Fix-Up Strategy on Students' Narrative Text Reading Achievement at SMP Negeri 19 Palembang

Sahri
SMP Negeri 19 Palembang
E-mail: sahripdp7@gmail.com

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Abstract: *EFL students in Indonesia are reluctanr readers. This is evidenced in the PISA results in 2018 to 2022 which show that Indonesian students have low reading skills. Therefore, the purpose of this study was to investigate the use of Fix-Up Startegy to improve students' reading achievement in narrative text in grade seven of SMP Negeri 19 Palembang, and the experimental class students' perception towards the use of Fix-Up Strategy. In this research design used in the study was a quasi-experimental design. The samples of this study were VII.3 and VII.5 classes consisting of 34 students for each class. Data were collected to give pre-test and post-test, and analysed using t-test (paired sample t-test and independent sample t-test) with the help of SPSS v.27. This study shows that the p-value of paired samples is 0.000 which is less than 0.05, as well as the p-value of each reading in the experimental group is less than 0.05, and it means that there is a significant increase in students' reading achievement after being taught by using Fix-Up Strategy. Furthermore, the p-value of the independent sample t-test is 0.000 which is less than 0.05, which means that there is a significant difference between the experimental group and the control group, and the experimental class students showed a positive response and perception towards learning in students' reading achievement by using the Fix-Up Strategy. Therefore, the result of this study shows that the use of fix-up strategy can improve students' reading achievement in narrative text in grade seven of SMP Negeri 19 Palembang.*

INTRODUCTION

The importance of English is because English was an international language that was widely used throughout the world, and has language skills that can be understood and easily understood by many people who study it, as according to experts who say (Brumfit, 2001) English was a language which was worldwide, with advances in technology, English can be

accessed via any mass media so that it was used widely. Therefore, English itself provides many important benefits for everyone, for example, there are international forums so automatically English will be used in these international forums. It's not just international forums that use English, international meetings also use English, such as the recent G20 which was held in Indonesia, which hosted the G20, lots of big officials came to Indonesia, including America, Japan, China. , Korea, India and other countries, in this international meeting there was a lot of discussion about the economy, education and other important matters, so that it could provide great benefits for Indonesia, especially. Countries that contribute to Indonesia, including America, China, Japan, almost all of these countries use English to convey their opinions and therefore English was an international language and has the broadest communication (Mikhalchenko, V. I., & Trushkova[1], Y. V. 2003) On November 17, 2002 UNESCO said that everyone has the right to study in a language, be it English or another foreign language. UNESCO also designated February 21 as international mother tongue day to build international language communication.

Reading was both written and verbal, the importance of reading is to improve skills in understanding reading. According to Wigfield et al. (2004) Schiefele et al. (2012) reading usually spend more time reading because they find it fun and valuable too, they think that reading is very important and reading can also broaden their insight and science Van Dyke and Shankweiler (2013). Evidence has shown that reading sub-processes, as well as other cognitive aspects, can predict reading competency abilities in different ways. Reading itself has levels, including: (1) (reading lines of reading), (2) (reading between lines of reading), (3) (reading behind reading). This means that reading the lines means that what is written in the text will be recorded (remembered) by the reader. Meanwhile, reading between lines is the meaning obtained to understand the lines of reading. And finally, reading behind the reading means the invisible meaning or hidden meaning, implicit meaning, or the meaning that the reader wants to convey.

Reading must also pay attention to important things starting from how to understand the reading text as well as high ability to analyze reading, so reading a lot has a positive influence on the reader, therefore reading is considered very important in everyday life, not only even in the educational environment, you can also improve your reading ability in public places, such as in parks, malls, even in the bathroom. Cartwright (2016), explains that motivated readers not only believe in children's own ability to understand the content of texts, but also appreciate and view reading as an enjoyable activity for them, and show better levels of performance in comprehension tasks.

The Program for International Student Assessment (PISA) in the year 2020, shows that Indonesia is ranked seventy-first out of seventy-seven countries, or the bottom ten countries that have the lowest literacy levels. Factors that make literacy in Indonesia still very low are, there is no habit of reading from an early age, educational facilities are still minimal. And the last one is because there is still a lack of book production in Indonesia. Why is reading test achievement in Indonesia still low because it does not implement a good education system, such as developed countries, for example Japan, which implements a good education system because they provide all the best facilities for the advancement of education in their country.

Indonesia can become like Japan in advancing its education system, which lacks the best facilities from the government and basic education curriculum, which is the main reason why Indonesia always ranks low in the PISA survey. The goal is to support education in Indonesia. If the student achievement test scores are good, then it is said that education in the country is advanced. Schools always try to increase students' interest in reading as an assessment of themselves but there are problems faced by every school because it does not cover all existing

facilities, such as students' interest in reading both at the national and local levels is almost not all evenly distributed, for example in SMP Negeri 19 Palembang the interest in reading is still lacking this is due to students who are less interested in reading, and there are several factors that cause a lack of interest in reading students such as the lack of literacy practices for students at school and the lack of books that want to be read. According to Mikhalchenko, V. I., & Trushkova[1], Y. V. (2003). A teacher plays a very important role in education and has a great influence on the educational process, this is what makes teachers important in the progress of education and provides meaningful knowledge experiences to be applied to students, both how to manage their abilities in mastering educational knowledge and all of that is the key to the success of an education and teachers are the main drivers in education who provide experiences in learning to their students and can be applied by every educational person.

Therefore, this fix-up strategy can provide benefits and can help students understand the text when they are stuck with certain words or sentences. When using this strategy, teachers must provide students with several tools to improve the meaning-making of the text. These tools include repair options. Morellion (2007) says that fix-up is a strategy that can be used by readers to find the solution, and what they understand by reading the text.

When students are unable to understand the content of the text while reading, students can also use fix-up strategies to understand the reading of the message text. The fix-up strategy stated by Morellion (2007) is by re-reading the text, you can connect to the background understanding from text to text, know the sentence structure, so make a prediction, read and move forward to the end of the text, then make a conclusions, visualizations, and asking new questions.

This fix-up strategy can support readers in reading, and can be applied to all readers, including students. This fix-up strategy itself can help readers when they have difficulty reading the text. As Janette (2007) says, the fix-up strategy was a method employed by readers when they have difficulty understanding a text. Klingner, Vaughn, and Boardman (2007) said that this fix-up strategy can be used by students to read when they have difficulty listening and reading. Apart from that, according to Morellion (2007) the fix-up strategy provides readers with methods to enhance that can increase meaning, including rereading a text, including reading previewing upcoming text and clarifiying unfamiliar. Each reading situation has a specific purpose that is different from other reading activities. For example, students are reading with the aim of gaining an understanding of how to read correctly.

At other times, students may read for the purpose of enjoying written works (literature), as well as assessing the truth of the ideas expressed by the author, or perhaps reading to find just the necessary factual information. There are many purposes for reading, depending on the interests and reading materials that each person encounters. This fix-up strategy can help students understand all reading texts and is assisted by guidance from existing teachers, that is how to use the fix-up strategy.

When using the fix-up reading strategy, teachers must provide students with tools to improve their meaning, and these tools are fix-up options. Apart from that, Duffy (2009) said that the fix up strategy is the word backwards or looking backwards and this leads to a strategy where students look backwards and sometimes forwards in a text by removing obstacles to its meaning that are encountered when reading, and the fix-up strategy also teaches students to read texts well and correctly because they have a way of thinking hard to find out that the text is wrong and can differentiate its meaning, therefore the fix-up strategy can improve students' thinking in reading and provide critical skills. , what makes this fix-up strategy related to students' reading is that it combines knowledge with the background of the reading. Monoi (2004) also found that using the

fix-up strategy is more effective than providing direct teaching to students in particular. Therefore, the fix-up strategy really has a positive effect on students in reading.

For example, there are multiple choice questions. All students are asked to answer the questions on the question sheet. By using the fix-up strategy, after completing the test, you will see the results. It turns out that working on the questions is more effective because you use the fix-up strategy. Thereh are also experts such as Zwiers (2010) who claim that the fix-up strategy is a strategy when the reader feels unfocused or breaks concentration, therefore teachers must prepare students with several tools to improve meaning, because the meaning is created by students who in reading a text. To understand the text, students must first understand the importance of meaning when readers read when they experience problems in reading the text. With a fix-up strategy, it is possible to get positive results from several expert opinions regarding the fix-up strategy. Indrasari (2012) conducted a research about reading and use fix-up strategy to teach the students at SMP Negeri 2 Temanggung. She wants to know whether fix-up strategy effective or not. Then, based on research, she found that fix-up strategy can helps the students understand the text and it can be applied at SMP Negeri 2 Temanggung. Then Suryati (2013) conducted a research about the effect of fix-up strategy towards reading comprehension at SMAN 2 Tapung Kampar Regency. Based on the research, she states that fix-up strategy has a significant difference in teaching narrative text between the class that taught about fix-up strategy and the class without using fix-up strategy. Next, Ramadani, Yani, and Hardewi (2013) conducted a research about combining fix-up strategy and Get the gist (generating interactions between schemata and text) in teaching reading. They stated that teaching reading by using a fix-up strategy can increase students' understanding amd also can help the students when difficult or confuse about the content of the text.

That the researcher chose the research location at SMP Negeri 19 because there is a lot to pay attention to, especially in student reading and there are many available resources, such as many teachers who know the researcher, so you can ask the teacher what you don't know directly. to conduct student research on students in reading, and at SMP Negeri 19 the location is also not too far from the researcher's place, therefore the distance can be covered in a short time when the researcher has to catch up on time. The thing that makes researchers very interested in researching at SMP Negeri 19 is the students, why does it have to be students? Indeed, the research material is very related to students' reading, but uses research techniques, namely, fix-up strategies, therefore researchers will provide ways to overcome students who have difficulty reading texts. By using the fix-up strategy that will be realized for students, whether there is an impact on reading for students after using the fix-up strategy, both positive and negative impacts will all be recorded. influence on these students. The aim of this research is to find out the effectiveness of the fix-up strategy in teaching reading skills at SMP Negeri 19 Palembang.

THEORITICAL FRAMEWORK

1. Definition of Reading

Reading was a series that could provide benefits, which were very good for everyone who did it. According to The Big Indonesian Dictionary (KBBI), reading was a matter of seeing letters, whether reading orally or reading silently, therefore reading could broaden a person's insight into science. Reading was a method that could evaluate, organize and understand the many sources obtained Scanlon (2010). Reading was an activity that was not easy to do because when reading a person must have concentration in reading. Reading did not only require looking or seeing, and also not remembering any paragraph in a book Berridge (2015). In this phase, you must have the

ability to analyze a process in reading to produce words that can be interpreted. Therefore, to improve students' reading achievement, there must be knowledge that supports it, whether it is books read by the students themselves or other reading books, so that more reading knowledge is gained. The more reading, the more the student's knowledge will increase.

In understanding reading that makes sense, the mind was able to integrate complex mechanisms and vocabulary contained in the reading, word awareness, and fluency. According to Soleimani & Hajghani, (2013) a good reader could be said to have critical thinking skills and could identify and understand the text he read. On the other hand, readers who did not understand a reading or were not able to interpret it well would not be able to grasp the text they read well without support from others. Reading also had its own awareness for each person who did it. According to Klingner (2007), stated that a reader could engage in a reading of a book that he read against a reading text. Readers would experience when they were understanding the text and could utilize insights to understand the essence or intent of the text they were interpreting. Reading was a window to the world that could change everything that a reader had, by reading it could provide a better deduction, as well as the abilities possessed by the reader and have a positive impact on everyone and with oneself through reading, from the statements of experts regarding a reading in a book it could be concluded that by reading a person could apply himself by reading and providing a broad perspective on a book reader.

2. Reading Achievement

Reading is part of every person, which can provide knowledge in reading, particularly for students who become the nation’s future educators, reading is crucial. One of the countries that shows its progress is with a high reading system education, such as the level of reading has been taught from an early age and can provide an achievement in education in the country.taught from an early age and can provide an achievement in education in a developed country.According to Cunningham and Stanovich (1997, p . 2004) Argues that evidence that can show the relationship between reading motivation and student reading achievement.student reading achievement.

According to Snow (2019) is, "the ability to improve comprehension in reading can be done with the first step is to pay attention to the contents of the book after successfully reading well start the next step is to look for facts in the book and students also have the ability to read well and accurately to the books they read students begin to involve more than just the reader's response to the text. Reading comprehension is a competent, highly complex process that can involve many interactions between the reader and what they bring to the text (prior knowledge, use of strategies for reading) as well as variables related to the text itself (interest in the text, understanding of the type of text).

Achievement student reading achievement is a separate ability that students have, and develop talent interest in reading and become a talented writer through reading. reading, therefore the existing education system at school provides a wide space for students who like to read to develop their reading space for students who like to read to develop students' interest in reading achievement. in reading thus school education will be better because it can carve out reading achievements and students will be more active and diligent when reading because they are motivated in reading achievement.

Reading because they are motivated in reading achievement. Watkins and Coffey; Melloy et al; Unrau and Schlackman. (2013), stated that students who are actively reading at the beginning of school entry will show a more positive attitude towards the books they read and always fill books they read and always fill their free time with reading. But what becomes

However, the initial stage of students in reading must begin with a diligent and diligent intention,so that what they can achieve can be achieved such as achievement in reading.

3. Teaching Reading

a. Pre-Reading

In this first stage, children aged 6 months to 6 years will usually pretend to read, and they are happier when retelling stories what they see on the pages of books that were previously read to them. Children will usually be more interested in mentioning an alphabet than reading in full. Actually, children have begun to recognize the characteristics of reading in this context children try to make their own name by using stationery as their learning media even those that are not included in stationery. The world of books in reading for them is the same as their world of play such as notebooks, pencils, and paper therefore it is expected of their parents or older to read a story or an essay with dialogue in order to attract children's interest. The function of it all is to appreciate the interest in children in reading books and then often show books to children so that they become interesting activities and can do many other activities.

b. Reading and recognizing letter shapes

In children aged 6-7 years, will learn to recognize letters and sounds and learn written and spoken words. Children also begin to be able to read short texts directed by their parents to follow the words heard by the child then at this stage parents must pay attention to their children in recognizing a reading that is taught to them in order to increase knowledge in children in reading.

c. Reading to find new things

At this stage there are 2 important phases, the first phase is elementary school grade 4-6 elementary school and the second phase, junior high school age or lower secondary. For them reading is a way of generating new ideas and new knowledge as well as understanding new feelings. The role of parents is important in accompanying their children in learning new things, so that children who have begun to be independent will look for various reading sources.

4. Definition of Fix-Up Strattegy

According to Duffy (2009), states that the fix-up strategy was a strategy enhances students' understanding of the text when being read, when students find it difficult to complete certain sentences. In the reading process, there are things that need to be considered by a reader, namely paying attention to what the meaning of the reading is, so sometimes students look for problems in the redaing sentence themselves to fix.

Furthermore, according to Morellion (2007), states that the fix-up strategy has an offer to the reader's process so that it can be used by them and to improve the meaning in the text, which is done by a reader reading repeatedly, reading ahead, and rare next looking for words in the text that are unknown or unknown. By using this fix-up strategy can help readers in difficulty in understanding a sentence that is in the text, therefore with this fix-up strategy can have a positive impact on readers.

This fix-up strategy also has a tool called fix option as an aid in reading to understand a text that is read, and the fix option tool is used by students to find messages in the text. According to Clay (1991), the fix-up strategy is part of one of the self-monitoring strategies, because the fix-up strategy deals with students directly and this strategy is very useful for students. The way to use this strategy is by applying fix-up strategy teaching to students such as giving narrative text questions to students. It can be concluded from the explanation above

that the fix-up strategy, has the ability to teach appropriately in providing the material explained when applied at school so that students can understand it well.

5. The Advantages and Disvantages of Fix-Up Strategy

According to Moreilon (2007), there are several advantages and disadvantages to the repair strategy. The advantages of the correction strategy are as follows:

a. Fix-Up strategy can help students' understanding of the text.

b. The strategy can improve students' reading when students have difficulty in understanding the content of the text. Based on the explanation above, the fix up strategy in teaching reading comprehension.

This strategy can help students in fluency and reading comprehension.In addition, there are also disadvantages of the fix up strategy, which are as follows:

c. When readers do not make an effort to ask and answer their questions, the reader will lose interest and may also lose comprehension because they are not focused on paying attention to the text.

To overcome this problem, the teacher should guide the students to use the the repair strategy procedure. The students should be provoked by the teacher to come up with some questions.

6. Previous Study

The first research was conducted by Indrasari (2015) with the title “Effectiveness in the Use of Fix Up Strategy to Teach Reading Can be Viewed from Students' Self-Confidence”. From the results of data analysis, the research findings are: (1) The fix up strategy has advantages and is effective compared to direct teaching in teaching reading; (2) students' achievement and skills in reading do not depend on students' confidence level; and (3) there is an interaction between teaching strategies and students' confidence.

The second research, by Kusumawati (2019) entitled The Use of Fix Up Strategy in Teaching Reading Comprehesion for Eleventh Grade Students at SMAN 7 Kediri. From the findings of this study there is a t-test that is higher than the t-table (7.539 > 2.034) and means Ho is rejected and Ha is accepted, can conclude the above findings that. Fix up strategy is more effectively used in improving reading instruction. The research recommends English teachers to teach students by using fix up strategy because this strategy is a very suitable strategy to make students easier and understand in the selected text available.

RESEARCH METHOD

This is a study that used experimental research. This research was one of the most clearly described studies. Can affect a variable that is used and can be used well and to evaluate theories related to cause and effect when this theory is well realized. According to (Fraenkel et al., 2011; Klassen et al., 2012).This research was experimental and is a systematic study to control conditions. This research was very important research because it shows the effect, whether the variables used have a significant effect on other variables or not. Therefore, in this study using Fix Up Strategy to be treated as the independent variable (X) and reading for comprehension as the dependent variable (Y).

Table 1. Research design

Experiment group	Pre-test	Fix-up Strategy	Pre-Test
Control group	Post-tes	Fix-up Strategy	Post-Test

At this stage, there are two groups that will be randomly selected, based on the division of groups, namely the experimental group and the control group. Before starting the test on students, students were given a pre-test to find out their basic reading comprehension skills. Then the researcher gave to each group, using conventional reading activities in the control group and Fix Up Strategy in the experimental group. There are ten meetings to conduct the test. In the experiment, the researcher will teach reading narrative text and use Fix-Up Strategy with the procedure proposed by Moreillon (2007) is, as follows: 1) linking knowledge with prior knowledge, 2) rereading the text, 3) and making inferences, 4) then predicting, 5) then remembering what we have read in writing, 6) students will visualize, 7) after that ask new questions. Until the final stage of the experiment, all students were given a post-test to evaluate whether there was a significant difference in their reading comprehension scores after the students are given the intervention.

FINDING & DISCUSSION

Result

In this chapter the researcher described the results of the normality and homogeneity tests, which are the study findings, hypothesis testing, and interpretation of the results of the study.

1. Result of Normality and Homogenety

The first thing before starting the hypothesis analysis, the author carryed out activities that cand applyed the normality and homogeneity tests first. Because the goal was to be able to apply the normality test in order to find out whether the data is normally distributed or not. To determine the normality test, the authors used the One-sample Shapiro-Wilk test using the help of SPSS v.29. According to expert Samuel Sanford Shapiro (1965), a score distribution cand be classified into a normal distribution at a significance (2-tailed) higher than 0,05.

Furthermore, when you have done the normality test, the next step is to know the homogeneity test, namely the data from both the experimental group and the control group. In this study, the authors used Levene's test by asking for help from the SPSS v.29 program in order to find out whether the sample group data from the population was homogeneous. Likewise with the homogeneity test, according to Levene (1960) the data is classified as homogeneous if the valued was significantly greater than 0.05. The following normality and homogeneity test results cand be seen in the tables belowed.

2. Result of the Study

The results of this study were divided into two kinds, they were the result of pre-test (before giving the treatment) and the result of post-test (after giving the treatment).

a. Result of wilcoxon signed ranks test

In this study the authors used SPSS version 29, as a data analysis of test results on students who are in the experimental group and control group. In statistical analysis there are four that are used as materials for this study and the four analyses are (1) normality test, (2) homogeneity test. (3) Wilcoxon t-test as a substitute for paired sample t-test, and the 4th (4) Man Whitney T-tests as a substitute for independent sample t-test. Before starting the t-test the author conduct a normality and homogeneity test first, the purpose of the normality and homogeneity test was to find out whether the sample was normally distributed or not, then to find out whether the two samples of the experimental group and the control group are homogeneous or not from the two groups.

Table 1

		N	Mean Rank	Sum of Ranks
PostEks-Preeks	Negative Ranks	2a	21.75	43.50
	Positive Ranks	30b	16.15	484.50
	Ties	2c		
	Total	34		
PostKont-PreKont	Negative Ranks	2d	2.50	5.00
	Positivbe Ranks	31	17.94	556.00
	Ties	1f		
	Total	34		

Based on the “Test Statistics” output, it was known that Asymp Sig (2-tailed) was 0.000. Since the value of 0.000 was smaller than 0.05 (0.000, 0.05), it could be concluded that “Hypothesis accepted”. This means that there was a difference between the pre-test and post-test rading learning outcomes. It could be concluded that there was an effect of using. Fix-up strategy on student’s narrative text reading achievement in SMP Negeri 19 Palembang.

Discusion

	Hasil Reading
Man-Whitney U	390.000
Wilcoxon W	985.000
Z	-2.312
Asymp. Sig. (2-tailed)	.021

Based on the "Test Statistics" output, it was known that the value of Asymp.Sig. (2-tailed) of 0.000 <0.05. then it could be concluded that "Hypothesis accepted". Thus it could be said that there was a difference in reading between the experimental class and the control class, where there was a significant difference, it could be said that there was an effect of using the Fix-Up Strategy in reading student narrative text.

CONCLUSION

Conclusion

Based on the study's findings and interpretation, the author cand provide important conclusions. Firstly, there was a significant improvement in students' reading performance before and after the implementation of the fix-up strategy. The fix-up strategy proved to be significant and effective in improving reading achievement among students in the experimental group class (VII 5) at SMP Negeri 19 Palembang. The majority of students in the experimental class demonstrated considerable improvement, as evidenced by the posttest score distribution results.

Furthermore, the significant increase of students' reading achievement before and after being taught by using fix-up strategy. As well as the use of fix-up strategy significantly and effectively so that it provides students' reading comprehension and cand improved reading In the experimental group class (VII 5) at SMP Negeri 19 Palembang, most students demonstrated notable improvement, as reflected in the posttest score distribution. Additionally, the study highlighted a significant difference in average reading achievement between the experimental group who were taught using the fix-up strategy and the control group, who did not receive this instruction.

For the last, the experimental class students who learned by using the fix-up strategy were very interested in learning English, because according to students learning English was very interesting. The fix-up strategy also provides benefits and helps students to learn about narrative text in a fun and effective context. Based on the analysis, it could be concluded that fix-up strategy was effective on students' reading achievement in narrative text in class VII of SMP Negeri 19 Palembang.

Suggestion

Based on the results of the above conclusions, the author would like to make some suggestions for English teachers, students, and for future researchers. The first suggestion for teachers, it is suggested to provide appropriate and good learning to students such as being able to use appropriate strategies when teaching reading, so that students will be more interested and interested in learning English. Teachers can use Fix-Up Strategy for the right way to teach reading because it provides many benefits for students. Teachers should also pay more attention and focus on students' reading aspect especially on word usage, because there are some students still have low vocabulary and they read and understand English text sometimes still less or too fast.

Furthermore, secondly and for students, especially students must have high confidence in doing reading activities, so that students have good reading skills and must continue to learn and try in any case and must pay more attention to teachers, when they teach. In addition, be an active student in reading various kinds of reading so that it can provide a lot of vocabulary and enrich vocabulary mastery. In the reading process this can help students to understand new texts, and can improve reading achievement in English. Continue to look for sources that can provide good English reading skills, both from books and from the internet as learning materials and always practice and in terms of reading so that reading achievement increases.

And finally, for research that want to conduct further research. The author would like to provide suggestions for other researchers and in the future. The author hopes that the results of this study can provide information, references, and contributions for further research on the use of Fix-Up Strategy.

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