

## CHAPTER I INTRODUCTION

### A. Background

Reading is very essential in our daily life, especially in academic scope. Reading a text, students will get lot information that is very useful for their life. Students should be able to read English text in order to get the knowledge of certain topic.

Reading is the process of using eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey. So, reading is more than just pronouncing words from the text but the learners should also catch what the text means.<sup>1</sup>

Basically reading is very important for us not only students but also every human who still care of their life. Because by reading, students or people can increase their knowledge, especially for educational scope reading English text book probably focusing in answering explicit and implicit Main idea, especially in reading comprehension. Reading comprehension is so useful for them to get new insight which is called receptive skill, and Writing can help them in productive skill.<sup>2</sup> However, reading comprehension is so important for them to answer the main idea and inferring the whole text. If they don't understand a text, they will get difficulty in understanding the text in reading comprehension.

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<sup>1</sup>Padma, *Reciprocal Teaching Technique*, (New Delhi: Publisher Corporation, 2008)

<sup>2</sup>Grilled, Francois, *Developing Reading Skills: A Practical Guided to Reading Comprehension Exercise*, (New York: Cambridge University Press, 1981)

Reading is an active process which consists of recognition and comprehension skills.<sup>3</sup> It means that in reading, the readers should do two main activities; they are recognizing the sentences using in the text and comprehending the sentences to get the meaning.

It means that without comprehending and interpreting the meaning of the text, reading itself is useless. Able to gain the information in order to improve the knowledge of the readers is the competence of reading.

Another explanation mentions that reading has many benefits for the readers. One of the benefits is a broad store of information. Readers build, change, and revise their schema when they encounter new information in the text, engage in conversations with others, and gain personal experience.<sup>4</sup> It means that we all believe with reading, students can get a lot of information and knowledge from the text that they read.

The importance of teaching reading is to build the ability and knowledge of students to understand the material of reading text. Such as ability to read various texts in English, ability to adjust reading styles according to the purpose of reading (i.e. skimming, scanning), and ability to have critical perspective on the content of the texts.

Teaching reading in Indonesia is not easy, because the great difference of language system between English and Indonesia has been the major difficulty for students to learn English.<sup>5</sup>

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<sup>3</sup>Morrilton Judi, *Collaborative Strategies For Teaching Reading Comprehension*” (American Library Association, 2007),p.10

<sup>4</sup>Morrilton, J, *Collaborative Strategies for Teaching Reading Comprehension*, (New York: American Library Association, 2007)

<sup>5</sup>Nation Kate, *Children’s reading comprehension difficulties*, (2004),p 249

Based on the statement above, in teaching learning process some students get difficulties in understanding of the printed text. Students have inadequate processing, lack of knowledge, or some combination of both processing and knowledge-based weakness processing. It means, students have substantially less reading and reading-related experience.

Teacher should think critically in order to find creative strategies in teaching reading so that students will take much participation during the teaching learning process. Make reading interesting is one of the ways to make an easier the students to get the information from the text, actually the teacher need a strategy or method to help the students in reading comprehension.

Reading has become one of the most important skill in school, for English subject at school, reading should be taught properly at the class, but unfortunately because not all students be able to read an English text, it seem with the students at M.Ts.P.P Yasrib Lapajung Soppeng for ninth grade, they still low in their reading comprehension, mostly, the students can't get the main ideas, and also still confused in guessing the meaning of the text.

After interviewing the teacher in small talk, the teacher believes that the students quality in reading still very low, they really confused when we give any text and asked them to review the text, but unfortunately , the student are not able to catch the meaning of the text was given. Fix up strategy was become one of solution for the teacher in improving students ability in reading skill, it is a strategy that used by the teacher here to solve the students problem on their reading ability while they confuse or difficult in catch the meaning of the text, students read before and after the

sentence or phrase which make them confuse to construct and identifying the text meaning.

Fix up options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students cannot understand the text during reading, the students use fix up option to catch the message of the text. The options tool to make this strategy easy to follow by students, they are: rereading, predicting, connecting, asking a question, etc. While fixing up the way to comprehending a text, the students hopefully can improve their reading comprehension ability and the get better result to answer a question from the text.<sup>6</sup>

Applying this strategy in teaching reading can give both result either effective or not refers to many aspect at class, we still have several doubt in applying this strategy at class, aspect that can influence the students' performance in reading comprehension may be give big different result of students achievement, because of many things doubt in researcher perception, so this research finally agree to be research tittle to identify the effectiveness fix up strategy.

According to the pre observing, researcher noted that the students of M.Ts.P.P Yasrib Lapajung Soppeng for ninth grade still confused and difficult in understand the implementation of Fix-up strategy, either some of students are able to applied it, it showed from their respond to the teacher.

The teacher has implemented the fix up strategy according to the statement in interviewing as an experiment act for the teacher, but this strategy has not been researched from the effectiveness and the used of this strategy.

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<sup>6</sup>Terry Doyle, *Intergrating Learning Strategies into Teaching*, (Ferries State University:henlen publisher,2001)

Based on the background above the researcher interests to find out “The Using of Fix up Strategy in reading skill at M.Ts.P.P Yasrib Lapajung Soppeng”.

### **B. Research Question**

Based on the background above, the researcher formulates research questions as follow below:

1. How is the student reading skill using fix up strategy at M.Ts.P.P Yasrib Lapajung Soppeng?
2. Is there any differences reading skill between among classes at M.Ts.P.P Yasrib Lapajung Soppeng?
3. Is there any differences reading skill between female and male at M.Ts.P.P Yasrib Lapajung Soppeng?

### **C. Objective of the Research**

Relating to the problem statements above the objectives of the research is to find out:

1. To find out the students reading skill by using fix up strategy at M.Ts.P.P Yasrib Lapajung Soppeng.
2. To find out the differences reading skill between different classes at M.Ts.P.P Yasrib Lapajung Soppeng.
3. To find out the differences reading skill between female and male at M.Ts.P.P Yasrib Lapajung Soppeng.

#### **D. Significance of the Research**

This research gave the contribution for:

1. English Teacher

The research really hopes that it can help the teacher to consider this strategy either effective or not by this findings, and to provide the information of the students' reading perception about this strategy.

2. Students

The research hopes by this study, the students can choose either this strategy suitable with their learning style or not.

3. Further Researchers.

The result of this research hope to get a valuable experience which can use for doing a better action research in the future.

