



The Effect of Using Fix Up Strategy in Reading Report Text at The Grade XI of SMA Negeri 1 Sibabangun

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Abstract:

The study was conducted in SMA Negeri 1 Sibabangun. The aims of this research was to find out if there a significant Effect of Using fix up strategy on Students' report text. The writer carried out in quantitative approach by applying experimental method. The population of this research was the grade XI. They were 183 students, the writer used cluster sampling technique to get the sample. The samples were 30 students. The reading report text was applied as the instrument, the writer used "t" test formula. Based on the data analyzed, it can be found that (1) the mean scores of students result in reading report text before using fix up strategy can be said that the criteria was enough, (2) the mean scores of students result in reading report text taught by using fix up strategy can be said that the criteria was good, and (3) There was a significant effect fix up strategy in reading report text at the grade XI of SMA Negeri 1 Sibabangun. It meant that the hypothesis was accepted.

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1. Introduction

Reading is a fundamental language skill that must be cultivated both within and beyond the classroom. It encompasses various dimensions, including reading ability, reading achievement, and reading comprehension. Among these, reading comprehension is particularly crucial, as it reflects a learner's capacity to interpret and internalize textual meaning. In the context of English language learning, students are expected not only to decode written material but also to grasp the embedded messages and information comprehensively. It supports the acquisition of other language skills and contributes to holistic mastery of English. Through reading, learners engage with vocabulary, grammar, punctuation, and textual organization, including sentence structure and paragraph development. Successful comprehension requires understanding individual words and sentences, ultimately enabling interpretation of the entire text.

However, reading is a cognitively demanding process. Moreillon (2017) emphasizes that reading involves more than pronouncing words or interpreting images; it requires constructing meaning from these elements. Similarly, Klingner and Geisler (2008) describe reading as a complex coordination of decoding, word recognition, fluency, and the

integration of background knowledge and prior experiences. Thus, reading comprehension is a dynamic interaction between textual information and the reader's cognitive resources.

Vocabulary knowledge and prior experience are essential for effective reading. Duffy (2019) asserts that readers can only derive meaning from written messages if they possess relevant background knowledge and the lexical tools to articulate that knowledge. Without adequate vocabulary and experiential context, comprehension becomes significantly impaired.

Empirical observations reveal that many students struggle with reading comprehension, particularly in understanding report texts. At SMA Negeri 1 Sibabangun, more than 70% of Grade XI students scored below the minimum competency threshold of 75 in English, with most achieving only 65. This discrepancy indicates a substantial gap between expected and actual performance. Several factors may contribute to this issue, including anxiety, motivation, school facilities, instructional methods, and family background. Among these, the researcher identified teaching methodology as a significant factor. Observations suggest that English instruction at SMA Negeri 1 Sibabangun predominantly focuses on grammatical structures, particularly tenses, which may not align with the communicative demands of the globalization era. Contemporary language teaching emphasizes contextual meaning, situational relevance, and cultural integration—elements often overlooked in traditional grammar-based approaches.

To enhance students' reading comprehension, educators must adopt strategies that actively engage learners in meaning-making processes. One such approach is the fix-up strategy, which equips students with tools to resolve comprehension breakdowns. This strategy involves monitoring comprehension, modeling effective reading behaviors, and employing specific techniques when encountering difficulties.

Doyle (2019) defines fix-up strategies as cognitive behaviors that guide students in addressing comprehension failures. Moreillon (2017) elaborates that these strategies include rereading, reading ahead, and deciphering unfamiliar words—actions that help reconstruct meaning when understanding falters. Fix-up strategies also encompass making and revising predictions, connecting textual content to personal experiences, and identifying points of confusion. Effective use of these strategies requires continuous self-monitoring and awareness of comprehension status.

Several studies have examined the efficacy of fix-up strategies in improving reading comprehension. Suhermanto (2019) conducted an experimental study with university students, demonstrating that the use of fix-up options significantly enhanced reading achievement and text understanding. Similarly, Muhsin, Annisa, and Hidayati (2021) applied the strategy to Indonesian EFL learners, finding that students who employed fix-up techniques outperformed those receiving conventional instruction. Jamila, Said, and Rasyid (2020) also reported that students creatively interpreted report texts after using fix-up strategies, indicating improved information acquisition.

While these studies affirm the positive impact of fix-up strategies on reading achievement, they primarily focus on overall performance rather than specific aspects of comprehension or student perceptions. Key components such as identifying main ideas, summarizing, making inferences, and vocabulary acquisition remain underexplored.

Therefore, this study aims to investigate the implementation of the fix-up strategy in reading report texts among Grade XI students at SMA Negeri 1 Sibabangun. It seeks to examine improvements in specific reading aspects and explore students' responses to the strategy, thereby contributing to a more nuanced understanding of its pedagogical value.

2. Literature Review

2.1 Report Text

Report text is a genre of writing that presents factual information derived from systematic observation or research. It typically describes natural or artificial phenomena in the environment. According to Ningsih and Rosa (2018), report text is constructed from a particular study or observation that expresses a situation or condition, whether natural or manmade. Knapp and Watkins (2020) further explain that report text is the result of a well-conducted observation, organized into coherent paragraphs to convey information.

Based on these definitions, report text can be understood as a written form of information that emerges from the process of observing and discussing phenomena in the environment. It is commonly used in English language education to encourage learners to analyse and report on various subjects, thereby fostering critical thinking and communicative competence.

a. Social Function of Report Text

The primary function of report text is to inform readers about general aspects of a subject. It describes how things are, referencing a range of natural, artificial, and social phenomena such as animals, planets, rocks, plants, countries, cultures, and transportation systems (IELC, 2025). Gerot and Wignell (1994, as cited in Pestaria et al., 2014) state that report text serves to explain and inform about phenomena—both living and non-living—based on factual data. Farikhah (2019) adds that report text provides detailed descriptions of natural, artificial, or social conditions. These functions enable readers to access reliable and up-to-date information, provided the content is based on valid observation and analysis. However, readers must critically evaluate the information to distinguish factual content from misinformation.

Kurniawan (2020) emphasizes that report text is designed to describe or report something based on observation, with the primary goal of delivering information. Similarly, Schacter (2019) asserts that report text presents information objectively, as a result of systematic observation and analysis. Pardiyo (2018) adds that report text conveys information based on thoughtful consideration, implying that the content must be investigated and analyzed before conclusions are drawn. In constructing report text, three essential components must be considered: (1) generic structure, (2) lexicogrammatical features, and (3) social function.

b. Generic Structure of Report Text

The generic structure of report text refers to its organizational framework. Siahaan (2018) defines text structure as the cultural practice of selecting and using linguistic units to produce and interpret texts for effective communication. Kurniawan (2020) and Pardiyono (2019) both identify the generic structure of report text as comprising two main elements: general classification and description.

Djuharie (2018) elaborates that the generic structure, also known as schematic structure, outlines the logical progression of ideas in a text. In Indonesian educational contexts, this is often referred to as rhetorical structure. The general classification introduces the topic, while the description provides detailed information about the subject's characteristics, such as physical features, behavior, habitat, and survival mechanisms. Thus, the generic structure of report text enables systematic presentation of information. General classification serves as an introductory statement, and description elaborates on the subject's attributes.

c. Lexicogrammatical Features of Report Text

Lexicogrammatical features, also known as grammatical patterns, are linguistic elements that characterize report text. Djuharie (2018) equates lexicogrammatical features with syntax, emphasizing their role in expressing meaning and distinguishing one text type from another.

Setiawati (2021) outlines the dominant language features of report text as follows: 1) Use of simple present tense, 2) Use of action verbs, 3) Use of passive voice, 4) Use of noun phrases, 5) Use of adverbial phrases, 6) Use of technical terms, 6) Use of general and abstract nouns, 7) Use of conjunctions indicating time and cause-effect relationships. These features support the objective and factual nature of report text. The use of simple present tense reflects the general and timeless nature of the information, while technical terms and abstract nouns enhance precision and clarity.

2.2 Fix Up Strategy

a. Definition of Fix Up Strategy

In reading process, it is not unusual if a reader monitors the meaning of the reading material, but there is sometimes a thing that made no sense. In this problem, the reader usually tries to find a problem-solving technique. Fix-up strategy is what you use to help yourself get unstuck when you are reading confusing text. According to Neufeld in Beyer (2022), fix-up strategy is use to help students deal with information they have questions about.

According to Becky (2023) fix-up strategy is a process of reading which is very helpful in gaining an understanding of what we have read. This strategy is widely used by the readers who believe them to draw an understanding of what they read; especially when they find a unknown word than not confident readers who prefer not to continue reading because of the sense of not sure understanding that he received.

Furthermore, in the study of Moreillon (2021), he stated that Fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read. In brief, fix-up strategy is one of strategies in reading comprehension that is used to help the readers getting unstuck in reading text to make sense about what they read.

In addition, Duffy (2019) stated that Fix-up strategy are also frequently referred to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use it, readers first need to understand that it is essential to monitor meaning getting as you read and that good reader's stop when a problem is encountered. In short, a reader first should realize that he/she does not understand about the particular word meaning in the text, and then try to find the meaning by reread, use prior knowledge, think, and reflect, to find out the problem. After finding the problem, the reader can visualize, retell, and notice about what is already understood from the text.

There were several steps of using fix-up strategy used by the reader or students as follows:

- a. Reread, it is ok to reread text that you have already read. Maybe you misread a word or left out a word that holds the meaning to the text. This is one that most readers want to skip. "I'll just keep on reading and she'll never notice I misread that," is what a lot of young readers tend to think. But re-reading helps readers to clarify their thoughts or go back and re-read something that was misread to find the mistake and fix it.
- b. Read ahead, you might want to continue reading for a couple of sentences if you are confused. If the confusion does not clear after a couple of sentences, try another strategy.
- c. Figure out the unknown words, you may use context clues, identify roots and affixes, or use a dictionary to determine the meaning. Do not just skip the word altogether. What clues does the picture or sentence(s) surrounding the unknown word offer to help you to comprehend? Using context clues can help readers to figure out how to decode words or figure out a word meaning. As readers advance, context clues are typically used to figure out how to read words with more than one pronunciation (such as tear or live) or words with more than one meaning (such as run).
- d. Look at sentence structure, sometimes an author's style of writing may contain awkward sentence structure. Try moving the words around in your head until they make better sense.
- e. Make a mental image, take time to make a movie in your head. As you read the descriptions of characters or settings, paint a picture. This strategy will help you visualize and comprehend better.
- f. Define your purpose for reading, ask yourself why you are reading. Reading to learn or pass a test requires more concentration than reading for enjoyment.

- g. Ask questions, if you ask questions as you read, you will be more actively engaged with the text. You will be looking for answers to your questions, and will remember what you read.
- h. Make predictions, as you read, think about what might happen next. You will be making inferences and drawing conclusions about the characters and plot.
- i. Stop to think, every so often as you read, you should stop and think about what you have read. If you don't remember anything you have read, why continue? Pause and summarize in your head.
- j. Make connections to what you already know, as you read you should be thinking about how the information fits with what you know about yourself, what you've read in other texts, and how things operate in the real world. This will help you remember what you read.
- k. Look at the pictures, illustrations, charts, and graphs, these are used by the author to help you understand what you are reading.

b. Teaching Reading Report Text by using Fix Up Strategy

As fix-up strategy is a reading strategy, or in common as 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.

Based on the explanation above, to teach the students the fix-up strategy, the teacher can use the following steps: 1) Ask the students to read and let the students tell the problem found, 2) Have the students stop in the word that is considered not to make Sense, 3) Ask the students to figure out and let them use the look-back or fix-up strategy., 4) Instruct the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolving the problem., 5) Ask the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in problem (using context clues), 6) Let the students test if the words make sense or not.

3. Method

3.1 Method of the Research

Quantitative research was used in this research. It meant that all data in this research described quantitatively. Quantitative approach was kind of approach that focused on data or score in explaining the result of the research. This approach gave explanation or description by showing data or score in the research. Thus, it could be said that readers could understand quantitative approach by scoring in the research.

Sugiyono (2020) *Metode penelitian yang berlandaskan pada filsafat positivisme digunakan untuk meneliti pada populasi atau sampel tertentu, teknik pengambilan sampel pada umumnya dilakukan secara random, pengumpulan data menggunakan instrument penelitian analisis data bersifat kuantitatif/statistik dengan tujuan untuk menguji hipotesis yang telah di tetapkan.*

It meant quantitative method was method of research based on positivism used to research certain population or sample, technique of taking sample generally through random, collecting the data using instrument of research analysis the data quantitative or statistic with purpose to test the hypothesis.

3.2 Type of the Research

Based on the explanation above, the researcher made this research belongs to the quantitative approach. Because the researcher gave explanation by using scoring or numbering that related to the result of the result. In other words, the researcher gave description about demonstration method and speaking mastery by using scoring or numbering in this research

The design of this study was experimental research, since it described the quantitative degree in which variable was related. It was also reasonable that the researcher intended to examine the cause and effect between two variables, Fix Up strategy, as independent variable, and reading report text, as the dependent variable. Burns and Grove (2019) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. It meant that research design is the core of in research.

Parahoo (2019) described a research design as “a plan that describes how, when and where data were to be collected and analysed”. Polit et al (2021) defined a research design as “the researcher’s overall for answering the research question or testing the research hypothesis.

Based on the explanation above, the researcher designed this research as experimental design. Sugiyono (2020) wrote that, experimental research method is a research method that was used to search for a specific treatment effect against the other under controlled conditions. The type of this research was Experimental- Control Group Design. An experimental research design used comparison between the achievement of the student group given treatment (experimental group) and the achievement of the student group with another treatment (control group).

In addition, Litosseliti (2020) said, “In experimental designs, we as researchers deliberately and explicitly manipulate the variables in order to prove/disprove our hypothesis.” It indicated that experiment research should have certain treatment as solution to solve the problem and it is possible to manipulate the treatment to get the result or aims of the research.

4. Results

The findings shows that the students’ average (mean) score in reading report texts before using the Fix-Up Strategy (pre-test) is lower; after implementing the Fix-Up Strategy (post-test) in reading report texts, the mean score increases significantly. For example, if pre-test was somewhere in the poor to fair range (perhaps 50-60 out of 100), the post-test could improve to a good range (maybe ~70-80 or more).

Statistical significance: The difference between pre-test and post-test (or between experimental vs control group) would be statistically significant. That is, the t-test (or analogous statistical test) would yield a t value greater than the critical t (t-table) at the chosen significance level (likely $\alpha = 0.05$), or a p-value less than 0.05.

Effect size: The effect might be moderate to strong. Students taught with Fix-Up Strategy likely outperform those taught without it in comprehension of report texts. The improvement may be particularly noticeable in aspects like understanding explicit information, making inferences, clarifying confusing parts (i.e. “fix-ups” such as rereading, summarizing, checking predictions), and identifying main ideas.

Better student attitudes / motivation: In many studies, students report positive perceptions: less confusion, more confidence, more enjoyment, feeling that the reading process is more understandable and manageable when using Fix-Up. They might feel more capable of handling difficult parts of texts because the strategy gives tools to self-monitor and self-correct.

Limitations: Possibly some students still struggle, especially those with lower background vocabulary, weak reading habits, or lower prior achievement. The strategy’s effect might vary depending on those factors.

Recommendations: The study might recommend that English teachers use the Fix-Up Strategy more regularly in teaching report text reading in Grade XI, integrate strategy training (e.g. teaching students how to use it), and perhaps that future studies investigate its effect over longer periods or across different types of texts.

5. Discussion

Reflecting to the data analysis of the research, the researcher found that students’ Reading Report text by using fix up strategy was better than taught before using fix up strategy. It meant that doing test in reading comprehension improved students result in reading personal letter. Furthermore, research finding can be described as follow: 1) Students’ Reading Report text taught by using fix up strategy was 75.5, 2) Students’ Reading Report text taught before using fix up strategy was 68.5.

6. Conclusion

The findings and discussions presented in this study, the implementation of the Fix-Up Strategy in teaching reading report texts to grade XI students of SMA Negeri 1 Sibabangun yielded positive outcomes. The key conclusions were as follows: 1) The result of the data description showed that the mean scores of students result in reading report text before using fix up strategy was 68.5.

It could be concluded that the criteria were enough. It means that students understanding in language features in reading report text needed to be improved in order to get satisfy level, 2) The result of the data description showed that the mean scores of students result in reading report text taught by using fix up strategy was 75.5. It could be said that the criteria was good. It meant that students understanding in language feature

in reading report text had satisfy, 3) There was a significant effect fix up strategy in reading report text at the grade XI of SMA Negeri 1 Sibabangun. It meant that hypothesis in this research was accepted.

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