

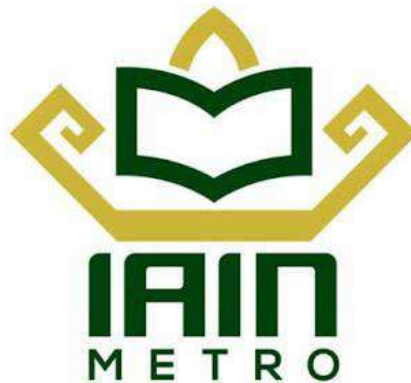
AN UNDERGRADUATE THESIS

**THE USE OF FIX-UP STRATEGY TO IMPROVE THE STUDENTS
READING COMPREHENSION ABILITY OF THE EIGHTH GRADERS
OF SMP NEGERI 2 BEKRI CENTRAL LAMPUNG**

By:

Elsa Widiyawati

Student. ID. 2001051007



Tarbiyah and Teachers Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1446 H / 2024 M

AN UNDERGRADUATE THESIS

**THE USE OF FIX-UP STRATEGY TO IMPROVE THE STUDENTS
READING COMPREHENSION ABILITY OF THE EIGHTH GRADERS
OF SMP NEGERI 2 BEKRI CENTRAL LAMPUNG**

Presented as Partial Fulfilment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Program

By :
ELSA WIDIYAWATI
Student.ID. 2001051007

Sponsor : Dr. Ahmad Subhan Roza, M.Pd

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H / 2024 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : THE USE OF FIX UP STRATEGY TO IMPROVE
STUDENTS READING COMPREHENSION ABILITY AT
EIGHTH GRADERS OF SMP NEGERI 2 BEKRI
CENTRAL LAMPUNG

Name : Elsa Widiyawati

Student Number : 2001051007

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
Institute of Metro.

Head of English Education
Departement

Dr. Much Diniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 14 October 2024
Sponsor

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
of Elsa Widiyawati**

The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script
which is written by:

Name : Elsa Widiyawati
Student Number : 2001051007
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE USE OF FIX UP STRATEGY TO IMPROVE
STUDENTS READING COMPREHENSION ABILITY AT
EIGHTH GRADERS OF SMP NEGERI 2 BEKRI CENTRAL
LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Department



Dr. Much Deimatir, M.Pd.B.I
NIP. 19880308 20 503 1 006

Metro, 14 October 2024

Sponsor

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Permohonan Munaqosyah
Saudari Elsa Widiyawati**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:


Nama : Elsa Widiyawati
NPM : 2001051007
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF FIX UP STRATEGY TO IMPROVE STUDENTS
READING COMPREHENSION ABILITY AT EIGHTH GRADERS
OF SMP NEGERI 2 BEKRI CENTRAL LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 14 Oktober 2024
Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No. 12-5008 / 11.18.1 / D / PP.009 / 10 / 2024

An undergraduate thesis entitled: THE USE OF FIX UP STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION ABILITY OF THE EIGHTH GRADERS OF SMP NEGERI 2 BEKRI CENTRAL LAMPUNG, Written by Elsa Widiyawati, student number 2001051007, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, October 24th, 2024 at 08.00 - 10.00 WIB.

BOARD OF EXAMINERS:

Chairperson : Dr. Ahmad Subhan Roza, M.Pd

Examiner I : Dr. Aria Septi Anggaira, M.Pd.

Examiner II : Yeasy Agustina Sari, M.Pd.

Secretary : Lenny Setiyana, M.Pd.

(.....)
(.....)
(.....)
(.....)



The Dean of Tarbiyah and Teachers Training Faculty


Dr. Zuhairi, M.Pd.
NIK. 19620612 198903 1 006 *34*

**THE USE OF FIX-UP STRATEGY TO IMPROVE THE STUDENTS
READING COMPREHENSION ABILITY OF THE EIGHTH GRADERS
OF SMP NEGERI 2 BEKRI CENTRAL LAMPUNG**

ABSTRACT

BY

ELSA WIDIYAWATI

The purpose of this research is to improve the students reading comprehension and learning activity in SMP Negeri 2 Bekri Central Lampung. The researcher considers that *fix-up strategy* helps the students in learning process and be one of the strategies to improve the students reading comprehension ability.

In this research, the researcher conducted Classroom Action Research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research was 32 students of the Eighth graders of SMP Negeri 2 Bekri Central Lampung. In collecting data, the researcher used test (pre test, post test I and post test II), observation and documentation. The research was conducted collaboratively with the English teacher at SMP Negeri 2 Bekri Central Lampung.

The result of this research showed that *fix-up strategy* can improve the students' reading comprehension and their learning activity of the eighth graders at SMP Negeri 2 Bekri Central Lampung. It can be known by the percentage of the students' reading comprehension in pre test to post test. The percentage in pre test was 9%, post test I was 37% and post test II was 87%. The percentage of students' learning activity from cycle I 58% became 83% in cycle II. It means that the *fix-up strategy* can improve the students' reading comprehension and their learning activity.

Keyword : *Improving, Reading Comprehension, Fix-Up Strategy, Classroom Action Research.*

**PENGGUNAAN STRATEGI FIX-UP UNTUK MENINGKATKAN
KEMAMPUAN PEMAHAMAN MEMBACA SISWA KELAS
DELAPAN SMP NEGERI 2 BEKRI LAMPUNG TENGAH**

ABSTRAK

OLEH:

ELSA WIDIYAWATI

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa di SMP Negeri 2 Bekri Lampung Tengah. Peneliti menilai bahwa strategi *fix-up* membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan pemahaman membaca siswa.

Dalam penelitian ini, peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 32 siswa kelas delapan SMP Negeri 2 Bekri Lampung Tengah . Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test II), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMP Negeri 2 Bekri Lampung Tengah.

Hasil penelitian ini menunjukkan bahwa strategi *fix-up* dapat meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa kelas delapan SMP Negeri 2 Bekri Lampung Tengah. Hal ini dapat diketahui dengan persentase pemahaman membaca siswa dari pre test hingga post test. Persentase dalam pre tes adalah 9%, post test I adalah 37% dan post test II adalah 87% dan persentase kegiatan pembelajaran siswa dari siklus I adalah 58% menjadi 83% pada siklus II. Ini berarti bahwa Strategi *fix-up* dapat meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa .

Kata kunci : *pemahaman, pemahaman membaca, strategi fix-up, Penelitian Tindakan Kelas.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Elsa Widiyawati

Student.ID : 2001051007


Department : English Education Study Program

Faculty : Tarbiyah and Teacher Training

State this undergraduate thesis is originally the result of writer's research, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, October 17th 2024

The Researcher



Elsa Widiyawati
St. ID 2001051007

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Elsa Widiyawati

NPM : 2001051007

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, October 17th 2024

The Reseacher



Elsa Widiyawati
St. ID 2001051007

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

"Then, indeed, with difficulty there is ease."

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan”

(Qs. Al-Insyirah:5)

ACKNOWLEDGMENT

Alhamdulillah Robbil ‘Alamin, first of all, the researcher would like to express her deepest praise and gratitude to Allah SWT who has given his blessing and mercy to complete her Undergraduate Thesis , shalawat, and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher realized that many people had given their help and useful suggestions for finishing her undergraduate thesis with the title THE USE OF FIX-UP STRATEGY TO IMPROVE THE STUDENTS READING COMPREHENSION ABILITY OF THE EIGHTH GRADERS OF SMP NEGERI 2 BEKRI CENTRAL LAMPUNG. Without the assistance of them, this undergraduate thesis would never have existed. Therefore, the researcher would like to express her appreciation and sincere thanks to :

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag..PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, is the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deniatur, M.Pd, is the Head of the English Education Department of IAIN Metro Lampung.
4. Dr. Subhan Roza, M.Pd, my supervisor has spent his time giving guidance and suggestions.
5. All lectures of the English Education Department of IAIN Metro eho have given their thought and shared thei knowledge.

6. Headmaster, teacher, and staff of the SMP Negeri 2 Bekri Central Lampung who gives permission to the researcher conducted the research in this school.

The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully, this research proposal can be useful for researchers in particular, for our college, and for every reader in general.

Metro, October 2th 2024

A handwritten signature in black ink, appearing to read 'Elsa Widiyawati', with a stylized flourish at the end.

Elsa Widiyawati
Student ID: 2001051007

DEDICATION PAGE

Alhamdulillah, praise be upon Allah SWT on His blessing. Great greeting is highly dedicated to our prophet Muhammad SAW. I dedicated my deepest thanks and appreciation to the following people :

First of all, I dedicated this undergraduate thesis to my beloved parents Mr. Widarto and Mrs. Setiowati who always pray and encourage me during completion of this study. Your kindness, paitence, and responsibility will not be forgotten forever.

I would like to thank for my beloved brothers Bima Vinggo Prasetya and M. Arfanabil Radeva for always cheering me up every time I went home.

Very special thanks to my beloved friends Wulan, Rizka, Octa and Mahbubah for always supporting me and giving me a lot of happiness during the arrangement of this undergraduate thesis.

Last but not least, I would like to thanks for all members of Clowns Crown for their support and friendship.

TABLE OF CONTENTS

COVER	i
TITLE PAGE.....	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS.....	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
ACKNOWLEDGMENT.....	xii
TABLE OF CONTENTS.....	xv
LIST OF TABLE.....	xvii
LIST OF FIGURE.....	xviii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Problem Identification.....	6
C. Problem Limitation.....	6
D. Problem Formulation	6
E. Objective and Benefit of Study.....	6
F. Prior Research	8
CHAPTER II THEORETICAL REVIEW.....	11
A. Concept of Reading Comprehension.....	11
1. The Nature of Reading Comprehension	11
2. Reading Process	17
3. Teaching Reading Comprehension	19
4. Reading Assessment.....	20
B. The Concept of Fix-Up Strategy.....	22
1. The Definition of Fix-Up Strategy	22
2. Strengths and Weaknesses of Fix-Up Strategy	24
3. Teaching Reading Comprehension by Using Fix-Up Strategy	25
C. Action Hypothesis	27

CHAPTER III RESEARCH METHODOLOGY	28
A. Variable and Operational Definition of Variable	28
B. Research Location	29
C. Subject and Object of Research.....	29
E. Data Collecting Technique.....	34
F. Research Instrument	36
G. Data Analysis	37
H. Indicators of Success	38
CHAPTER IV RESEARCH RESULT AND DISCUSSION	39
A. Research Result	39
1. Description of Research Location	39
2. Description of Research Data	42
B. Discussion.....	71
CHAPTER V CONCLUSION AND SUGGESTION	73
A. Conclusion.....	73
B. Suggestion.....	73
BIBLIOGRAPHY	75
CURRICULUM VITAE	131

LIST OF TABLE

Table 1.1 The Criteria of Learning Result	4
Table 1.2 The score of students english mastery	4
Table 4.1 The teachers at SMP Negeri 2 Bekri.....	43
Table 4.2 The building of SMP Negeri 2 Bekri	45
Table 4.3 The pre-test score	46
Table 4.4 Frequency of students score comprehension completeness on pre-test	47
Table 4. 5 The result of post-test 1.....	55
Table 4.6 Frequency of students score completeness on post-test 1.....	56
Table 4.7 The students learning activities observation in cycle 1.....	58
Table 4.8 The frequency of students learning activity observation in cycle 1	59
Table 4.9 Comparison between pre-test and post-test 1 grade in cycle 1 ..	60
Table 4.10 The comparison of students grade in pre-test and post-test 1 in cycle 1	61
Table 4.11 The result of post-test 2.....	67
Table 4.12 Frequency of students grade completeness on post-test 2	69
Table 4.13 The students learning activities observation in cycle 2.....	70
Table 4.14 Frequency of students activities observation in cycle 2.....	72
Table 4.15 The comparison between post-test 1 and post-test 2 in cycle 2	73
Table 4.16 The of percentage of the students completeness grade on post-test 1 and post-test 2	74

LIST OF FIGURE

Figure 4.1 The students quantity of SMP Negeri 2 Bekri	44
Figure 4.2 The percentage of the students completeness score on pre-test	48
Figure 4.3 The percentage of students completeness score on post-test 1	56
Figure 4.4 The comparison of percentage of the students completeness grade on pre-test and post-test	62
Figure 4.5 The percentage of students completeness grade on post-test 2	69
Figure 4.6 The comparison of percentage of the students completeness grade on post-test 1 and post-test 2	74

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. In addition, reading is useful for language acquisition. Reading is a constant process of guessing, and what one brings to the next is often more important than what they know to understand unknown elements, whether these are ideas or simple words.

Reading is one of important language skills that should be developed inside or outside in the classroom. Reading has several categories, such as reading ability, reading achievement, reading comprehension, and so forth. Reading comprehension is one of important aspects in reading skill. In learning English, the students are not just obligated to be able to read what is written in reading material, but also they should be able to capture the information or message in the reading comprehensively.

Reading will help students to master the other skills and of course in mastering English completely. By reading a text, one can study other language elements like vocabulary, grammar, pronunciation, and the way to construct sentence, paragraph, and texts. To comprehend a text successfully students have to understand what the words mean, what the sentences mean, so that in the end they will comprehend the message of the whole text they read.

Furthermore, reading comprehension is crucial for people since it helps them read with comprehension. It is unrealistic to expect students to be proficient readers if they lack reading comprehension skills. Reading opens doors to the universe and through reading we can learn an incredible amount and gain insight into so many different worlds, actions, and motivations. Reading helps us build a better vocabulary, it has been proven that book readers have a richer vocabulary, so for them easier to find the best expression for all that they want to tell others. One of the main components of reading skills is reading comprehension. When learning English, students must do more than just read the written word. They also have an obligation to fully comprehend the information or message that is written in the reading material.

In addition, to improve the student's reading comprehension, the teacher could use various ways to fire up the students' reading comprehension. Teachers should give the students certain tools to help them improve their meaning-making when employing this method. We refer to these tools as fix-up choices. Fix-up strategies are often called "look-backs." It describes a technique where readers look both forward and backward in a text to get beyond a reading-related meaning block. Before using look-backs, readers must comprehend the need to track their understanding as they read and the fact that competent readers will stop when they reach an issue. It is a strategy that can help the students understand the message of the text when they get stuck with certain words or certain sentences.

Furthermore, when understanding falters, a strategy used to restore meaning is called a "fix-up strategy." Fix-up strategies include going back and rereading the material, reading ahead, figuring out unfamiliar vocabulary, forming and revising predictions, and drawing connections between the book's content and recollections and experiences. The fix-up strategy provides readers with methods to help them understand meaning, like going back and reading ahead of time or deciphering unfamiliar words. Fix-up methods are automatic skills that students can utilize when they feel disoriented and lose comprehension of the content they are reading. To apply these strategies effectively, students must continuously assess their understanding to pinpoint the exact place in the text where they became confused. You'll see that a lot of the earlier understanding techniques are used in this key.

The researcher conducted the Pre-survey on the 9th of January 2024 to find out the students' level of reading comprehension. The pre-survey was conducted by interviewing the English teacher (Mr. Heri Arwansyah, S.Pd). He told about some problems faced by the eighth-grade students of SMP Negeri 2 Bekri Central Lampung. Some of the students didn't enjoy, the teaching-learning process and found it uninteresting. Additionally, the English teacher explained that students difficulties with reading comprehension text.

The researcher also the obtained the students' English scores. The score can be seen as follows:

Table 1.1
The Criteria of Learning Result

No	Grade	Frequency	Percentage	Criteria
1	>70	22 students	69%	Incomplete
2	≥70	10 students	31%	Complete
Total		32 students		

Table 1.2
The Score of Students Reading

No	Students Name	Score	Interpretation
1	ASW	55	Incomplete
2	AP	45	Incomplete
3	AM	60	Incomplete
4	AP	50	Incomplete
5	AZ	40	Incomplete
6	BK	75	Complete
7	DFC	50	Incomplete
8	DA	65	Incomplete
9	DR	60	Incomplete
10	FC	40	Incomplete
11	FBP	55	Incomplete
12	FMS	70	Complete
13	FK	50	Incomplete
14	IS	45	Incomplete
15	JAA	50	Incomplete
16	KAC	80	Complete
17	LA	35	Incomplete
18	MANF	60	Incomplete
19	MH	65	Incomplete
20	MMF	70	Complete

21	NAN	65	Incomplete
22	NDU	50	Incomplete
23	NMA	70	Complete
24	NA	60	Incomplete
25	RPN	75	Complete
26	RIK	70	Complete
27	RHA	60	Incomplete
28	RRD	50	Incomplete
29	RH	60	Incomplete
30	TS	75	Complete
31	WDS	75	Complete
32	ZNS	80	Complete

Sources: The Teacher Archive, Taken on January 9, 2024

From the score and the interview result, it is known that some of the students reading comprehension of eighth graders of SMP Negeri 2 Bekri Central Lampung was due to the limited English vocabulary they had. Problem reading of the eighth graders SMP Negeri 2 Bekri Central Lampung is also have difficulty in determining the main ideas and supporting ideas for reading so that they have difficulty in determining important information from reading. They have low reading motivation.

The researcher considered the need to improving the students reading comprehension of eighth graders of SMP Negeri 2 Bekri Central Lampung by using fix-up strategy. In this case the researcher will conduct classroom action research at SMP Negeri 2 Bekri Central Lampung through the implementing fix-up strategy. Therefore the researcher will conduct a study entitle “ The Use Of Fix-Up Strategy To Improve Students Reading Comprehension Ability Of

The Eighth Graders of SMP Negeri 2 Bekri Central Lampung in Academic Year of 2023/2024”.

B. Problem Identification

The following research problems can be identified based on the problem's background:

1. Students have limited English vocabulary.
2. Determining the main idea and supporting ideas in a text can be a challenge for students.
3. There is no reading motivation among students.
4. Students have low reading comprehension.

C. Problem Limitation

The researcher limits the use of the fix-up strategy. The research to solve and improve the student's reading comprehension of eighth-grade students at SMP Negeri 2 Bekri Central Lampung and their weak reading comprehension, is based on the problems that have been observed.

D. Problem Formulation

The researcher formulates this research as follows: "Can the use of a fix-up strategy improve the student's reading comprehension and their learning activity among the eighth graders at SMP Negeri 2 Bekri Central Lampung in the Academic Year of 2024/ 2025?".

E. Objective and Benefit of Study

1. Objective of Study

The objective of this study is to find out whether a fix-up strategy can improve the student's reading comprehension ability and their learning activity of the eighth graders of SMP Negeri 2 Bekri Central Lampung in the Academic Year 2024/ 2025.

2. Benefit of Study

This research is expected to provide beneficial not only for researcher but also, for the institution, English teachers, students, and the researcher.

a. For Students

The purpose of this research is to help students become more skilled in English, especially in reading. The implementation of fix-up strategy in this research is expected to improve students reading comprehension.

b. For the Teachers

This research is expected to help teachers in the process of teaching English, especially teaching reading. The strategy of this research is expected to help teachers in creating conducive learning conditions so that learning targets can be achieved effectively.

c. For the Institution

This research is expected to bring tremendous benefits to improving student academic achievement in school. So that the institution's good name can be maintained. This research is also expected to be a consideration for the school to complete the

infrastructure used in teaching English. It is also hoped that this research can encourage schools to make innovations in the selection and implementation of English teaching strategies.

F. Prior Research

The research was carried out by taking into account several earlier studies on teaching with the fix-up strategy. The first prior research was conducted by a student of the Wali Songo State the Islamic University of Semarang named Rizka Mualifa from English Education of Graduate School with the title " The Effectiveness of Using Fix-up Strategy to Teach Students' Reading Comprehension of Narrative Text".¹ The first study found that the fix-up strategy works well for teaching reading to Eleventh graders in MANU 01 Banyuputih Batang, Based on these findings, the fix-up strategy can be used in the classroom to get the best results. The first prior research compared and contrasted with this one in that it looked at reading as a language skill and used the fix-up strategy as its teaching method. The experimental research is the first prior research, and this research is classroom action research, Other differences between both types of research are the research methods, the first prior research was conducted at a senior high school in Banyuputih Batang, and this research located at SMP Negeri 2 Bekri Cental Lampung at eighth graders, while this research was conducted in a different location.

¹ Rizka Mualifa, "*The Effectiveness of Using Fix-Up Strategy To Teach Students' Reading Comprehension of Narrative Text*", Walisongo State Islamic University Semarang, 2019

The second prior research was conducted by a student of the Muhammadiyah University of Makasar named Firmayanti from the English Education Department Faculty of Teacher Training and Education with the title "The Use Of Fix-Up Strategy In Improving Students' Reading Skill".² The first prior research found that using a fix-up strategy can help students comprehend texts better and can also support them when they are having trouble or are unsure about how to understand the text's content. The second prior research has similarities and differences with this research. The similarities are that the language skill researched in both the second prior research and this research is reading, and the research methodology includes classroom action research and student reading comprehension improvement. The teaching technique is a fix-up strategy. The differences between the second prior research with this research include teaching material; the narrative text of the second research and this research's descriptive text, and location; the research location from the second prior research was carried out for eleventh high school and this research location at SMP Negeri 2 Bekri Central Lampung at the eighth graders.

The third prior research was conducted by the students of Syarif Hidayatullah State Islamic University Jakarta named Anike Rosiana from the English Education Department Faculty of Teacher Training and Education with the title "The Influence of Collaborative Strategic Reading (CSR) Technique on Students Achievement Reading Comprehension of Narrative

² Firmayanti, "*The Use of Fix-Up Strategy in Improving Students' Reading Skill*", Muhammadiyah University of Makasar, 2017

Text".³ This research conclusion was deemed important by the author since the fix-up strategy is a component of it. It is brought up in the Click the Clunk point. According to the research findings, collaborative strategic reading is an effective teaching strategy that enhances students' reading comprehension in mixed-ability classrooms. This study concentrates on collaborative strategies for reading comprehension, wherein the fix-up strategy mentioned in the CSR can assist students in improving their reading comprehension.

The researcher evaluates the novelty of the reasearch by applying the classroom action research. Based on prior research, many studies have been conductued on the fix-up strategy for that the researcher try to research using the fix-up strategy on the students reading comprehension. The distinguishes this research from the prior research is in term of study location which have different characteristics and level of urgency from prior research. The another differences is that the study used the descriptive text in the process of data retrieval.

³ Anike Rosiana, *"The Influence of Collaborative Strategic Reading (CSR) Technique on Students Achievement Reading Comprehension of Narrative Text"* Syarif Hidayatullah State Islamic University Jakarta, 2014

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Comprehension

1. The Nature of Reading Comprehension

a. Definition of Reading

Reading is the process of analyzing, coordinating, and interpreting a variety of sources of information. Reading is not an easy thing, because we need a focus when we read a text. Reading is not only seeing and mentioning every sentence of a text, but also in the reading process we need analysis skills to get the information of the text that we read. The important thing in the reading process is we have to identify.

Reading is a skill that can be trained. Reading uses a reading structure that starts with the title first, then the first paragraph, then the content, and then the end. Mastering reading skills is very important because by reading students will get new, wider information, knowledge, and insights¹.

According to Sandhu and Blakeley (2022), reading refers to decoding symbols to arrive at meaning, and it is part of the cognitive

¹ Linda Septiyana, Widhiya Ninsiana, Eka Yuniasih and Farida Nur Laily. *Development of Islamic Text-Based Reading Materials with a Genre-Based Approach*, Institut Agama Islam Negeri Metro, Volume 10, Number 2, Pg 170 December 2022

process of reading. Reading is a deliberate process that involves creating word meanings. Reading with a purpose enables the reader to focus their attention and guide information towards a specific objective. Although reading can be done for a variety of purposes, the main one is to grasp the material. Reading involves thought and allows the reader to utilize any past knowledge.²

One activity that people do frequently is reading. Reading can have other significant consequences, such as academic and social-emotional success, which is a crucial thing to realize. Reading means not only knowing something but also understanding something related to what readers read³. Reading is composed of three separate components. Reading comprehension, the purpose of reading, depends on:

- a) Quickly recognize words in the text.
- b) Understand the language in the text, and
- c) Apply strategies to achieve reading goals for what reading⁴.

Furthermore, reading is found to comprise three distinct components. In other words, reading is a skill that everyone should

² Jolina A. Abejo, Sarah Jane S. Arriola, Sheila E. Amoroso, Kuh V. Paterno, PhD, "Influence of Reading Emotions on the Reading Comprehension of Elementary Pupils", College of Education, Partido State University, Goa, Camarines Sur, Philippines DOI: <https://doi.org/10.51244/IJRSI.2023.10939> 19 October 2023

³ Marleen F. Westerveld, Rebecca M. Armstrong, Georgina M. Barton, *Reading Success in the Primary Years_ An Evidence-Based Interdisciplinary Approach to Guide Assessment and Intervention*, Company Springer Nature Singapore. 2020. Chapter 1. p.g 2

⁴ McKenna, Michael and Stahl, Katherine A. Dougherty, *Assessment for Reading Instruction*, New York. 2015. p.g 22

practice and become proficient in, making it a crucial skill as well.

Reading has several benefits for us.

Although reading is so important in today's world, one of the key objectives of elementary education is to help children become proficient readers. It looks simple at first, but reading it is very challenging. Since education certainly means knowledge and reading is a means of obtaining knowledge, reading is regarded as being extremely important in education. Another tagline is "Reading opens a window to the world." This underlines once more how crucial reading is as a skill. Reading is one important skill in learning English.

b. Types of Reading

Reading comes in two types:

1) Extensive Reading

Extensive reading refers to reading which students do often away from the classroom. Reader deals with a longer as whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones' own pleasure.

This is a fluency activity, mainly involving understanding.

- a) Scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or less specific piece of information.

b) Skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.⁵

2) Intensive Reading

According to Brown, intensive reading is frequently a study hall-scheduled activity in which students concentrate on the phonetics or semantic details of a segment. In-depth reading helps students understand strict importance by highlighting the linguistic patterns, discourse indicators, and other surface structural nuances.

In intensive (or creative) reading, students often read a page to investigate the meaning and become familiar with the writing technique. According to Hedge, students can only obtain significant practice using these skills more independently on a variety of subjects via greater in-depth reading. In intensive reading experiences, students are typically exposed to brief texts that are designed to illustrate particular lexical, syntactic, or discursive systems, among other things.⁶ Including the above theories, there are two categories of reading: extensive reading and intensive reading. Each type has its own traits and differs from the others in other ways.

⁵ Karen Tankersley, *The Trends of Reading Strategies For Literacy Development* (Virginia USA: Association for Supervision and Curriculum Development Alexandria, 2003). P.90

⁶ Thomas S. C. Farel, *A Strategic Approach To Teaching Reading* (Singapore: National Institute of Education, 2002). P.142

c. Definition of Reading Comprehension

Reading comprehension is necessarily dependent on at least comply word reading: When the readers cannot identify (decode) the words in that text, they cannot understand the whole text.⁷ It means that the readers should know how to understand a text.

Reading comprehension is taken to include both written and signed texts. The purpose of reading is to read texts to gain a particular meaning or insight.⁸ Requires them, Reading involves reading comprehension. Understanding reading comprehension helps readers appreciate the value of reading and the information it includes.

Reading comprehension is like music, every sentence has meaning. The same applies to reading⁹. Finding meaning and purpose in reading takes a lot of concentration, which is why reading comprehension requires a high level of human concentration. Reading comprehension is thought to be complicated, but in essence, the better readers read, the easier it is to reach the reading goals.

Reading comprehension is the totality of simultaneous control between understanding the meaning of language and directly carrying out comprehension is very effective because it is not enough just to

⁷ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York, London: Routledge, 2015), p. 1.

⁸ French edition: Cadre européen commun de référence p les langues: apprendre, enseigner, évaluer, *Common European Framework Of Reference For Languages: Learning, Teaching, Assessment*, Council of Europe. April 2020

⁹ Keller, Daniel, *Chasing Literacy Reading and Writing in an Age of Acceleration*, American University Presses. 2013

read the text but also to be able to understand what readers are reading and convert it into knowledge¹⁰.

d. Indicator of Reading Comprehension

There are some criteria commonly used in indicating students' reading comprehension, there are:¹¹

- 1) Main idea (topic).
- 2) Expression/idiom/ phrases in context.
- 3) Inference (implied detail).
- 4) Grammatical features.
- 5) Detail (scanning for a specially stated detail)
- 6) Excluding facts not written (unspoken detail)
- 7) Supporting ideas.
- 8) Vocabulary in context.

The completeness of the reading comprehension indications must be taken into consideration during the exam preparation procedure, as shown by the above-mentioned indicator.

e. Strategies of Reading Comprehension

For some learners, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures and others enhance the

¹⁰ Cartwright, Kelly B. *Executive Skill, and Reading Comprehension*, New York London. 2023. p.g. 38

¹¹H. Douglas Brown, *language assessment: principle and classroom practice*,(San Fransisco, California, 2003),206.

top-down processes. There are ten strategies, which can be practically applied to research techniques.¹²

- 1) Identify the purpose of reading.
- 2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning learners).
- 3) Use efficient silent reading techniques for relatively rapid comprehension(for intermediate to advanced levels).
- 4) Skim the text for the main ideas.
- 5) Scan the text for specific information.

2. Reading Process

According to Indira Gandhi¹³ here are some descriptions and steps of the reading process, This is:

As readers attend the sessions at the study center, readers will find that These are the steps followed in a reading lesson:

- a. Introduction: Here the tutor explains the purpose for reading the selected textual extract or portion and gives readers a setting for the text to be read. Then the tutor presents a background of appropriate information for the text to be read and selects as well as introduces the new vocabulary necessary to comprehend the main ideas in the text.
- b. The reading: There is generally an oral exercise for the beginners, usually consisting of listening to the passage read aloud, or listening

¹² H.D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: Longman, 2000), 306-308.

¹³ Gandhi, Indira, *BEGLA-138 Reading & Speaking Skill*, National Open University School of Humanities. 2020

and following along. Later on, reading is procedural and repetitive or slow and silent.

- c. Comprehension tasks: After one or more readings are done, certain questions are set on the passage studied in order to elicit factual or inferential information based on the understanding of the textual extract.
- d. Review and related exercises: These may consist of summary, review, stylistic analysis, précis writing, and other formative and summative exercises to enhance the understanding and to evaluate the ability to comprehend and identification of salient points of the reading passage.

During a reading lesson in the sessions at the study center, the following steps should be carefully followed:

- a. In the study center, as the tutor reads aloud, readers should listen attentively and follow the text as the lines on a page are progressively pronounced or spoken aloud.
- b. The tutor will occasionally stop to highlight the meanings of words in between the reading and engage in discussion on specific portions during gaps in reading.
- c. The tutor will read and encourage readers all to repeat, listen, and read along, following her/her pronunciation, and then proceed to make readers all highlight important portions.
- d. The tutor will elicit questions or conduct a discussion on stylistic or grammatical points of importance.

- e. The tutor will generate and supervise discussion on theme and content.
- f. As all of this happens, readers are interested to read silently or practice reading aloud individually with the tutor's permission. Three types of questions may follow from the tutor for discussion:
 - 1) Effectively Informative or factual: those which begin with what, when, where, who, how many, etc.
 - 2) Inferential: questions which may be answered by evaluating the information given such as: did the hero feel scared by the villain's intimidating manner and aggressive threats?
 - 3) Interpretative: questions relating to the author's opinion and a reader's judgment about the style and content of the text.

3. Teaching Reading Comprehension

Schools usually teach reading comprehension using one of the two methods. One method is for students to read a text, answer questions about it, and then read the comments. Topics as wide as term definitions to the main idea of the entire book may be covered in the comments and answers. While emphasizing crucial components of reading comprehension, this method approaches them more as outcomes than as exercises.

Reading groups are another typical approach to teaching reading comprehension. Students read aloud in reading groups alternately. When a student is having trouble, the teacher normally steps in to help, and

sometimes they will make a comment or ask a question about the material. This approach makes some progress in educating students about the process of reading comprehension often the teacher primarily addresses low-level challenges (difficulties with words and parsing) and focuses their questions on interpretations.¹⁴

When teaching reading comprehension, a teacher might use a variety of techniques or strategies to help a student comprehend the material, as demonstrated in the previous explanations.

4. Reading Assessment

a. Definition of Reading Assessment

The purpose of these informal reading assessments is for teachers to examine the graphophonic, semantic, and syntactic clues the reader uses. The teacher calculates what type of errors or miscues the reader most often makes¹⁵.

Reading questions cover Basic Information skills, Inferencing skills, and Reading to Learn skills. These are ten question types¹⁶ When determining the purpose of reading, several questions must be asked to achieve the objectives derived from the reading.

¹⁴ Allan Collins and Edward E. Smith, *Teaching The Process Of Reading Comprehension*. p.2

¹⁵ Devries, A. Beverly, "*Literacy Assessment & Intervention For Classroom Teachers*", Southern Nazarene University London. 2015

¹⁶ McGraw Hill, *The Official Guide To The TOEFL IBT Test*, United States of America. 2021

b. Aspects of Reading Assessment

Several aspects should be assessed when assessing students' reading comprehension. Main Idea, Expression, Inference, Grammatical Features, Detail, Excluding Fast not written, Supporting idea, vocabulary in context, reference.

1) Main idea, ask for the reader to identify the main purpose of the entire sentence. Largely, each passage contains at least one question that asks the reader to identify the text of the passage, which they often do. The first question to be answered is by reading a specific passage.

2) Vocabulary, Identify the main purpose of the entire sentence. Broadly speaking, each passage contains at least one question of hers, and the reader is asked to identify the text of that passage. Readers often do. The answer to the first question is to read a particular passage.

3) Inference, These questions measure the ability to understand arguments and ideas. It's pretty much implied in the text, but not explicitly mentioned. For example, for the effect of speculative questions may be asked about the cause, as quoted in their passage. When a comparison is made, an inference question may be asked about the basis for the comparison.

4) Supporting Point, All good writing has a point. Some writing has more than one point. Points are ideas that the researcher is trying to

convey to the reader. The primary purpose of the writing is known as the main point or main idea. Points used to support or clarify the main point are called subpoints or supporting points. Readers should know how to identify main points and subpoints when readers practice reading.

- 5) Reference, By the time readers've scored Practice Exam 2, readers should have a good idea of the strengths and weaknesses. If some subjects or subtests still give readers problems, keep studying — just follow the cross-references for some tips and additional practice questions.
- 6) Detail, Read an article that is about 300–400 words long. Make an outline that includes the major points and important details of the article. Use the outline to write a summary of the information and ideas. Summaries should be brief and communicate only the major points and important details. Be sure to paraphrase using different words and grammatical structures.

B. The Concept of Fix-Up Strategy

1. The Definition of Fix-Up Strategy

Fix up strategy is a strategy that can help the student to improve their reading comprehension. A fix-up strategy can help students understand the message of the text when they get stuck with certain words

or sentences¹⁷. It means a fix-up strategy is a process to find out the point of the text. the strategy can help students when they are reading and finding difficult words they can solve the problem by using a fix-up strategy. It makes the students upgrade their reading comprehension process easily.

According to Judy S, Raymon F, and Charlene E, the fix-up strategy is rereading, reading ahead to clarify a confusing point, and figuring out word meaning from context.¹⁸ It means that one strategy that is able to help students understand a text is the fix-up strategy. In order to identify the main point of the text, the reader must carefully reread the original text while applying the fix-up strategy.

Fix-up strategies are tools that readers can rely upon to find their way home and to make sense of what they read.¹⁹ Students use the fix-up approach to understand the text's message when they are reading it and are unable to understand it. It means readers can creatively become involved with the reading experience by using fix-up strategies.

According to Klinger, Vaughn, and Boardman, the fix-up strategy is to assist with comprehension, consider the linkage between what they are reading, previous knowledge, and experiences and they should summarize the key ideas they have read and respond to the material in

¹⁷ Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies* (2nd ed) (New York: The Guildford Press, 2009), p. 130.

¹⁸ Judy S. Richardson, Raymond F. Morgan, Charlene E. Flenner, *Reading to Learn in the Content Areas*, (USA: The United States of America, 2009), 159

¹⁹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (New York: American Library Association, 2007), 116

various ways.²⁰ It means that when readers find it difficult to understand what they read or hear, they can use the fix-up strategy. Fix-up strategies are highly challenging to do since they call for the reader's inventiveness and prior understanding of the text.

Based on the explanation above, the fix-up strategy is the strategy that can help the students get information about the text that they read. It can make students' reading comprehension process easier.

2. Strengths and Weaknesses of Fix-Up Strategy

There are some strengths and weaknesses of fix up strategy. The strengths of the fix-up strategy are as follows:

- a. This strategy can monitor students' understanding of the text.
- b. This strategy can improve students' reading comprehension.²¹

Using the explanation provided, fix up the strategy for teaching reading comprehension. It can improve students' fluency and comprehension of reading.

Furthermore, there are also weaknesses to the fix-up strategy, which are as follows: When the reader is not seeking to ask and answer their question, the reader most certainly has lost interest and may have lost comprehension as well²². The teacher should assist the students in using the fix-up strategy procedure to solve this problem. The teacher should ask some probing questions of the students.

²⁰ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), xi.

²¹ Audi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 120.

²² *Ibid*, p.115.

3. Teaching Reading Comprehension by Using Fix-Up Strategy

As fix-up strategy is a reading strategy, or in common as a learning strategy, it is not used by the teacher, but it is used by the students. However, the students will not be able to use the strategy if the teacher does not teach them before. Thus, the roles of the teacher are also very important in implementing the strategy.

Moreover, Duffy states that teachers can model the fix-up strategy in teaching English subjects as follows:

Say something like:

“Let’s read on. Tell me the first time you come to a problem. What is the first problem you find? Okay, in the middle paragraph on page 11, you stopped at the word bondage because you were monitoring and it stopped making sense when you ran into that word. That's a hard one to figure out, but let's apply our look-back strategy and see if we can fix it. First, we have to identify the problem. What is the problem? Yes, it's a word we don't know. So, now we have to think about whether we know anything that would help us solve that problem.do we have a strategy? Yes, just as before, we can use our context strategy to figure out words we don't know. So first look back and see if there are context clues you can use. Yes the word slaves and escape are clues. By thinking about what it is that slaves try to escape, maybe "bondage" means

the same thing as "slavery". Let's test it out. Does that make sense there? Yes, so we can read on".²³

From the explanation above, here are the steps that can do by the teacher to model the strategy:

- a. Give text to the students.
- b. Ask them to read the text.
- c. If the students find a problem, ask them to stop and identify the problem.
- d. Ask the students to use a context strategy that can resolve the problem by looking back at the text to find the words related to the words in the problem (using context clues).
- e. If they find the meaning of the text they can read on to get more information.

Fix-up strategy includes rereading, reading ahead, identifying unknown words, making and changing predictions, and connecting things in the text to personal experiences and memories.

The procedures of teaching reading using fix up strategy by adopting several steps are as follows :

- a. Previewing. The students are asked to look at the text at a glance. They preview and think about what the text is about.
- b. Predicting. The students read the heading or the title of the text and make a prediction of what will happen next in the text.

²³ Gerald G Duffy, *Explaining Reading*, {New York: Guilford Press, 2009), p.136

- c. Reading. The students are doing the activity by reading the whole text and checking whether their prediction is correct or not.
- d. Making connection. The students think about something that they have experienced which is related to the text.
- e. Visualizing. The students draw the characters which are stated in the text based on their imagination.
- f. Making inference. The students make inferences about what they read. it helps the students to sum up the important points of the text they read.
- g. Asking new questions and retelling the story. After reading the text, the students should ask questions related to the content of the text and retell what has been read to check whether they understand the content or not.²⁴

C. Action Hypothesis

The action hypothesis of this research is stated, as follows:

" By using fix up strategy, the student's reading comprehension ability and their learning activity can be improved among the eighth graders at SMP Negeri 2 Bekri Central Lampung in the Academic Year of 2024/2025".

²⁴ NUNUN INDRASARI , 2012. *The Effectiveness of Using Fix Up Strategy to Teach Reading Viewed from Students' Self-confidence* (An Experimental Research at the Eighth Grade Students of SMP Negeri 2 Temanggung in the Academic Year of 2011/2012). Thesis. Surakarta. English Education Department of Graduate School, Sebelas Maret University. 2012.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

1. Variable of The Research

The variable is the condition or characteristics when an experiment can be manipulated, controlled, or observed. The operational is defined as follows:

a. Independent Variable

An independent variable, or variable X, is one that affects, influences, or causes results. It is also known as a manipulative, treatment, antecedent, or predictive variable. The fix-up strategy is the research's independent variable (X). This variable focuses on improving students' reading comprehension scores in the area of general knowledge.

Moreover, to know student's participation in this strategy there are some indicators as follows:²⁸

- 1) The students can focus on the teacher's explanation in modeling the clunk.
- 2) The students are able to read comprehensively what the teacher had written about the clunk.

²⁸ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, 71.

- 3) The students are able to actively work with their statements to identify and explain the clunk in the process of reading.
- 4) The students are able to mention their comprehension of the meaning of the clunk based on the result of the previous reading process.

b. Dependent Variable

The variable that is measured and observed in order to determine the impact of the independent variable is known as the dependent variable (Y). Reading comprehension is the research's dependent variable. To assess their level of comprehension, the researcher would give a reading comprehension test to the students. The test by giving some passage consisting of 10 reading comprehension questions.

B. Research Location

This research was conducted in SMP Negeri 2 Bekri located at Bekri, Kec. Sinar Banten, Central Lampung, Lampung.

C. Subject and Object of Research

The subject of the study in this research is the students of the eighth graders in SMP Negeri 2 Bekri Central Lampung. The total of students is 32. The object of this research is the student's reading comprehension ability. This action research is a collaborative study. The collaborator of this research is the English teacher of the eighth grade, that is Mr. Heri Arwansyah, S.Pd.

D. Action Plan

1. Classroom Action Research (CAR)

The research uses classroom action research. The focus of this research is how the researcher applies the fix-up strategy to improve students' reading comprehension.

According to Car and Kemmis by Anne Burns, action research is simply a form of self-reflective inquiry undertaken by participants in social situations, and teachers in order to improve the regionality and justice of their own practices.²⁹ It means that through self-reflection the teacher conducts that study in his class.

Furthermore, McNiff suggests that action research is conducted with critical partners.³⁰ It means that the researcher conducted the research together with the teacher. In doing classroom action research, the researcher would ask Mr. Heri Arwansyah, S.Pd. as a collaborator of research. There are four steps in each cycle that have a relationship with one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follows :

²⁹ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Madison Ave, 2010), p.5

³⁰ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15

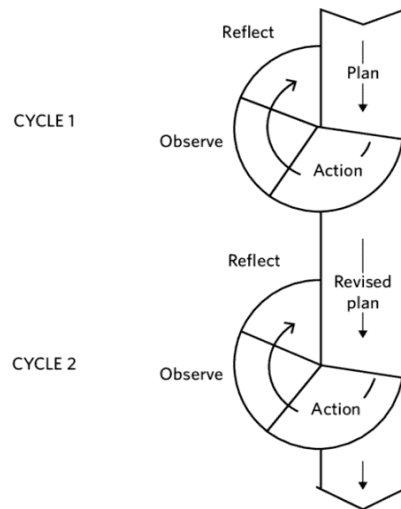


Figure 3.1
Spiral Classroom Action Research Stephen
Kemmis and MC Taggart Model

Based on the illustration above, the explanation of the four steps of the action research procedure:³¹

1. Cycle 1

a. Planning

In this research, the researcher conducted some plans; namely:

- 1) Preparing English subject lesson plan.
- 2) Preparing methods, strategy, materials, and media of learning.
- 3) Making observation sheets and a list of students' names.
- 4) Making worksheets and answer sheets which are learned by the student.
- 5) Making tests used in pre-test and post-test.

³¹ Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research* (New York: Springer Science and Business Media Singapore, 2014), 19.

b. Acting

In this action, the researcher was administrating pre-tests, treatment, and post-tests to the students. This action was conducted in some meetings. In this implementation, the researcher follows the schedule of the English subject. The researcher acted as a teacher in the classroom and implemented some activities as follows:

- 1) The teacher greets the students leads them to pray together, and checks the attendance list.
- 2) The teacher gives the test to the students about the descriptive text as a pre-test of the research and a beginning score in the fix-up strategy.
- 3) The teacher does treatment by using a fix-up strategy to explain the material about the descriptive text.
- 4) The teacher guides and helps the students in the learning process.
- 5) The teacher gives worksheets to the students.
- 6) The teacher asks the students to discuss the worksheets that contain the descriptive text and finish it in answer sheets.
- 7) The teacher reminds the students that they have to master the material which had given by the teacher.
- 8) After the students understand about the descriptive text, the teacher gives a post-test quiz to the students.

9) The teacher gives a reward to the students who have the highest score.

c. Observing

While observing, the researcher and collaborator used an observation sheet to write down the important things as long as the learning process happened. Based on the observation researcher and collaborator should know the result of the student's learning activities.

d. Reflecting

In this step, the effects of the acting, the things that needed to be fixed, and the things that would draw attention to future acting were examined by the researcher and collaborator. Next, in cycle 2, the outcome of reflection is utilized as a guide to create a new plan.

2. Cycle 2

a. Planning

- 1) The researcher studies the result of reflecting on cycle 1.
- 2) The researcher prepares the lesson plan, material media of learning observation sheet, worksheets, answer sheets, and test for post-test.

b. Acting

- 1) The teacher gives the students motivation to study harder in English reading.

2) The teacher implements the treatment by using a fix-up strategy.

3) The teacher gives a post-test after doing treatment.

c. Observing

The researcher and collaborator observe and collect the data when the learning is conducted.

d. Reflecting

The researcher and collaborator compare the pre-test and post-test scores, reflect on all of the actions that have been taken, and identify the outcomes of observation in the learning process.

E. Data Collecting Technique

The data-collecting techniques in this research consist of as following:

1. Test

Tests are valuable measuring instruments for education research. A test consists of a series of items given to a person with the goal of eliciting responses from them, from which a score in numbers can be determined. The pre-test was conducted prior to the treatment, and the post-test was completed at the end of each cycle. After the treatments, a post-test was given. After having treatment, the student took a post-test. The post-test follows the same format and methodology as the pre-test.

In this case, the researcher did the test in order to know the students' reading comprehension of the eighth grade of SMP Negeri Bekri Central Lampung. Pre-test and post-tests were among the tests conducted.

In both assessments, students are required to respond to multiple-choice questions related to the subject of descriptive texts.

2. Observation

The aim of the observation is to explain the situation of the investigation-which involves people, activities, and relationships among them is the goal of the observation. Observations are systematically recorded rather than stored only in personal memory and are carefully interpreted and analyzed, again employing systematic and planned procedures.³² It means that observation is a type of data collection where individuals' behaviors are visually assessed.

3. Documentation

The researcher uses documents that are taken from the data of the school, such as the history of the school, the data of students, the teacher, and the condition at SMP Negeri 2 Bekri Central Lampung. Here are the lists of the documentation :

- a. The history of the SMP Negeri 2 Bekri Central Lampung
- b. Organization structure of the SMP Negeri 2 Bekri Central Lampung
- c. The distribution of the teacher in each subject
- d. The number of students in each class
- e. The learning facility of the school.

³² Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), 58

4. Field Note

The researcher would use a field note. It's making the data analysis more simple. You can write them notes in a special notebook or, if you like, on the back of your hand, which would require further writing. You can write in straight notes, or try mindmaps, spider diagrams, and pictures.³³ In this research, the researcher used field notes to record the student's activity during the learning process.

In order to collect all of the information from the eighth grade at SMP Negeri 2 Bekri Central Lampung about the activities of the students in reading problems, the events in each learning steps, the learning objectives, the learning time, and the feelings of the students in the learning process, the researcher conducted field notes in this study.

F. Research Instrument

1. Reading Skill Test

To identify the students of reading comprehension in the eighth grade at SMP Negeri 2 Bekri Central Lampung, The reading exam will be used by the researcher. The exam assesses the students' competence with composition reading related to the reading topic.

The assessment consists of a pre-test and post-test, and it will challenge students to read and analyze a specified material as part of their research.

³³ Jean McNiff&Jack Whitehead, *All you need to know about ActionResearch*, ... p.139

2. Observation Sheet

The researcher used an observation sheet to record each cycle and the learning activity. It includes activities for learning, like:

- a. Interaction with classmate
- b. Reaction to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
- c. Quality of teacher-elicited responses
- d. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc)
- e. Students' verbal and nonverbal responses to materials, types of activities, and teaching styles.

G. Data Analysis

The processing of information or data collected with the goal of making inferences is known as data analysis. It is a procedure for arranging the data so that the pattern and form of the study become more regular. After collecting data through testing, observation, and documenting, the researcher analyzed the information in light of the goals of the study as well as the limitations of the problems. The first thing the researcher did before evaluating and interpreting the data was to abstract all of the data that they had collected. Following the research, she abstracted every piece of information. She then chose the information that was pertinent to the research issue and categorized it into two groups for the purpose of learning.

Tabulating the result of the test, finding the mean of the pre-test and post-test. The mean was calculated by applying the following formula:

$$x = \frac{\Sigma x}{N}$$

Notes :

X = Mean

Σ^x = The total number of students scores

N = Number of students³⁴

The formula to figure out the percentage of the students who pass the passing grade in each cycle is as follows:³⁵

$$P = \frac{F}{N} \times 100\%$$

Note : **P** = Class percentage

F = Frequency

N = Number of students

H. Indicators of Success

The success indicator is required to determine whether the process and learning outcomes were successful. According to this study, students are considered to be successful if they get a score of 70 or higher and participate in the learning process to the point of 70%. At that point, the research may come to an end.

³⁴ Donald Ary at all, *Introduction to Research in Education*, p.108

³⁵ Ibid

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The history of SMP Negeri 2 Bekri Central Lampung

SMP Negeri 2 Bekri Central Lampung, Bekri subdistrict, central Lampung was established in 2016. This is school was established in the village of Sinar Banten, Bekri District, Central Lampung Regency.

SMP Negeri 2 Bekri Education Cental Lampung Regency is one of the very strategic State Junior High School located in Srimulyo, Sinar Banten, Bekri, Central Lampung, Occupying 6,000m² land, SMP Negeri 2 Bekri is supported by 15 public elementary schools and 1 private elementary school. The capacity of SMP Negeri 2 Bekri Central Lampung is very limited while Every New Student Admission is always excess of applicants with forced new students who are not accepted into SMP Negeri 2 Bekri Central Lampung students.

This is school is a favorite school around Bekri sub-district and its surroundings because it is one of the state junior high schools flanked by several elementary school and several other villages around it. This is school is the most sought after by students.

b. Vision and Mission of SMP Negeri 2 Bekri Central Lampung**1) Vision of SMP Negeri 2 Bekri Central Lampung**

Creating the students of SMP Negeri 2 Bekri Central Lampung who has a Active, Creative, Clean, Entusiastic, And Religious.

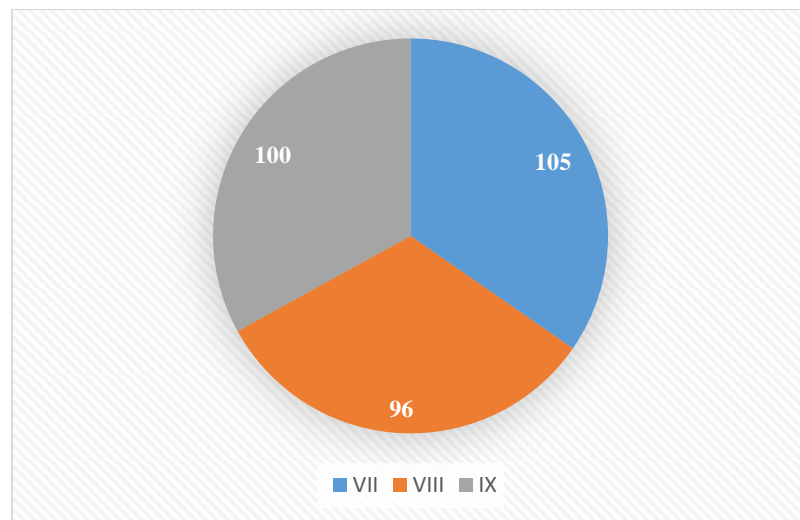
2) Mission of SMP Negeri 2 Bekri Central Lampung

- a) Encouraging activities and creativity optimally to all components of the school, especially students.
- b) Optimizing learning in order to improve student skills so that they have achievements to be proud of.
- c) Implement learning and guidance affectively so that student intelegence countinues to be honed in order to create solid intellectual and emotional intelligence.
- d) Enthusiastic about the development and progress of science and tecnology.
- e) Cause deep appreciation and high experience of religious teachings (Religion) so that it creates maturity in thinking and acting.

c. The quantity of the students of SMP Negeri 2 Bekri Central Lampung

SMP Negeri 2 Bekri Central Lampung has 301 students. Students consist of grades 7 until 9. For more details can be seen on the figure below:

Figure 4.1
The Students Quantity of SMP Negeri 2 Bekri
In Academic Year of 2024/2025



d. The building of SMP Negeri 2 Bekri Central Lampung

The building of SMP Negeri 2 Bekri Central Lampung can be seen on the table below:

Table 4.2
The building of SMP Negeri 2 Bekri

No	Name Building	Total
1.	Head master room	1
2.	Teacher room	1
3.	Library	1

4.	Classes	11
5.	Laboratorium	1
6.	Mosque	1
7.	Toilet	2
8.	Canteen	1

Sources : documentation Building of SMP Negeri 2 Bekri

2. Description of Research Data

In this research, researcher used the classroom action research methods consisting of two cycles, namely cycle I and cycle II. In each cycle consists of two meetings with an estimated time 2 X 45 minutes which includes planning, action, documentation and reflection. Researcher used modules to manage the class based on the syllabus used by class teacher. In this research, the researcher used fix-up strategy to improve the students Reading Comprehension Ability.

a. Pre-test activity

The researcher conducted the pre-test on August, 31th 2024 at 10.00 until 11.30 AM. All the students have already prepare when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was multiple-choice consisted of 10

items. Then, the students pre-pre test result can be seen on the table below:

Table 4.3
The Pre-test score

No	Name	Score	Interpretation
1.	ASW	40	Incomplete
2.	AP	50	Incomplete
3.	AM	50	Incomplete
4.	AP	40	Incomplete
5.	AZ	60	Incomplete
6.	BK	30	Incomplete
7.	DFC	40	Incomplete
8.	DA	50	Incomplete
9.	DR	30	Incomplete
10.	FC	50	Incomplete
11.	FBP	40	Incomplete
12.	FMS	40	Incomplete
13.	FK	30	Incomplete
14.	IS	60	Incomplete
15.	JAA	70	Complete
16.	KAC	30	Incomplete
17.	LA	50	Incomplete
18.	MANF	40	Incomplete
19.	MH	50	Incomplete
20.	MMF	40	Incomplete
21.	NAN	30	Incomplete
22.	NDU	40	Incomplete
23.	NMA	70	Complete
24.	NA	30	Incomplete

25.	RPN	40	Incomplete
26.	RIK	50	Incomplete
27.	RHA	30	Incomplete
28.	RRD	40	Incomplete
29.	RH	40	Incomplete
30.	TS	50	Incomplete
31.	WDS	60	Incomplete
32.	ZNS	70	Complete

Sources : the result score of reading pre-test at Eighth grader of SMP Negeri 2 Bekri August 30th 2024

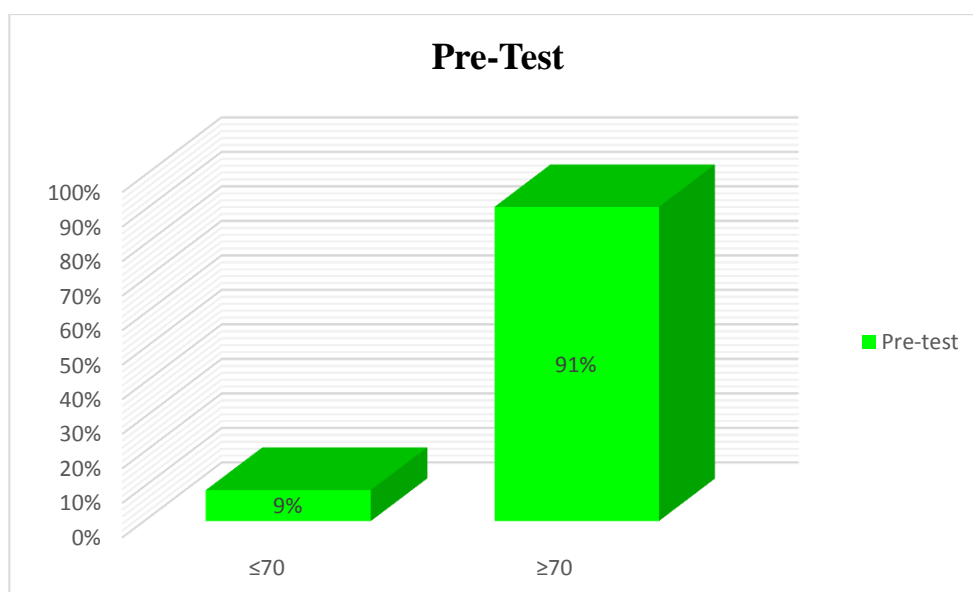
Table 4.4
Frequency of Students' score Completeness on Pre-test

No	Score	Frequency	Percentage	Explanation
1.	≥ 70	3	9%	Complete
2.	≤ 70	29	91%	Incomplete
Total		32	100%	

Sources : the score of reading pre-test on Saturday, august 30th ,2024

Figure 4.2

The Percentage of The Students' Completeness Score On Pre-Test



Based on the data above, it could be inferred that 29 students (91%) were not successful and 3 other students (9%) were successful. The successful students were those who got the minimum mastery criteria of English subject at SMP Negeri 2 Bekri at least 70. The successful students were fewer than those unsuccessful students. From the result was unsatisfied. Therefore, the researcher used fix-up strategy to improve reading comprehension.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepare several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepare the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Saturday, August 31st 2024 at 10.00 until 11.30 a.m and followed by 32 students. The meeting began with a prayer together, after which the researcher greeted and

talk briefly with the students and proceeded to check the attendance list of the students in this day. In this case, students look awkward because it was the first time they meet with researcher. However, the atmosphere was quite melting because the researcher invites them to introduced themselves one by one. For the beginning, the researcher asked the students, “ how many type of the text do you know?” some students answered “ descriptive text, narative text, exposition text”. Some students kept silent. The reseacher said “ Good! Today, we want to learn about the desciptive text, and have you ever studied about descriptive text?” All of students answered “ yes, I have”.

The researcher started to introduce the descriptive text that was used in the learning process, then started to deliver the material. The generic stucture included of identification description. He purpose, of the text is to describe and to reveal a particular peson, place, or thing. Furthermore, a student asked “the example Miss?” The researcher answered “ for the example is your friend, her name is Viona, she is has white skin and her has amazing voice”.

In implementing fix-up strategy in teaching reading comprehension in the process of action, the researcher applied the steps of fix-up strategy. The fist steps of acting phase identifying two or three clunks in the passage. The title of passage is *Istiqlal Mosque*. In addition, clunk are words contained in the reading passage that represent the important information of the text. The clunks of passage

are *mosque*, *pride* and *nation*. The researcher read the passage of komodo out loud to students, in this step, the students paid attention to the teacher explanation related to clunk identification. They listened to what the researcher had been reading.

In addition, the second step is giving the model of how to use fix-up strategy by explaining the first clunk that is *pride* to help students figure out the meaning of the clunk. In this case, the students focused on the researcher's explanation in modeling of *pride*. The researcher repeated the process of figuring out the meaning for other clunks that are *pride* and *nation*.

Furthermore, the third step is writing down the clunks that are *mosque*, *pride* and *nation*. In this case researcher wrote down all of the clunks are *mosque*, *pride* and *nation* and the brief definition in the whiteboard. Meanwhile, the students read what the researcher had written in the whiteboard.

Moreover, the fourth step is working with a partner. In this case, the students actively worked with their partner that was their seatmate. It was done to explain the clunks and find the meaning of clunks including of *foundation* and *construction*. One student became an expert clunk by holding and reading the clunk cards including of *foundation* and *construction*. The expert clunk was the student who had a higher score than the pair based on the pre-test result. Another student who did not become the expert clunk had a lower score than the pair.

based on the pre-test result. The student who did not become the expert clunk to try to find out the meaning of the clunk card including of *foundation* and *contruction* im the reading text *Istiqlal Mosque*.

In addition, in the fifth step, sfter reading a section of the passage, the students stopped to identify clunk *foundation* and *contruction* from reading text. In this case, the students who did not brcome the expert clunk mentioned their comprehension about the meaning of the clunk *foundation* and *contruction* based on the result of previous reading process.

Finnaly, in the last step, the expert clunk read the appropriate meaning of the clunks *foundation* and *contruction*. It was done to confirm the definition of each clunk. In this stage, the students were actively following the teaching learning process, because they worked together in their groups. However, there were still troubles faced to the students. Such about students' low motivation in reading english text, students' low concentration in reading process, students insufficient vocabulary mastery, students' low reading comprehension, students difficulty in understanding the important massage of the text, and students low reading habits.

b) The second meeting

The second meeting was conducted on Saturday, September 7th 2024 at 10.00 until 11.30 a.m after the students given the action. The researcher began the lesson by praying, greeting, checking attendance

list and asking the students condition. The activity continues by giving some more about descriptive text.

In implementing fix-up strategy in teaching reading comprehension in the process of action, the researcher applied the steps of fix-up strategy. The first step of acting phase is identifying two of three clunk in the passage. The title of passage is *Mount Bromo Tour*. In addition, clunks are words contained in the reading passage that represent the important information of the text. The clunk of passage are *mountain* and *destination*. The researcher read the passage of *Mount Bromo Tour* out loud to students. In the step, the students paid attention to the teacher explanation related to clunk identification. They listened to what the researcher had been reading.

In addition, the second step is giving the model of how to use fix-up strategy by explaining the first clunk that is *mountain* to help students figure out the meaning of the clunk. In this case, the students focused on the researcher's explanation in modeling of *mountain*. The researcher repeated the process of figuring out the meaning for other clunks that are *mountain* and *destination*.

Furthermore, the third step is writing down the clunk that are *mountain* and *destination*. In this case researcher wrote down all of the clunks are *mountain* and *destination* and the brief definition in the whiteboard. Meanwhile, the students read what the researcher had written in the whiteboard.

Moreover, the fourth step is working with a partner. In this case, the students actively worked with their partner that was their seatmate. It was done to explain the clunks and find the meaning of clunks including of *tourist* and *beautiful*. One student became an expert clunk by holding and reading the clunk cards including of *tourist* and *beautiful*. The expert clunk was the student who had a higher score than the pair based on the pre-test result. Another student who did not become the expert clunk had a lower score than the pair based on the pre-test result. The student who did not become the expert clunk tried to find out the meaning of the clunk card including of *tourist* and *beautiful* in the reading text *Mount Bromo Tour*.

In addition, in the fifth step, after reading a section of the passage, the students stopped to identify clunk *tourist* and *beautiful* from reading text. In this case, the students who did not become the expert clunk mentioned their comprehension about the meaning of the clunk *tourist* and *beautiful* based on the result of the previous reading process.

Finally, in the last step, the expert clunk read the appropriate meaning of the clunk *tourist* and *beautiful*. It was done to confirm the definition of each clunk.

c) Post-test I

Researcher conducted the first post-test after the second meeting on Saturday, September 7th 2024 at 10.30 until 11.30 a.m the researcher gave post test of cycle I with similar tasks on pre test before. Kinds of test were multiple choices which consisted of 10 items. The post test result can be seen in the table below:

Table 4.5
The Result of Post-test I

No	Name	Score	Interpretation
1.	ASW	50	Incomplete
2.	AP	60	Incomplete
3.	AM	70	Complete
4.	AP	50	Incomplete
5.	AZ	60	Incomplete
6.	BK	40	Incomplete
7.	DFC	60	Incomplete
8.	DA	70	Complete
9.	DR	40	Incomplete
10.	FC	50	Incomplete
11.	FBP	60	Incomplete
12.	FMS	50	Incomplete
13.	FK	70	Complete
14.	IS	60	Incomplete
15.	JAA	80	Complete
16.	KAC	40	Incomplete
17.	LA	70	Complete
18.	MANF	40	Incomplete
19.	MH	50	Incomplete
20.	MMF	70	Complete

21.	NAN	40	Incomplete
22.	NDU	60	Incomplete
23.	NMA	80	Complete
24.	NA	70	Complete
25.	RPN	40	Incomplete
26.	RIK	60	Incomplete
27.	RHA	70	Complete
28.	RRD	50	Incomplete
29.	RH	50	Incomplete
30.	TS	70	Complete
31.	WDS	70	Complete
32.	ZNS	80	Complete

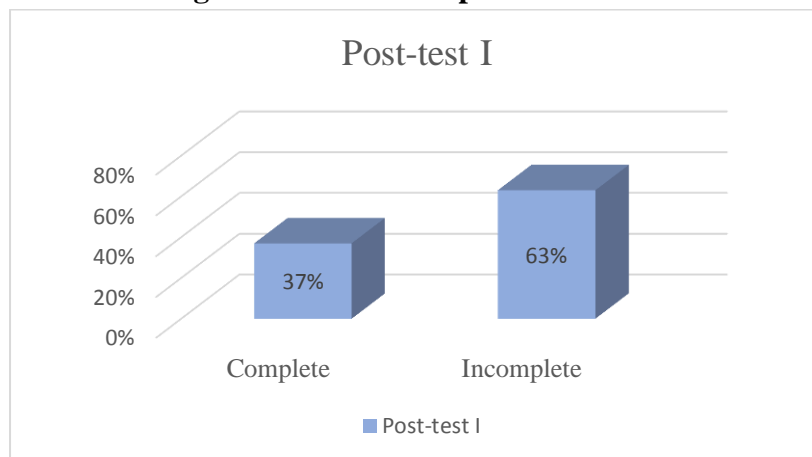
Sources : the result score of reading post-test at Eighth grader of SMP Negeri 2 Bekri August 30th 2024

Table 4.6
Frequency of Students' score Completeness on Post-test 1

No	Score	Frequency	Percentage	Explanation
1.	≥ 70	12	37%	Complete
2.	≤ 70	20	63%	Incomplete
Total		32	100%	

Sources : the score of reading pre-test on Saturday, august 30th ,2024

Figure 4.3
The Percentage of Students Completeness Score on Post-Test I



Based on the result of post-test I, It can be seen that 12 students more than the Minimum Mastery Criteria (MMC) while the other 20 students did not score according to Minimum Standard Criteria (MSC). This means that only 37% of students was complete at this stage. While the other 63% incomplete in this stage. The cycle is said to be succesfull if 63% of students have scored according to the Minimum Mastery Criteria (MMC) in fact the result is still not satisfactory. However, there was improved in the average students score to from 50 in pre-test to 60 in this post-test.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The reseacher as a teacher provided instructional material on reading descriptive texts, focusing on the fix-up strategy.

While implementing the treatment, the observer also monitored student engagement during the learning process. Students actively participating in discussions were noted on the observation sheet for both meeting 1 and meeting 2. The indicators of the students activities were:

- a) Students' being attentive to the teacher explanation.
- b) Students' participating by asking or answering the teacher question.
- c) Students' engaging actively in the class discussion.
- d) Students' completing the task assigned by the teacher

Table 4.7

The Students Learning Activities Observation In Cycle I

No	Name	The students' Activity			
		1	2	3	4
1.	ASW	-	-	✓	-
2.	AP	✓	-	-	✓
3.	AM	✓	-	✓	✓
4.	AP	-	-	✓	✓
5.	AZ	✓	✓	-	-
6.	BK	-	-	-	✓
7.	DFC	✓	✓	✓	-
8.	DA	✓	✓	✓	-
9.	DR	✓	-	-	✓
10.	FC	-	✓	-	-
11.	FBP	✓	✓	✓	-
12.	FMS	-	✓	-	✓
13.	FK	✓	-	✓	-
14.	IS	✓	✓	-	-
15.	JAA	✓	✓	✓	✓
16.	KAC	-	-	-	✓
17.	LA	✓	-	✓	✓
18.	MANF	-	-	✓	✓
19.	MH	-	✓	✓	-
20.	MMF	✓	✓	✓	✓
21.	NAN	-	-	-	✓
22.	NDU	✓	-	-	✓
23.	NMA	✓	✓	✓	-
24.	NA	✓	✓	✓	✓
25.	RPN	-	-	-	✓
26.	RIK	✓	-	-	✓

27.	RHA	✓	✓	✓	-
28.	RRD	-	✓	-	-
29.	RH	-	✓	✓	-
30.	TS	✓	✓	✓	-
31.	WDS	✓	✓	✓	✓
32.	ZNS	✓	✓	✓	✓
TOTAL		20	18	19	18

Table 4.8
The frequency of students learning activity observation in cycle I

No	Students Activities	Frequency	Precentage
1.	Students being attentive to teachers explanation	20	62%
2.	Students participating by asking or answering the teachers question	18	56%
3.	Students' engaging actively in the class discussion.	19	59%
4.	Students' completing the task assigned by the teacher.	18	56%
The average precentage		58%	

Based on the data on the result of students learning activity in cycle I first and second meeting above it can be seen that not all students active in learning process. There were 20 students (62%) who gave attention to the teacher explanation, 18 students (56%) who understood the material, 19 (59%) who active in the class and 18 students (56%) were able to do task.

4) Reflecting

Based on the observation of the observation of the learning process in cycle I, this research also show progress that can be seen from the pre-test and post-test scores. The researcher has analyzed and calculated the pre-test and post-test score that have been carried out in this cycle.

Table 4.9
Comparison between pre-test and post-test I grade in Cycle I

No	Name	Pre-test	Post-test	improving	explanation
1.	ASW	40	50	10	Improve
2.	AP	50	60	10	Improve
3.	AM	50	70	20	Improve
4.	AP	40	50	10	Improve
5.	AZ	60	60	0	Constant
6.	BK	30	40	10	Improve
7.	DFC	40	60	20	Improve
8.	DA	50	70	20	Improve
9.	DR	30	40	10	Improve
10.	FC	50	50	0	Constant
11.	FBP	40	60	20	Improve
12.	FMS	40	50	10	Improve
13.	FK	30	70	40	Improve
14.	IS	60	60	0	Constant
15.	JAA	70	80	10	Improve
16.	KAC	30	40	10	Improve
17.	LA	50	70	30	Improve
18.	MAN	40	70	30	Improve
19.	MH	50	60	10	Improve
20.	MMF	40	70	30	Improve
21.	NAN	30	40	10	Improve
22.	NDU	40	60	20	Improve
23.	NMA	70	80	10	Improve
24.	NA	30	70	40	Improve
25.	RPN	40	50	10	Improve
26.	RIK	50	60	10	Improve

27.	RHA	50	70	30	Improve
28.	RRD	40	50	10	Improve
29.	RH	40	50	10	Improve
30.	TS	50	70	20	Improve
31.	WDS	60	70	10	Improve
32.	ZNS	70	80	10	Improve
Total		1460	1930		
Average		45.6	60		
Hight Grade		70	80		
Low Grade		30	40		

Sources : the result of reading comprehension between Pre-Test and Post-Test I Grade In Cycle I

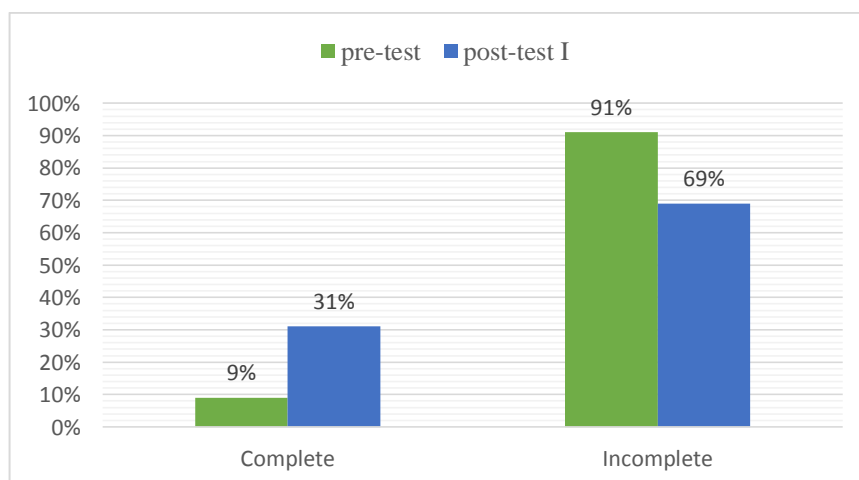
Table 4.10

The Comparison of Students' Grade in Pre-Test And Post-Test I in Cycle I

Interval	Pre-test	Post-test	Explanation
≥ 70	9%	31%	Complete
≤ 70	91%	69%	Incomplete
Total	100%	100%	

Figure 4.4

The Comparison of Percentage of The Students Completeness Grade on Pre-Test and Post-Test I



Based on the table above, in the pre-test score, there were 9% of student had completed and there were 91% of students who had incomplete. Whereas in the post-test score there were 31% students who were complete and 69% students who were still incomplete. Therefore, it can be said that the research has progressed even though it has not met the success indicators so that cycle II needs to be held.

c. Cycle II

In this stage the researcher analyzes the results that have been obtained from the first cycle. Based on the data obtained, there is progress between the pre-test and post-test scores. However, the progress obtained is not significant enough in accordance with the Minimum Standard Criteria of SMP Negeri 2 Bekri Central Lampung. Thus, it is necessary to hold a second cycle again.

1) Planning

Same as during the first cycle, at the second cycle the researcher prepares everything used in the research. Things that are prepared included lesson plan, instrument post-test in cycle 2 the material and the observation sheet the students.

2) Acting

a) First meeting

The first meeting of the second cycle was held on Saturday, 14th 2024 at 10.00 until 11.30 a.m. the meeting began with the lesson greeting, praying, checking attendance list and asking the students condition. The researcher continued the material in the first meeting

cycle II, review material about descriptive text, the generic structure, and example.

In implementing fix-up strategy in teaching reading comprehension in the process of action, the researcher applied the steps of fix-up strategy. The first steps of acting phase identifying two or three clunks in the passage. The title of passage is *Parangtritis beach*. In addition, clunk are words contained in the reading passage that represent the important information of the text. The clunks of passage are *view* and *charming*. The researcher read the passage of komodo out loud to students, in this step, the students paid attention to the teacher explanation related to clunk identification. They listened to what the researcher had been reading.

In addition, the second step is giving the model of how to use the fix-up strategy by explaining the first clunk that is *view* to help students figure out the meaning of the clunk. In this case, the students focused on the researcher's explanation in modeling of *view*. The researcher repeated the process of figuring out the meaning for other clunks that is *charming*.

Furthermore, the third step is writing down the clunks that are *view* and *charming*. In this case researcher wrote down all of the clunks are *view* and *charming*, and the brief definition in the whiteboard. Meanwhile, the students read what the researcher had written in the whiteboard.

Moreover, the fourth step is working with a partner. In this case, the students actively worked with their partner that was their seatmate. It

was done to explain the clunks and find the meaning of clunks including of *tourism* and *nature*. One student became a expert clunk by holding and reading the clunk cards including of *tourism* and *nature*. The expert clunk was the student who had higher score than the pair based on the pre-test result. Another student who did not become the expert clunk who had lower score than the pair based on the pre-test result. The student who did not become the expert clunk to try to find out the meaning of the clunk card including of *tourism* and *nature* in the reading text *parantritis beach*.

In addition, in the fifth step, sfter reading a section of the passage, the students stopped to identify clunk *tourism* and *nature* from reading text. In this case, the students who did not brcome the expert clunk mentioned their comprehension about the meaning of the clunk *tourism* and *nature* based on the result of previous reading process.

Finally in the last step, the expert clunk read the appropriate meaning of the clunk *tourism* and *nature*. It was done to confirm the definition of each clunk.

b) The second meeting

The first meeting of th second cycle was held on Saturday, September 21th 2024 at 10.00 until 11.30 a.m. the meeting began with the lesson greeting, praying, checking attendance list and asking the students condition. The activity was continued by giving some explanation more about descriptive text. The researcher instructed the students by

implementing fix-up strategy by applying the same steps in the first meeting.

In implementing fix-up strategy in teaching reading comprehension in the process of action, the researcher applied the steps of fix-up strategy. The first steps of acting phase identifying two or three clunks in the passage. The title of passage is *Keraton yogyakarta*. In addition, clunk are words contained in the reading passage that represent the important information of the text. The clunks of passage are *kingdom* and *building*. The researcher read the passage of komodo out loud to students, in this step, the students paid attention to the teacher explanation related to clunk identification. They listened to what the researcher had been reading.

In addition, the second step is giving the model of how to use the fix-up strategy by explaining the first clunk that is *kingdom* to help students figure out the meaning of the clunk. In this case, the students focused on the researcher's explanation in modeling of *kingdom*. The researcher repeated the process of figuring out the meaning for other clunks that is *building*.

Furthermore, the third step is writing down the clunks that *kingdom* and *building*. In this case researcher wrote down all of the clunks are *kingdom* and *building* and the brief definition in the whiteboard. Meanwhile, the students read what the researcher had written in the whiteboard.

Moreover, the fourth step is working with a partner. In this case, the students actively worked with their partner that was their seatmate. It was done to explain the clunks and find the meaning of clunks including of *work room* and *library*. One student became an expert clunk by holding and reading the clunk cards including of *work room* and *library*. The expert clunk was the student who had a higher score than the pair based on the pre-test result. Another student who did not become the expert clunk who had a lower score than the pair based on the pre-test result. The student who did not become the expert clunk tried to find out the meaning of the clunk card including of *work room* and *library* in the reading text *keraton yogyakarta*.

In addition, in the fifth step, after reading a section of the passage, the students stopped to identify clunk *work room* and *library* from reading text. In this case, the students who did not become the expert clunk mentioned their comprehension about the meaning of the clunk *work room* and *library* based on the result of the previous reading process.

Finally in the last step, the expert clunk read the appropriate meaning of the clunk *work room* and *library*. It was done to confirm the definition of each clunk.

c) **Post-test 2 Activity**

Researcher conducted the post-test after the second meeting finished on Saturday, September 28th 2024. The tests used by researcher is

multiple choice which consisted of 10 items. The post test result can be seen in the table bellow:

Table 4.11
The result of Post-test II

No	Name	Score	Interpretation
1.	ASW	70	Complete
2.	AP	70	Complete
3.	AM	80	Complete
4.	AP	70	Complete
5.	AZ	70	Complete
6.	BK	70	Complete
7.	DFC	80	Complete
8.	DA	80	Complete
9.	DR	70	Complete
10.	FC	60	Incomplete
11.	FBP	70	Complete
12.	FMS	70	Complete
13.	FK	80	Complete
14.	IS	80	Complete
15.	JAA	90	Complete
16.	KAC	70	Complete
17.	LA	80	Complete
18.	MANF	80	Complete
19.	MH	60	Incomplete
20.	MMF	80	Complete
21.	NAN	60	Incomplete
22.	NDU	70	Complete
23.	NMA	80	Complete
24.	NA	80	Complete

25.	RPN	60	Incomplete
26.	RIK	70	Complete
27.	RHA	80	Complete
28.	RRD	70	Complete
29.	RH	70	Complete
30.	TS	80	Complete
31.	WDS	80	Complete
32.	ZNS	90	Complete
Total			2370
Average			74
High score			90
Low score			60

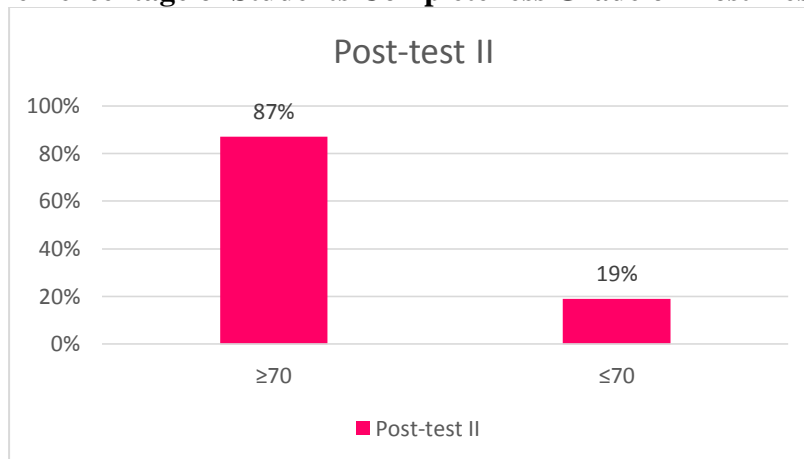
Sources: the grade result of reading post-test 2 on Saturday, September 28th 2024

Table 4.12
Frequency of Students Grade Completeness on Post-Test II

No	Grades	Frequency	Percentage	Explanation
1.	≥ 70	28	87%	Complete
2.	≤ 70	4	13%	Incomplete
Total		32	100%	

Sources: the grade result of reading post-test 2 on Saturday, September 28th 2024

Figure 4.5
The Percentage of Students Completeness Grade on Post-Test II



Based on the result of post-test II, it can be seen that 28 students scored more than the minimum mastery criteria (MMC) while the other 4 students did not score according to Minimum Mastery Criteria (MMC). This means that 87% of students was complete at this stage. While the other 13% incomplete in this stage. The cycle is said to be successful because 87% of students have scored according to the Minimum Mastery Criteria (MMC).

3) Observing

The observation stage is the same as the observation in the first cycle. At this stage there are also four criteria for assessing student activeness in class. Researcher can judge if the learning in the second cycle has made a lot of progress and can be said to have been successful. This successful can be seen in the table below:

Table 4.13
The Student Learning Activities Observation in Cycle II

No	Name	The students' Activity			
		1	2	3	4
1.	ASW	✓	-	✓	✓
2.	AP	✓	✓	✓	✓
3.	AM	✓	-	✓	✓
4.	AP	✓	-	✓	✓
5.	AZ	✓	✓	✓	-
6.	BK	✓	✓	✓	✓
7.	DFC	✓	✓	✓	✓
8.	DA	✓	✓	✓	-

9.	DR	✓	-	✓	✓
10	FC	✓	✓	-	✓
11.	FBP	✓	✓	✓	-
12.	FMS	-	✓	✓	✓
13.	FK	✓	-	✓	✓
14.	IS	✓	✓	✓	-
15.	JAA	✓	✓	✓	✓
16.	KAC	✓	✓	-	✓
17.	LA	✓	-	✓	✓
18.	MANF	-	-	✓	✓
19.	MH	✓	✓	✓	✓
20.	MMF	✓	✓	✓	✓
21.	NAN	✓	✓	-	✓
22.	NDU	✓	✓	✓	✓
23.	NMA	✓	✓	✓	-
24.	NA	✓	✓	✓	✓
25.	RPN	✓	✓	✓	✓
26.	RIK	✓	✓	-	✓
27.	RHA	✓	✓	✓	-
28.	RRD	✓	✓	✓	✓
29.	RH	-	✓	✓	-
30.	TS	✓	✓	✓	-
31.	WDS	✓	✓	✓	✓
32.	ZNS	✓	✓	✓	✓
TOTAL		29	25	28	25
Presentage		91%	78%	87%	78%

Note :

Tick (✓) for each positive activity

1. Students' being attentive to the teacher explanation.
2. Students' participating by asking or answering the teacher question.
3. Students' engaging actively in the class discussion.

4. Students' completing the task assigned by the teacher

Table 4.14
The frequency of students activities observation in cycle II

No	Students Activities	Frequency	Percentage
1	students being attentive to the teacher explanation	29	91%
2	Students participating by asking or answering to teacher question	25	78%
3	Student engaging actively in class discussion	28	87%
4	Students completing the task assigned by teacher	25	78%
Total Students		32	
The percentage of students' learning activity		83%	

Source: The students activities the eighth graders of SMP Negeri 2 Bekri on Saturday, September 28th 2024

The observation result above show that there was an improvement in the learning process in cycle 2. Where the average presentage increased to 83% so that researcher show a picture of bringing research in the second cycle successfully because most students follow learning process well.

4) Reflecting

Based on the result of learning that has been done in cycle 2, the researcher concludes that use of fix-up strategy can improve students reading comprehension. At the end of cycle 2 researcher calculated and analyzed the result of post-test 2. The comparison between post-test 1 and post-test 2 scores is described in the table below:

Table 4.15
The comparison between post-test 1 and post-test II grade in cycle II

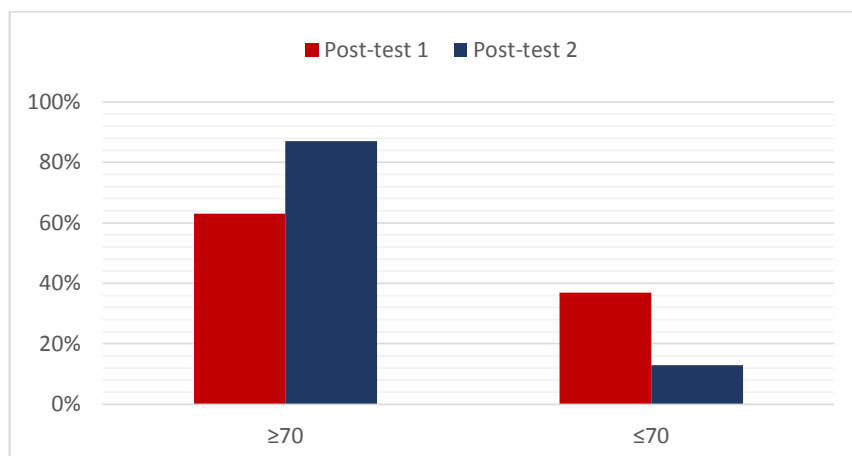
No	Name	Post-test 1	Post-test 2	improving	Explanation
1.	ASW	50	70	20	Improved
2.	AP	60	70	10	Improved
3.	AM	70	80	10	Improved
4.	AP	50	70	20	Improved
5.	AZ	60	70	10	Improved
6.	BK	40	70	30	Improved
7.	DFC	60	80	10	Improved
8.	DA	70	80	10	Improved
9.	DR	40	70	30	Improved
10.	FC	50	60	10	Improved
11.	FBP	60	70	10	Improved
12.	FMS	50	70	20	Improved
13.	FK	70	80	10	Improved
14.	IS	60	80	20	Improved
15.	JAA	80	90	10	Improved
16.	KAC	40	70	30	Improved
17.	LA	70	80	10	Improved
18.	MANF	70	80	10	Improved
19.	MH	60	60	0	Costant
20.	MMF	70	80	10	Improved
21.	NAN	40	60	20	Improved
22.	NDU	60	70	10	Improved
23.	NMA	80	80	0	Costant
24.	NA	70	80	10	Improved

25.	RPN	50	60	10	Improved
26.	RIK	60	70	10	Improved
27.	RHA	70	80	10	Improved
28.	RRD	50	70	20	Improved
29.	RH	50	70	20	Improved
30.	TS	70	80	10	Improved
31.	WDS	70	80	10	Improved
32.	ZNS	80	90	10	Improved
Total		1930	2370		
Average		60	74		
High Grade		80	90		
Low Grade		40	60		

Table 4.16
The Comparison of Percentage of The Students Completeness
Grade on Post-test I and Post-test II

Interval	Post-test 1	Post-test 2	Explanation
≥ 70	63%	87%	Complete
≤ 70	37%	13%	Incomplete
Total	100%	100%	

Figure 4.6
The Comparison of Percentage of The Students Completeness
Grade on Post-test I and Post-test II



From the explanation above, it can be seen that the result of post-test 1 are only 13% of students who are complete in the learning process and 63% of another students are incomplete. After the second cycle with the use of fix-up strategy the students reading comprehension improved. The result of post-test 2 showed 87% of students were complete in the learning process and the other 13% were incomplete. This shows that the classroom action research is successful and there is no need for the next cycle.

B. Discussion

Based on a pra-survey conducted by researcher sometimes ago in eighth grade of SMP Negeri 2 Bekri Cental Lampung researcher identified several problems related to students reading comprehension. The reseacrher underline the problem, namely students' have low reading comprehension. The researcher chose Fix-up strategy to improve students reading comprehension ability at eighth grade of SMP Negeri 2 Bekri Cental Lampung.

Analyzing from the result of pre-test, post-test 1 and post-test 2 it shows that fix-up strategy can improve students reading comprehension. It can be seen in the data that students' completeness increased from only 9% or 3 of students during the pre-test then increased to 37% or 12 of students during post-test 1 and again increased during post-test 2 87% or 28 students. It can be seen that there is an increased students' reading comprehension.

Based on Minimum Mastery Criteria (MMC) and the indicator of success, the research is said to be successful if 70% of students get a minimum score of ≥ 70 . The completeness is already at 75% so the research is said to be successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of two cycle of research, researcher concluded that using fix-up strategy can improve students' reading comprehension ability at SMP Negeri 2 Bekri Cental Lampung. This can be seen in the progress of pre-test score of 9%, post-test 1 37% and post-test 2 87%. There are significant developments from the two cycles that been carried out. In accordance with the indicator of success this research is said to be successful.

Moreover, the use fix-up strategy can improve students learning activities at SMP Negeri 2 Bekri Cental Lampung. The result of learning activities in cycle 1 and cycle 2 showed positive result. Most students follow the learning well and played an active role in each stage.

B. Suggestion

Based on the above conclusion, the researcher provides several suggesions, namely as follows:

1. For students

The researcher suggest that students increase their activity in learning and also continue to practice to improving reading comprehension.

2. For teacher

The researcher suggest that teacher implement many types of learning strategy that students are more interested in learning process.

3. For Headmaster

The researcher suggests that headmaster support teachers in procurement of learning strategies.

BIBLIOGRAPHY

- Allan Collins and Edward E. Smith, *Teaching The Process Of Reading Comprehension*. p.2
- Anike Rosiana, "*The Influence of Collaborative Strategic Reading (CSR) Technique on Students Achievement Reading Comprehension of Narrative Text*" Syarif Hidayatullah State Islamic University Jakarta, 2014
- Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Madison Ave, 2010), p.5
- Audi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 120.
- Cartwright, Kelly B. *Executive Skill, and Reading Comprehension*, New York London. 2023. p.g. 38
- Devries, A. Beverly, "*Literacy Assessment & Intervention For Classroom Teachers*", Southern Nazarene University London. 2015
- Donald Ary at all, *Introduction to Research in Education*, p.108
- Firmayanti, "*The Use of Fix-Up Strategy in Improving Students' Reading Skill*", Muhammadiyah University of Makasar, 2017
- French edition: Cadre européen commun de référence p les langues: apprendre, enseigner, évaluer, *Common European Framework Of Reference For Languages: Learning, Teaching, Assessment*, Council of Europe. April 2020
- Gandhi, Indira, *BEGLA-138 Reading & Speaking Skill*, National Open University School of Humanities. 2020
- Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies* (2nd ed) (New York: The Guildford Press, 2009), p. 130
- Grade Students of SMP Negeri 2 Temanggung in the Academic Year of 2011/2012). Thesis.Surakarta. English Education Department of Graduate School, Sebelas Maret University.2012.
- H. Douglas Brown, *language assessment: principle and classroom practice*,(San Fransisco, California, 2003),206.
- H.D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: Longman, 2000), 306-308.
- Ibid
- Ibid*, p.115

- Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York, London: Routledge, 2015), p.
- Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), xi.
- Jean Mcniff&Jack Whitehead, *All you need to know about ActionResearch*, ... p.139 Donald Ary at all, *Introduction to Research in Education*, p.108
- Jolina A. Abejo, Sarah Jane S. Arriola, Sheila E. Amoroso, Kuh V. Paterno, PhD, "Influence of Reading Emotions on the Reading Comprehension of Elementary Pupils", College of Education, Partido State University, Goa, Camarines Sur, Philippines DOI: <https://doi.org/10.51244/IJRSI.2023.10939> 19 October 2023
- Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (NewYork: American Library Association, 2007), 116
- Judy S. Richardson, Raymond F. Morgan, Charlene E. Flenner, *Reading to Learn in the Content Areas*, (USA: The United States of America, 2009), 159
- Karen Tankersley, *The Treads of Reading Strategies For Literacy Development* (Virginia USA : Assocoation for Supervisiono and Curriculum Development Alexandria, 2003). P.90
- Keller, Daniel, *Chasing Literacy Reading and Writing in an Age of Acceleration*, American University Presses. 2013
- Marleen F. Westerveld, Rebecca M. Armstrong, Georgina M. Barton, *Reading Success in the Primary Years_ An Evidence-Based Interdisciplinary Approach to Guide Assessment and Intervention*, Company Springer Nature Singapore. 2020. Chapter 1. p.g 2
- McGraw Hill, *The Official Guide To The TOEFL IBT Test*, United States of America. 2021
- McKenna, Michael and Stahl, Katherine A. Dougherty, *Assessment for Reading Instruction*, New York. 2015. p.g 22
- NUNUN INDRASARI , 2012. *The Effectiveness of Using Fix-Up Strategy to Teach Reading Viewed from Students' Self-confidence* (An Experimental Research at the Eighth
- Oger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), 58
- Rizka Mualifa, "The Effectiveness of Using Fix-Up Strategy To Teach Students' Reading Comprehension of Narrative Text", Walisongo State Islamic University Semarang,2019

Septiyana Linda, Widhiya Ninsiana, Eka Yuniasih and Farida Nur Laily. Development of Islamic Text-Based Reading Materials with a Genre-Based Approach, *journal of English language teaching* 10 (2022)

Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research* (New York: Springer Science and Business Media Singapore, 2014), 19

Thomas S. C. Farel, *A Strategic Approach To Teaching Reading* (Singapore: National Institute of Education, 2002). P.142

APPENDICES



PERANGKAT PEMBELAJARAN

MATA PELAJARAN : **BAHASA INGGRIS**
KELAS / SEMESTER : **VIII / GANJIL**
MATERI POKOK : *Analysis Descriptive Text*

A. Pra Survey Letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN
	<small>Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id</small>
Nomor : B-5464/In.28/J/TL.01/11/2023 Lampiran :- Perihal : IZIN PRASURVEY	Kepada Yth., Kepala sekolah SMPN 2 BEKRI SMPN 2 BEKRI di- Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :


Nama	: ELSA WIDIYAWATI
NPM	: 2001051007
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE USE OF FIX UP STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT JUNIOR HIGH SCHOOL

untuk melakukan prasurvey di SMPN 2 BEKRI, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.





Wassalamu'alaikum Wr. Wb.

Metro, 15 November 2023
Ketua Jurusan,




Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

B. Pra Survey Replay Letter

	PEMERINTAH KABUPATEN LAMPUNG TENGAH DINAS PENDIDIKAN DAN KEBUDAYAAN UPTD SATUAN PENDIDIKAN SMP NEGERI 2 BEKRI	
NSS : 20.2 12.02.15.218 AKREDITAS "B" NPSN : 6994 5367 Alamat ; Dusun Srimulyo Timur, Kampung Sinar Banten, Kec. Bekri Kab. Lampung Tengah 34162 Email : smpn02bekri@gmail.com		
Nomor	: SUM-420/02/0621/ Kc.a.VIII.05/D.a.VI.01/2023	Bekri, 08 Januari 2024
Lampiran	:-	
Perihal	: <u>Menerima Izin Prasurvey</u>	
Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris Institut Agama Islam Negeri Metro Di - Tempat		
Berdasarkan surat dari Ketua Jurusan Tadris Bahasa Inggris Institut Agama Islam Negeri Metro Nomor B-5464/In.28/J/TL.01/11/2023 Tanggal 15 November 2023 tentang Izin Prasurvey.		
Pada prinsipnya kami tidak keberatan dan bersedia menerima Mahasiswa Institut Agama Islam Negeri Metro, untuk melaksanakan Prasurvey Penelitian di SMP Negeri 2 Bekri atas nama :		
Nama	: ELSA WIDIYAWATI	
NPM	: 2001051007	
Jurusan	: Tadris Bahasa Inggris	
Judul	: THE USE OF FIX UP STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT JUNIOR HIGH SCHOOL	
Demikian surat ini dibuat dan diberikan untuk dapat dipergunakan sebagaimana mestinya.		
Mengetahui, Ka. UPTD Satuan Pendidikan SMP Negeri 2 Bekri   EKO WINDA JATMIKO, S.Pd NIP. 19800904 200801 1 009		

C. Guidance Consultation Card

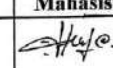






KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Metro Telephone (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Elsa Widiyawati
 NPM : 2001051007

Program Studi : TBI
 Semester : IX

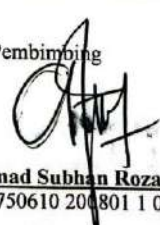
No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	4/09/2024	✓	Data more be detail and Revise the Problem Identification.	
2	23/09/2024	✓	Revise Table Of Content and acknowledgment.	
3	28/09/2024	✓	Revise Abstract and Conclusion	
4	2/10/2024	✓		

Mengetahui
 Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
 NIP. 198803082015031006

Dosen Pembimbing



Dr. Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

D. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMPN 2 BEKRI PELAJARAN : BAHASA INGGRIS	KELAS / SEMESTER : VIII / 1 ALOKASI WAKTU : 2 X 45 MENIT	SIKLUS/PERTEMUAN KE : 1 DAN 2
--	--	--

Materi : *Descriptive Text*

A. TUJUAN

Mengidentifikasi fungsi sosial dan struktur teks dalam teks deskriptif terkait tempat wisata dan tempat bersejarah.

Membedakan fungsi sosial dan struktur teks dari berbagai teks deskriptif terkait tempat wisata dan tempat bersejarah.

Menjawab soal pilihan ganda tersebut dengan benar dan tepat.

B. LANGKAH – LANGKAH PEMBELAJARAN

MEDIA:

Work sheet atau lembar kerja (siswa)

Lembar penilaian

Penggaris, spidol, dan papan tulis

PENDAHULUAN	Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti, berdoa, absensi, dan menyiapkan pelajaran. Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif.
Kegiatan literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, serta membaca teks deskriptif. Mereka diberikan materi terkait teks deskriptif.
Critical Thinking	Guru memberikan <i>teks deskriptif</i> kepada siswa. Kemudian siswa diberikan kesempatan untuk membaca dan memahami apa yang mereka belum

	pahami serta menemukan kata-kata atau kalimat yang tidak mereka ketahui makna maupun artinya.
Collaboration	Peserta didik diberikan soal latihan terdiri dari 10 soal mengenai <i>Teks Deskriptif</i> untuk dikerjakan secara individu dan menjawab soal tersebut pada lembar jawaban yang telah disediakan
Communication	Peserta didik menukar hasil latihan individu kepada temannya untuk dikoreksi dan dibahas bersama- sama.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Deskriptif</i> . Peserta didik kemudian diberi kesempatan untuk menyampaikan kembali hal-hal yang belum dipahami.
PENUTUP	Guru bersama peserta didik merefleksikan pengalaman belajar. Guru memberikan penilaian lisan secara acak dan singkat. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

C. PENILAIAN PEMBELAJARAN

-Sikap : Lembar Pengesahan
-Pengesahan : Test Tertulis
-Keterampilan: kinerja & obseravasi diskusi

Metro, 24 Juni 2024

Guru Bahasa Inggris

Mahasiswa / Peneliti

Hery Arwansyah, S.Pd

Elsa Widiyawati

**Mengetahui
Kepala Sekolah SMPN 2 Bekri**

**Eko Windi Jatmiko, S.Pd
NIP. 19800904 200801 1 009**

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMPN 2 BEKRI PELAJARAN : BAHASA INGGRIS	KELAS / SEMESTER : VIII / 1 ALOKASI WAKTU : 2 X 45 MENIT	SIKLUS/PERTEMUAN KE : 3 DAN 4
---	---	----------------------------------

Materi : *Descriptive Text*

A. TUJUAN

Mengidentifikasi fungsi sosial dan struktur teks dalam teks deskriptif terkait tempat wisata dan tempat bersejarah.

Membedakan fungsi sosial dan struktur teks dari berbagai teks deskriptif terkait tempat wisata dan tempat bersejarah.

Menjawab soal pilihan ganda tersebut dengan benar dan tepat.

B. LANGKAH – LANGKAH PEMBELAJARAN

MEDIA:

Work sheet atau lembar kerja (siswa)

Lembar penilaian

Penggaris, spidol, dan papan tulis

PENDAHULUAN	Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti, berdoa, absensi, dan menyiapkan pelajaran. Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif.
Kegiatan literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, serta membaca teks deskriptif. Mereka diberikan materi terkait teks deskriptif.
Critical Thinking	Guru memberikan <i>teks deskriptif</i> kepada siswa. Kemudian siswa diberikan kesempatan untuk membaca dan memahami apa yang mereka belum pahami serta menemukan kata-kata atau kalimat yang tidak mereka ketahui makna maupun artinya.

Collaboration	Peserta didik diberikan soal latihan terdiri dari 10 soal mengenai <i>Teks Deskriptif</i> untuk dikerjakan secara individu dan menjawab soal tersebut pada lembar jawaban yang telah disediakan
Communication	Peserta didik menukar hasil latihan individu kepada temannya untuk dikoreksi dan dibahas bersama- sama.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Deskriptif</i> . Peserta didik kemudian diberi kesempatan untuk menyampaikan kembali hal-hal yang belum dipahami.
PENUTUP	Guru bersama peserta didik merefleksikan pengalaman belajar. Guru memberikan penilaian lisan secara acak dan singkat. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

C. PENILAIAN PEMBELAJARAN

-Sikap : Lembar Pengesahan -Pengesahan : Test Tertulis -Keterampilan: kinerja & obseravasi diskusi

D. TEKNIK PENILAIAN

1. Indikator, teknik, dan bentuk dan contoh

No	Indikator	Teknik	Bentuk	Contoh
1.	Finding the main idea	Tertulis	Multiple Choise	<p>1. The text mainly talks about...</p> <p>A. The location</p> <p>B. The direction</p> <p>C. The thing</p> <p>D. A city state</p> <p>E. The history of orchard</p>

2. Rubrik Penilaian

Grade	Letter	Categories	Criteria
80 – 100	A	Excellent	a. The Students answer questions completely.
70 – 80	B	Good	b. The students answer only 7 -8 questions of 10 items.
60 – 70	C	Adequate	c. The students answer is

0 - 60	D	Fair	not complete, they only answer 6-7 questions of 10 items. d. The students answer 6 - 0 question of 10 items.
--------	----------	------	---

Guru Bahasa Inggris

Metro, 24 Juni 2024
Mahasiswa / Peneliti

Hery Arwansyah, S.Pd

Elsa Widiyawati

Mengetahui
Kepala Sekolah SMPN 2 Bekri

Eko Windi Jatmiko, S.Pd
NIP. 19800904 200801 1 009

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Status Pendidikan: SMP

Kelas : VIII (Delapan)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahuya tentang ilmu pengetahuan, teknologi seni, budaya, dan hmaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
------------------	---------------------	-----------------------

<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam</p>	<p>Teks deskriptif Fungsi Sosial Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p>Struktur teks Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung.</p>	<p>Mengamati Siswa menyimak berbagai contoh teks deksriptif yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</p> <p>Mempertanyakan(questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deksriptif yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi</p>
<p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deksriptif tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks deksriptif tentang topik yang hangat dibicarakan umum</p>	<p>Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p>Unsur Kebahasaan: Kalimat Simple Present Conditional Clauses Modals</p>	<p>Mengeksplorasi Siswa mencari beberapa deksriptif dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu. Siswa secara berkelompok menuliskan /menyalin teks deksriptif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks deksriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi Secara berpasangan siswa menganalisis beberapa teks deksriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok</p>

Guru Bahasa Inggris

Metro, 24 Juni 2024
Mahasiswa / Peneliti

Hery Arwansyah, S.Pd

Elsa Widiyawati

Mengetahui
Kepala Sekolah SMPN 2 Bekri

Eko Windi Jatmiko, S.Pd
NIP. 19800904 200801 1 009

E. Pre Test Instruction

Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-3!

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

<https://roboguru.ruangguru.com/question/masjid-sultan-suriansyah-was-constructed-in-the-era-of-OU-ZOZFOYMG>

1. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

2. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

3. From the text we know that

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque

D. The Dutch colonial built the mosque

Read the text and answer questions 4-6!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile.

Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family. <https://brainly.co.id>

4. What is the text mostly about?

- A. Peter.
- B. Peter's hobby.
- C. Peter's family.
- D. peters' elder brother.

5. From the text, we may conclude that ...

- A. Many people do not like Peter.
- B. People is older that the writer.
- C. Peter is a welcoming person.
- D. Peter is not diligent at all.

6. It is implied in the passage that ...

- A. Peter is naughty.
- B. Peter is lazy.
- C. Peter is unfriendly.
- D. Peter is diligent.

Read the text and answer questions 7-10!

Venice is a city in northern Italy. It has been known as the Queen of the Adriatic, City of Bridges, and The City of Light. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands.

The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

<http://ruanguruindo.blogspot.com>

7. What does the text tell you about?

- A. Gondola
- B. Traghetto
- C. Venice
- D. Italy

8. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A. Gondolas
- B. Traghetto
- C. Waterbuses
- D. Lagoon

9. From the text we can say that Venice belongs to a city of ...

- A. Water
- B. Ceremonies
- C. Buses
- D. Funerals

10. What does the second paragraph of the text tell us about?

- A. The forms of transport in the world.
- B. The canals and roads that people like to use.
- C. The archipelago that has a lot of islands.
- D. Venice as the world famous for its canals.

F. Post Test 1 Instrument

Reading Comprehension Test. (POST-TEST 1)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-2!

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem.

It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long.

It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

<https://www.scribd.com/document/491440530/descriptive-text-exercise-1>

1. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

2. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Read the text and answer questions 3-5!

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

<https://m.tribunnews.com/pendidikan/2023/03/28>

3. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people
- E. 1.3 million people

4. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food
- E. Tofu

5. “Those who do not work here ...” (last sentence). The “those” word refers to

....

- A. The local people
- B. The factory workers
- C. The farmers

D. The traders

E. Woman labour force

Read the text and answer questions 6-10!

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park. The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

<https://ambizeducation.com/natural-bridge-national-park-is-luscious-tropical-rainforest/>

6. What is the function of paragraph 1?

A. as an identification

B. as an orientation

C. as a thesis

D. as a classification

E. as an abstract

7. The text above is in form of.....

A. hortatory exposition

B. narrative

C. description

D. report

E. explanation

8. What is the communicative purpose of the text?

A. to present two points of views about natural bridge national park

- B. to explain the bridge national park
- C. to describe the bridge national park
- D. to retell the bridge national park
- E. to persuade readers to treat preserve the bridge national park

9. Where is the natural bridge national park located?

- A. 110 kilometers from South of Brisbane
- B. 110 kilometers from Pacific Highway
- C. 110 kilometers from Numinbah Valley
- D. 110 kilometers from Lamington National Park
- E. 110 kilometers from Nerang

10. What the visitors will see in the night?

- A. a common glow worm
- B. the unique feature of the glow worms
- C. a great dark cave
- D. the unique rocks
- E. the fantastic bridge

G. Post Test 2 Instrument

Reading Comprehension Test. (POST-TEST 2)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-2!

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favourite place to visit. <https://padang.tribunnews.com/2023/10/06/25>

1. What is the monologue about?

- A. Paris
- B. The Louvre
- C. Notre Dame
- D. The crowded city
- E. The city of light

2. What has become the symbol of Paris?

- A. The Louvre
- B. The Cathedral
- C. The Eiffel Tower
- D. The lovely garden
- E. The light structure

Read the text and answer questions 3-7!

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave. <https://padang.tribunnews.com/2023/10/06/25>

3. What is the text purpose?
 - A. To inform readers about tourism in Kebumen
 - B. To entertain reader about Petruk Cave
 - C. To explain the reader about floors in Petruk Cave
 - D. To Introduce The Local tourism in Kebumen
 - E. To describe Petruk Cave

4. Why did Petruk cave named as one of character in Punokawan puppet?
 - A. Because the cave is belong to Petruk
 - B. Because Petruk is the first explorer of the cave
 - C. Because Petruk is buried at the cave
 - D. Because the cave's length is as long as Petruk's nose
 - E. Because the cave's depth is as deep as Petruk's hair

5. Which part of Petruk Cave which used for place to put foods for ancestor?
 - A. In the basic cave
 - B. In petruk cave
 - C. In Hindu cave
 - D. In front of the cave
 - E. Inside the cave

6. What is stalactites means?
 - A. A type of formation that hangs from the ceiling of caves
 - B. Types of formation that lay on the floor of caves
 - C. Types of food given to ancestor
 - D. Someone who guide the visitor in the cave
 - E. Kind of animals in the cave

7. What is "lead" means in paragraph 2?
 - A. Guide
 - B. Take

- C. Bring
- D. Put
- E. Place

Read the text and answer questions 3-7!

Read the text and answer questions 8-10

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much. <https://www.sonora.id/read/423710191/55>

8. "My classroom is very **big**". The underlined word ...

- A. Large
- B. Little
- C. Short
- D. Small

9. Where does the teacher sit?

- A. In front of the classroom
- B. Behind the table
- C. Behind the whiteboard
- D. Behind the board

10. Where is the whiteboard?

- A. Behind windows
- B. Behind teacher
- C. Beside the teacher
- D. In front of teacher

H. Key Answer

	Pre Test	Post Test 1	Post Test 2
1	D	E	A
2	D	E	C
3	A	C	D
4	A	C	D
5	C	A	C
6	D	B	A
7	D	C	A
8	B	C	A
9	A	A	B
10	D	B	B

I. Answer Sheet

Nama = Kanza Adzkaria Cahaya
Kelas = VIII C

B: 3
S: 7

30

Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-3!

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

1. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

2. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

3. From the text we know that

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque

Nama : M. Maulana Fikri
 Kelas : VIII c

B: 4
 C: 6



Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-3!

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

1. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

2. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

3. From the text we know that

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque

nama = nama dhya aupa
 kelas = VIII C
 bahasa = Inggris

B: 6
 S: 4

60

Reading Comprehension Test. (POST-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-2!

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem.

It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long.

It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

1. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

2. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Read the text and answer questions 3-5!

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This

FERY MULIP SARI
V01C

S: 5
B: 5

50

Reading Comprehension Test. (POST-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-2!

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem.

It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long.

It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

1. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

2. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Read the text and answer questions 3-5!

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This

NAMA : ZALFA NUT SYAFIRA
Kelas : BC

B: 9
S: 1
90

Reading Comprehension Test. (POST-TEST 2)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-2!

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favourite place to visit. <https://padang.tribunnews.com/2023/10/06/25>

1. What is the monologue about?

- A. Paris
- B. The Louvre
- C. Notre Dame
- D. The crowded city
- E. The city of light

2. What has become the symbol of Paris?

- A. The Louvre
- B. The Cathedral
- C. The Eiffel Tower
- D. The lovely garden
- E. The light structure

Read the text and answer questions 3-7!

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must

Nama : ~~Wahyuni Dian Safitri~~
 kelas : 8c

B: 8
 S: 2

80

Reading Comprehension Test. (POST-TEST 2)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Read the text and answer questions 1-2!

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favourite place to visit. <https://padang.tribunnews.com/2023/10/05/25>

1. What is the monologue about?

- A. Paris
- B. The Louvre
- C. Notre Dame
- D. The crowded city
- E. The city of light

2. What has become the symbol of Paris?

- A. The Louvre
- B. The Cathedral
- C. The Eiffel Tower
- D. The lovely garden
- E. The light structure

Read the text and answer questions 3-7!

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must

K. Guidance Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 2780/In.28.1/J/TL.00/06/2024
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: ELSA WIDIYAWATI
NPM	: 2001051007
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE USE OF FIX UP STRATEGY TO IMPROVE THE STUDENTS READING COMPREHENSION ABILITY OF EIGHTH GRADERS OF SMP NEGERI 2 BEKRI

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juni 2024
Ketua Jurusan,



Dr. Much Delniatur M.Pd.B.I.
NIP 19880308 201503 1 006

L. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3706/In.28/D.1/TL.00/07/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 2 BEKRI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3705/In.28/D.1/TL.01/07/2024, tanggal 25 Juli 2024 atas nama saudara:

Nama : **ELSA WIDIYAWATI**
NPM : 2001051007
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 2 BEKRI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 BEKRI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF FIX UP STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION ABILITY OF EIGHTH GRADERS OF SMP NEGERI 2 BEKRI".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.



Wassalamu'alaikum Wr. Wb.

Metro, 25 Juli 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

M. Research Replay Letter

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 BEKRI

NSS : 20.2 12.02.15.218 AKREDITAS "B" NPSN : 6994 5367
 Alamat ; Dusun Srimulyo Timur, Kampung Sinar Banten, Kec. Bekri Kab. Lampung Tengah 34162
 Email : smpn002bekri@gmail.com

SURAT KETERANGAN
 Nomer : No. ST-64 /71/ 0621 / Kc.a.VIII.05 / D.a.VI.01 / 2024


Sehubungan dengan surat dari Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung, Nomor: B-3706/In.28/D.1/LT.00/07/2024, dengan perihal Izin Research. Maka dengan ini kepala UPTD Satuan Pendidikan SMP Negeri 2 Bekri, dengan ini menerangkan nama mahasiswa di bawah ini:

Nama : Elsa Widiyawati
 NPM : 2001051007
 Jurusan : Tadris Bahasa Inggris
 Jenjang : S1

Telah memberikan izin mengadakan research/survey di SMP Negeri 2 Bekri, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "*The Use Of Fix Up Strategy To Improve Students Reading Comprehension Ability Of Eighth Graders Os SMP Negeri 2 Bekri*".

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Bekri, 30 Agustus 2024
 Ka. UPTD Satuan Pendidikan
 SMP Negeri 2 Bekri



WINDI JATMIKO, S.Pd
 NIP. 19800904 200801 1 009

N. Duty Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3705/In.28/D.1/TL.01/07/2024

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ELSA WIDIYAWATI**
NPM : 2001051007
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 2 BEKRI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF FIX UP STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION ABILITY OF EIGHTH GRADERS OF SMP NEGERI 2 BEKRI".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 25 Juli 2024

Wakil Dekan Akademik dan Kelembagaan,




NIP

Mengetahui,
Pejabat Setempat

EKO WINDI JATMIKA, S.Pd
NIP. 19800904 200801 1 009



O. Library Exemption Letter



IAIN
M E T R O

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
 NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1001/ln.28/S/U.1/OT.01/10/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ELSA WIDIYAWATI
NPM	: 2001051007
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris


Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001051007

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.


Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Oktober 2024

Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
 NID. 19750505 200112 1 002



THE USE OF FIX UP STRATEGY (1).docx

ORIGINALITY REPORT

15%

SIMILARITY INDEX

14%

INTERNET SOURCES

3%

PUBLICATIONS

3%

STUDENT PAPERS

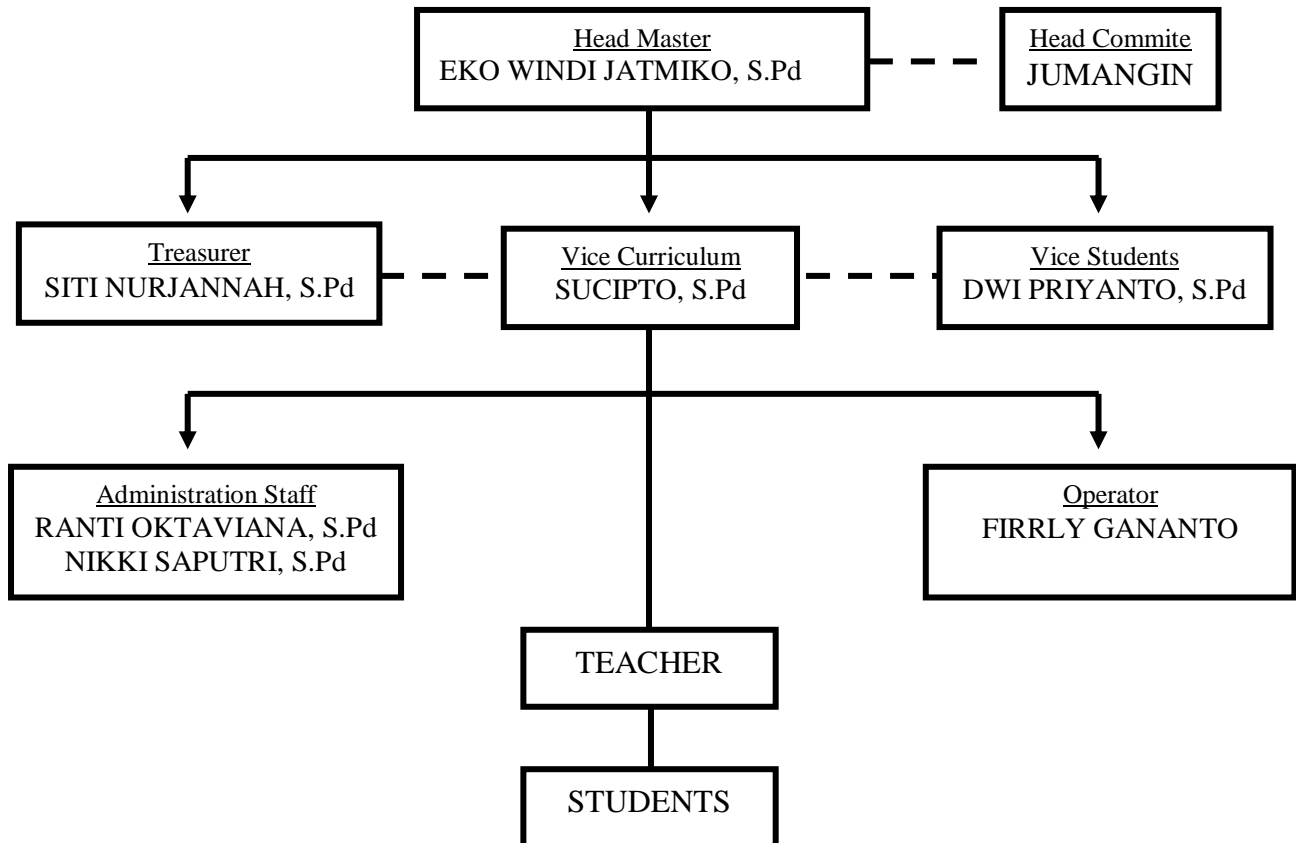
PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	12%
2	123dok.com Internet Source	1%
3	Submitted to IAIN Metro Lampung Student Paper	<1%
4	journal.ummat.ac.id Internet Source	<1%
5	eprints.unmas.ac.id Internet Source	<1%
6	repository.radenintan.ac.id Internet Source	<1%
7	eprints.iain-surakarta.ac.id Internet Source	<1%
8	eskripsi.stkipgribl.ac.id Internet Source	<1%
9	repository.um-palembang.ac.id Internet Source	<1%

Q. The formation of teacher and office employes at SMP Negeri 2 Bekri

No	Name	Occupation	Subject
1.	Eko Windi Sujatmiko, S.Pd	Head Master	-
2.	Sucipto, S.Pd	Vice of Curriculum	Social Science
3.	Dwi Priyanto, S.Pd	Vice of Students	Social Science
4.	Siti Nurjanah, S.Pd	Treasurer	Natural Science
5.	Ahmad Dasuki, S.Pd.,MM	Teacher	Matematic
6.	Ida Rosmaini, S.Pd	Teacher	PPKN
7.	Manisih, S.Pd	Teacher	Social Science
8.	Heri Arwansyah, S.Pd	Teacher	English
9.	Tia Rani, S.Pd	Teacher	Natural Science
10.	Suhindarsih, S.Pd	Teacher	Indonesian
11.	Suwandi, S.Pd	Teacher	English
12.	Ahmad Hidayatullah, S.Pd.I	Teacher	PAI
13.	Dexsyanta Eko Priono, S.Pd	Teacher	matematic
14.	Nadiya Selawati, S.Pd	Teacher	BK
15.	Rindi Rismaya, S.Pd	Teacher	Sports
16.	Asri Riana Wati, S.Pd.I	Teacher	Indonesian
17.	Kasi Yulianti, S.Pd	Teacher	Cultural Arts
18.	Sri Utammi, S.Pd.I	Teacher	Lampung language
19.	Tri Padma Tunggal. D, S.Pd	Teacher	Sports
20.	Ranti Oktaviana, S.Pd	Teacher and Administration staff	Informatics
21.	Nikki Saputri, S.Pd	Teacher and Administration staff	Informatics
22.	Riska Septiani, S.Pd	Teacher	BK
23.	Firli Gian Ananto	operators	-

R. The Organization Structure of SMP Negeri 2 Bekri Central Lampung



S. Field Note

1. On Friday, 30 August 2024

Researcher visited SMP Negeri 2 Bekri Central Lampung to deliver a research permit letter and also met with the principal. He was named Mr. Eko Windi Jatmiko,S.Pd when handing over the letter were several questions he asked the researcheer, his questions regarting the research that would be carried out at SMP Negeri 2 Bekri Central Lampung.

After long conversation, the researcher was escorted to meet with the English teacher, who had previously know each other during the pra-survey process. His named is Mr. Hery Arwansyah,S.P.d with him, the researcher discussied a lot about when the researcher should conduct the research. Long story short, the reseacher counduct the research one a week on Saturday at 10.00 until 11.30 Wib.

2. On Saturday, August 31th 2024

On this day the researcher was conducted the Pre-Test and acting activity in cycle 1 at 10.00 until 11.30 Wib. Before that, the researcher was escorted to class VIII C by Mr. Hery as the English teacher. After being in class he introduced and told if the researcher would conduct research in their class. Long story short, after the researcher got acquainted with all the students, the researcher conducted the pre-test activities. In this activity the researcher gave the students multiple choice questions, the questions consisted of 10 statements.

In this case, there were many students who had difficulty in working on the questions, due to low vocabulary and reading comprehension. But the pre-test process went well and was conducive.

Furthermore, the researcher gave the first acting in cycle 1. The researcher started to deliver the material about descriptive text. The generic structure included of identification description. The purpose of the text are to describe and to reveal a particular person, place, or thing. And then the researcher implemented the fix-up strategy to improve students reading comprehension with the descriptive text in title “Masjid Istiqlal”.

3. On Saturday, September 7th 2024

In this day the researcher conducted the second acting in cycle 1. In this meetingn the researcher gave the students text especially descriptive text with the title “Mount Bromo Tour”. The researcher provides an opportunity for students who dare to read the text in front of the class. And there is one students who wants to read in front namely is ZNS.

In this case there were some students who were absent from the acting activities. In the process of researchers explaining the material, class condition were very conducive, although there were some students who did not payattention. But everything was done well.

In addition, on the same day the researchers also conducted post-test 1. The researcher gave post-test 1 questions to students, were the type of test on post-test 1 was multiple choice consisting of 10 question.

4. *On Saturday, September 14th 2024*

On this day the researcher conducted the first acting in cycle 2, because previously in cycle 1 it had not yet reached the indicator of success in this research. Especially in improving reading in the students who are still low so researcher continue this research by continuing to cycle 2.

In this case the researcher provided material about descriptive text and also used the fix-up strategy. The material presented was entitled Parangtritis Beach. In the first acting process in cycle 2, students looked more active than cycle 1, they began to enjoy and want to ask question about the material and something else.

5. *On Saturday, September 21th 2024*

On this day the researcher continued the research by conducting the second acting in cycle 2. The researcher provided material about descriptive text and also used the fix-up strategy. The material presented was entitled Keraton Yogyakarta.

In addition, after explaining the material and also after they have understood the text, the researcher invites students to play the games so that they can refresh their heads. The games practiced speed and

accuracy and the name of the game is “Tell Me”. So in this game the students would be divided into 4 groups, the way to play is that the researcher calls the backmost student and gives the same 1 word for each group. After that, the backmost student will whisper the word to friend in front until the frontmost student will say the word. The fastest and most correct group is the winner.

6. On Saturday, September 28th 2024

The researcher conducted the post-test 2 after conducted two meetings for acting in cycle 2. The researcher gave post-test 2 questions to students, where the type of test on post-test 2 was multiple choice consisting of 10 questions.

Furthermore, after seeing and observing a significant improvement in student reading comprehension, the researcher decided to complete this research. Because this research was conducted with cycle 1 and cycle 2 it has reached the indicator of success in this research. So this research has been complete.

No	Date	Field Note Research
1	Pre-test	<ul style="list-style-type: none"> • Students ability in reading is still low
2	Cycle I	<ul style="list-style-type: none"> • The condition of students quite good and quite active, it's just that they are still not used to learning with researcher.
3	Post test 1	<ul style="list-style-type: none"> • There is progress between pre-test and post-test 1 scores

4	Cycle II	<ul style="list-style-type: none"> • Students are getting used to learning with researcher. • Students are more active in the learning process with researcher.
5	Post-test 2	<ul style="list-style-type: none"> • There was a significant increase in post-test 2 score

T. Observation Sheet

Observation Sheet Of Students Learning Activities In Cycle 1

No	Name	Students Attention	Students Activeness	Students Activeness in using fix-up strategy	Students Reading comprehension Ability
1	ASW	-	-	✓	-
2	AP	✓	-	-	✓
3	AM	✓	-	✓	✓
4	AP	-	-	✓	✓
5	AZ	✓	✓	-	-
6	BK	-	-	-	✓
7	DFC	✓	✓	✓	-
8	DA	✓	✓	✓	-
9	DR	✓	-	-	✓
10	FC	-	✓	-	-
11	FBP	✓	✓	✓	-
12	FMS	-	✓	-	✓
13	FK	✓	-	✓	-
14	IS	✓	✓	-	-
15	JAA	✓	✓	✓	✓
16	KAC	-	-	-	✓
17	LA	✓	-	✓	✓
18	MANF	-	-	✓	✓

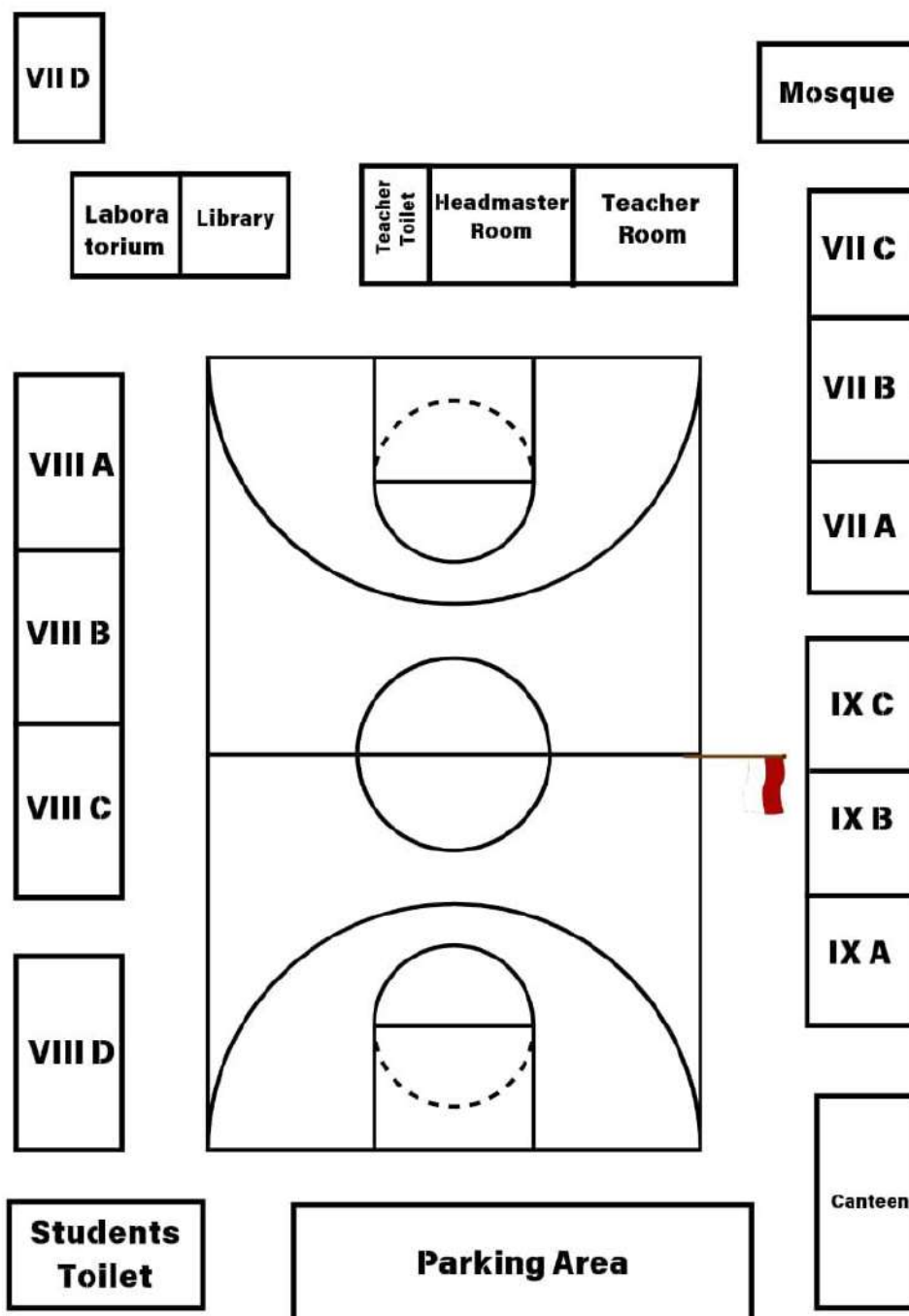
19	MH	-	✓	✓	-
20	MMF	✓	✓	✓	✓
21	NAN	-	-	-	✓
22	NDU	✓	-	-	✓
23	NMA	✓	✓	✓	-
24	NA	✓	✓	✓	✓
25	RPN	-	-	-	✓
26	RIK	✓	-	-	✓
27	RHA	✓	✓	✓	-
28	RRD	-	✓	-	-
29	RH	-	✓	✓	-
30	TS	✓	✓	✓	-
31	WDS	✓	✓	✓	✓
32	ZNS	✓	✓	✓	✓

Observation Sheet Of Students Learning Activities In Cycle 2

No	Name	Students Attention	Students Activeness	Students Activeness in using fix-up strategy	Students Reading comprehension Ability
1	ASW	✓	-	✓	✓
2	AP	✓	✓	✓	✓
3	AM	✓	-	✓	✓
4	AP	✓	-	✓	✓
5	AZ	✓	✓	✓	-
6	BK	✓	✓	✓	✓
7	DFC	✓	✓	✓	✓
8	DA	✓	✓	✓	-
9	DR	✓	-	✓	✓
10	FC	✓	✓	-	✓
11	FBP	✓	✓	✓	-
12	FMS	-	✓	✓	✓
13	FK	✓	-	✓	✓
14	IS	✓	✓	✓	-
15	JAA	✓	✓	✓	✓
16	KAC	✓	✓	-	✓
17	LA	✓	-	✓	✓
18	MANF	-	-	✓	✓
19	MH	✓	✓	✓	✓
20	MMF	✓	✓	✓	✓
21	NAN	✓	✓	-	✓
22	NDU	✓	✓	✓	✓
23	NMA	✓	✓	✓	-
24	NA	✓	✓	✓	✓

25	RPN	✓	✓	✓	✓
26	RIK	✓	✓	-	✓
27	RHA	✓	✓	✓	-
28	RRD	✓	✓	✓	✓
29	RH	-	✓	✓	-
30	TS	✓	✓	✓	-
31	WDS	✓	✓	✓	✓
32	ZNS	✓	✓	✓	✓

U. The Location Skeeth of SMP Negeri 2 Bekri Central Lampung



V. Documentation







CURRICULUM VITAE



The name of researcher is Elsa Widiyawati. She was born in Wonosari, on April 8th 2003. She is the first daughter of Mr. Widarto and Mrs. Setiowati. She has two brother his name are Bima Vingo Prasetya and M. Arfanabil Radeva. Her parents live in Wonosari Village, Gunung Sugih, Cental Lampung. She completed her kindergarten at TK Bina Mulya Wonosari on 2008. She countinued her study at SDN Wonosari, and graduated on 2014. Then she finished her Junior High School at MTs Wali Songo Sukajadi, Bumiratu Nuban, Cental Lampung on 2017. The researcher then continued her education to Senior High School at SMKN 1 Bumiratu Nuban and garduated on 2020. Ath the same year, she registered as S-1 student of English Education Study Program of State Institute of Islamic Studies (IAIN) of Metro.