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Muhammad Muhassin <mohammadmuhasin@radenintan.ac.id>
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Dear Prof. Asim Ari,

I have submitted a manuscript titled "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension" [20200114104321_Mohammad_Muhassin-2020.doc] to your journal via the online submission system on 14/01/2020. Later I received a notification of the revision process of my manuscript on 05/02/2020.

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Mohammad Muhassin

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Dr. Mohammad Muhassin <mohammadmuhasin@radenintan.ac.id>

Amendments

2 pesan

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7 April 2020 22.09

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Dear author

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The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension

This study investigated the impact of using Fix Up Strategy as a specific treatment to deal with the students' problem in reading that cannot be overcome merely by general reading comprehension course. This was a kind of quasi-experimental research involving 69 students of Madrasah Tsanawiyah (MTs) Al-Hikmah Bandar Lampung, Lampung Indonesia. They were divided into two groups: 36 students of experimental group and 33 students of control one. Learners in experimental group were treated with Fix Up Strategy (FUS) and those in the control group were treated with Reading Aloud (RA). The procedures were performed in 3 sessions for each group for 2 x 45 minutes. The instrument consisted of 25 questions with multiple-choice that had been previously validated in the procedures of data collection. Then it was given in pre-test and post-test. Further the data were appraised employing Statistical System for the Social Sciences (SPSS) to measure the main sample t-test after providing pre- and post-tests. Data computation obtained Sig. = 0.002 and $\alpha = 0.05$, signifying that H_a is approved since Sig. < $\alpha = 0.002 < 0.05$. It can be said that the Fix Up Strategy promotes a compelling impact on EFL students' reading comprehension. The result significantly implies that the students who practiced reading with FUS had a better comprehension than those with RA.

Keywords: EFL, Indonesian students, reading comprehension, fix up strategy, experimental group, control group

INTRODUCTION

In the twenty first century, students' success is influenced by reading comprehension skill (Kissau & Hiller, 2013). This offers a great challenge for students throughout the world to increase the ability to grasp what they are reading. It is an essential skill to gain a significant progress of learning. In reading procedure, the students should comprehend what the passage is about. The students must master their reading comprehension skill and the focus is not learning to read, but reading to learn. During reading practice, reading comprehension is very critical. This encompasses more than reader-to-text answers (Pourhosein Gilakjani & Sabouri, 2016). It means that the students are unable to obtain knowledge from the reading stuff through reading comprehension. It is a phase of discover meanings of the passage, which is very necessary in reading practice.

Problem Statement

Based on a study of The Worlds Most Literate Nations conducted by Central of Connecticut State University, Indonesia is ranked sixtieth from sixty one Southeast Asian countries on reading interest (Miller & McKenna, 2016). This phenomenon describes the factual condition of Indonesians' reading interest that is on severe crisis, especially among the students. The comprehension of reading is very important in language learning. Indonesian learners may not find difficulties to understand texts in Indonesian language as reading material, but what actually occurred to them when they read English texts. Many learners find difficulties in comprehending English texts because they do not master the English vocabulary (Suryanto, 2017). Besides

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vocabulary shortage, they are also bored with the teachers' conventional strategy and this makes them less motivated in learning reading (Pradana, 2017; Soleh et al., 2019).

Regarding this problem, the situation of teaching learning process should be interesting to give learners motive in developing reading comprehension. It is highly recommended for the teacher to apply a specific teaching technique to enhance the learners' reading comprehension. Some kinds of reading strategies that teachers can use are available; one of them is Fix Up Strategy (FUS). FUS can be used by the students and teachers in collaborative reading to improve students' participation in reading class and can help them comprehend the text individually (Moreillon, 2007; Duffy, 2009; Fitriasia et al., 2015).

Several studies have discussed the use of some strategies in developing students' reading comprehension. Fix Up Strategy can be applied in teaching reading observed from learners' self-confidence. The result indicates the effectiveness of FUS for teaching reading compared to direct teaching, nevertheless there is no connection between the technique of teaching and students' self-confidence in learning reading (Indrasari, 2015). Moreover another strategy called Think-Aloud Method (TAM) is used to teach and learn reading. The focus of the study includes the procedures of using TAM, and the obstacles confronted by the teacher and learners in teaching learning reading using TAM (Pradana, 2017). Another study focuses on the effect of Scaffolded Voluntary Reading (SVR) on EFL students' reading understanding. The findings indicate the effectiveness of SVR on students' skill in reading comprehension since it upgrades the learners' self-chosen reading, autonomous reading, and student-based learning (Sholeh et al., 2019). Differently the current study tries to fill the gap from the previous ones. It attempts to investigate the impact of Fix Up Strategy on Indonesian EFL learners' reading comprehension of descriptive texts.

Research Objective

Referring to the discussion on the background, this study aims to figure out the impact of Fix Up Strategy on Indonesian EFL learners' reading comprehension.

Research Question

In line with the research objective, the study limits the scope of research in the following formulation. Is there any significant impact of Fix Up Strategy on Indonesian EFL learners' reading comprehension?

LITERATURE REVIEW

Teaching English as a foreign Language (TEFL)

TEFL in Indonesian schools is a dynamic practice in which not every teacher conducts the same tasks through the same communicative practices (Muhassin, 2016). This argument implies that teaching English skills particularly reading is a conduct that has intertwined components. The teacher should therefore apply an effective approach to teach English so that the learners can actively participate in the phase of teaching and learning. As a case among Indonesians, learning a native language for example differs

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from learning a foreign one. It is uneasy to instruct English as a foreign language since the teacher needs to explain a language that learners do not practice in daily life (Alwasilah, 2013). The instructor should have an immersive or fascinating system or methodology while teaching English (Pradana, 2017). Therefore innovative strategies or techniques in this situation should be implemented to make the students more interested.

Reading is the method of evaluating, organizing and understanding the multitude of information sources (Scanlon et al, 2010). Reading is uneasy thing because when we read a text, we need a concentration. Reading cannot merely be seen as looking at and remembering any paragraph of a book. In this phase, we also need analysis skills in the reading process to get the details from the document that we interpret. We need to recognize the important thing in the process of reading.

Reading Comprehension

Reading comprehension makes sense when integrating a sort of complicated mechanisms including vocabulary, word awareness, and eloquence (Soleimani & Hajghani, 2013). Good readers can identify and understand the text which they read. The reader who is unable to interpret well will not grasp the text they are reading without supporting from others. Reading awareness encompasses more than readers' reactions to text (Klingner et al., 2007). This concerns on the readers as well as the document they are processing. Nevertheless, it is not only a question of context, but also in the steps of reading comprehension. Readers are experienced when they grasp the nature of text and utilize their insight to understand the essence or intent of the text that they interpret. Without this kind of ability to understand and communicate with language, the message may fail (Berridge, 2015; Pourhosein Gilakjani & Sabouri, 2016).

Furthermore readers need to learn five abilities of reading comprehension to make them easy to read. Those include activating word senses, understanding sentences, making inferences, monitoring comprehension, and understanding text structure. In addition to reading comprehension abilities, there are also several strategies of reading comprehension in teaching reading: (1) setting out or constructing information scope, (2) utilizing visual stimuli, (3) asking, (4) predicting and drawing conclusions, (5) defining key points, (6) using fix up options, and (7) reconstructing (Moreillon, 2007; Soleimani & Hajghani, 2013).

Teaching Reading Using FUS and RA

Teaching is a method in which educators supply their students with their expertise. Good instructors need to consider on wishing their pupils to study (Jose & Raja, 2011). The instructor will care about how to make the course concern their pupils. If the they are involved in topics they would like to know, they can concentrate more on studying. The phase of teaching and learning may function well by implementing an effective plan, so that its aim and goals will be easier to achieve.

One of the ways is by implementing Fix Up Strategy (FUS) in teaching reading comprehension. FUS is a technique that will guide students develop the comprehension

of reading materials. When the students get confused with certain terms or certain phrases, fix up strategy will help them comprehend the text message. Students can use this technique to re-read context or figure out the missing terms (Moreillon, 2007; Duffy, 2009). This means that a phase to discover the message of the text is to fix up strategy. The technique can help students interpret and discover the difficult words. It also makes students easier to pace the process of reading comprehension. The teacher should first clarify the methods for implementing this strategy to students so that they can use it in the phase of reading comprehension (Amelia, 2018). As a reference to utilizing the strategy, the teacher will inform learners the task to use it appropriately.

Further Moreillon (2007) points out that in reading comprehension, curiosity-expressing activities are questioning, predicting, and inferring. This implies that the instructor must be able to trigger students' curiosity to make the reading experience effective. Fix up strategy is the right one. It will transform students into autonomous learners. It will also make students more involved as they conceive of the text they are reading on the basis of their experience or mind. The procedures that can be used are: (1) re-reading the text (2) interacting with background knowledge, (3) inferencing, (4) forecasting (5) recalling what we have already read in writing (6) visualizing, (7) posing a new question.

Using Fix Up Strategy in general has some advantages as follows, namely tracking students' comprehension of the language, and enhancing students' awareness of reading. In addition to its benefits, the technique also has some disadvantages; they are time-consuming, and when the readers do not try to discuss their own questions, they have surely wasted concern and may also comprehension.

A variety of literacy skills and cognitive gains contribute to Reading Aloud (RA). This means that RA is a valuable exercise when listening to the text for the speaker and the audience, and can improve comprehension of reading. RA is an experience and a resource when reading for instructors, pupils, and writers. To read aloud is to say a document that is written aloud. This implies reading aloud is speaking aloud text and the other people around us will relate to what we are saying (Richards & Schmidt, 2013; Ledger & Merga, 2018).

Descriptive Text

In accordance with the 2013 National Curriculum, descriptive text is one of the text genres to be mastered by Indonesian junior high school students, including students at MTs Al-Hikmah Bandar Lampung, Lampung Indonesia. Descriptive text learning is important so that students can explain correct and accurate information (Presnyakova, 2011; Emilia & Christie, 2013; Arancón, 2013). Practically learners may use a textbook when studying descriptive genre, as it portrays a key role in teaching and learning the comprehension of reading.

Descriptive text is a passage used for information purposes. In essence, a descriptive text is meant to provide detail. Therefore, descriptive text can be said to be a text that defines something and contains the attribute of something, someone, or somewhere. It

relates to the senses so it explains how things look, feel, smell, taste, and/or sound. Therefore, a good description depicts a "word image;" the reader may visualize the thing, the location, or the individual in his mind (Ardini, 2010; Anggun, 2016; Salem, 2017).

As a condition for a text to be known as a descriptive text, there are two aspects; Identification and Description (MacSaveny, 2010; Emilia & Christie, 2013). The identification component is intended to introduce and identify specific participants (a human, object, location, item or event) to be identified and the description aspect is intended to explain the actual participant in the text This provides detailed descriptions or individual participant knowledge by including a summary of their attributes, personalities, temperaments, behaviors or qualities.

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METHOD

Research Design

This study applied experimental research. This was the only type of study that explicitly tried to affect a specific variable and could be the best type to evaluate theories regarding cause-and-effect interactions when this type was well implemented (Fraenkel et al., 2010; Klassen et al., 2012). Experimental research is systematic research to control over conditions. This type of research is very important, because it can show whether a variable influences another variable or not. Thus in this study Fix Up Strategy was treated as independent variable (X) and reading comprehension as dependent variable (Y).

Specifically this study applied quasi experimental design that included a group distribution of participants (Shih & Reynolds, 2018). The scope of this study was pre-test and post-test design to find out the reading comprehension of descriptive text by students utilizing Fix-Up Strategy as can be drawn on table 1.

Table 1

Research Design

Control group	Pre-test	Reading Aloud	Post-test
Experimental group	Pre-test	Fix Up Strategy	Post-test

In this step, two groups were randomly selected; those were control group and experimental group. Instead, before treatment the learners were given pre-test to know their understanding of reading in descriptive text. The researcher then applied a treatment in each group, using Reading Aloud in the control group and Fix Up Strategy in the experimental group. The students were provided with a post-test after treatment to see if there was any impact on the comprehension of the students' reading.

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Participants

The samples of this research were students of Madrasah Tsanawiyah Al-Hikmah Bandar Lampung, an Islamic Junior High School in Lampung, Indonesia who took reading comprehension lesson in English subject. Two groups were formed depending on the research design. The first group consisted of 36 students from the experimental group who received Fix Up Strategy (FUS) introduced by Moreillon (2007) and 33

students as the control group obtained Reading Aloud (RA) proposed by Richards & Schmidt, 2013).

Instruments

To evaluate students' understanding of reading, an objective test of 25 valid questions with 4 choices was employed. The test was developed based on specifications particularly employed to assess reading comprehension, including main idea (topic), expression/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for specifically stated detail), excluding fact not written (unstated detail), supporting idea, and vocabulary in context (Brown, 2007).

Data Analysis

Research data were analysed statistically using SPSS version 20 to measure the sample t-test for hypothesis test. The t-test was then utilized to consider the grades of reading comprehension from the pre-test and post-test using FUS in experimental group and RA in control group.

FINDINGS

Upon completing the test, the pre-test and post-test results were collected from both control and experimental groups. Pre-test was administered on September 16, 2019 before the treatment to see the reading comprehension of the students in descriptive text, as can be noticed in Figure 1.

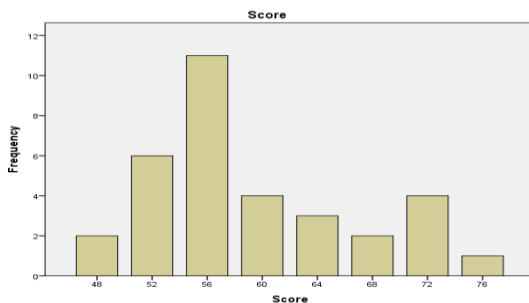


Figure 1
Pre-test result of control group

Figure 1 shows that the learners' reading comprehension grade is regarded low, with a mean of only 59,27 for the pre-test in the control group. 48 for 2 students; 52 for 6 students; 56 for 11 students; 60 for 4 students; 64 for 3 students; 68 for 2 students; 72 for 4 students; 76 for 1 student. The lowest grade is 48 and the highest one is 76.

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The pre-test was also carried out in the experimental group. An examination was performed before the treatments search for the comprehension of the learners' reading of descriptive text. On September 16, 2019, it was implemented. This is drawn in Figure 2.

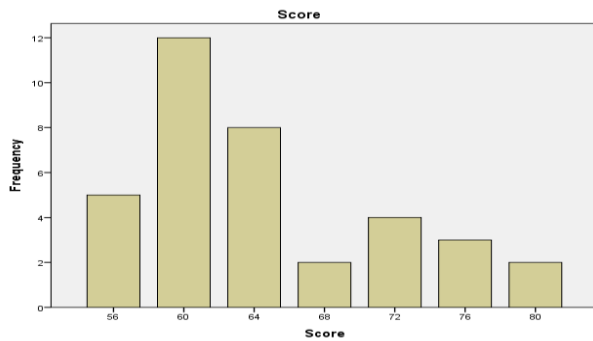


Figure 2
Pre-test result of experimental group

Figure 2 indicates that the mean of pre-test in experimental group is 64.56. 5 students got 56; 12 students (60); 8 students (64); 2 students (68); 4 students (72); 3 students (76); 2 students (80). 56 is the lowest grade and 80 is the highest one.

The post-test was performed to see the significant effect on both control and experimental groups after the treatments were provided. The control group Post-Test was issued on 25 September 2019. The ratings of the students' post-test grade of reading comprehension are shown in figure 3.

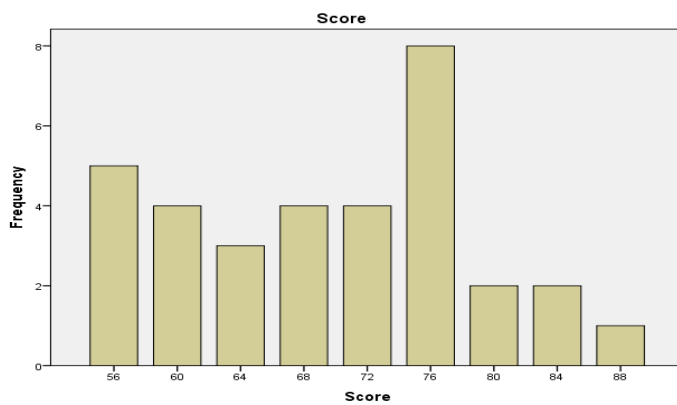


Figure 3
Post-test result of control group

Figure 3 signals that the average of control group post-test grade is 69.58. 56 for 5 students; 60 for 4 students; 64 for 3 students; 68 for 4 students; 72 for 4 students. 76 for 8 students; 80 for 2 students; 84 for 2 students; and 88 for 1 student. The lowest grade is 56 and the highest one is 88.

The post-test was also carried out in the experimental group on September 25, 2019 to see the major impact after the treatment. Figure 4 provides the ratings in the post-test.

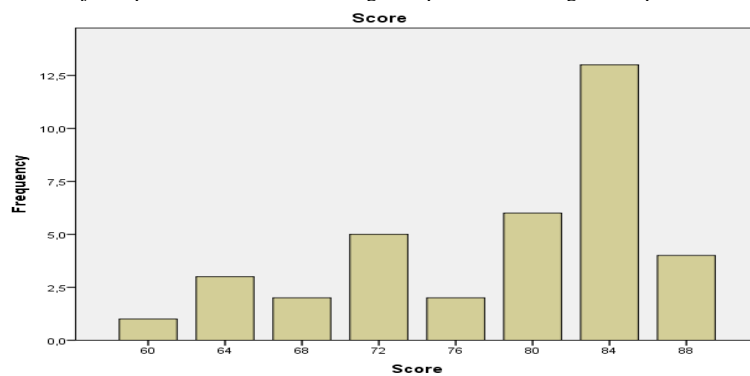


Figure 4
Post-test result of experimental group

Figure 4 shows that three treatments produces an improvement in the reading comprehension of students using fix up strategy. It is known that the average grade of post-test in experimental group is 78.44. 60 for 1 student; 64 for 3 students; 68 for 2 students; 72 for 5 students; 76 for 2 students; 80 for 6 students; 84 for 13 students; and 88 for 4 students. There are the lowest grade of 60 and the highest one of 88.

The findings signifies that there has been a progress in both grades based on pre-test and post-test data for control group as well as experimental one. The average of the control group pre-test is 59.27 from the figures 1 and 2, and the post-test is 69.58. Whereas, the mean of the experimental group pre-test is 64.56 from figures 3 and 4, and the post-test is 78.44. It is clearly seen that there are changes on both groups. However the performance of experimental group is higher than the control one. The discussion comes up with conclusion that there is a major improvement in the experimental group compared to the control one.

The normality trial was assessed after the students had graded using SPSS version 20 in pre-test and post-test. Thyphoteses were proposed in two ways; the data were distributed naturally (H_0), and the data were not distributed automatically (H_a). Meanwhile the test criteria were conditioned as follows. H_0 was consented if the value (p) > significant ($\alpha = 0.05$), and H_a was taken on if the value (p) < significant ($\alpha = 0.05$).

Table 2
Normality test

	Groups	Kolmogorov-Smirnov ^a			Saphiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	FUS	,131	36	,121	,948	36	,091
	RA	,148	33	,065	,940	33	,068

a. Lilliefors Significance Correction

Table 2 reveals that the control group Pvalue (Sig.) is 0.068 and the experimental group Pvalue (Sig.) is 0.091. The Sig. (Pvalue) of Experimental group and control group is > α 0.05, resulting in the rejection of H_a . The assumption indicates a normal distribution of the results in both experimental and control groups.

The homogeneity test was conducted in both control and experimental groups after gaining the outcome of students' reading comprehension pre- and post-tests, by drawing two hypotheses. The data variation was not homogeneous (H_a), and the data variation was homogeneous (H_0). The evaluation parameters were: H_0 was consented if $\text{Sig} > \alpha = 0.05$, and H_a was taken on if $\text{Sig} < \alpha = 0.05$.

Table 3
Homogeneity test

Levene Statistic	df1	df2	Sig.
,285	1	67	,595

It is known that Sig. (Pvalue) on table 3 is $0.595 > \alpha = 0.05$. Table 3 reveals that because Sig (Pvalue) $> \alpha = 0,05$, H_0 is taken on, signifying that the data variation is homogeneous.

Thus the prior discussion states that the normality and the homogeneity test are satisfying. Afterwards the hypothesis test was applied with SPSS for independent sample t-test in two ways; there was a major impact of fix up strategy towards EFL students' reading comprehension of descriptive text (H_a), and there was no effect of fix up strategy towards EFL students' reading comprehension of descriptive text (H_0). The conditions for accepting or rejecting the hypotheses were: if Sig. (Pvalue) $> \alpha = 0.05$, H_0 was consented, and if Sig. (Pvalue) $< \alpha = 0.05$, H_a was taken on.

Table 4
Result of hypothetical test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,285	,595	3,245	67	,002	4,919	1,516	1,893	7,945
Gain									
Equal variances not assumed			3,254	66,953	,002	4,919	1,512	1,901	7,937

Table 4 indicates that the value of the significant provided Sig is centered on the outcome gained in the independent sample t-test on table 4 of $0.002 < \alpha = 0.05$ (p.value). So, H_a is accepted and H_0 is refused. Based on the assessment, it can be concluded that the use of Fix Up Strategy surely gives a significant impact on EFL learners' comprehension of reading descriptive texts.

DISCUSSION

Implementation of FUS

The teacher's approach provides an important impact in shaping the comprehension of students' reading since language learning as a mother tongue differs from language learning as a foreign language (Alwasilah, 2013). The strategy used by the teacher gives an effective impact in students' reading comprehension. Briefly the teacher needs to use appropriate strategy in teaching reading.

This research has proved that teaching reading through FUS is effective. Fix up strategy was used as an effective strategy in teaching reading. There were three treatments in this research. Starting the research, the pre-test was given to know the ability of learners

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to read comprehension in descriptive text before treatment was given. Pre-test score would be used as the score of students before treatment.

Based on the finding of the research, the students who were taught by using Fix Up Strategy have increased their reading comprehension of descriptive text. The result of pre-test before Fix Up Strategy was implemented showed that the students' score was lower than after Fix Up Strategy was applied. Upon undergoing the treatment and the post-test, it was observed that the experimental group and control group had gained significant differences. From this outcome, to achieve an optimal performance, fix up strategy can be applied in class. The teacher must facilitate students to think creatively and actively in reading text by providing fix-up tools such as previewing, predicting, re-reading, monitoring, connecting, visualizing, making inferences, and retelling the text when applying fix-up strategy (Moreillon, 2007; Duffy, 2009; Indrasari, 2015).

The implementation of FUS as one of effective strategy certainly strengthens the previous research finding of the emergence for teachers to search for strategies or techniques that are interesting for learners to be actively involved in teaching learning EFL reading comprehension (Pradana, 2017). By using FUS, the students trained themselves in comprehending the materials that were given individually. The technique made learners easy to understand the resources provided. Research results find out that FUS gives a better effect on the learning process of teaching. It may engage students in reading practice.

Comparison Scores of Pre-Test and Post-test in FUS and RA

The result shows that the average pre-test score is slightly different between the experimental group and the control group. The pre-test score reveals that the mean in the experimental group is 64.56 and the control one is 59.27. Following pre-testing, treatment was administered three times. In the experimental group, the learners were instructed by FUS and by RA in the control group. The procedures of both strategies were explained to the learners before treatments. After providing treatments, the post-test was also administered with the 25 option test items of a, b, c and d. The post-test result reveals that the mean is 78.44 in the experimental group and 69.58 in the control group. The results show that the post-test grade of the students is higher than in the pre-test.

The conclusion of the T-test states that H_0 is rejected and H_a is accepted, relating to the evidence and the validation of the hypothesis. This indicates the treatments gives a significant effect on the reading comprehension of students of descriptive text by using FUS. The finding clearly signifies the advantage of using FUS for readers to retrieve context, such as re-reading, thinking ahead, or finding out unfamiliar words as is pointed out by Moreillon (2007).

Furthermore Fix Up Strategy can enhance some facets of student reading understanding, such as theme, illation, grammar element, detail (scanning for a specifically stated detail), excluding non-written facts, additional idea, and lexicon. The pre-test and post-

test results both revealed that the learners trained using FUS had a better outcome than the learners treated using RA.

Through using FUS, while training, students thought deeply of making predictions. The teacher can address their own concerns about the text with the forecast. Students' interest about the responses to the facts might cause them carefully read the text. When the students become eager to address the questions to the facts, the students could become more involved in the learning phase (Moreillon, 2007; Duffy, 2009).

It is very important to make the students understand better on the text because they can answer the questions correctly. This result similarly confirms the prior findings stating that FUS also helps students consider the techniques of reading, understand the process of reading, and gain skills (Indrasari, 2015; Amelia, 2018).

CONCLUSION

After this work has been concluded, certain conclusions can be drawn about the use of FUS which can affect the reading comprehension of descriptive text by students. As mentioned earlier, the research's goal was to figure out whether the use of FUS had a significant impact on the reading comprehension of descriptive text by students. It is highlighted in this study that FUS may help learners enhance the reading comprehension of the subject, as learners can be replicated through this technique to think effectively and be more confident. To avoid students from being passive to knowing reading and to be more convinced in expressing their thoughts, the informative and recognizable resources should be presented.

Moreover expressing the ideas of the students should not be restricted so that participants are prompted in studying more and in understanding further. This can make learners understand their own thoughts. The research implies that students should study hard and be mindful in the process of learning. Students should also practice their reading English more to enhance their comprehension of reading. Briefly, there is a major impact of using FUS towards students' reading comprehension of descriptive text. Therefore this study strongly recommends the application of FUS to enhance EFL students' comprehension in reading English text. FUS can be a good alternative of teaching strategies to overcome students' problems in comprehending English texts.

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Commented [P12]: there should explanations why such findings were found.
More background information of participants should be included for explanations.

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International Journal of Instruction Article Evaluation Form

Mr. /Mrs.

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

Asim ARI
Editor in Chief

Name of the article: The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the objectives set clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the issue stated clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the literature review adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the references adequate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is cohesion achieved throughout the article?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the work contributing to the field?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
- The article can be published as it is.
 - The article can be published after some revision.
 - The article must undergo a major revision before it can be resubmitted to the journal.
 - The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? Yes No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract- Summary	the title is acceptable. The abstract should omit some unnecessary information as commented in the paper, and add some more information on the results.
Introduction and Literature Review	The first part of the introduction should address the reading comprehension in what language? first, second or foreign language? The next section should describe more problems relevant to the participants in the research context. The RQ should be clearer. The literature review should add previous studies.

Research Methods	The research design is appropriate; however, a detailed description of experiment should be added. The validity and reliability of tests should be mentioned. It would be clearer if there is more background information of research participants. The validity and reliability of the study should be addressed.
Research Findings	The meanings of results in terms of statistics should be interpreted.
Discussion	There should explanations why such findings were found. More background information of participants should be included for explanations.
Conclusion and Suggestions	The suggestions should be more practical and based on the findings
References and Citation	They should conform the APA style strictly.
Language	It should be well proofread .
Other issues	



Dr. Mohammad Muhassin <mohammadmuhasin@radenintan.ac.id>

Submission of revised article "Article 020220_for revision"

3 pesan

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25 April 2020 20.17

Dear editor

We have finished doing the amendments from reviewers and send back our revised article and the list of explanations of the revisions done as the attachments. Thank you for your kind attention.

Regards

Mohammad Muhassin

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2 lampiran**Article 020220_for revision.docx**

107K

**Changes made on Manuscript.docx**

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25 April 2020 22.45

Kepada: mohammadmuhasin@radenintan.ac.id, annisajihan51@gmail.com,
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Dear author

We received your revised article and sent it to reviewers. Thank you very much for your interest in IJI.

Sincerely yours,

Editorial

International Journal of Instruction

From: "mohammadmuhasin" <mohammadmuhasin@radenintan.ac.id>**To:** "iji" <iji@ogu.edu.tr>**Sent:** Saturday, April 25, 2020 4:17:39 PM**Subject:** Submission of revised article "Article 020220_for revision"

[Kutipan teks disembunyikan]

Muhammad Muhassin <mohammadmuhasin@radenintan.ac.id>

25 April 2020 23.45

Kepada: iji@ogu.edu.trCc: annisajihan51@gmail.com, dewiyayu.hidayati@fisip.unila.ac.id

Thank you for your response.

[Kutipan teks disembunyikan]

The following changes have been made on the Manuscript “...” in accordance with reviewers’ comments

Reviewer’s comments	Changes made	Page (see highlights)
<p>The title is acceptable. The abstract should omit some unnecessary information as commented in the paper, and add some more information on the results.</p>	<p>Comment [P1]: should be omitted Revision: The following information has been omitted: [Further the data were appraised employing Statistical System for the Social Sciences (SPSS) to measure the main sample t-test after providing pre- and post-tests. Data computation obtained Sig. = 0.002 and $\alpha = 0.05$, signifying that H_a is approved since $\text{Sig.} < \alpha = 0.002 < 0.05$.]</p> <p>Comment [P2]: more specific result Revision: The data were analysed using t-test and the result showed that 1) the students in the treatment with FUS demonstrated a significant improvement in EFL reading comprehension, and 2) FUS contributed to the students’ autonomy in learning reading, enhancement of students’ awareness in reading, students’ active involvement in reading practice. The finding claims that the students who practiced reading with FUS had a better comprehension than those with RA. Certain pedagogical implications related to the finding were also discussed.</p>	<p>1</p> <p>1</p>
<p>The first part of the introduction should address the reading comprehension in what language? first, second or foreign language?</p>	<p>Comment [P3]: it should address the reading comprehension in what language? first, second or foreign language? Revision: In the twenty first century, students' success is influenced by reading comprehension skill (Kissau & Hiller, 2013). This offers a great challenge for students throughout the world to increase the ability to grasp what they are reading. It is an essential skill to gain a significant progress of learning. In reading procedure, the students should comprehend what the passage is about. The students must master their reading comprehension skill and the focus is not learning to read, but reading to learn (Alyousef, 2006). During reading practice, reading comprehension is very critical because it encompasses more than reader-to-text answers (Pourhosein Gilakjani & Sabouri, 2016). It means that the students are unable to obtain knowledge from the reading stuff through reading comprehension. It is a phase of discover meanings of the passage, which is very necessary in reading practice.</p> <p>In the Indonesian context, many students still face some problems in reading comprehension since English in Indonesia is more likely to be taught and learned as English as a foreign language (EFL) (Sulistiyo, 2016). The process of teaching and learning English occurs mostly in classrooms, rather than during daily communication (Davoudi & Yousefi, 2015). Apparently, problems in EFL reading comprehension among Indonesian students are lack of vocabulary and background knowledge, insufficiency of grammatical knowledge, and poor reading strategies (Setiyadi, 2016).</p> <p>Referring to a study of The Worlds Most Literate Nations conducted by Central of Connecticut State University, Indonesia is ranked sixtieth from sixty one Southeast Asian countries on reading interest (Miller & McKenna, 2016). This phenomenon describes the factual condition of Indonesians' reading interest that is on severe crisis, especially among the students. The comprehension of reading text is very important in language learning. Indonesian</p>	<p>1-2</p>

<p>The next section should describe more problems relevant to the participants in the research context.</p>	<p>learners may not find difficulties to understand texts in Indonesian language as reading material, but things will be more complicated when they read English texts (Setiyadi, 2016). Many EFL learners find difficulties in comprehending English texts because they do not master the English vocabulary (Suryanto, 2017). Besides vocabulary shortage, they are also bored with the teachers' conventional strategy and this makes them less motivated in learning reading (Pradana, 2017).</p> <p>Comment [P4]: this section should describe more problems relevant to the participants in the research context</p> <p>Revision: Regarding this problem, the situation of teaching learning process should be interesting to give learners motive in developing reading comprehension. It is highly recommended for the teacher to apply a specific teaching technique or strategy to enhance the learners' reading comprehension (Sholeh et al., 2019). Some kinds of reading strategy that teachers can use are available; one of them is Fix Up Strategy, abbreviated as FUS. FUS can be used by the students and teachers in collaborative reading to improve students' participation in reading class and can help them comprehend the text individually (Moreillon, 2007).</p> <p>FUS is a technique that will guide students develop the comprehension of reading materials. When the students get confused with certain terms or certain phrases, fix up strategy will help them comprehend the text message. Students can use this technique to re-read context or figure out the missing terms (Duffy, 2009). This means that a phase to discover the message of the text is to fix up strategy. The technique can help students interpret and discover the difficult words which makes students easier to pace the process of reading comprehension (Fitrisia et al., 2015). The teacher should first clarify the methods for implementing this strategy to students so that they can use it in the phase of reading comprehension (Amelia, 2018). As a reference to utilizing the strategy, the teacher will inform learners the task to use it appropriately.</p> <p>Further Moreillon (2007) points out that in reading comprehension, curiosity-expressing activities are questioning, predicting, and inferring. This implies that the instructor must be able to trigger students' curiosity to make the reading experience effective. Fix up strategy is the right one since it will transform students into autonomous learners and will also make students more involved as they conceive of the text they are reading on the basis of their experience or mind (Bremer et al., 2002). The procedures that can be used are: (1) re-reading the text (2) interacting with background knowledge, (3) inferencing, (4) forecasting (5) recalling what we have already read in writing (6) visualizing, (7) posing a new question. Further Tovani (2000) maintains that using Fix Up Strategy in general has some advantages, for instance tracking students' comprehension of the language, and enhancing students' awareness of reading.</p> <p>The empirical studies above present the importance of applying FUS in teaching reading because of the many benefits gained by students in order to improve their reading comprehension skills. Moreover, in a reading crisis situation like now, the application of FUS in teaching EFL reading becomes urgent as one of the reading strategies that attracts students' attention so that the learning situation is not boring and monotonous. Therefore the present study seeks to explore the benefits gained by students when teachers apply FUS in the context of teaching reading</p>	<p>2-3</p>
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<p>The RQ should be clearer.</p>	<p>comprehension in Indonesia, especially for EFL learners in the eighth grade of junior high school with descriptive text material in line with the school's curriculum and syllabus.</p> <p>This study assumes that by adapting and practising FUS, some problems encountered by students in EFL reading comprehension such as lack of vocabulary and background knowledge, learning dependence, and less engagement in reading practice can be overcome (Davoudi & Yousefi, 2015). Besides, FUS is expected to cope with the problem concerning the poor strategy used by EFL teachers in teaching activity due to its strong emphasis on the students' active and creative engagement in reading practice within pairs or small groups (Pradana, 2017; Sholeh et al, 2019). It is highly expected that the practice of this reading strategy will be beneficial for students because in FUS students are required to play active and autonomous roles in finding the problems of vocabulary and background knowledge (Moreillon, 2007). FUS can be implemented by rereading, using prior knowledge, thinking, and reflecting as well as solving the problem by visualizing, retelling, and noticing about what already understood from the text (Indrasari, 2015; Amelia, 2018).</p> <p>Comment [P5]: RQ should be clearer. Revision: With reference to the background, the study aims to investigate the implementation of FUS and its impacts on Indonesian EFL learners' reading comprehension. Particularly, the study discusses the following research questions: 1. How is Fix Up Strategy implemented in teaching EFL reading comprehension? 2. Does Fix Up Strategy impact significantly on the improvement on the EFL learners' reading comprehension?</p>	<p>3</p>
<p>The literature review should add previous studies.</p>	<p>Comment [P6]: should add previous studies Revision: As a category of language learning strategy, reading strategies are defined as a mental action strategy to achieve a reading objective (Bimmel et al., 2001). These are often known as the mental operations or processes of comprehension that the readers choose and implement to make sense of what they are reading (Abbott, 2006). Reading strategies make a beneficial contribution to the learning process if used appropriately in various ways (Grabe, 2009). Most of the readers utilize a variety of methods to collect, retain and restore information (Mikulecky, 2008). Readers may face some difficulties in understanding and apply some strategies to resolve their difficulties (Peregoy & Boyle, 2001). Each individual profits from various strategies and some of them contribute to a quicker and clearer comprehension target (Tercanlioglu, 2004).</p> <p>Considering the significance of reading strategies to overcome students' problems, many studies have been carried out related to instructional guidance of reading strategy, especially those which are closely related to the application of fix up strategy for EFL reading comprehension learning in Indonesian context. For example, Suryati (2013) investigated the effect of using fix up strategy towards reading comprehension of the second year students at SMAN 2 Tapung Kampar Regency applying quasi-experimental design. The study chose 51 senior high school students as research subject divided into 25 students of control group and 26 students of experimental group. The instrument was reading comprehension test consisting of 25 valid multiple choice items. The result of the study exhibited a</p>	<p>3-6</p>

significant effect of fix up strategy towards students' reading comprehension. It could be proved that the t-test was 2.93 more than 2.01 of t-table on the level of significance 5% and 2.68 of t-table on 1% level of significance and the increase on students' mean score from 50.31 in pre-test to 68.92 in post-test.

Another slightly different study, Indrasari (2015) examined the effectiveness of fix up strategy to teach reading viewed from students' self-confidence at the eighth grade students of SMPN 2 Temanggung using experimental research. The study selected 52 junior high school students as research subject; 26 students of control group and 26 students of experimental group. The instruments were reading comprehension test and questionnaire. The study came up with some findings as follows: fix up strategy was more effective than direct teaching to teach reading; the achievement of students in reading skill did not depend on the level of students' self-confidence; there was no interaction between teaching strategies and students' self-confidence in teaching reading.

With the selection of different group designs, Kusumawati (2019) carried out an investigation on the effect of fix up strategy on reading comprehension of the eleventh grade students at SMAN 7 Kediri employing experimental design. There was only one group for pre-test and post-test design including 34 students as research subject. The instrument was reading comprehension test. The study reported findings that there was an increase on students' mean score from 65.15 in pre-test to 78.9 in post-test and the t-test was 7.359 higher than 2.034 of t-table. Based on the findings, it could be concluded that fix up strategy was effective used in teaching reading.

Given the study on higher level students, Suhermanto (2019) questioned whether there was any effect of fix up strategy on reading comprehension of the second year students at Islamic State Institute of Curup applying quasi-experimental design. This was a single group design consisting of 60 second semester students of English department as research subject. The instrument was reading comprehension test consisting of 30 valid multiple choice questions for pre-test and post-test. The finding showed that the t-count value was 3.905 more than t-table value, promoting a significant effect of fix up strategy towards students' reading comprehension. Besides there was significant difference of students' score after being taught by using fix up strategy.

More recently, Farmadani (2019) conducted a study exploring the effect of fix up strategy towards reading comprehension of the eighth grade students at SMPN 1 Sumbergempol Tulungagung by employing pre-experimental design. There was only one group for pre-test and post-test design including 32 students as research subject. The instrument was reading comprehension pre-test and post-test. The finding indicated that there was a significant increase on students' mean score from 68.91 in pre-test to 89.06 in post-test and the t-test showed that P-value (Sig.) was 0.000 less than 0.05, signifying the students' different achievement before and after being taught by using fix up strategy. Based on the findings, it could be concluded that fix up strategy was effective for teaching reading in junior high school.

The discussion on the previous studies has come to a conclusion that there are different points of view related to the subject level, research type, group design, and research instrument, even though using the same fix up strategy. The present study applies the same strategy but principally finds gaps and tries to fill them with different schemes,

	<p>namely using quasi-experimental design at junior high school level with 2 group designs, involving two research instruments: reading test and observation. Thus this study attempts to investigate the implementation of the fix up strategy on Indonesian EFL students' reading comprehension in different perspectives.</p>									
<p>The research design is appropriate; however, a detailed description of experiment should be added.</p> <p>It would be clearer if there is more background information of research participants.</p>	<p>Comment [P7]: description of the experiment Revision: This study applied experimental research. This was the only type of study that explicitly tried to affect a specific variable and could be the best type to evaluate theories regarding cause-and-effect interactions when this type was well implemented (Fraenkel et al., 2011; Klassen et al., 2012). Experimental research is systematic research to control over conditions. This type of research is very important, because it can show whether a variable influences another variable or not. Thus in this study Fix Up Strategy was treated as independent variable (X) and reading comprehension as dependent variable (Y).</p> <p>Specifically this study applied quasi experimental design that included a group distribution of participants (Shih & Reynolds, 2018). The scope of this study was pre-test and post-test design to find out the reading comprehension of descriptive text by students utilizing Fix-Up Strategy as can be seen in table 1.</p> <p>Table 1 Research Design</p> <table border="1" data-bbox="616 762 1756 831"> <tr> <td>Control group</td> <td>Pre-test</td> <td>Reading Aloud</td> <td>Post-test</td> </tr> <tr> <td>Experimental group</td> <td>Pre-test</td> <td>Fix Up Strategy</td> <td>Post-test</td> </tr> </table> <p>In this step, two groups were randomly selected; those were control group and experimental group. Before treatment, the learners were given pre-test to assess their basic reading comprehension. The researcher then applied a treatment for each group, using a conventional reading activity in the control group and Fix Up Strategy in the experimental group. There were three meetings for treatment. Specifically, the experiment of teaching EFL reading using Fix Up Strategy confirmed the procedures suggested by Moreillon (2007) as follows: 1) re-reading the text 2) interacting with background knowledge, 3) inferencing, 4) forecasting 5) recalling what we have already read in writing 6) visualizing, 7) posing a new question. By the end of experiment, students were given post-test to evaluate whether there were differences on of the students' reading comprehension scores after treatment.</p> <p>Comment [P8]: more background information of research participant Revision: The subjects of this study were the eighth grade students of MTs Al-Hikmah Bandar Lampung, an Islamic Junior High School in Lampung, Indonesia who took reading comprehension lesson in English subject in line with the school's curriculum and syllabus. There were four classes for eight grade: VIIIA, VIIIB, VIIIC, and VIID. Two classes which were of the same kind in their English competence were chosen randomly using lottery. The selected classes were class of VIIIA regarded as experimental group and class of VIID regarded as control group. There were 36 students in experimental group and 33 students in control group. The experimental group was taught by one of the researchers using Fix Up Strategy (FUS) suggested Moreillon (2007) and the control group was taught by a</p>	Control group	Pre-test	Reading Aloud	Post-test	Experimental group	Pre-test	Fix Up Strategy	Post-test	<p>6-7</p> <p>7</p>
Control group	Pre-test	Reading Aloud	Post-test							
Experimental group	Pre-test	Fix Up Strategy	Post-test							

Validity and reliability of the tests

classroom teacher applying Reading Aloud (RA), a conventional reading activity introduced by Ledger & Merga (2018).

Comment [P9]: validity and reliability of the tests

Revision:

Instruments

In collecting the data, the study applied reading comprehension test with multiple choice questions as the instrument. There were two kinds of test, Pre-test and Post-test. Pre-test was given before treatment of the techniques for both groups to assess students' basic reading comprehension and Post-test was given to find out the differences of students' reading comprehension after the treatment. The reading texts were based on descriptive genre adopted from the text book of Grade VIII and internet. The researchers developed a reading comprehension test by confirming validity and reliability as the criteria of a good test proposed by Bordens & Abbott (2018). Therefore before distributing the test, the researchers had tried out 50 test items for pre-test and 50 test items for post-test to another class (VIIIB). The validity and reliability analysis of the try out resulted in 25 test items which were then distributed in the pre-test and post-test for each group. The following table presented the blue print of test items based on eight aspects particularly employed to assess reading comprehension as asserted by Brown (2007).

Table 2
Blue print of pre-test and post-test

Aspects	Test Items			N
	Pre-test		Post-test	
Main idea (topic)	2,5,11,14	4	1,11,12,13,18,	6
Expression/idiom/phrase in context	-	-	23	1
Inference (implied detail)	7,8,17	3	24	2
Grammatical features	6,15,19	3	8,17	3
Detail (scanning for a specially stated detail)	1,9,10,16		5,10,25	
Excluding facts not written	18,21,22,23,	9	2,6,7,9,14	9
Supporting idea	24	1	15,20,21,22	1
Vocabulary in context	12	-	16	-
	-	5	-	3
	3,4,13,20,25		3,4,19	
Total		2		25
		5		

Besides, observation with reference to Project-Based Learning (Widiyoko, 2012) was carried out during three meetings of treatment to evaluate the level of implementation of fix up strategy in teaching reading comprehension.

7-8

<p>The validity and reliability of the study should be addressed.</p>	<p>The observation form consisted of 7 statements on the procedures of fix up strategies with “Yes” or “No”. Then the result observation could be interpreted with the following criteria.</p> <p>Table 3 <u>Criteria of Fix Up Strategy Implementation</u></p> <table border="1" data-bbox="618 347 1095 539"> <thead> <tr> <th>Criteria</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very good</td> <td>80-100</td> </tr> <tr> <td>Good</td> <td>60-80</td> </tr> <tr> <td>Fair</td> <td>40-60</td> </tr> <tr> <td>Poor</td> <td>20-40</td> </tr> <tr> <td>Fail</td> <td>0-20</td> </tr> </tbody> </table> <p>(Widiyoko, 2012)</p> <p>Comment [P10]: the validity and reliability of the study should be addressed</p> <p>Data Analysis Research data was analysed by statistical computation that includes normality test and homogeneity test. Then t-test for two correlated samples was also used to find out the significant difference between the pre-test and post-test scores of students who were taught by FUS and those who were not. For practicality and efficiency of the study, statistical computation of SPSS was applied for hypothesis test. In addition the followings were the criteria of acceptance and rejection of hypothesis. H_a was accepted if $\text{Sig.} < \alpha = 0.05$ and H_o was accepted if $\text{Sig.} > \alpha = 0.05$.</p>	Criteria	Percentage	Very good	80-100	Good	60-80	Fair	40-60	Poor	20-40	Fail	0-20	<p>8</p>
Criteria	Percentage													
Very good	80-100													
Good	60-80													
Fair	40-60													
Poor	20-40													
Fail	0-20													
<p>The meanings of results in terms of statistics should be interpreted.</p>	<p>Comment [P11]: the meanings of the results in terms of statistics should be interpreted</p> <p>Revision:</p> <ol style="list-style-type: none"> 1. Table 4 manifests the level of implementation of FUS procedures in teaching reading comprehension. The frequency of “Yes” answer is 18 or 85.7%, whereas the frequency of “No” answer is 3 or 14.3%. Referring to the scoring criteria in table 3, it can be interpreted that the implementation of FUS is on the level of “very good”. Thus we come to a conclusion that FUS has already been practiced properly as a strategy used to improve students’ reading comprehension. 2. The data presentation in table 5 shows that there has been a good progress on pre-test and post-test scores for control group as well as experimental group. The mean value of the control group from pre-test is 59.27 and the post-test is 69.58. Meanwhile, the mean value of the experimental group pre-test is 64.56 and the post-test is 78.44. It can be clearly seen that there are changes on both groups. However the performance of experimental group is higher than the control group. The discussion comes up with conclusion that there is a significant 	<p>9-14</p>												

	<p>improvement of students' reading comprehension score in the experimental group compared to the control group.</p> <p>3. Table 6 reveals that the control group's Sig. is 0.068 and the experimental group's Sig. is 0.091. Both significances are greater than 0.05. Therefore H_a is rejected, and H_0 is accepted. This assumes that the data of control and experimental groups are normally distributed.</p> <p>4. The homogeneity test was conducted in both control and experimental groups after gaining the results of pre-test and post-test, by proposing two hypotheses. The data variances were not homogeneous (H_a), and the data variances were homogeneous (H_0) with criteria: H_0 was accepted if $\text{Sig.} > \alpha = 0.05$, and H_a was accepted if $\text{Sig.} < \alpha = 0.05$.</p> <p>Table 7 Homogeneity test</p> <table border="1" data-bbox="607 531 1122 619"> <thead> <tr> <th>Levene's Statistic</th> <th>df1</th> <th>df2</th> <th>Sig.</th> </tr> </thead> <tbody> <tr> <td>.285</td> <td>1</td> <td>67</td> <td>.595</td> </tr> </tbody> </table> <p>The result of the homogeneity test signals that the significance is 0.595, more than 0.05. Thus it can be concluded that test data come from homogenous groups.</p> <p>5. Table 8 indicates that probability (p) value of Sig. (2-tailed) for experimental group is 0.002. Referring to the criteria of Hypothesis test, if sig. value is less than 0.05, H_a is accepted. Therefore it can be concluded that there is a significant difference between pre-test and post-test scores in experimental group. The result of Hypothesis test proves that the use of Fix Up Strategy gives a significant impact on EFL students' reading comprehension.</p>	Levene's Statistic	df1	df2	Sig.	.285	1	67	.595	
Levene's Statistic	df1	df2	Sig.							
.285	1	67	.595							
<p>There should explanations why such findings were found. More background information of participants should be included for explanations.</p>	<p>Comment [P12]: the meanings of the results in terms of statistics should be interpreted</p> <p>Revision: Implementation of FUS</p> <p>The main objective of the present study is to investigate the relations between the implementation of Fix Up Strategy as a specific treatment in teaching EFL reading comprehension and its impact on the improvement of EFL students' reading comprehension. With regard to this objective, this study attempts to explore how a teacher teaches reading using FUS a special treatment to improve students' reading comprehension skill. Direct observations were conducted by researcher in three treatment meetings. The results of observation as shown in table 4 indicated that the frequency of implementation of FUS procedures reached 85.7% which was categorized as very good level. This achievement has positive implications for students in understanding and practicing FUS in the process of reading comprehension learning. Thus the main benefit of this study is to facilitate students to be able to improve their reading comprehension skill through the application of the FUS.</p> <p>The observation results in the treatment process showed that students seemed more interested in learning reading as the teacher implemented FUS. This might happen because the teacher's instructional guide on the application of the</p>	<p>14-16</p>								

FUS procedure has a positive impact on overcoming the problem of students who have limited vocabulary and background knowledge. The result is that applying FUS can help them understand the parts of the English text that are difficult. The teacher's role as a learning facilitator is very important in improving reading skills. This is closely related to the finding of Suhermanto (2019) which states that teacher guidance is needed in order to improve students' learning outcomes for better reading.

Treatment with FUS has made learning conditions conducive so students can be actively and independently involved in self-monitoring and self-correction when they encountered confusing text. In self-monitoring students were aware when meanings broke down, identified words, phrases, paragraphs they did not understand and used fix strategy to restore the meaning. This is consistent with Indrasari (2015) who maintains that by applying FUS, students were facilitated to be actively engaged in reading text by giving fix-up tools, such as previewing, predicting, rereading, making connection, visualizing, making inference, and retelling the text. Self-monitor involves metacognitive awareness, which is knowing when what one is reading makes sense by monitoring and controlling one's own comprehension (Takallou, 2011).

One of the factors that FUS can improve student reading comprehension score is efficiency on how to learn the course material in a cooperative learning approach which encourages engagement and empathy by giving each member of the group an essential part to play in the academic activity (Nejad & Keshavarzi, 2015). Students were given more space to be engaged in reading practice by pointing out their difficulties in comprehending text with their pairs through discussion. Within a small cooperative group, when students find the clunks, i.e. the word, idea, or concept which are difficult to understand and break down reading comprehension of the whole text, they need to identify the clunks and figure them out using fix-up strategies (Bremer et al., 2002; Sholeh et al., 2019).

Result of Comparison Scores of Pre-Test and Post-test

The finding explanation might be based on the effect of FUS on the reading comprehension of EFL students, which was obtained from the pre-test and post-test results. The assessments that had the same time allocation, material, test type, and number of questions administered to the students in the two groups were assigned to verify whether or not FUS brought advancements to the reading comprehension of EFL students. The study of pre-test and post-test results reveals that there is a substantial gap in the reading comprehension scores of the EFL students. The result of observation shows that the practice of FUS was categorized in a very good level, signifying the improvement of reading comprehension of EFL students by promoting conducive learning situation, learning independence, and more students' engagement in reading practice with pair discussion.

The intervention has improved reading comprehension levels for EFL students from 80 to 88. Therefore, it can be concluded that the intervention might have induced the rise in reading scores. There were clear substantial differences in the students' post-test reading comprehension and this supports the argument that using FUS will enhance reading comprehension skill. The finding significantly showed that the students' reading comprehension scores were steadily increased.

	<p>This study finding is compatible with some earlier studies focused on using FUS which has enhanced students' reading comprehension skill. This study also demonstrates that the reading comprehension scores of EFL students increased when the teacher designed reading activities that allowed more space for students to participate in reading practice in groups or pairs, to learn independently and to follow instructional guidelines on the reading strategy (Bremer et al., 2002; Indrasari, 2015, Suhermanto, 2019).</p>	
<p>The suggestions should be more practical and based on the findings</p>	<p>This study has successfully proved that there is a significant impact of using FUS for improving students' reading comprehension skill. This is based on the implementation of the FUS procedure that makes students able to better understand English text so that it has positive implications on increasing students' reading comprehension scores. FUS is considered as an efficient and effective reading strategy by promoting learning strategies that are interesting and not monotonous, providing broader opportunities for students to engage actively in group discussions, and guiding students to be independent in seeking and overcoming difficult parts of the English text. The contribution of FUS is very positive for students' understanding of the English text because the mechanism of self-monitor and self-correction is emphasized in FUS practice. Thus, when finding difficulties in the English text section, students can independently overcome these difficulties through a fix up strategy.</p> <p>At the level of teaching English as a foreign language, by considering the tangible benefits of FUS, it is recommended that English teachers use this strategy in teaching reading comprehension. EFL students' understanding will be better when there is a solution to the problem of limited vocabulary and background knowledge in comprehending the English text. FUS trains students to learn independently and to be actively engaged in group or pair discussions to solve the problem.</p> <p>This study has limitations in terms of the research subject which was limited to the Indonesian EFL junior high school students and the data collection through tests and observations. Therefore it is recommended for further research to utilize other levels of schools, such as elementary school, senior high school, and even universities so that they will get more comprehensive study results. In addition, using a questionnaire to determine students' responses to the application of FUS will also make the study more valid.</p> <p>For education stakeholders particularly for policy makers, the results of this study can be used as a reference for conducting training in improving reading comprehension skills for junior level teachers using FUS. The aim is to equip them with teaching techniques that are not monotonous and provide solutions to students' problems in reading comprehension. The application of this technique becomes urgent because it promotes a conducive learning atmosphere, trains students to be more independent in finding solutions to their problems and enlarges student involvement in pair or group discussions which finally can enhance students' reading comprehension skill.</p>	<p>16-17</p>
<p>They should conform the APA style strictly.</p>	<p>All in-text citations and references have conformed the APA Style.</p>	<p>17</p>
<p>It should be well proofread.</p>	<p>It has been carefully proofread.</p>	

The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension

This study investigated the impact of using Fix Up Strategy as a specific treatment to deal with the learners' problem in reading that cannot be overcome merely by general reading comprehension course. This was a kind of quasi-experimental research involving 69 students of Madrasah Tsanawiyah (MTs) Al-Hikmah Bandar Lampung, Indonesia. They were divided into two groups: 36 students of experimental group and 33 students of control group. Learners in experimental group were taught with Fix Up Strategy (FUS) and those in the control group were taught with Reading Aloud (RA), a conventional reading activity. The instrument consisted of 25 multiple choice questions that had been previously validated in the procedures of data collection. Then the instrument was given in pre-test and post-test. In addition, observations were also carried out in the process of teaching reading by using FUS. The data were analysed using t-test and the result showed that 1) the students in the treatment with FUS demonstrated a significant improvement in EFL reading comprehension, and 2) FUS contributed to the students' autonomy in learning reading, enhancement of students' awareness in reading, students' active involvement in reading practice. The finding claims that the students who practiced reading with FUS had a better comprehension than those with RA. Certain pedagogical implications related to the finding were also discussed.

Keywords: EFL, Indonesian students, reading comprehension, fix up strategy, experimental group, control group

INTRODUCTION

In the twenty first century, students' success is influenced by reading comprehension skill (Kissau & Hiller, 2013). This offers a great challenge for students throughout the world to increase the ability to grasp what they are reading. It is an essential skill to gain a significant progress of learning. In reading procedure, the students should comprehend what the passage is about. The students must master their reading comprehension skill and the focus is not learning to read, but reading to learn (Alyousef, 2006). During reading practice, reading comprehension is very critical because it encompasses more than reader-to-text answers (Pourhosein Gilakjani & Sabouri, 2016). It means that the students are unable to obtain knowledge from the reading stuff through reading comprehension. It is a phase of discover meanings of the passage, which is very necessary in reading practice.

In the Indonesian context, many students still face some problems in reading comprehension since English in Indonesia is more likely to be taught and learned as English as a foreign language (EFL) (Sulistiyo, 2016). The process of teaching and learning English occurs mostly in classrooms, rather than during daily communication (Davoudi & Yousefi, 2015). Apparently, problems in EFL reading comprehension among

Indonesian students are lack of vocabulary and background knowledge, insufficiency of grammatical knowledge, and poor reading strategies (Setiyadi, 2016).

Referring to a study of *The Worlds Most Literate Nations* conducted by Central of Connecticut State University, Indonesia is ranked sixtieth from sixty one Southeast Asian countries on reading interest (Miller & McKenna, 2016). This phenomenon describes the factual condition of Indonesians' reading interest that is on severe crisis, especially among the students. The comprehension of reading text is very important in language learning. Indonesian learners may not find difficulties to understand texts in Indonesian language as reading material, but things will be more complicated when they read English texts (Setiyadi, 2016). Many EFL learners find difficulties in comprehending English texts because they do not master the English vocabulary (Suryanto, 2017). Besides vocabulary shortage, they are also bored with the teachers' conventional strategy and this makes them less motivated in learning reading (Pradana, 2017).

Regarding this problem, the situation of teaching and learning process should be interesting to give learners motive in developing reading comprehension. It is highly recommended for the teacher to apply a specific teaching technique or strategy to enhance the learners' reading comprehension (Sholeh et al., 2019). Some kinds of reading strategy that teachers can use are available; one of them is Fix Up Strategy, abbreviated as FUS. FUS can be used by the students and teachers in collaborative reading to improve students' participation in reading class and can help them comprehend the text individually (Moreillon, 2007).

FUS is a technique that will guide students develop the comprehension of reading materials. When the students get confused with certain terms or certain phrases, fix up strategy will help them comprehend the text message. Students can use this technique to re-read context or figure out the missing terms (Duffy, 2009). This means that a phase to discover the message of the text is to fix up strategy. The technique can help students interpret and discover the difficult words which makes students easier to pace the process of reading comprehension (Fitrisia et al., 2015). The teacher should first clarify the methods for implementing this strategy to students so that they can use it in the phase of reading comprehension (Amelia, 2018). As a reference to utilizing the strategy, the teacher will inform learners the task to use it appropriately.

Further Moreillon (2007) points out that in reading comprehension, curiosity-expressing activities are questioning, predicting, and inferring. This implies that the instructor must be able to trigger students' curiosity to make the reading experience effective. Fix up strategy is the right one since it will transform students into autonomous learners and will also make students more involved as they conceive of the text they are reading on the basis of their experience or mind (Bremer et al., 2002). The procedures that can be used are: (1) re-reading the text (2) interacting with background knowledge, (3) inferencing, (4) forecasting (5) recalling what we have already read in writing (6) visualizing, (7)

posing a new question (Moreillon, 2007). Further Tovani (2000) maintains that using Fix Up Strategy in general has some advantages, for instance tracking students' comprehension of the language, and enhancing students' awareness of reading.

The empirical studies above present the importance of applying FUS in teaching reading because of the many benefits gained by students in order to improve their reading comprehension skills. Moreover, in a reading crisis situation like now, the application of FUS in teaching EFL reading becomes urgent as one of the reading strategies that attracts students' attention so that the learning situation is not boring and monotonous. Therefore the present study seeks to explore the benefits gained by students when teachers apply FUS in the context of teaching reading comprehension in Indonesia, especially for EFL learners in the eighth grade of junior high school with descriptive text material in line with the school's curriculum and syllabus.

This study assumes that by adapting and practising FUS, some problems encountered by students in EFL reading comprehension such as lack of vocabulary and background knowledge, learning dependence, and less engagement in reading practice can be overcome (Davoudi & Yousefi, 2015). Besides, FUS is expected to cope with the problem concerning the poor strategy used by EFL teachers in teaching activity due to its strong emphasis on the students' active and creative engagement in reading practice within pairs or small groups (Pradana, 2017; Sholeh et al, 2019). It is highly expected that the practice of this reading strategy will be beneficial for students because in FUS students are required to play active and autonomous roles in finding the problems of vocabulary and background knowledge (Moreillon, 2007). FUS can be implemented by rereading, using prior knowledge, thinking, and reflecting as well as solving the problem by visualizing, retelling, and noticing about what already understood from the text (Indrasari, 2015; Amelia, 2018).

With reference to the background, the study aims to investigate the implementation of FUS and its impacts on Indonesian EFL learners' reading comprehension. Particularly, the study discusses the following research questions:

1. How is Fix Up Strategy implemented in teaching EFL reading comprehension?
2. Does Fix Up Strategy impact significantly on the improvement on the EFL learners' reading comprehension?

LITERATURE REVIEW

Teaching English as a Foreign Language (TEFL) in Indonesian schools is a dynamic practice in which not every teacher conducts the same tasks through the same communicative practices (Muhassin, 2016). This argument implies that teaching English skills particularly reading is a conduct that has intertwined components. The teacher should therefore apply an effective approach to teach English so that the learners can actively participate in the phase of teaching and learning (Jose & Raja, 2011). As a case among Indonesians, learning a native language for example differs from learning a

foreign one. It is uneasy to instruct English as a foreign language since the teacher needs to explain a language that learners do not practice in daily life (Alwasilah, 2013). The instructor should have an immersive or fascinating system or methodology while teaching English (Nejad & Keshavarzi, 2015). Therefore innovative strategies or techniques in this situation should be implemented to make the students more interested (Pradana, 2017)

Reading is the method of evaluating, organizing and understanding the multitude of information sources (Scanlon et al., 2010). Reading is uneasy thing because when we read a text, we need a concentration. Reading cannot merely be seen as looking at and remembering any paragraph of a book (Berridge, 2015). In this phase, we also need analysis skills in the reading process to get the details from the document that we interpret. We need to recognize the important thing in the process of reading.

Reading comprehension makes sense when integrating a sort of complicated mechanisms including vocabulary, word awareness, and eloquence (Soleimani & Hajghani, 2013). Good readers can identify and understand the text which they read. The reader who is unable to interpret well will not grasp the text they are reading without supporting from others. Reading awareness encompasses more than readers' reactions to text (Klingner et al., 2007). This concerns on the readers as well as the document they are processing. Nevertheless, it is not only a question of context, but also in the steps of reading comprehension. Readers are experienced when they grasp the nature of text and utilize their insight to understand the essence or intent of the text that they interpret (Takallou, 2011). Without this kind of ability to understand and communicate with language, the message may fail (Pourhosein Gilakjani & Sabouri, 2016).

Furthermore readers need to learn five abilities of reading comprehension to make them easy to read. Those include activating word senses, understanding sentences, making inferences, monitoring comprehension, and understanding text structure (Moreillon, 2007). In addition to reading comprehension abilities, there are also several strategies of reading comprehension in teaching reading: (1) setting out or constructing information scope, (2) utilizing visual stimuli, (3) asking, (4) predicting and drawing conclusions, (5) defining key points, (6) using fix up options, and (7) reconstructing (Soleimani & Hajghani, 2013)

As a category of language learning strategy, reading strategies are defined as a mental action strategy to achieve a reading objective (Bimmel et al., 2001). These are often known as the mental operations or processes of comprehension that the readers choose and implement to make sense of what they are reading (Abbott, 2006). Reading strategies make a beneficial contribution to the learning process if used appropriately in various ways (Grabe, 2009). Most of the readers utilize a variety of methods to collect, retain and restore information (Mikulecky, 2008). Readers may face some difficulties in understanding and apply some strategies to resolve their difficulties (Peregoy & Boyle,

2001). Each individual profits from various strategies and some of them contribute to a quicker and clearer comprehension target (Tercanlioglu, 2004).

Considering the significance of reading strategies to overcome students' problems, many studies have been carried out related to instructional guidance of reading strategy, especially those which are closely related to the application of fix up strategy for EFL reading comprehension learning in Indonesian context. For example, Suryati (2013) investigated the effect of using fix up strategy towards reading comprehension of the second year students at SMAN 2 Tapung Kampar Regency applying quasi-experimental design. The study chose 51 senior high school students as research subject divided into 25 students of control group and 26 students of experimental group. The instrument was reading comprehension test consisting of 25 valid multiple choice items. The result of the study exhibited a significant effect of fix up strategy towards students' reading comprehension. It could be proved that the t -test was 2.93 more than 2.01 of t -table on the level of significance 5% and 2.68 of t -table on 1% level of significance and the increase on students' mean score from 50.31 in pre-test to 68.92 in post-test.

Another slightly different study, Indrasari (2015) examined the effectiveness of fix up strategy to teach reading viewed from students' self-confidence at the eighth grade students of SMPN 2 Temanggung using experimental research. The study selected 52 junior high school students as research subject; 26 students of control group and 26 students of experimental group. The instruments were reading comprehension test and questionnaire. The study came up with some findings as follows: fix up strategy was more effective than direct teaching to teach reading; the achievement of students in reading skill did not depend on the level of students' self-confidence; there was no interaction between teaching strategies and students' self-confidence in teaching reading.

With the selection of different group designs, Kusumawati (2019) carried out an investigation on the effect of fix up strategy on reading comprehension of the eleventh grade students at SMAN 7 Kediri employing experimental design. There was only one group for pre-test and post-test design including 34 students as research subject. The instrument was reading comprehension test. The study reported findings that there was an increase on students' mean score from 65.15 in pre-test to 78.9 in post-test and the t -test was 7.359 higher than 2.034 of t -table. Based on the findings, it could be concluded that fix up strategy was effective used in teaching reading.

Given the study on higher level students, Suhermanto (2019) questioned whether there was any effect of fix up strategy on reading comprehension of the second year students at Islamic State Institute of Curup applying quasi-experimental design. This was a single group design consisting of 60 second semester students of English department as research subject. The instrument was reading comprehension test consisting of 30 valid multiple choice questions for pre-test and post-test. The finding showed that the t -count value was 3.905 more than t -table value, promoting a significant effect of fix up strategy towards

students' reading comprehension. Besides there was significant difference of students' score after being taught by using fix up strategy.

More recently, Farmadani (2019) conducted a study exploring the effect of fix up strategy towards reading comprehension of the eighth grade students at SMPN 1 Sumbergempol Tulungagung by employing pre-experimental design. There was only one group for pre-test and post-test design including 32 students as research subject. The instrument was reading comprehension pre-test and post-test. The finding indicated that there was a significant increase on students' mean score from 68.91 in pre-test to 89.06 in post-test and the t-test showed that P-value (Sig.) was 0.000 less than 0.05, signifying the students' different achievement before and after being taught by using fix up strategy. Based on the findings, it could be concluded that fix up strategy was effective for teaching reading in junior high school.

The discussion on the previous studies has come to a conclusion that there are different points of view related to the subject level, research type, group design, and research instrument, even though using the same fix up strategy. The present study applies the same strategy but principally finds gaps and tries to fill them with different schemes, namely using quasi-experimental design at junior high school level with 2 group designs, involving two research instruments: reading test and observation. Thus this study attempts to investigate the implementation of the fix up strategy on Indonesian EFL students' reading comprehension in different perspectives.

METHOD

Research Design

This study applied experimental research. This was the only type of study that explicitly tried to affect a specific variable and could be the best type to evaluate theories regarding cause-and-effect interactions when this type was well implemented (Fraenkel et al., 2011; Klassen et al., 2012). Experimental research is systematic research to control over conditions. This type of research is very important, because it can show whether a variable influences another variable or not. Thus in this study Fix Up Strategy was treated as independent variable (X) and reading comprehension as dependent variable (Y).

Specifically this study applied quasi experimental design that included a group distribution of participants (Shih & Reynolds, 2018). The scope of this study was pre-test and post-test design to find out the reading comprehension of descriptive text by students utilizing Fix-Up Strategy as can be seen in table 1.

Table 1
Research Design

Control group	Pre-test	Reading Aloud	Post-test
Experimental group	Pre-test	Fix Up Strategy	Post-test

In this step, two groups were randomly selected; those were control group and experimental group. Before treatment, the learners were given pre-test to assess their basic reading comprehension. The researcher then applied a treatment for each group, using a conventional reading activity in the control group and Fix Up Strategy in the experimental group. There were three meetings for treatment. Specifically, the experiment of teaching EFL reading using Fix Up Strategy confirmed the procedures suggested by Moreillon (2007) as follows: 1) re-reading the text 2) interacting with background knowledge, 3) inferencing, 4) forecasting 5) recalling what we have already read in writing 6) visualizing, 7) posing a new question. By the end of experiment, students were given post-test to evaluate whether there were differences on of the students' reading comprehension score after treatment.

Participants

The subjects of this study were the eighth grade students of MTs Al-Hikmah Bandar Lampung, an Islamic Junior High School in Lampung, Indonesia who took reading comprehension lesson in English subject in line with the school's curriculum and syllabus. There were four classes for eight grade: VIIIA, VIIIB, VIIC, and VIID. Two classes which were of the same kind in their English competence were chosen randomly using lottery. The selected classes were class of VIIIA regarded as experimental group and class of VIID regarded as control group. There were 36 students in experimental group and 33 students in control group. The experimental group was taught by one of the researchers using Fix Up Strategy (FUS) suggested Moreillon (2007) and the control group was taught by a classroom teacher applying Reading Aloud (RA), a conventional reading activity introduced by Ledger & Merga (2018).

Instruments

In collecting the data, the study applied reading comprehension test with multiple choice questions as the instrument. There were two kinds of test, Pre-test and Post-test. Pre-test was given before treatment of the techniques for both groups to assess students' basic reading comprehension and Post-test was given to find out the differences of students' reading comprehension after the treatment. The reading texts were based on descriptive genre adopted from the text book of Grade VIII and internet. The researchers developed a reading comprehension test by confirming validity and reliability as the criteria of a good test proposed by Bordens & Abbott (2018). Therefore before distributing the test, the researchers had tried out 50 test items for pre-test and 50 test items for post-test to another class (VIIIB). The validity and reliability analysis of the try out resulted in 25 test items which were then distributed in the pre-test and post-test for each group. The

following table presented the blue print of test items based on eight aspects particularly employed to assess reading comprehension as asserted by Brown (2007).

Table 2
Blue print of pre-test and post-test

Aspects	Test Items			
	Pre-test	N	Post-test	N
Main idea (topic)	2,5,11,14	4	1,11,12,13,18,23	6
Expression/idiom/phrase in context	-	-	24	1
Inference (implied detail)	7,8,17	3	8,17	2
Grammatical features	6,15,19	3	5,10,25	3
Detail (scanning for a specially stated detail)	1,9,10,16 18,21,22,23,24	9	2,6,7,9,14 15,20,21,22	9
Excluding facts not written	12	1	16	1
Supporting idea	-	-	-	-
Vocabulary in context	3,4,13,20,25	5	3,4,19	3
Total		25		25

Besides, observation with reference to Project-Based Learning (Widiyoko, 2012) was carried out during three meetings of treatment to evaluate the level of implementation of fix up strategy in teaching reading comprehension. The observation form consisted of 7 statements on the procedures of fix up strategies with "Yes" or "No". Then the result observation could be interpreted with the following criteria.

Table 3
Criteria of Fix Up Strategy Implementation

Criteria	Percentage
Very good	80-100
Good	60-80
Fair	40-60
Poor	20-40
Fail	0-20

(Widiyoko, 2012)

Data Analysis

Research data was analysed by statistical computation that includes normality test and homogeneity test. Then t-test for two correlated samples was also used to find out the significant difference between the pre-test and post-test scores of students who were taught by FUS and those who were not. For practicality and efficiency of the study, statistical computation of SPSS was applied for hypothesis test. In addition the followings

were the criteria of acceptance and rejection of hypothesis. H_a was accepted if $\text{Sig.} < \alpha = 0.05$ and H_o was accepted if $\text{Sig.} > \alpha = 0.05$.

FINDINGS

Implementation of Fix Up Strategy in Reading Comprehension

Data on the implementation of FUS procedures in teaching reading comprehension came from recapitulation of observation from three meetings of treatment in experimental group. The following table presents the result of observation.

Table 4
Frequency on the Implementation of Fix Up Strategy

Indicators	Yes		No	
	N	%	N	%
The teacher asks the students to read and let them tell the problems found.	3	100	0	0
The teacher has the students stop in the word that is considered not to make sense.	2	66.7	1	33.3
The teacher asks the students to figure out and let them use the look-back or fix up strategy.	3	100	0	0
The teacher instructs 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.	2	66.7	1	33.3
The teacher asks 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).	2	66.7	1	33.3
The teacher lets the students test if the words make sense or not.	3	100	0	0
The students can continue reading and do the fix- up strategy if they find more problems.	3	100	0	0
Total	18	85.7	3	14.3

Table 4 manifests the level of implementation of FUS procedures in teaching reading comprehension. The frequency of "Yes" answer is 18 or 85.7%, whereas the frequency of "No" answer is 3 or 14.3%. Referring to the scoring criteria in table 3, it can be interpreted that the implementation of FUS is on the level of "very good". Thus we come to a conclusion that FUS has already been practiced properly as a strategy used to improve students' reading comprehension.

Result of Reading Comprehension Test

Result of Pre-test

Pre-test in control group was executed on September 16, 2019 before the treatment to assess the students' basic reading comprehension in descriptive text, as can be seen in Figure 1.

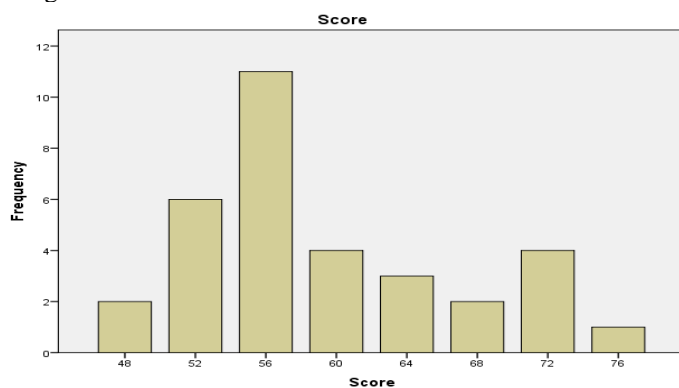


Figure 1
Pre-test result of control group

Figure 1 shows that the learners' reading comprehension score is regarded low, with the mean value of 59,27 for pre-test. The scores are 48 for 2 students; 52 for 6 students; 56 for 11 students; 60 for 4 students; 64 for 3 students; 68 for 2 students; 72 for 4 students; 76 for 1 student. The lowest grade is 48 and the highest one is 76.

Then the pre-test was also carried out in the experimental group on September 16, 2019. The result is drawn in Figure 2.

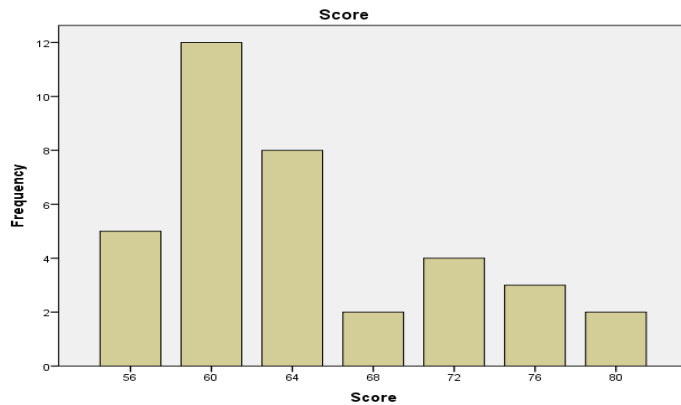


Figure 2
Pre-test result of experimental group

Figure 2 indicates that the mean value of pre-test is 64.56. The scores are 56 for 5 students; 60 for 12 students; 64 for 8 students; 72 for 4 students; 76 for 3 students; 80 for 2 students. 56 is the lowest score and 80 is the highest one.

Results of Post-test

The post-test was conducted to find out the significant effect on both control and experimental groups after the treatments had been implemented. The control group post-test was issued on 25 September 2019. The ratings of the students' reading comprehension are shown in figure 3.

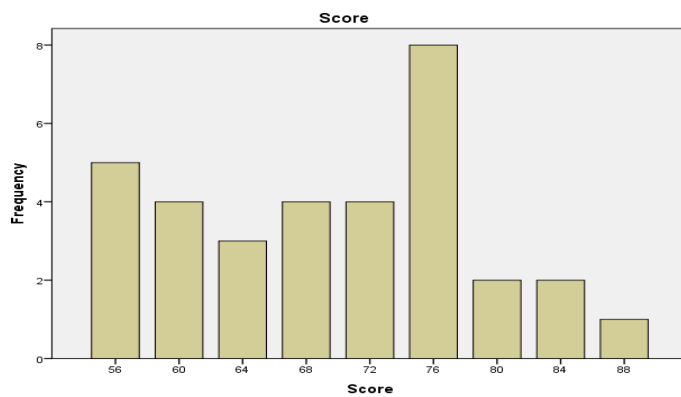


Figure 3
Post-test result of control group

Figure 3 signals that the mean value of control group is 69.58. The scores are 56 for 5 students; 60 for 4 students; 64 for 3 students; 68 for 4 students; 72 for 4 students; 76 for 8 students; 80 for 2 students; 84 for 2 students; and 88 for 1 student. The lowest grade is 56 and the highest one is 88.

The post-test was also carried out in the experimental group on September 25, 2019 to see the major impact after the treatment. Figure 4 provides the ratings of the post-test.

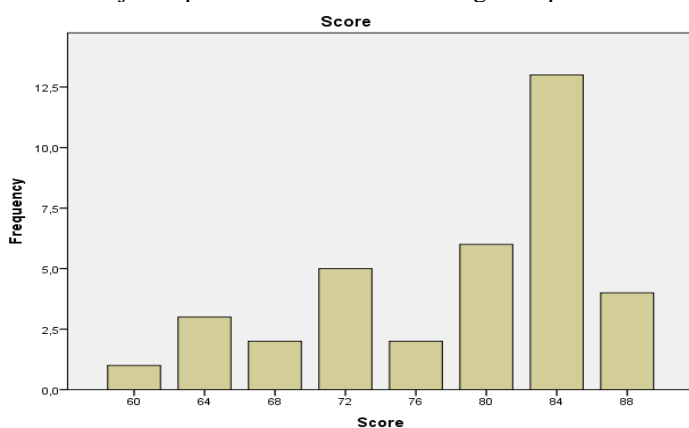


Figure 4
Post-test result of experimental group

Figure 4 presents a significant improvement of students' score after three treatments using fix up strategy. It can be seen that the mean value of post-test in experimental group is 78.44. The scores are 60 for 1 student; 64 for 3 students; 68 for 2 students; 72 for 5 students; 76 for 2 students; 80 for 6 students; 84 for 13 students; and 88 for 4 students. The lowest score is 60 and the highest one is 88.

Table 5
Comparison Scores of Pre-test and Post-test of the Experimental and Control Groups

Category	Fix Up Strategy		Reading Aloud	
	Pre-test	Post-test	Pre-test	Post-test
Lowest	56	60	48	56
Highest	80	88	76	88
Mean	64.56	78.44	59.27	69.58

The data presentation in table 5 shows that there has been a good progress on pre-test and post-test scores for control group as well as experimental group. The mean value of the control group from pre-test is 59.27 and the post-test is 69.58. Meanwhile, the mean value of the experimental group pre-test is 64.56 and the post-test is 78.44. It can be clearly seen that there are changes on both groups. However the performance of

experimental group is higher than the control group. The discussion comes up with conclusion that there is a significant improvement of students' reading comprehension score in the experimental group compared to the control group.

The significant improvement of reading score in experimental group might have been achieved because of the treatment using Fix Up Strategy, which demanded teacher and student engagement. The students' pos-test proved the significant difference to the pre-test and this is line with the assertion that implementing Fix Up Strategy can improve students' reading comprehension skill. This finding corresponds to Suhermanto (2019) who claimed that students taught with Fix Up Strategy exhibited improvement on reading comprehension.

Result of Normality Test

The normality test was carried out by applying statistical analysis of SPSS version 20 after obtaining the students' reading comprehension score of pre-test and post-test. The hypotheses are: the data are normally distributed (H_0) and the data are not normally distributed (H_a). H_0 is accepted if sig. (p) $>$ $\alpha = 0.05$, and H_a is accepted if sig. (p) $<$ $\alpha = 0.05$.

Table 6
Normality test

	Groups	Kolmogorov-Smirnov ^a			Saphiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	Experimental	.131	36	.121	.948	36	.091
	Control	.148	33	.065	.940	33	.068

a. Lilliefors Significance Correction

Table 6 reveals that the control group's Sig. is 0.068 and the experimental group's Sig. is 0.091. Both significances are more than 0.05. Therefore H_a is rejected, and H_0 is accepted. This assumes that the data of control and experimental groups are normally distributed.

Result of Homogeneity Test

The homogeneity test was conducted in both control and experimental groups after gaining the results of pre-test and post-test, by proposing two hypotheses. The data variances were not homogeneous (H_a), and the data variances were homogeneous (H_0) with criteria: H_0 was accepted if Sig. $>$ $\alpha = 0.05$, and H_a was accepted if Sig. $<$ $\alpha = 0.05$.

Table 7
Homogeneity test

Levene's Statistic	df1	df2	Sig.
.285	1	67	.595

The result of the homogeneity test in table 7 signals that the significance is 0.595, more than 0.05. Thus it can be concluded that test data come from homogenous groups.

Result of Hypothesis Test

The prior discussion stated that the normality and the homogeneity tests were satisfying. Therefore the hypothesis test using independent samples t-test was implemented to know the significant impact of using Fix Up Strategy toward students' reading comprehension.

Table 8
Independent Samples T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed (experimental)	.285	.595	3.245	67	.002	4.919	1.516	1.893	7.945
Gain Equal variances not assumed (Control)			3.254	66.953	.002	4.919	1.512	1.901	7.937

Table 8 indicates that probability (p) value of Sig. (2-tailed) for experimental group is 0.002. Referring to the criteria of Hypothesis test, if sig. value is less than 0.05, H_0 is accepted. Therefore it can be concluded that there is a significant difference between pre-test and post-test scores in experimental group. The result of Hypothesis test proves that the use of Fix Up Strategy gives a significant impact on EFL students' reading comprehension.

DISCUSSION

Implementation of FUS

The main objective of the present study is to investigate the relations between the implementation of Fix Up Strategy as a specific treatment in teaching EFL reading comprehension and its impact on the improvement of EFL students' reading comprehension. With regard to this objective, this study attempts to explore how a teacher

teaches reading using FUS a special treatment to improve students' reading comprehension skill. Direct observations were conducted by researcher in three treatment meetings. The results of observation as shown in table 4 indicated that the frequency of implementation of FUS procedures reached 85.7% which was categorized as very good level. This achievement has positive implications for students in understanding and practicing FUS in the process of reading comprehension learning. Thus the main benefit of this study is to facilitate students to be able to improve their reading comprehension skill through the application of the FUS.

The observation results in the treatment process showed that students seemed more interested in learning reading as the teacher implemented FUS. This might happen because the teacher's instructional guide on the application of the FUS procedure has a positive impact on overcoming the problem of students who have limited vocabulary and background knowledge. The result is that applying FUS can help them understand the parts of the English text that are difficult. The teacher's role as a learning facilitator is very important in improving reading skills. This is closely related to the finding of Suhermanto (2019) which states that teacher guidance is needed in order to improve students' learning outcomes for better reading.

Treatment with FUS has made learning conditions conducive so students can be actively and independently involved in self-monitoring and self-correction when they encountered confusing text. In self-monitoring students were aware when meanings broke down, identified words, phrases, paragraphs they did not understand and used fix strategy to restore the meaning. This is consistent with Indrasari (2015) who maintains that by applying FUS, students were facilitated to be actively engaged in reading text by giving fix-up tools, such as previewing, predicting, rereading, making connection, visualizing, making inference, and retelling the text. Self-monitor involves metacognitive awareness, which is knowing when what one is reading makes sense by monitoring and controlling one's own comprehension (Takallou, 2011).

One of the factors that FUS can improve student reading comprehension score is efficiency on how to learn the course material in a cooperative learning approach which encourages engagement and empathy by giving each member of the group an essential part to play in the academic activity (Nejad & Keshavarzi, 2015). Students were given more space to be engaged in reading practice by pointing out their difficulties in comprehending text with their pairs through discussion. Within a small cooperative group, when students find the clunks, i.e. the word, idea, or concept which are difficult to understand and break down reading comprehension of the whole text, they need to identify the clunks and figure them out using fix-up strategies (Bremer et al., 2002; Sholeh et al., 2019).

Result of Comparison Scores of Pre-Test and Post-test

The finding explanation might be based on the effect of FUS on the reading comprehension of EFL students, which was obtained from the pre-test and post-test results. The assessments that had the same time allocation, material, test type, and number of questions administered to the students in the two groups were assigned to verify whether or not FUS brought advancements to the reading comprehension of EFL students. The study of pre-test and post-test results reveals that there is a substantial gap in the reading comprehension scores of the EFL students. The result of observation shows that the practice of FUS was categorized in a very good level, signifying the improvement of reading comprehension of EFL students by promoting conducive learning situation, learning independence, and more students' engagement in reading practice with pair discussion.

The intervention has improved reading comprehension levels for EFL students from 80 to 88. Therefore, it can be concluded that the intervention might have induced the rise in reading scores. There were clear substantial differences in the students' post-test reading comprehension and this supports the argument that using FUS will enhance reading comprehension skill. The finding significantly showed that the students' reading comprehension scores were steadily increased.

This study finding is compatible with some earlier studies focused on using FUS which has enhanced students' reading comprehension skill. This study also demonstrates that the reading comprehension scores of EFL students increased when the teacher designed reading activities that allowed more space for students to participate in reading practice in groups or pairs, to learn independently and to follow instructional guidelines on the reading strategy (Bremer et al., 2002; Indrasari, 2015, Suhermanto, 2019).

CONCLUSION

This study has successfully proved that there is a significant impact of using FUS for improving students' reading comprehension skill. This is based on the implementation of the FUS procedure that makes students able to better understand English text so that it has positive implications on increasing students' reading comprehension scores. FUS is considered as an efficient and effective reading strategy by promoting learning strategies that are interesting and not monotonous, providing broader opportunities for students to engage actively in group discussions, and guiding students to be independent in seeking and overcoming difficult parts of the English text. The contribution of FUS is very positive for students' understanding of the English text because the mechanism of self-monitor and self-correction is emphasized in FUS practice. Thus, when finding difficulties in the English text section, students can independently overcome these difficulties through a fix up strategy.

At the level of teaching English as a foreign language, by considering the tangible benefits of FUS, it is recommended that English teachers use this strategy in teaching reading comprehension. EFL students' understanding will be better when there is a solution to the problem of limited vocabulary and background knowledge in comprehending the English text. FUS trains students to learn independently and to be actively engaged in group or pair discussions to solve the problem.

This study has limitations in terms of the research subject which was limited to the Indonesian EFL junior high school students and the data collection through tests and observations. Therefore it is recommended for further research to utilize other levels of schools, such as elementary school, senior high school, and even universities so that they will get more comprehensive study results. In addition, using a questionnaire to determine students' responses to the application of FUS will also make the study more valid.

For education stakeholders particularly for policy makers, the results of this study can be used as a reference for conducting training in improving reading comprehension skills for junior level teachers using FUS. The aim is to equip them with teaching techniques that are not monotonous and provide solutions to students' problems in reading comprehension. The application of this technique becomes urgent because it promotes a conducive learning atmosphere, trains students to be more independent in finding solutions to their problems and enlarges student involvement in pair or group discussions which finally can enhance students' reading comprehension skill.

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Inquiry for editor's decision on our amended manuscript

1 pesan

Dr. Mohammad Muhassin <mohammadmuhasin@radenintan.ac.id>
Kepada: iji@ogu.edu.tr

6 Juni 2020 22.06

Dear Prof. Asim Ari

Subject: "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension"

Our previous e-mail is with regard to our position as the author of manuscript, 20200114104321_Mohammad_Muhassin-2020.doc, submitted to your journal on January 14, 2020 as seen on the submission receipt of January 30, 2020.

Submit Article	
First name	Mohammad
Last name	Muhassin
Title (Mrs/Ms/Dr etc)	Dr
Your email:	mohammadmuhasin@radenintan.ac.id
Scope of the Article:	learning and teaching
Article subject	The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension
Add article (doc, docx)	20200114104321_Mohammad_Muhassin-2020.doc

We received the decision of major revision on April 7, 2020 and had resubmitted the amended manuscript on April 25, 2020 as the following e-mail chat said so. We re-send the attached files concerned.

Submission of revised article "Article 020220_for revision" Inbox x

Muhammad Muhassin <mohammadmuhasin@radenintan.ac.id>

Sat, Apr 25, 8:17 PM

to iji

Dear editor

We have finished doing the amendments from reviewers and send back our revised article and the list of explanations of the revisions done as the attachments. Thank you for your kind attention.

Regards

Mohammad Muhassin

Virus-free. www.avast.com

2 Attachments



We have not received an update regarding the status of our manuscript in the review process. Could you let us know when we can expect notice regarding the decision of the editorial board?

Thank you for your time and consideration. We look forward to hearing from you.

Sincerely,
Mohammad Muhassin

2 lampiran



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Dr. Mohammad Muhassin <mohammadmuhasin@radenintan.ac.id>

Re: Inquiry for editor's decision on our amended manuscript: Acceptance

2 pesan

International Journal of Instruction <editor.eiji@gmail.com>

7 Juni 2020 00.25

Kepada: mohammadmuhasin@radenintan.ac.id, annisajihan51@gmail.com, dewiyayu.hidayati@fisip.unila.ac.id

Dear author

“ Article 020220 ”

This article has been completed the reviewing process and has been accepted for publication. Your manuscript is tentatively scheduled for publication in the April 2021 issue.

We wish you all the best.

Editorial

International Journal of Instruction

International Journal of Instruction

<http://www.e-iji.net><http://www.gateacademy.ch>

From: "mohammadmuhasin" <mohammadmuhasin@radenintan.ac.id>**To:** "iji" <iji@ogu.edu.tr>**Sent:** Saturday, June 6, 2020 6:06:38 PM**Subject:** Inquiry for editor's decision on our amended manuscript

Dear Prof. Asim Ari

Subject: “The Impact of Fix Up Strategy on Indonesian EFL Learners’ Reading Comprehension”

Our previous e-mail is with regard to our position as the author of manuscript, 20200114104321_Mohammad_Muhassin-2020.doc, submitted to your journal on January 14, 2020 as seen on the submission receipt of January 30, 2020.

We received the decision of major revision on April 7, 2020 and had resubmitted the amended manuscript on April 25, 2020 as the following e-mail chat said so. We re-send the attached files concerned.

We have not received an update regarding the status of our manuscript in the review process. Could you let us know when we can expect notice regarding the decision of the editorial board?

Thank you for your time and consideration. We look forward to hearing from you.

Sincerely,

Mohammad Muhassin

Dr. Mohammad Muhassin <mohammadmuhasin@radenintan.ac.id>

7 Juni 2020 10.11

Kepada: International Journal of Instruction <editor.eiji@gmail.com>

Cc: annisajihan51@gmail.com, dewiyayu.hidayati@fisip.unila.ac.id

Thank you for your response.

[Kutipan teks disembunyikan]



Dr. Mohammad Muhassin <mohammadmuhasin@radenintan.ac.id>

Inquiry for Publication Process

4 pesan

Dr. Mohammad Muhassin <mohammadmuhasin@radenintan.ac.id>
Kepada: International Journal of Instruction <editor.eiji@gmail.com>

9 Januari 2021 14.50

Ref: Article 020220

Title: The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension

Dear Prof. Asim Ari

We received an email of acceptance on 7 June 2020 with the following information: *This article has been completed the reviewing process and has been accepted for publication. Your manuscript is tentatively scheduled for publication in the April 2021 issue.*

To date, we have not received a notification regarding the status of our manuscript. We understand that you must be extremely busy, but could you please let us know approximately when we can expect information of the article's publication process.

Thank you for your time and attention.

I look forward to hearing from you shortly.

Sincerely,

Mohammad Muhassin

International Journal of Instruction <editor.eiji@gmail.com>
Kepada: "Dr. Mohammad Muhassin" <mohammadmuhasin@radenintan.ac.id>

10 Januari 2021 06.26

Dear author,

We prepared your article for publication, and we uploaded it to the system. We will schedule your manuscript ([Article 020220](#)) for publication in the April 2021 issue and publish it as OnlineFirst after you pay 900 CHF (or 900 EURO). <http://www.e-iji.net/volumes/365-onlinefirst>

We will send you payment information for the expenses of your article. But, some authors' payments went back, we could not get them. While you transfer your payment, **please do not write** anything as explanation-information-purpose of payment, transaction remarks etc. You just need to write your name, if you write something else, we are having trouble in the bank account. If you absolutely have to write please write only this: **"other"**. If you don't want your payment to go back to you, could you please don't write anything else. **OK?**

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Dr. Mohammad Muhassin <mohammadmuhasin@radenintan.ac.id>

10 Januari 2021 07.06

Kepada: International Journal of Instruction <editor.eiji@gmail.com>

Thank you, I will do that.

[Kutipan teks disembunyikan]

International Journal of Instruction <editor.eiji@gmail.com>

11 Januari 2021 20.43

Kepada: "Dr. Mohammad Muhassin" <mohammadmuhasin@radenintan.ac.id>

Dear Assoc. Prof. Mohammad Muhassin,

Ok. Could you please transfer 900CHF or 900EURO **in a week**. (Note: All extra fees per transaction for bank charges (intermediary and local banks) **belong to the author**. **We can't send any receipt or invoice**. After payment **the fee will not be refunded**.)

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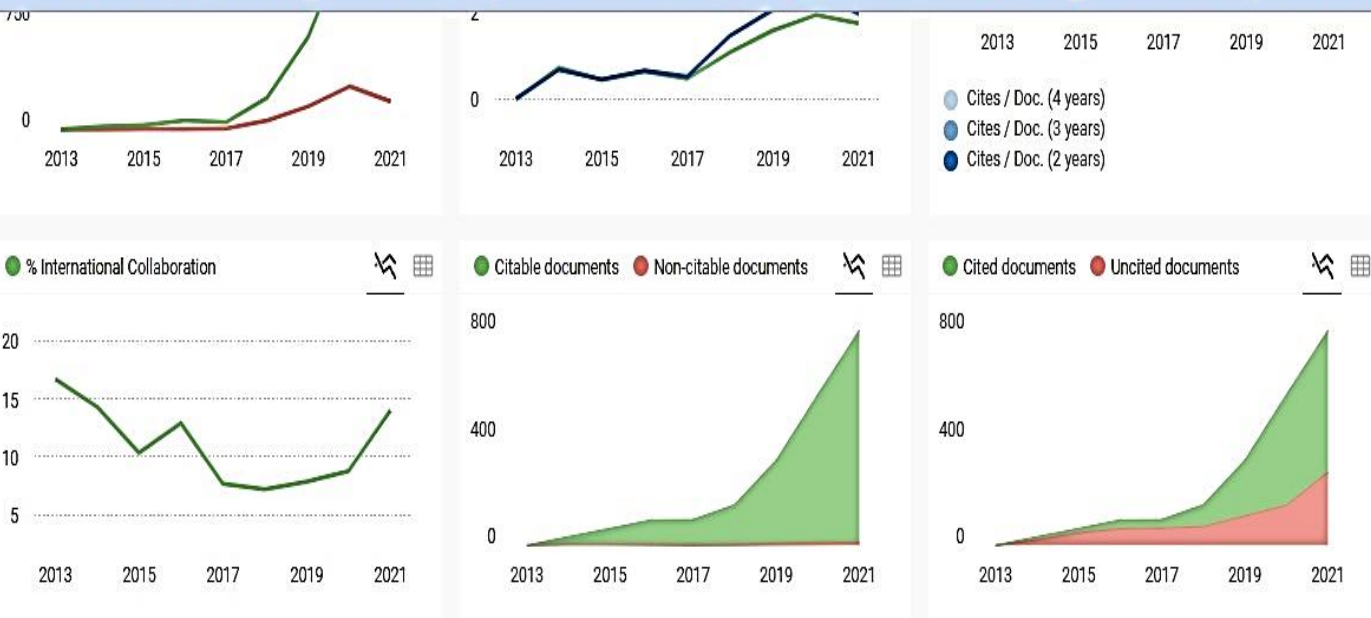
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Contents

Switzerland Case as an Example of Success in Multicultural Education: From the Editor <i>Asim Ari, Andreas Stöckli</i>	i-iii
Attitudes and Work Expectations of University Students towards Disability: Implementation of a Training Programme <i>Montserrat Roca-Hurtuna, Gabriel Martínez-Rico, Roberto Sanz, Mario Alguacil</i>	1-10
The Effect of Problem Based Learning on Problem Solving and Scientific Writing Skills <i>Yuli Ifana Sari, Sumarmi, Dwiyono Hari Utomo, I Komang Astina</i>	11-26
Improving AlgoRhythmic Teaching-Learning Environment by Asking Questions <i>Zoltán Kátai, Erika Osztián</i>	27-44
Special Aspects of Effective PR Professionals' Training in the Post-Truth Era <i>Andrii Kyrychok</i>	45-66
Cyber Aggression between Intentions and Cyber Wellness of Students: An application of TPB Models <i>Mardianto, Fattah Hanurawan, Tutut Chusniyah, Hetti Rahmawati, Fonny Dameaty Hutagalung</i>	67-82
A Model of Lecturer Performance Evaluation: Sustainable Lecturer Performance Mapping <i>Trie Hartiti Retnowati, Djemari Mardapi, Badrun Kartowagiran, Syukrul Hamdi</i>	83-102
Beliefs about Intercultural Communicative Competence: The Development and Validation of a New Instrument <i>Zerde Duisembekova</i>	103-116
Implementation of an Inquiry Learning Model with Science Literacy to Improve Student Critical Thinking Skills <i>Ani Sutiani, Manihar Situmorang, Albinus Silalahi</i>	117-138
The Relationship between Blended Mathematics Professional Training and Teachers' Creativity and Effectiveness <i>Sri Suryanti, Yudhi Arifani</i>	139-154
Oral Communication Apprehension among Japanese EFL International Students in a Language Immersion Program in Malaysia <i>Christine Mary Jalleh, Omer Hassan Ali Mahfoodh, Manjet Kaur Mehar Singh</i>	155-178
Character Thematic Education Game "AK@R" of Society Themes for Children with Malang-Indonesian Visualize <i>Andy Pramono, Pujiyanto, Betty Dewi Puspasari, Nadhifa Salmatia Dhanti</i>	179-196
Effect of Child Literature Based Integrative Instructional Program on Promoting 7th Graders Writing Skills: An Empirical Study <i>Sara El-Freihat, Abeer Al-Shbeil</i>	197-216
Problem-Based Learning with Character-Emphasis and Naturalist Intelligence: Examining Students Critical Thinking and Curiosity <i>Suhirman, Saiful Prayogi, Muhammad Asy'ari</i>	217-232
Backward Instructional Design based Learning Activities to Developing Students' Creative Thinking with Lateral Thinking Technique <i>Wandee Srikongchan, Sittichai Kaewkuekool, Sopon Mejaleurn</i>	233-252



✓ The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension <i>Mohammad Muhassin, Jihan Annisa, Dewi Ayu Hidayati</i>	253-270
Professional Readiness and Efficiency of Future Physical Education Teachers <i>Tulegen Botagariev, Zura Khakimova, Joseph Andrushchishin, Aiyngul Akhmetova, Saniay Konisbaeva</i>	271-288
The Effect of the Scientific Approach-Based Learning on Problem Solving Skills in Early Childhood: Preliminary Study <i>Een Yayah Haenilah, Hermi Yanzi, Rizky Drupadi</i>	289-304
Assessment of the Role of a Private Tutor in Individual Educational Approach of a University Applicant <i>Denis Bogomolov, Alexandr Grinev, Iza Berechikidze, Svetlana Larina, Tatyana Degtyarevskaya</i>	305-322
Reflective Teaching Perceived and Practiced by EFL Teachers - A Case in the South of Vietnam <i>Do Minh Hung, Pham Trut Thuy</i>	323-344
The Relationship between Personality, Attitude, and Organizational Citizenship Behavior of Senior High School Teachers in Indonesia <i>Muhammad Alwi, Bambang Budi Wiyono, Ibrahim Bafadal, Ali Imron</i>	345-368
Value-Based Digital Storytelling Learning Media to Foster Student Character <i>Didin Saripudin, Kokom Komalasari, Diana Noor Anggraini</i>	369-384
Exploring Crucial Factors of an Interest in STEM Career Model among Secondary School Students <i>Fazilah Razali</i>	385-404
Information Seeking Behaviour and Personality Traits in Secondary-school Students <i>Sukan Charoenkul, Sumalee Chanchalor</i>	405-420
Problem-Based Learning Remodelling Using Islamic Values Integration and Sociological Research in Madrasas <i>Isa Anshori</i>	421-442
The Impact of Collaborative Learning on Learners' Critical Thinking Skills <i>Idi Warsah, Ruly Morganna, Muhamad Uyun, Hamengkubuwono, Muslim Afandi</i>	443-460
The Compatibility of Developed Mathematics Textbook Content in Saudi Arabia with NCTM Standards: A Critical Review <i>Mansour Saleh Alabdulaziz, Steve Higgins</i>	461-482
Big Five Personality Test for State Islamic Senior High School Students in Indonesia <i>Abdul Muhid, Ali Ridho, Ahmad Yusuf, Noor Wahyudi, Zakiyatul Ulya, Ahmad Hanif Asyhar</i>	483-500
Investigating the Problems of Teaching Oral English Communication Skills in an EFL context at the Tertiary Level <i>Prodhan Mahbub Ibna Seraj, Hadina Habil, Md. Kamrul Hasan</i>	501-516
Development of an Instructional Design Model for Physical Chemistry based on Multiple Representatives <i>Wilda Syahri, Muhaimin, Syamsurizal, Muhammad Rusdi</i>	517-534



English as a Foreign Language: Listening to Students and Teachers, a Case Study in LAO PDR <i>Mar Gutiérrez-Colón, Phetsavanh Somsivilay</i>	535-550
The Learning Strategy Based on Scientific Approach to Strengthen the Employability Skill of Teacher Candidates <i>Hadromi, Sudarman, Heri Yudiono, Febrian Arief Budiman, Muhamad Nurkholis Majid, Khoerul Nofa Candra Permana</i>	551-570
Scientific Methodology in Integrated High Schools: A Case Study <i>Genaina Fernandes Guerra, Matias Noll</i>	571-590
The Statistical Creative Framework in Descriptive Statistics Activities <i>Subanji, Toto Nusantara, Desi Rahmatina, Heri Purnomo</i>	591-608
Validation of Motivated Strategies for Learning Questionnaire: Comparison of Three Competing Models <i>Buratin Khampirat</i>	609-626
The Development of Creative Cognitive-Behavior Counseling Model as a Strategy to Improve Self-Regulated Learning of Student <i>Wahyu Nanda Eka Saputra, Said Alhadi, Agus Supriyanto, Sofwan Adiputra</i>	627-646
Test-Taking Strategies in Second Language Receptive Skills Tests: A Literature Review <i>Eva Bumbálková</i>	647-664
The Effect of Problem-Based Learning with an Analytical Rubric on the Development of Students' Critical Thinking Skills <i>Numuk Suryanti, Nurhuda</i>	665-684
Classroom Motivational Climate in Higher Education: Validation of a Model for Assessment <i>Diana Abello, Jesús Alonso-Tapia, Ernesto Panadero</i>	685-702
Male and Female University Students' Perceptions of an Effective EFL Teacher <i>Rastislav Metruk</i>	703-718
Factors Affecting Students' Willingness to Communicate in EFL Classroom at Higher Institution in Indonesia <i>Sukardi Weda, Haryanto Atmowardoyo, Fathu Rahman, Mawardin M. Said, Andi Elsa Fadhilah Sakti</i>	719-734
Improving Students' Academic Achievement Using the ScEd-ALS Android-Based <i>Z. Zulfiani, Iwan Permana Suwarna, Sujiyo Miranto</i>	735-756
A Comparison of Achievement in Large University Classes Using Mentored Groups versus Lectures <i>Kanyuma Jitjumnong, Surachai Suksakulchai</i>	757-772
Examining Students' Intention to Use Augmented Reality in a Project-Based Geometry Learning Environment <i>Mailizar, Rahmah Johar</i>	773-790
Flipped Classroom Strategy Based on Critical Thinking Skills: Helping Fresh Female Students Acquiring Derivative Concept <i>Ali M. Al-Zoubi, Laiali M. Suleiman</i>	791-810
Teachers Quality and Educational Equality Achievements in Indonesia <i>Sekar Purbarini Kawuryan, Suminto A. Sayuti, Aman, Siti Irene Astuti Dwiningrum</i>	811-830



Music Education Teachers' Knowledge and Use of ICT at Spanish Universities <i>Diego Calderón-Garrido, Xavier Carrera, Josep Gustems-Carnicer</i>	831-844
RANDAI Learning Model to Enhance Pre-Service Biology Teachers' Critical Thinking Skills <i>Fitri Arsih, Siti Zubaidah, Hadi Suwono, Abdul Gofur</i>	845-860
Analysis of EEG Signals for Non-technical and Non-medical Students <i>Mikołaj Buchwald, Aleksandra Czyż, Marcin Jukiewicz</i>	861-872
The Effect of Treffinger Creative Learning Model with the Use RME Principles on Creative Thinking Skill and Mathematics Learning Outcome <i>Sabina Ndiung, Sariyasa, Emilianus Jehadus, Ratih Ayu Apsari</i>	873-888
The Impact of Gender and Degree on The Adult Educator's Theoretical Identity <i>Genovefa Papadima</i>	889-902
Developing Creative Entrepreneurship through Experience-based Learning: Creating products of Guangxi, China to Thailand <i>Zhou Xiumiao, Mayuree Suacamram</i>	903-918
Validating an Indonesian Version of the What Is Happening In this Class? (WIHIC) Questionnaire Using a Multidimensional Rasch Model <i>Wardani Rahayu, Muhammad Dwirifqi Kharisma Putra, Yuli Rahmawati, Bahrul Hayat, Rekha Bhan Koul</i>	919-934
Accompanying Persons with Disabilities at University: Skills Development among Volunteers <i>Tatiana Lukovenko, Natalia Kalugina, Nikolay Sorokin, Oleg Bulavenko</i>	935-952
Understanding Directed Motivational Currents among Chinese EFL Students at a Technological University <i>Chili Li, Lianhua Tang, Shuang Zhang</i>	953-968
The Impacts of Task-based Instruction on Students' Grammatical Performances in Speaking and Writing Skills: A quasi-experimental study <i>Vu Phi Ho Pham, Thi Huyen Do</i>	969-986
Changing the Quality of Teachers' Written Tests by implementing an Authentic Assessment Teachers' Training Program <i>Verónica Villarroel, Daniela Bruna, Gavin T. L. Brown, Claudio Bustos</i>	987-1000
The Affect-Intellect Relationship Mediating Learning and Development of Students in School <i>Eliana de Sousa Alencar Marques</i>	1001-1020
The Correlation between Level of School Happiness and Teacher Autonomy in Jordan <i>Omar T. Al-Bataineh, Ahmad M. Mahasneh, Zohair Al-Zoubi</i>	1021-1036
Assessing Verbal Positive Reinforcement of Teachers during School from Home in the Covid-19 Pandemic Era <i>Mantasiah R., Yusri, Abdullah Sinring, Farida Aryani</i>	1037-1050
On the Communicative Functions of Context in Foreign Language Education <i>Krzysztof Polok</i>	1051-1072



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The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension

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This study investigated the impact of using Fix Up Strategy as a specific treatment to deal with the learners' problem in reading that cannot be overcome merely by general reading comprehension course. This was a kind of quasi-experimental research involving 69 students of Madrasah Tsanawiyah (MTs) Al-Hikmah Bandar Lampung, Indonesia. They were divided into two groups: 36 students of experimental group and 33 students of control group. Learners in experimental group were taught with Fix Up Strategy (FUS) and those in the control group were taught with Reading Aloud (RA), a conventional reading activity. The instrument consisted of 25 multiple choice questions that had been previously validated in the procedures of data collection. Then the instrument was given in pre-test and post-test. In addition, observations were also carried out in the process of teaching reading by using FUS. The data were analyzed using t-test and the result showed that 1) the students in the treatment with FUS demonstrated a significant improvement in EFL reading comprehension, and 2) FUS contributed to the students' autonomy in learning reading, enhancement of students' awareness in reading, students' active involvement in reading practice. The finding claims that the students who practiced reading with FUS had a better comprehension than those with RA. Certain pedagogical implications related to the finding were also discussed.

Keywords: EFL, Indonesian learners, reading practice, fix up strategy, experimental group

INTRODUCTION

In the twenty first century, students' success is influenced by reading comprehension skill (Kissau & Hiller, 2013). This offers a great challenge for students throughout the

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world to increase the ability to grasp what they are reading. It is an essential skill to gain a significant progress of learning. In reading procedure, the students should grasp the content of the passage. They must master their perusal skill and the focus is not learning to read, but reading to learn (Alyousef, 2006). During reading practice, reading comprehension is very critical because it encompasses more than reader-to-text answers (Pourhosein Gilakjani & Sabouri, 2016). It means that the students are unable to obtain knowledge from the reading stuff through reading comprehension. It is a phase of discover meanings of the passage, which is very necessary in reading practice.

In Indonesia setting, many students still confront some difficulties in reading comprehension as Indonesians are more inclined to teach and learn English as a foreign language (EFL) (Sulistiyo, 2016). The process of teaching-learning English takes place mainly in the classroom, not in everyday communication (Davoudi & Yousefi, 2015). Apparently, problems in EFL reading comprehension among Indonesian students are lack of vocabulary and prior knowledge, insufficiency of grammar mastery, and poor reading strategies (Setiyadi, 2016).

Referring to a study of The Worlds Most Literate Nations conducted by Central of Connecticut State University, Indonesia is ranked sixtieth from sixty one Southeast Asian countries on reading interest (Miller & McKenna, 2016). This phenomenon describes the factual condition of Indonesians' reading interest that is on severe crisis, especially among the students. The comprehension of reading text is very important in language learning. Indonesian learners may not find difficulties to understand texts in Indonesian language as reading material, but things will be more complicated when they read English texts (Setiyadi, 2016). Many EFL learners find difficulties in comprehending English texts because they do not master the English vocabulary (Suryanto, 2017). Besides vocabulary shortage, they are also bored with the teachers' conventional strategy and this makes them less motivated in learning reading (Pradana, 2017).

Regarding this problem, the circumstance of teaching-learning activity should be interesting to give learners motive in developing reading comprehension. It is suggested that teachers utilize a specific technique or strategy to enhance the learners' reading comprehension (Sholeh et al., 2019). Some kinds of reading strategy that teachers can use are available; one of them is Fix Up Strategy, henceforth FUS. Students and teachers can employ FUS for collaborative reading to increase students' participation in reading classes and help them comprehend the text individually (Moreillon, 2007).

FUS is a technique that will guide students develop the comprehension of reading materials. When the students get confused with certain terms or certain phrases, fix up strategy will help them comprehend the text message. Students can use this technique to re-read context or figure out the missing terms (Duffy, 2009). This means that a phase to discover the message of the text is to fix up strategy. The technique can help students interpret and discover the difficult words which makes students easier to pace the process of reading comprehension (Fitrisia et al., 2015). The teacher should first clarify

the methods for implementing this strategy to students so that they can use it in the phase of reading comprehension (Amelia, 2018). As a reference to utilizing the strategy, the teacher will inform learners the task to use it appropriately.

Further Moreillon (2007) points out that in reading comprehension, curiosity-expressing activities are questioning, predicting, and inferring. This implies that the instructor should trigger learners' curiosity to make the experience of reading activity effective. Fix up strategy is the right one since it will transform students into autonomous learners and will also make students more involved as they conceive of the text they are reading on the basis of their experience or mind (Bremer et al., 2002). The procedures that can be used are: (1) re-reading the text (2) interacting with background knowledge, (3) inferencing, (4) forecasting (5) recalling what we have already read in writing (6) visualizing, (7) posing a new question (Moreillon, 2007). Further Tovani (2000) maintains that using Fix Up Strategy in general has some advantages, for instance tracking students' comprehension of the language, and enhancing students' awareness of reading.

The empirical studies above present the importance of applying FUS in teaching reading because of the many benefits gained by students toward their reading skill enhancement. Moreover, in a reading crisis situation like now, the application of FUS in teaching EFL reading becomes urgent as one of the reading strategies that attracts students' attention so that the learning situation is not boring and monotonous. Therefore the present study seeks to explore the benefits gained by students when teachers apply FUS in the context of teaching reading comprehension in Indonesia, especially for the eighth grade EFL learners with descriptive text material in line with the school's curriculum and syllabus.

This study assumes that by applying and practicing FUS, some difficulties confronted by students in EFL reading comprehension such as lack of vocabulary and background knowledge, learning dependence, and less engagement in reading practice can be overcome (Davoudi & Yousefi, 2015). Besides, FUS is expected to cope with the problem concerning the poor strategy used by EFL teachers in teaching activity due to its strong emphasis on the students' active and creative engagement in reading practice within pairs or small groups (Pradana, 2017; Sholeh et al, 2019). It is highly expected that the practice of this reading strategy will be beneficial for students since in FUS, students must play a dynamic and autonomous role in finding the problems of vocabulary and background knowledge (Moreillon, 2007). FUS can be implemented by rereading, using prior knowledge, thinking, and reflecting as well as solving the problem by visualizing, retelling, and noticing about what already understood from the text (Indrasari, 2015; Amelia, 2018).

With reference to the scope, the study is aimed at examining the effectuation and impact of FUS on Indonesian EFL learners' reading comprehension. Particularly, the study tries to respond the problem formulation as follows.

1. How is Fix Up Strategy effectuated in teaching EFL reading comprehension?

2. Does Fix Up Strategy impact significantly on the advancement of EFL learners' reading comprehension?

Literature Review

Teaching English as a Foreign Language (TEFL) in Indonesian schools is a dynamic practice in which not every teacher conducts the same tasks through the same communicative practices (Muhassin, 2016). This argument implies that teaching English skills particularly reading is a conduct that has intertwined components. The teacher should therefore apply an effective approach to teach English so that the learners can actively participate in the phase of teaching and learning (Jose & Raja, 2011). As a case among Indonesians, learning a native language for example differs from learning a foreign one. It is uneasy to instruct EFL since the instructor needs to explain a language that learners do not practice in daily life (Alwasilah, 2013). The instructor should have an immersive or fascinating system or methodology while teaching English (Nejad & Keshavarzi, 2015). Therefore innovative strategies or techniques in this situation should be implemented to make the students more interested (Pradana, 2017)

Reading is the method of evaluating, organizing and understanding the multitude of information sources (Scanlon et al., 2010). Reading is uneasy thing because when we read a text, we need a concentration. Reading cannot merely be seen as looking at and remembering any paragraph of a book (Berridge, 2015). In this phase, we also need analysis skills in the reading process to get the details from the document that we interpret. We need to recognize the important thing in the process of reading.

Reading comprehension makes sense when integrating a sort of complicated mechanisms including vocabulary, word awareness, and eloquence (Soleimani & Hajghani, 2013). Good readers can identify and understand the text which they read. The reader who is unable to interpret well will not grasp the text they are reading without supporting from others. Reading awareness encompasses more than readers' reactions to text (Klingner et al., 2007). This concerns on the readers as well as the document they are processing. Nevertheless, it is not only a question of context, but also in the steps of reading comprehension. Readers are experienced when they grasp the nature of text and utilize their insight to understand the essence or intent of the text that they interpret (Takallou, 2011). Without this kind of ability to understand and communicate with language, the message may fail (Pourhosein Gilakjani & Sabouri, 2016).

Furthermore readers need to learn five abilities of reading comprehension to make them easy to read. Those include activating word senses, comprehending sentences, inferencing, monitoring comprehension, and understanding text structure (Moreillon, 2007). In addition to reading comprehension abilities, there are also several strategies of reading comprehension in teaching reading: (1) setting out or constructing information scope, (2) utilizing visual stimuli, (3) asking, (4) predicting and drawing conclusions, (5) defining key points, (6) using fix up options, and (7) reconstructing (Soleimani & Hajghani, 2013).

Reading strategy, one of language learning strategies, is defined as a mental behavior strategy to accomplish reading goals. (Bimmel et al., 2001). These are often known as the mental activities of comprehension that the readers choose and implement to understand what they are reading (Abbott, 2006). If reading strategies are used appropriately and variedly, they will make a beneficial contribution to the learning process (Grabe, 2009). Most of the readers utilize a variety of methods to collect, retain and restore information (Mikulecky, 2008). Readers may face some difficulties in understanding and apply some strategies to resolve their difficulties (Peregoy & Boyle, 2001). Each individual profits from diverse strategies and some of them contribute to a quicker and more well-defined comprehension target (Tercanlioglu, 2004).

Considering the significance of reading strategies to overcome students' problems, many studies have conducted related to instructional guidance of strategy, especially those which are closely related to the application of fix up strategy for Indonesian EFL learners' reading skill. For example, Suryati (2013) investigated the influence of applying fix up strategy on the reading comprehension of the eleventh grade learners at SMAN 2 Tapung Kampar Regency applying quasi-experimental design. The study chose 51 senior high school students as research subject divided into 25 students of control class and 26 students of experimental class. The instrument was reading test comprising 25 valid items of multiple choice. The findings exhibited a significant effect of fix up strategy towards students' reading score. It could be proved that the t-test was 2.93 more than 2.01 of t-table on the level of significance 5% and 2.68 of t-table on 1% level of significance and the increase on students' mean score from 50.31 in pre-test to 68.92 in post-test.

Another slightly different study, Indrasari (2015) examined the effectiveness of fix up strategy in teaching reading observed from the eighth grade students' self-assurance at SMPN 2 Tembung. The study selected 52 junior high school students as research subject; 26 students of control group and 26 students of experimental group. The instruments were reading comprehension test and questionnaire. The study came up with some findings as follows: fix up strategy was more effective than direct teaching; the student accomplishment in reading did not rely on the level of students' self-assurance; there was no interrelation between teaching strategies and students' self-assurance in teaching reading.

With the selection of different group designs, Kusumawati (2019) carried out an investigation on the impact of fix up strategy on the eleventh grade students' reading comprehension at SMAN 7 Kediri employing experimental design. There was only one group for pre-test and post-test including 34 students as the subject of research. The instrument was reading comprehension test. The study reported findings that there was an increase on students' mean score from 65.15 in pre-test to 78.9 in post-test and the t-test was 7.359 greater than 2.034 of t-table. Pertaining to the findings, it could be argued that fix up strategy was efficacious used in teaching reading.

Given the study on higher level students, Suhermanto (2019) questioned whether there was any influence of fix up strategy on students' reading comprehension at Islamic State Institute of Curup applying quasi-experimental design. This was a single group design consisting of 60 second semester students of English department as research subject. The instrument was reading comprehension test consisting of 30 valid option test items for pre- and post-tests. The result indicated that the t-count value was 3.905 greater

than t-table, promoting a substantial influence of fix up strategy on students' reading comprehension. Besides, there was a considerable divergence of students' mark after being taught employing fix up strategy.

More recently, Farmadani (2019) conducted a study exploring the impact of fix up strategy on students' reading comprehension the eighth grade at SMP 1 Sumbergempol Tulungagung by employing pre-experimental design. This was a group pre-test and post-test design including 32 students as the subject of research. The instrument was reading comprehension test. The finding indicated that there was a significant increase on students' mean score from 68.91 in pre-test to 89.06 in post-test and the t-test showed that P-value (Sig.) was 0.000 less than 0.05, signifying the students' different achievement before and after being instructed employing fix up strategy. Referring to the findings, it could be observed that fix up strategy was effective for teaching reading in junior high school.

The discussion on the previous studies has come to a conclusion that there are different points of view related to the subject level, research type, group design, and research instrument, even though using the same fix up strategy. The present study applies the same strategy but principally finds gaps and tries to fill them with different schemes, namely using quasi-experimental design at junior high school level with 2 group designs, involving two research instruments: reading test and observation. Thus this study attempts to explore the implementation of the fix up strategy on Indonesian EFL students' reading comprehension in different perspectives.

METHOD

Research Design

This study applied experimental research. This was the only type of study that explicitly tried to affect a specific variable and could be the best type to evaluate theories regarding cause-and-effect interactions when this type was well implemented (Fraenkel et al., 2011; Klassen et al., 2012). Experimental research is systematic research to control over conditions. This type of research is very important, because it can show whether a variable influences another variable or not. Thus in this study Fix Up Strategy was treated as independent variable (X) and reading comprehension as dependent variable (Y).

Specifically this study applied quasi experimental design that included a group distribution of participants (Shih & Reynolds, 2018). The scope of this study was pre- test and post- test blueprint to find out the students' reading comprehension of descriptive text utilizing Fix-Up Strategy. The research design is shown in table 1.

Table 1

Research design

Control group	Pre-test	Reading Aloud	Post-test
Experimental group	Pre-test	Fix Up Strategy	Post-test

In this step, two groups were randomly selected; those were control group and experimental group. Before treatment, the learners were provided with pre-test to evaluate the basic reading comprehension. The researcher then applied a treatment for each group, using a conventional reading activity in the control group and Fix Up Strategy in the experimental group. There were three meetings for treatment. Specifically, the experiment of teaching EFL reading using Fix Up Strategy confirmed the procedures suggested by Moreillon (2007) as follows: 1) re-reading the text 2) interacting with background knowledge, 3) inferencing, 4) forecasting 5) recalling what we have already read in writing 6) visualizing, 7) posing a new question. By the final stage of experimentation, students were handed with post-test to evaluate if there were differences of the students' reading comprehension score after intervention.

Participants

The study selected the research subject from the eighth grade students of MTs Al-Hikmah Bandar Lampung, an Islamic Junior High School in Lampung, Indonesia. They have already taken reading comprehension lesson in English subject in line with the school's curriculum and syllabus. There were four classes for eight grade: VIIIA, VIIIB, VIIIC, and VIID. Two classes which were of the same kind in their English competence were chosen randomly using lottery. The selected classes were class of VIIIA with 36 students regarded as experimental group and class of VIID with 33 students regarded as control group. The experimental group was taught by one of the researchers using Fix Up Strategy (FUS) suggested Moreillon (2007) and the control group was instructed by a classroom teacher applying Reading Aloud (RA), a conventional reading activity introduced by Ledger & Merga (2018).

Instruments

As the instrument of data collection, the study applied reading comprehension test with multiple choice questions, comprising two categories of test, Pre-test and Post-test. Pre-test was given before treatment of the techniques for the two groups to assess students' basic reading comprehension and Post-test was given to find out the differences of students' reading score after the intervention. The reading texts were based on descriptive genre adopted from the text book of Grade VIII and internet. The researchers developed a reading comprehension test by confirming validity and reliability as the parameter of a proper test proposed by Borden & Abbott (2018). Therefore before distributing the test, the researchers had tried out 50 test items for both pre-test and post-test to another class (VIIIB). The analysis of validity and reliability of the try out resulted in 25 test items which were then distributed in the tests for each group. Table 2 portrayed the blueprint of test points based on eight aspects particularly employed to assess reading comprehension as asserted by Brown (2007).

1
Table 2
Pre-test and post-test design

Aspects	Test Items			
	Pre-test	N	Post-test	N
1 Main idea (topic)	2,5,11,14	4	1,11,12,13,18,23	6
Expression/idiom/phrase in context	-	-	24	1
Inference (implied detail)	7,8,17	3	8,17	2
Grammatical features	6,15,19	3	5,10,25	3
Detail (scanning for a specially stated detail)	19,10,16		2,6,7,9,14	
Excluding facts not written	18,21,22,23,24	9	15,20,21,22	9
Supporting idea	12	1	16	1
Vocabulary in context	-	-	-	-
	3,4,13,20,25	5	3,4,19	3
Total		25		25

Besides, observation with reference to Project-Based Learning (Widiyoko, 2012) 2 was carried out during three meetings of treatment to evaluate the level of effectuation of fix up strategy in teaching-learning EFL reading comprehension. The observation form consisted of 7 statements on the procedures of fix up strategies with "Yes" or "No". Then the result observation could be interpreted with the following criteria.

Table 3
Criteria of fix up strategy implementation

2 Criteria	Percentage
Very good	80-100
Good	60-80
Fair	40-60
Poor	20-40
Fail	0-20

(Widiyoko, 2012)

Data Analysis

The study employed statistical computation comprising normality 40 and homogeneity test in analyzing the data. Then t-test for two correlated samples was also used to find out the substantial divergence between the pre-test and post-test grades of students who were taught by FUS and those who were not. For practicality and efficiency of the study, statistical computation of SPSS was applied for hypothesis 11. In addition the followings were the indicators of hypothesis adoption and ejection. Ha was adopted if Sig. < $\alpha = 0.05$ and H0 was admitted if Sig. > $\alpha = 0.05$.

FINDINGS

2 Implementation of Fix Up Strategy in Reading Comprehension

Data on the implementation of FUS procedures in teaching reading comprehension 39 came from recapitulation of observation from three meetings of treatment in experimental group. Table 4 presents the result of observation.

Table 4
Frequency on the implementation of fix up strategy

Indicators	Yes		No	
	N	%	N	%
Teacher involves students to read and let them state the problems encountered.	3	100	0	0
Teacher asks student to stop in the words considered insensible.	2	66.7	1	33.3
Teacher commands students to puzzle out and let them utilize the look-back or fix up strategy.	3	100	0	0
Teacher apprises students to detect the problem (unknown words) and to think if they know anything about the problem and aids them to dissolve it.	2	66.7	1	33.3
Teacher urges students to utilize context clues	2	66.7	1	33.3
Teacher lets students prove if the words are intelligible or not.	3	100	0	0
Students can proceed reading and conduct the fix-up strategy if they encounter more problems.	3	100	0	0
Total	18	85.7	3	14.3

Table 4 manifests the level of implementation of FUS procedures in teaching reading comprehension. The frequency of “Yes” answer is 18 or 85.7%, whereas the frequency of “No” answer is 3 or 14.3%. Referring to the scoring criteria in table 3, it can be interpreted that the implementation of FUS is on the level of “10ly good”. Thus we come to a conclusion that FUS has already been practiced properly as a technique applied to improve students’ reading skill.

Result of Reading Comprehension Test

Result of Pre-test

Pre-test in control group was executed on September 16, 2019 prior to the intervention given to the students to assess their basic reading comprehension in descriptive text, as shown in Figure 1.

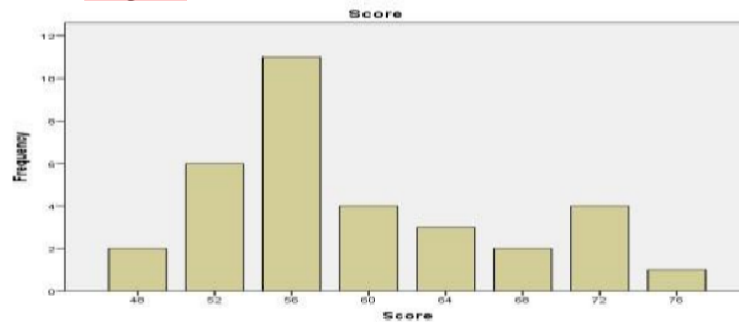


Figure 1
Pre-test result of control group

Figure 1 shows that the learners' reading comprehension score is regarded low, with the mean value of 59,27 for pre-test. The scores are 48 for 2 students; 52 for 6 students; 56 for 11 students; 60 for 4 students; 64 for 3 students; 68 for 2 students; 72 for 4 students; 76 for 1 student. The lowest grade is 48 and the highest one is 76.

Then the pre-test was also put in practice for the experimental group on September 16, 2019. The result is drawn in Figure 2.

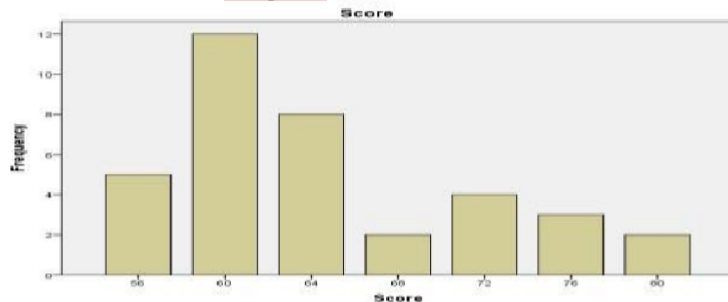


Figure 2

Pre-test result of experimental group

Figure 2 indicates that the pre-test mean value is 64.56. The scores are 56 for 5 students; 60 for 12 students; 64 for 8 students; 72 for 4 students; 76 for 3 students; 80 for 2 students. 56 is the lowest score and 80 is the highest one.

Results of Post-test

The post-test was conducted to find out the crucial impact on both control and experimental groups after the treatments had been implemented. The control group post-test was issued on 25 September 2019. The ratings of the students' reading comprehension are shown in figure 3.

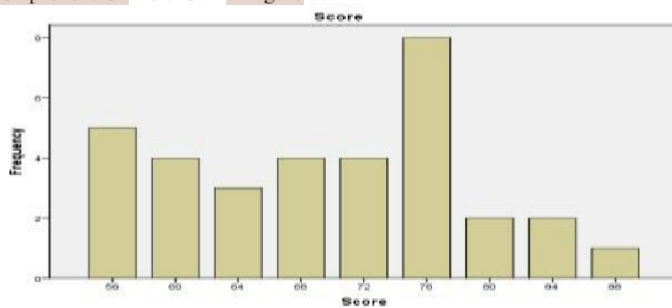


Figure 3

Post-test result of control group

Figure 3 signals that the control group mean is 69.58. The scores are 56 for 5 students; 60 for 4 students; 64 for 3 students; 68 for 4 students; 72 for 4 students; 76 for 8 students; 80 for 2 students; 84 for 2 students; and 88 for 1 student. The lowest grade is 56 and the highest one is 88.

The post-test was also executed for the experimental group on September 25, 2019 to see the major impact after the treatment. Figure 4 provides ratings of the post-test.

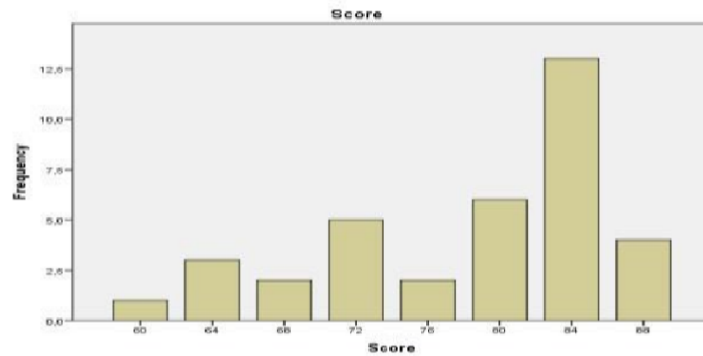


Figure 4
Post-test result of experimental group

Figure 4 presents a significant improvement of students' score after three treatments using fix up strategy. It can be seen that the mean value of post-test in experimental group is 78.44. The scores are 60 for 1 student; 64 for 3 students; 68 for 2 students; 72 for 5 students; 76 for 2 students; 80 for 6 students; 84 for 13 students; and 88 for 4 students. The lowest score is 60 and 88 is the highest.

Table 5
Comparison of pre-test and post-test scores of the experimental and control groups

Category	Fix Up Strategy		Reading Aloud	
	Pre-test	Post-test	Pre-test	Post-test
Lowest	56	60	48	56
Highest	80	88	76	88
Mean	64.56	78.44	59.27	69.58

The data presentation in table 5 shows that there has been a good progress on pre-test and post-test scores for control group as well as experimental group. The mean value of the control group from pre-test is 59.27 and the post-test is 69.58. Meanwhile, the mean value of the experimental group pre-test is 64.56 and the post-test is 78.44. It can be clearly seen that there are changes on both groups. However the performance of experimental group is greater than the control group. The discussion comes up with conclusion that there is a significant improvement of students' reading comprehension score in the experimental group compared to the control group.

The significant improvement of reading score in experimental group might have been achieved because of the treatment using Fix Up Strategy, which demanded teacher and student engagement. The students' pos-test proved the significant difference to the pre-test and this is line with the assertion that implementing FUS can improve students' reading comprehension skill. This finding corresponds to Suhermanto (2019) who claimed that students taught with FUS exhibited improvement on reading comprehension.

1 Result of Normality Test

The test of normality was carried out by applying statistical analysis of SPSS¹ version 20 after obtaining the students' reading score from the test. The hypothesis is: ¹² data are normally administered (H_0) and the data are not normally allotted (H_a). H_0 is accepted if sig. (p) > $\alpha = 0.05$, and H_a is valid if sig. (p) < $\alpha = 0.05$.

Table 6
Normality test

	Groups	Kolmogorov-Smirnov ^a		Saphiro-Wilk			
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	Experimental	.131			.948	36	.091
	Control	.148	33	.940	33	.068	
		.065					

¹ a. Lilliefors Significance Correction

Table 6 reveals that the control group's Sig. is 0.068 and the experimental group's Sig. is 0.091. Both significances are more ⁴⁴ than 0.05. Therefore H_a is refused, and H_0 is assumed. This signifies that the data of control and experimental groups are normally administered.

14 Result of Homogeneity Test

The homogeneity test was manifested in both control and experimental groups after gaining the results of pre-test and post-test, by proposing two hypotheses. The data variances were not homogenous (H_a), and the data variances were homogeneous (H_0) with criteria: H_0 was assumed if Sig. > $\alpha = 0.05$, and H_a was considered if Sig. < $\alpha = 0.05$.

Table 7
Homogeneity test

Levene's Statistic	df1	df2	Sig.
	1	67	.595

The homogeneity test result in table 7 indicates that the significance is 0.595, more than 0.05. Therefore, it can be argued that the data come from homogenous groups.

1 Result of Hypothesis Test

The prior discussion stated that the normality and the homogeneity tests were satisfying. Therefore the hypothesis test using independent samples t-test was implemented to scrutinize the considerable impact of FUS on the students' reading comprehension.

Table 8
Independent Samples T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Gain	.285	.595	3.245	67	.002	4.919	1.516	1.893	7.945
			3.245	66.953	.002	4.919	1.512	1.901	7.937

Table 8 indicates that probability (p) value of Sig. (2-tailed) for experimental group is 0.002. Referring to the criteria of Hypothesis test, if sig. value is less than 0.05, H_0 is accepted. It can also be inferred that there is a substantial difference in experimental group scores between pre-test and post-test. The result of hypothesis test proves that the implementation of Fix Up Strategy contributes a considerable impact on EFL students' reading comprehension.

DISCUSSION

Implementation of FUS

The primary purpose of the current study is to explore the relations between the implementation of Fix Up Strategy as a specific treatment in teaching EFL reading comprehension and its impact on the advance of EFL students' reading comprehension. With regard to this objective, this study attempts to explore how a teacher teaches reading using FUS a special treatment to enhance students' reading skill. Direct observations were conducted by researcher in three treatment meetings. The results of observation as shown in table 4 indicated that the frequency of implementation of FUS procedures reached 85.7% which was categorized as very good level. This achievement has positive implications for students in understanding and practicing FUS in the process of reading comprehension learning. Thus, the main benefit of the study is to alleviate students to be able to enhance their reading skill through the application of the FUS.

The observation results in the treatment process showed that students appeared more engaged in learning reading as the teacher implemented FUS. This might happen because the teacher's instructional guide on the application of the FUS procedure has a good effect on overcoming the problem of students who have limited vocabulary and background knowledge. The result is that applying FUS can help them understand the parts of the English text that are difficult. The teacher's role as a learning facilitator is very important in improving reading skills. This is closely related to the finding of

Suhermanto (2019) which states that teacher guidance is needed in order to improve students' learning outcomes for better reading.

Treatment with FUS has made learning conditions conducive so students can be actively and independently involved in self-monitoring and self-correction when they encountered confusing text. In self-monitoring students were aware when meanings broke down, identified words, phrases, paragraphs they did not understand and used fix strategy to restore the meaning. This is consistent with Indrasari (2018) who maintains that by applying FUS, students were facilitated to be actively engaged in reading text by providing fix-up devices, such as previewing, predicting, rereading, making connection, visualizing, inferencing, and retelling the text. Self-monitor requires metacognitive knowledge, which is understanding when reading makes sense by tracking and monitoring one's own understanding (Takallou, 2011).

One of the factors that FUS can improve student reading comprehension score is efficiency on how to study the course material in a cooperative learning approach which supports involvement and compassion by providing each member of the group an important part to play in the academic performance (Nejad & Keshavarzi, 2015). Students were given more space to be engaged in reading practice by pointing out their difficulties in comprehending text with their pairs through discussion. Within a small cooperative group, when students find the clunks, i.e. the word, idea, or concept which are uneasy to understand and break down reading comprehension of the whole text, they need to identify the clunks and figure them out using fix-up strategies (Bremer et al., 2002; Sholeh et al., 2019).

Comparison Result of Pre-Test and Post-test Scores

The result explanation might be based on the effect of FUS on the reading comprehension of EFL students, which was obtained from the pre-test and post-test results. The assessments that had the same time allocation, material, test design, and set of questions administered to the students in two groups were assigned to verify whether or not FUS brought advancements to the reading comprehension of EFL learners. The discussion on pre-test and post-test results reveals that there is a substantial gap in the reading comprehension scores of the EFL students. The result of observation shows that the practice of FUS was categorized in a very good level, signifying the enhancement of reading comprehension of EFL learners by promoting conducive learning situation, learning independence, and more students' engagement in reading practice with pair discussion.

The intervention has improved reading comprehension levels for EFL students from 80 to 88. Therefore, it can be concluded that the intervention might have induced the rise in reading scores. There were clearly substantial differences in the students' post-test scores and this supports the argument that using FUS will enhance reading comprehension skill. The finding significantly showed that the students' reading scores increased steadily.

This finding is compatible with some earlier studies focusing on the use of FUS which has enhanced students' reading comprehension skill. This study also demonstrates that

the reading comprehension scores of EFL students increased when the teacher designed reading activities that allowed more space for students to participate in reading practice in groups or pairs, to learn independently and to follow instructional guidelines on the reading strategy (Bremer et al., 2002; Indrasari, 2015, Suhermanto, 2019).

CONCLUSION

This study has successfully proved that there is a substantial impact of implementing FUS for improving students' reading skill. This is owing to the fact that the implementation of the FUS procedure has facilitated students to be able to understand English text better so that it has positive implications on increasing students' reading comprehension scores. FUS is considered as an efficient and effective reading strategy by promoting learning strategies that are interesting and not monotonous, providing broader opportunities for students to engage actively in group discussions, and guiding students to be independent in seeking and overcoming difficult parts of the English text. The contribution of FUS is very positive for students' understanding of the English text because the mechanism of self-monitor and self-correction is emphasized in FUS practice. Thus, when finding difficulties in the English text section, students can independently overcome these difficulties through a fix up strategy.

At the level of TEFL, by considering the tangible benefits of FUS, it is strongly suggested that English teachers employ this technique in teaching reading comprehension. EFL students' understanding will be better when there is a solution to the problem of limited vocabulary and background knowledge in comprehending the English text. FUS trains students to learn independently and to be actively engaged in group or pair discussions to solve the problem.

This study has limitations in terms of the research subject which was limited to the Indonesian EFL junior high school students and the data collection through tests and observations. Therefore it is recommended for further research to utilize other levels of schools, such as elementary school, senior high school, and even universities so that they will get more comprehensive study results. In addition, using a questionnaire to determine students' responses to the application of FUS will also make the study more valid.

For education stakeholders particularly for policy makers and for junior level teachers, the findings of this study may be utilized as a guidance for conducting training to develop reading comprehension skills using FUS. The aim is to equip them with teaching techniques that are not monotonous and provide solutions to students' problems in reading comprehension. The application of this technique becomes urgent because it promotes a conducive learning atmosphere, trains students to be more independent in finding solutions to their problems and enlarges student involvement in pair or group discussions which eventually can enhance students' reading comprehension skill.

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