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## TEACHING READING USING FIX-UP STRATEGY IN READING COMPREHENSION

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### Article History:

Received: 21-11-2025

Revised: 07-12-2025

Accepted: 24-12-2025

### Keywords:

Teaching, Fix-Up  
Strategy, Reading  
Comprehension

**Abstract:** *The purpose of this article is to describe how to teach reading using the fix-up strategy. For a variety of reading objectives, teachers have used a wide range of instructional tactics. In the meanwhile, it aids readers in fulfilling their reading goals. The fix-up strategy was suitable for solving the issue pertaining to the metacognitive process through readers' comprehension. During text processing, these strategies help readers recognize comprehension challenges and apply focused understanding.*

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## INTRODUCTION

Reading is one of the four important competencies, and it is the most important if no one of the readers can comprehend the main point of what they have read. Reading involves the use of words, fluency in reading a text, and comprehension of the printed word. Furthermore, it is a way of extracting information from written language words and a means of interacting with the text and the reader. The reader can gain benefits from reading, including obtaining a lot of information, improving their knowledge, solving problems, and gaining new ideas by comprehending a reading passage. In other words, reading is not only a precision for uttering words or phrases, but also identifying and understanding the intent of the author in a reading passage.

Reading should be taught well by the teacher to ensure students master the important skill of reading. It includes how teachers develop the right strategies in the reading activity and how students feel comfortable receiving and understanding the topic. Patel, et al (2008: 84) stated that reading is crucial, as it is one of the skills that are required, and correction is necessary, whereas in the modern era, information comes from different sources and to obtain the information, people need to know how to read. Reading is a means to gain knowledge from various fields, allowing you to see knowledge from different fields in a more accessible way. It will be able to increase their knowledge. This will help them to improve their knowledge.

Reading is an important process for getting information from a text, where readers must link the information in the text, they read into one unit. Grabe, et al (2011:17) stated that reading is the ability to extract meaning from printed material and interpret it appropriately. This means that reading is an activity conducted to obtain information and also in reading is not only reading but also meaning entry.

Furthermore, reading and comprehension are not separate, as they are interconnected. comprehension is the basis of reading as stated by Kruidenier (2002:77), who stated that comprehension is the reason. when reading a text, they must comprehend its content.

Reading and comprehension are related because the outcome of the reading activity is to understand what was read. While reading, the reader constructs the significance of the written text.

Reading is all about comprehending the content, and this requires understanding the material and this is the key to effective reading. The meaning of reading is understood through reading through various processes that involve reading words, knowledge, and fluency, as stated by Klinger, et al. (2007:2). It can be said that understanding reading is an understanding by reading words, the more the reader reads, the more knowledge or information he gains, and fluidity in reading each word of the text.

In the process of teaching and learning languages, reading has been an essential component. Some problems with reading texts include students' lack of vocabulary, grammar, syntax, and enthusiasm in traditional teaching approaches. Students encounter a number of reading comprehension issues, including their motivation to study English, the reading comprehension method, and the teacher's reading comprehension strategy.

There are so many strategies that has been applied by the teacher one of them is fix-up strategy The fix-up method is just one of the many tactics the teacher has used. The fix-up strategy enables children to learn information from the text and comprehend that they cannot generate foreign words. Students that struggle with reading can benefit from this approach.

Fix-up strategies aid students or readers who find the content difficult to understand. According to Orehovec & Alley (2003), "The fix-up strategy will help readers when they come to do re-reading." Students who are confused or have trouble understanding the text's meaning will benefit from the fix-up strategy. Put another way, the fix-up strategy is one way to deal with issues like students not understanding the content or becoming confused by it.

From now on, the fix-up strategy facilitates collaborative reading between students and teachers to boost student engagement in reading classes and support individual comprehension of the text (Moreillon, 2007). The fix-up strategy will help students improve their comprehension of the reading contents. Fix-up strategies, such as rereading context or identifying missing terminology, are one way to help students who are struggling with reading comprehension issues, such as when they are confused by certain terms and phrases (Duffy, 2009). It implies that a fix-up strategy is one way to help students who are having trouble with reading comprehension if they are confused about specific terms and phrases.

This strategy has been supported by some researchers; they are Indrasari (2012), she conducted the research the title effectiveness of using fix-up strategy to teach reading viewed from students' self-confidence, the result fix-up strategy can implemented at class in order to achieve optimal result the last is by Kusumawati (2019), she conducted the research the title the use of fix-up strategy in teaching reading comprehension and the result is significant improvement by using fix-up strategy.

## **REVIEW OF RELATED LITERATURE**

### **Reading**

Reading is a language skill that requires students as readers to interact with the text to gain information from the texts. Some experts share their definitions of what is meant by

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reading. (Patel & Praveen , 2008) said that reading is an important activity in life with which one can update his or her knowledge. Similarly, (Smith, 2014) said that reading is a complex process in which readers must interpret information in the text and it constantly involves guessing, predicting, checking, and asking oneself questions. From these definitions, it can be concluded reading is one way to develop someone's knowledge and make it progress for his/her self-related to language activities including new vocabulary also it involves the reader's thinking, and the readers must guess what the writer's to convey.

(Nunan, 2003) stated that reading is the fluent process of readers, combining information from a text and their background knowledge to build meaning. Similarly, (Grimes, 2006) stated that reading is an active process of constructing meaning. From this definition, it can be concluded that reading is a process of thinking where the readers relate the information from the text and their background knowledge of the text to build their understanding of the meaning of the text.

According to Peregoy & Boyle in (Suryanto, 2007) stated that reading is a set of skills that involves making sense and deriving meaning from printed words. It means that, the students must cultivate their minds to gain comprehension. Then, the goal of the students is to be able to analyze information in their minds to find meaning. In addition, students must also be able to find the necessary information in the text.

In additional (Grellet, 2006) stated that there are two main reasons for reading. The first is reading ability that people do get information and pleasure. It means that we can understand reading to increase our knowledge because we can obtain a great deal of information such as developments in all regions of the world, the progress of business and education. Second, reading can amuse the reader because many kinds of text can give satisfaction to the reader.

Furthermore, (Moreillon, 2007) said that reading is making meaning from printed and visual information. From the above definition, reading is an active process in which students can come up with an idea of what they have read. Then, for getting information students do a set activity. The activities start with rapid eye movement to follow the composition, then send it to the brain and the reader will analyze the information in the brain Lastly the reader gets the meaning from the text. Besides, the statement above also indicates that reading is not a simple task, as it necessitates a great deal of effort to derive meaning or information from the text. In this case, readers are expected to have a capability or strategy that may help them understand the content of the text.

Based on the opinion above, it can be concluded that reading is a process in that engages prior knowledge with current knowledge and interprets how the readers watch things in the world. Through what has been read, there will be a new thought to achieve what readers previously knew.

### **Reading Comprehension**

In reading comprehension becomes an important factor. This idea is supported by (Ostrov, 2003)who stated that in reading “comprehension is one of the important factors that indicate how well people read.” He then explains when we read a text extremely quickly but we cannot understand what we have read, it means that we do not read it comprehensively. Thus, comprehension is an indispensable part of reading activity.

Based on (Khand, 2004) stated that reading comprehension is the activity of getting the

content of the writer wants to explain. It is making meaning from the text. Furthermore, the readers can comprehend the text through a reading process that includes the readers' background knowledge. Reading comprehension is crucial for students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary and seeing the relationship between words and concepts.

Similarly, (King & Stanley, 1999) explained that "reading comprehension has five aspects contained in reading text. They are; finding information, finding the main idea, finding the meaning of vocabulary in content, identifying reference, and making inference."

It means that factual information requires readers to scan specific details, and recognition of the main idea of a paragraph is very important because it helps the reader understand the paragraph and content of reading text when the students find the meaning of vocabulary in the content, it can develop his/her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference, the words or phrases, the students can identify the word which they refer to will help the students understand the reading passage. In making an inference, it is a skill where the students can read between the lines. It divides into main attention, drawing logical inferences, and making accurate predictions.

So, based on the experts above, the writer concludes that reading comprehension is one's ability in comprehending the message of the English materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. It involves the process of identifying the text elements such as; finding the main idea, details, the meaning of vocabulary in context, identifying references, and making inferences.

### **Fix- Up Strategy**

The Fix-up Strategy was created specifically to help students who struggle to comprehend material. The fix-up strategy was selected because it fosters students' increased reading independence. This method encourages students to pause, reflect, and solve problems independently when they encounter challenging terms or passages in literature that they don't comprehend. The fix-up method improves students' ability to think critically and independently resolve comprehension problems.

According to Moreillon (2007), the Fix-up method provides reading strategies, such as reading ahead or deciphering unfamiliar words, that individuals might employ to restore meaning. This indicates that the fix-up method can help students learn new vocabulary from the text and is one way for students to expand their vocabulary in reading comprehension. It also encourages students to read comprehension texts in-depth.

Duffy (2009), a fix-up method is one that can assist students in comprehending the text's content when they are having trouble with certain words or sentences. Once the teacher has implemented the method, the students may be able to use it to improve their meaning-making. Then, according to Monoi (2004), fix-up strategies work better than direct instruction. In the fix-up technique, students are asked to think aloud and examine the text by identifying key elements, such as breaking down a challenging term into its parts, going

over the material again, and visualizing the characters mentioned in the text in relation to what they already know.

According to Nunun (2012), fix-up strategies work better for teaching reading than direct instruction. Hence, the function of the fix-up strategy helps the students think more creatively and comprehend while reading because this strategy facilitates the students when they get stuck in some part of the text; then they use the fix-up strategy to build their comprehension of the text. When discussing the topics covered in the text, students are required to think aloud and apply their prior knowledge in order to expand their understanding. Through the use of the fix-up approach, students can also examine some odd words they come across in the text by breaking them down into their constituent parts, such as prefixes and suffixes. After that, students just read, learn the words, and answer the questions.

In conclusion, the fix-up strategy is one of the reading comprehension techniques used to assist readers who are having trouble understanding what they are reading. In particular, when readers struggle with unfamiliar words or the text's meaning, they can take several steps in the fix-up strategies to solve their problem.

#### **Steps in using Fix-Up Strategy**

According to Morellion (2007) states that there are steps in using the fix-up strategy as follows:

1. Previewing. The students are asked to look at the text at a glance. They preview and think about what the text is about.
2. Predicting. After reading the text's title or header, the students guess what will happen next.
3. Reading. The task involves students reading the entire material and determining whether their prediction was accurate.
4. Making connection. The students think about something that they have experiences which is related to the text.
5. Visualizing. The students draw the characters which are stated in the text based on their imagination.
6. Making inference. The students make inference of what they read. It helps the students to sum up the important points of the text that they read.
7. Asking new question and retelling the story. After reading the text, the students should ask questions related to the content of the text and retell what has been read to check whether they understand about the content or not

While, the teacher's activities in teaching using Fix-Up Strategy can be seen from the steps bellow:

1. The teacher explains what the Fix-Up Strategy is and why it is used.
2. The teacher reads a text and shows how to notice confusion while reading.
3. The teacher demonstrates simple fix-up actions such as rereading, using context clues, and identifying key ideas.
4. The teacher guides students to practice the strategy together.
5. The teacher asks students to use the strategy while reading independently.
6. The teacher discusses the results and checks students' understanding.

## CONCLUSION

Based on the experts' above explanation, reading is one of the important skills that the students should have also it should be supported by their comprehension. Moreover, reading without comprehension is really difficult to understand about something that has appeared in the magazines, newspapers, books or other printed materials eventhough it was fiction or non-fiction.

the Fix-Up Strategy is a valuable reading comprehension approach that enables students to actively monitor their understanding while reading and to take corrective actions when comprehension breakdowns occur. Through this strategy, students are guided to recognize difficulties during the reading process, such as unfamiliar vocabulary, unclear sentences, or confusing ideas, and to apply appropriate fix-up strategy to restore meaning.

The steps of reading comprehension within the Fix-Up Strategy typically involve previewing the text to activate prior knowledge, monitoring understanding during reading, identifying points of confusion, applying fix-up actions such as rereading, using context clues, breaking down sentences, and summarizing key ideas, and finally evaluating overall understanding after reading. By systematically engaging in these steps, students become more strategic and self-regulated readers. Therefore, the Fix-Up Strategy not only improves comprehension outcomes but also fosters metacognitive awareness, encouraging learners to take responsibility for their own reading process and to apply effective comprehension strategies independently.

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