eagle?
7. What is supporting details of each paragraph?
8. What can we learn about the story?
9. How do you think this story will end?
10. Make the conclusion of the text above?



TEACHING MATERIAL 1

Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Answer the question below!

1. What words state the main idea of the story?
2. Outlining the first paragraph of the story!
3. What happened of each paragraph?

4. What is supporting details of each paragraph?
5. What does the author value?
6. What is theme?
7. How do you think this story will end?
8. Make the conclusion of the text above?



TEACHING MATERIAL II

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

Answer the question below!

1. What words state the main idea of the story?
2. Outlining the first paragraph of the story!
3. What happened of each paragraph?
4. What is supporting details of each paragraph?
5. What does the author value?
6. What is theme?
7. How do you think this story will end?
8. Make the conclusion of the text above?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 2 Sinoa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ Ganjil
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Aspect/Skill	: Reading Comprehension
Materi Pokok	: Narrative Text

A. Standar Kompetensi

5.1 Memahami makna teks fungsional pendek dan esai sederhana berbentuk *narrative*

B. Kompetensi Dasar

5.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari.

C. Indikator

1. Mengidentifikasi makna kata dalam teks yang dibaca.
2. Mengidentifikasi komplikasi dalam sebuah cerita narasi
3. Mengidentifikasi kejadian dalam teks yang dibaca
4. Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan
5. Mengidentifikasi kasus yang dibahas dalam teks
6. Mengidentifikasi argument yang diberikan
7. Mengidentifikasi langkah-langkah retorika dari teks
8. Mengidentifikasi tujuan komunikasi teks dibaca

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi makna kata dalam teks yang dibaca.
2. Siswa mampu mengidentifikasi komplikasi dalam sebuah cerita narasi
3. Siswa mampu mengidentifikasi kejadian dalam teks yang dibaca
4. Siswa mampu mengidentifikasi ciri-ciri dari benda/orang yang dibacakan

E. Materi Pembelajaran

1. Defenition of Narrative text

A narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

2. The social function of the Narrative text : To entertain or amuse the reader or listener.

3. Generic structure of narrative text:

- **Orientation**: It is about the opening paragraph where the characters of the story are introduced
- **Complication**: Where the problems in the story developed.
- **Resolution**: Where the problems in the story is solved.
- **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 write.

4. The language features of Narrative text

- a. Time words : Once upon the time, one day, long ago, etc.
- b. Action verbs : run, walk, fight, talk, etc.
- c. Descriptive words : beautiful, hate, sly, just, arrogant, boast, etc.

5. Grammar used in Narrative Text

Using tenses “Past“, both simple, past perfect, past continuous, past perfect continuous, past or future could be continuous.

F. Strategi Pembelajaran

Fix-up Strategy

G. Media, Alat dan Sumber Belajar

1. Media : LKS
2. Alat : Papan tulis dan Spidol

H. Sumber Belajar

Buku Siswa Dan sumber lain yang relevan

I. Langkah-Langkah Pembelajaran

Pertemuan ke 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memulai kegiatan dengan: • Mengucapkan salam dengan ramah ketika masuk ruang kelas. • Berdoa. • Mengecek kehadiran siswa • Memotivasi siswa 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Siswa dan guru mendiskusikan tentang gambaran umum dalam teks narrative • Siswa dan guru mendiskusikan tentang fungsi sosial dalam teks narrative • Guru membacakan cerita yang berjudul “Snow White” • Guru meminta siswa menjawab pertanyaan tuntunan secara aktif. • Mengumpulkan lembar jawaban siswa 	45 menit
Penutup	<ul style="list-style-type: none"> • Guru menanyakan kesulitan pada siswa • Guru dan siswa membuat simpulan Pelajaran • Menginformasikan aktivitas kunjungan pada pertemuan selanjutnya. • Mengakhiri kegiatan belajar memberikan pesan dan berdoa bersama. 	10 menit

Pertemuan ke 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Berdoa bersama • Mengecek kehadiran siswa • Menyampaikan tujuan dan manfaat dari pembelajaran pada pertemuan hari ini. Memberikan apersepsi dengan mengajukan pertanyaan terkait Narrative text. • Mengingat kembali pembelajaran yang akan dilakukan guru dan siswa pada pertemuan sebelumnya. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Peserta didik mendengarkan guru menjelaskan tentang teks narrative • Peserta didik mendengarkan guru membacakan cerita tentang text narrative dengan intonasi dan tekanan kata yang baik dan benar. • Peserta didik mampu bertanya jawab dengan guru tentang cara menemukan ide pokok dan membuat kesimpulan dari teks narrative. • Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan. • Siswa membacakan hasil analisisnya di depan kelas 	45 menit

Penutup	<ul style="list-style-type: none"> • Guru menanyakan kesulitan pada siswa • Guru dan siswa membuat simpulan Pelajaran • Menginformasikan aktivitas kunjungan pada pertemuan selanjutnya. • Mengakhiri kegiatan belajar memberikan pesan dan berdoa bersama. 	10 menit
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Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam dengan ramah ketika masuk ruang kelas • Berdoa bersama • Mengecek kehadiran siswa • Memotivasi siswa 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif • Peserta didik memahami petunjuk yang diberikan oleh guru • Peserta didik memahami makna dari pertanyaan yang diberikan • Peserta didik mampu bertanya jawab dengan guru tentang ide pokok dan kesimpulan dari teks naratif. • Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan kalimat pendukung pada teks bacaan • Siswa membacakan hasil analisisnya di depan kelas. 	45 menit

Penutup	<ul style="list-style-type: none"> • Merefleksikan kegiatan pembelajaran dengan tanya jawab dan memberikan kesimpulan materi yang telah di jelaskan. • Menginformasikan aktivitas kunjungan pada pertemuan selanjutnya. • Mengakhiri kegiatan belajar memberikan pesan dan berdoa bersama. 	10 menit
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Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam dengan ramah ketika masuk ruang kelas • Berdoa bersama • Mengecek kehadiran siswa • Memotivasi siswa 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru mengingatkan Kembali tentang materi Narrative Text pada pertemuan sebelumnya. • Guru memberikan lembar cerita bacaan serta pertanyaan yang akan jawab siswa. • Guru meminta siswa menjawab pertanyaan tuntunan secara aktif. • Mengumpulkan lembar jawaban siswa 	45 menit
Penutup	<ul style="list-style-type: none"> • Merefleksikan kegiatan pembelajaran dengan tanya jawab dan memberikan kesimpulan materi yang telah di jelaskan. • Mengakhiri kegiatan belajar memberikan pesan dan berdoa bersama. 	10 menit

APPENDIX 1

**THE SCORES OF PRE-TEST IN LITERAL READING
COMPREHENSION (MAIN IDEA AND SUPPORTING DETAIL)**

No	Respondent	Main Idea	Supporting Detail
1	S-1	60	57
2	S-2	73	80
3	S-3	60	63
4	S-4	80	86
5	S-5	40	54
6	S-6	73	80
7	S-7	53	26
8	S-8	46	54
9	S-9	80	86
10	S-10	26	54
11	S-11	86	88
12	S-12	40	54
13	S-13	33	26
14	S-14	66	66
15	S-15	86	88
16	S-16	86	80
17	S-17	60	63
18	S-18	66	66
19	S-19	60	63
20	S-20	80	86
21	S-21	60	66
Total		1.314	1.386

APPENDIX 2

**THE SCORES OF POST-TEST IN LITERAL READING
COMPREHENSION (MAIN IDEA AND SUPPORTING DETAIL)**

No	Respondent	Main Idea	Supporting Detail
1	S-1	73	66
2	S-2	80	80
3	S-3	73	66
4	S-4	86	86
5	S-5	60	57
6	S-6	80	88
7	S-7	60	63
8	S-8	53	54
9	S-9	86	88
10	S-10	73	66
11	S-11	100	97
12	S-12	80	88
13	S-13	40	54
14	S-14	80	80
15	S-15	100	97
16	S-16	100	97
17	S-17	80	88
18	S-18	86	88
19	S-19	80	80
20	S-20	86	88
21	S-21	80	80
Total		1.636	1.651

APPENDIX 3

**THE CLASSIFICATION SCORE OF PRE-TEST LITERAL
READING COMPREHENSION IN TERMS OF MAIN IDEA AND
SUPPORTING DETAIL**

Respondent	Pre-test			
	Main Idea	Classification	Supporting Detail	Classification
S-1	60	Fair	57	Fair
S-2	73	Fairly Good	80	Good
S-3	60	Fair	63	Fair
S-4	80	Good	86	Very Good
S-5	40	Poor	54	Poor
S-6	73	Fairly Good	80	Good
S-7	53	Poor	26	Very Poor
S-8	46	Poor	54	Poor
S-9	80	Good	86	Very Good
S-10	26	Very Poor	54	Poor
S-11	86	Very Good	88	Very Good
S-12	40	Poor	54	Poor
S-13	33	Very Poor	26	Very Poor
S-14	66	Fairly Good	66	Fairly Good
S-15	86	Very Good	88	Very Good
S-16	86	Very Good	80	Good
S-17	60	Fair	63	Fair
S-18	66	Fairly Good	66	Fairly Good
S-19	60	Fair	63	Fair
S-20	80	Good	86	Very Good
S-21	60	Fair	66	Fairly Good

APPENDIX 4

**THE CLASSIFICATION SCORE OF POST-TEST
LITERAL READING COMPREHENSION IN TERMS OF
MAIN IDEA AND SUPPORTING DETAIL**

Respondent	Post-test			
	Main Idea	Classification	Supporting Detail	Classification
S1	73	Fairly Good	66	Fairly Good
S2	80	Good	80	Good
S3	73	Fairly Good	66	Fairly Good
S4	86	Very Good	86	Very Good
S5	60	Fair	57	Fair
S6	80	Good	88	Very Good
S7	60	Fair	63	Fair
S8	53	Poor	54	Poor
S9	86	Very Good	88	Very Good
S10	73	Fairly Good	66	Fairly Good
S11	100	Excellent	97	Excellent
S12	80	Good	88	Very Good
S13	40	Poor	54	Poor
S14	80	Good	80	Good
S15	100	Excellent	97	Excellent
S16	100	Excellent	97	Excellent
S17	80	Good	88	Very Good
S18	86	Very Good	88	Very Good
S19	80	Good	80	Good
S20	86	Very Good	88	Very Good
S21	80	Good	80	Good

APPENDIX 5

THE RAW SCORE OF STUDENTS' LITERAL READING

COMPREHENSION IN (MAIN IDEA)

Respondent	Test		D (X2-X1)	X1 ²	X2 ²	D ²
	Pre-test (X1)	Post-test (X2)				
S-1	60	73	13	3.600	5.329	169
S-2	73	80	7	5.329	6.400	49
S-3	60	73	13	3.600	5.329	169
S-4	80	86	6	6.400	7.396	36
S-5	40	60	20	1.600	3.600	400
S-6	73	80	7	5.329	6.400	49
S-7	53	60	7	2.809	3.600	49
S-8	46	53	7	2.116	2.809	49
S-9	80	86	6	6.400	7.396	36
S-10	26	73	47	676	5.329	2209
S-11	86	100	14	7.396	10.000	196
S-12	40	80	40	1.600	6.400	1600
S-13	33	40	7	1.089	1.600	49
S-14	66	80	14	4.356	6.400	196
S-15	86	100	14	7.396	10.000	196
S-16	86	100	14	7.396	10.000	196
S-17	60	80	20	3.600	6.400	400
S-18	66	86	20	4.356	7.396	400
S-19	60	80	20	3.600	6.400	400
S-20	80	86	6	6.400	7.396	36
S-21	60	80	20	3.600	6.400	400
Total	1.314	1.636	322	88.648	131.980	7.284
Mean	62,57	77.90	15.33	4.221.33	6.284.76	346.85

APPENDIX 6

**THE RAW SCORE OF STUDENTS' LITERAL READING
COMPREHENSION IN (SUPPORTING DETAIL)**

Respondent	Test		D (X2-X1)	X1 ²	X2 ²	D ²
	Pre-test (X1)	Post-test (X2)				
S-1	57	66	9	3.249	4.356	81
S-2	80	80	0	6.400	6.400	0
S-3	63	66	3	3.969	4.356	9
S-4	86	86	0	7.396	7.396	0
S-5	54	57	3	2.916	3.249	9
S-6	80	88	8	6.400	7.744	64
S-7	26	63	37	676	3.969	1.369
S-8	54	54	0	2.916	2.916	0
S-9	86	88	2	7.396	7.744	4
S-10	54	66	12	2.916	4.356	144
S-11	88	97	9	7.744	9.409	81
S-12	54	88	34	2.916	7.744	1.156
S-13	26	54	28	676	2.916	784
S-14	66	80	14	4.356	6.400	196
S-15	88	97	9	7.744	9.409	81
S-16	80	97	17	6.400	9.409	289
S-17	63	88	25	3.969	7.744	625
S-18	66	88	22	4.356	7.744	484
S-19	63	80	17	3.969	6.400	289
S-20	86	88	2	7.396	7.744	4
S-21	66	80	14	4.356	6.400	196
Total	1.386	1.651	265	98.116	133.805	5.865
Mean	64.80	78.61	12.61	4.672.19	6.371.66	279.28

APPENDIX 9

CLASSIFICATION OF PERCENTAGE LITERAL READING

COMPREHENSION IN PRE-TEST AND POST-TEST (MAIN IDEA)

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	3	14%
2	86-95	Very Good	3	14%	4	19%
3	76-85	Good	3	14%	7	33%
4	66-75	Fairly Good	4	19%	3	14%
5	56-65	Fair	5	24%	2	10%
6	36-55	Poor	4	19%	2	10%
7	0-35	Very Poor	2	10%	0	0
Total			21	100%	21	100%

CLASSIFICATION OF PERCENTAGE LITERAL READING

COMPREHENSION IN PRE-TEST AND POST-TEST (SUPPORTING
DETAIL)

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	3	14%
2	86-95	Very Good	5	24%	7	33%
3	76-85	Good	3	14%	4	19%
4	66-75	Fairly Good	2	10%	3	14%
5	56-65	Fair	4	19%	2	10%
6	36-55	Poor	4	19%	2	10%

7	0-35	Very Poor	3	14%	0	0
Total			21	100%	21	100%



CURRICULUM VITAE



NURUL MAULIDIYAH SULHAM was born on June 19th 2001 in Bantaeng. She is the first child of Sulham and Ramlah Lily. She started her education at SD Inpres Tappanjeng and graduated in 2013. Then she continued her study at SMPN 1 Bantaeng and graduated in 2016.

After that, she continued her study at SMAN 1 Bantaeng and graduated in 2019. At the same time, she registered herself at Universitas Muhammadiyah Makassar, and took English Education major. At the end of her study, she could finished her thesis in 2024 entitle “**Implementing The Fix-Up Strategy To Strangthen Students Reading Comprehension Skills**”



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SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Nurul Maulidiah Sulham

Nim : 105351107919

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
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2	Bab 2	24 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	5 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 06 Mei 2024

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



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Nomor : 15192/FKIP/A.4-II/XI/1445/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	Nurul Maulidiyah Sulham
Stambuk	105351107919
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Bantaeng / 19-06-2001
Alamat	: Jl. T. A. Gani, Bantaeng

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: IMPLEMENTING THE FIX-UP STRATEGY TO STRENGTHEN STUDENTS' READING COMPREHENSION SKILLS.

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi
 Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
 24 Nopember 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934

SURAT PENGANTAR LP3M



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Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

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9 Rabiul Akhir 1445

Lamp : 1 (satu) Rangkap Proposal

23 Nopember 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15192/FKIP/A.4-II/XI/1445/2023 tanggal 24 Nopember 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURUL MAULIDIYAH SULHAM

No. Stambuk : 10535 1107919

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"IMPLEMENTING THE FIX-UP STRATEGY TO STRENGTHEN STUDENTS' READING COMPREHENSION SKILLS"

Yang akan dilaksanakan dari tanggal 28 Nopember 2023 s/d 28 Januari 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,



Muh. Arief Muhsin, M.Pd

NBM 1127761

11-23

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Makassar 90231

Nomor	: 30137/S.01/PTSP/2023	Kepada Yth.
Lampiran	: -	Bupati Bantaeng
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2833/05/C.4-VIII/XI/1445/2023 tanggal 23 November 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: NURUL MAULIDIYAH SULHAM
Nomor Pokok	: 105351107919
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Slt Alauddin No. 259 Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" IMPLEMENTING THE FIX-UP STRATEGY TO STRENGTHEN STUDENTS' READING COMPREHENSION SKILLS. "

Yang akan dilaksanakan dari : Tgl. **28 November 2023 s.d 28 Januari 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

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Pada Tanggal 26 November 2023

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ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
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2. *Pertinggal.*

Nomor: 30137/S.01/PTSP/2023

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2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksamplar hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nurul Maulidiyah Sulham
 NIM : 105351107919
 Judul Penelitian : *Implementing the Fix-Up Strategy to Strengthen Students' Reading Comprehension Skills.*
 Tanggal Ujian Proposal : Sabtu, 11 November 2023
 Tempat/Lokasi Penelitian : SMP Negeri 2 Sinoa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa, 28/11/2023	Perencanaan izin kepada guru yang terkait dan kepala sekolah	Fajar Okaganti, S.Pd	<i>[Signature]</i>
2	Rabu, 29/11/2023	Pre - test	Fajar Okaganti, S.Pd	<i>[Signature]</i>
3	Jumat, 01/12/2023	Treatment	Fajar Okaganti, S.Pd	<i>[Signature]</i>
4	Rabu, 06/12/2023	Treatment	Fajar Okaganti, S.Pd	<i>[Signature]</i>
5	Jumat, 08/12/2023	Post - Test	Fajar Okaganti, S.Pd	<i>[Signature]</i>

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6				
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Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar
[Signature]
Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977807

.....2023
Kepala sekolah
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Drs. Svarifuddin, M.Pd.
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PEMERINTAH KABUPATEN BANTAENG
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SMP NEGERI 2 SINOA SATAP BATU LANGGAYYA
 Batu Langgayya, Kec. Sinoa Kab. Bantaeng Kode Pos 92451



SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 421.3 / 018 / SMPN2SN / XII / 2023

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 2 Sinoa, Kabupaten Bantaeng, menerangkan bahwa :

Nama : Nurul Maulidiyah Sulham
 Nomor Pokok : 105351107919
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S.1
 Institut : Universitas Muhammadiyah Makassar

Yang bersangkutan di atas selesai melakukan penelitian di SMP Neg. 2 Sinoa, Kabupaten Bantaeng. Dalam rangka menyusun skripsi dengan judul "IMPLEMENTING THE FIX-UP STRATEGY TO STRENGTHEN STUDENTS' READING COMPREHENSION SKILLS" yang berlangsung dari tanggal 28 November s/d 08 Desember 2023.

Bantaeng, 11 Desember 2023

Kepala Sekolah

Drs. Syarifuddin, M.M

Nip.196807121994121006

LETTER OF ACCEPTANCE (LOA)



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LETTER OF ACCEPTANCE
0888/BG-FKIP/LOA/B/V/1445/2024

Dear NURUL MAULIDIYAH SULHAM

It is our pleasure to inform you that, after reviewing your paper:
IMPLEMENTING THE FIX-UP STRATEGY TO STRENGTHEN STUDENTS'
READING COMPREHENSION SKILLS

The manuscript ID: 1477

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
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Makassar, 27 May 2024 M
19 Dzulqaidah 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



DOCUMENTATION



Pre-Test



Treatment



Treatment



Post-test



CURRICULUM VITAE



NURUL MAULIDIYAH SULHAM was born on June 19th 2001 in Bantaeng. She is the first child of Sulham and Ramlah Lily. She started her education at SD Inpres Tappanjeng and graduated in 2013. Then she continued her study at SMPN 1 Bantaeng and graduated in 2016.

After that, she continued her study at SMAN 1 Bantaeng and graduated in 2019. At the same time, she registered herself at Universitas Muhammadiyah Makassar, and took English Education major. At the end of her study, she finished her thesis in 2024 titled **“Implementing The Fix-Up Strategy To Strangthen Students Reading Comprehension Skills”**

