# THE EFFECT OF THIEVES STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 2 KAMANG MAGEK

**A THESIS**

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# CHAPTER I

# INTRODUCTION

## A. Background of the Problem

English is one of the foreign language learned by students in Indonesia. If the students learn English, they will recognize about four skills that should be learned which include listening, speaking, reading and writing. One of the skill that will be discussed in this thesis is reading. Reading is one of the skills that is learn by the students. Reading skill is one of complex and difficult skill than other skills such as listening, speaking, and writing because reading is the first skill that is connecting other skill. The relationship of reading and writing that is read an early process training and improving oral language skills so as to develop written language skills in the form of literature, reading and speaking relationship is reading help improve oral language and reading by listening relationships are reading to help students better understand what is heard.

Reading is very important for students. By reading, the students will be able to increase their knowledge. The readers have to choose the material for them to read for examples are newspaper, magazine, book, novel, coursebook etc.

According to Harmer "Reading is useful for language acquisition".[1] Based on the definition above, reading is language acquisition to communicative between another readers. Reading also has a positive effect on students vocabulary knowledge, on their spelling and on their writing. They read English text to increase vocabulary. It gets better knowledge in information. The readers have a lot of information, people should know, and they should find many kinds of information sources that are written in English. Reading is a source of getting information. No

[1] Jeremy Harmer, *How to Teach English* (London: Longman, 2007), p 99.

one can get much information without reading. Because it can help to know the simple information to the more complex one. In addition, the main important things that the readers should have the ability to comprehend what they have read.

Nunan define that reading as a fluent process of readers considering information represented in a text and their prior knowledge to get the meaning of the text. He also adds that the purpose of reading is comprehension.[2] It means that, in the reading process, the readers not only depend on the information drawn from the text, but they also should recall their prior knowledge to fully comprehend the text. The readers read a text with a great store of prior knowledge and experience, including some assumption about the text.

Therefore, the ability to read a text in any form will bring great edge to the reader. In learning process, students also need to learn how to master English especially in reading, because reading has an important role in the classroom. On the other hand, reading is an interaction between the reader and the writer through the written language in the process of exchanging information or idea from the writer to reader.

Reading comprehension will be related by text type in English subject. Based on syllabus, there are some genres of text which are learned by the eighth grade students of SMPN 2 Kamang Magek. They are descriptive and recount text. The researcher chooses recount text to conduct a research. So, recount text is one of the simplest text types but the students still have problems in comprehending recount text in this case. That is reason, the researcher chooses this text to be research.

Recount text is a text which retells events or experience in the past. The purpose is either to inform or to entertainment the audience. It can be concluded that

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[2] Fisher, *Students' Reading Techniques Difficulties In Recount Text*, Journal of English and Education 2016, 4(2), 1-12, p.3

recount text is a part of category of factual text because it gives the explanation of some information and ideas that really happen. Recount are written to retell events with the purpose of either informing or entertaining their audience.

Based on observation in SMPN 2 Kamang Magek, the reality in the field, learning reading comprehension in class VIII is still not as expected. The problems that the researcher found are; First, the strategy or method that used by the teacher still conventional. The teacher explain the lesson and then, the teacher asked the students to do assignments in LKS. The teacher just asked the students to answer the question based on the text.

Second, there are many students get low score in their daily exam. The researcher found many students who get a low score when a daily exam. It was proved by the mark of students a daily exam. The scores of the students were under KKM. As stated of english teacher and criteria achievement minimum based on education, the KKM were 75.

Third, the students are difficult to comprehend the text. When the teacher asked the students about main idea and topic, only 2 or 3 students answer the questions. They are also difficult to decide the structure and the purpose of the text. The students read the text but, they could not get information and message from the text well. Consequently, the students did not comprehend the text. As a result, only a few students are able to understand the text.

On the other than, the students low in vocabulary mastery and it makes them still confused in understanding the text, especially in finding out detail information of the orientation, events, reorientation and understanding language features in recount text. It could be seen when the teacher asked them about detail information of the recount text. The students just read but, they could not understand what they read

about the text. Because of that, the teacher should use strategy in teaching reading comprehension in order to help students comprehend the text.

To provide a solution to these problem, the researcher proposed a strategy which was called thieves strategy for teaching reading. THIEVES is an activating strategy with the purpose of providing necessary knowledge for students before going through the text. According to Manz, THIEVES is a pre-reading strategy that set the purpose for reading using easily remembered acronym. Student learn how “steal” information from the title, headings, introduction, every first sentence, vocabulary, ending and summary.

THIEVES is one strategy to activate the background knowledge. THIEVES strategy give contribution for students in learning process. In this strategy the students easier to find out information from the text. The students give the opportunity to find out the information before they read until they get motivation in learning english especially in reading.

Based on the background above, researcher assume that thieves can provide a solution to the low ability of students in reading. Then, the researcher give the title " The Effect of THIEVES Strategy Towards Students’ Reading Comprehension in Recount Text at the Eighth Grade of SMPN 2 Kamang Magek”.

## B. Identification of the Problems

Based on the background of the problems above, the researcher found some problems which can be identified as follow:

1. The strategy or method that used by the teacher still conventional.
2. Some students still have low score.
3. The students are difficult to comprehend the text.

4. The students low in vocabulary mastery

## C. Limitation of the Problem

Based on the problem above, the researcher limits the problems on the effect of THIEVES strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 2 Kamang Magek.

## D. Formulation of the Problem

Based on the background of the research above, the researcher formulated the problem into following question: What is the effect of THIEVES strategy toward students' reading skill in recount text at the eightht grade of SMPN 2 Kamang Magek?

## E. Purpose of the Research

The purpose of this research is to know impact of THIEVES strategy toward students' reading comprehension in recount text at the eightht grade of SMPN 2 Kamang Magek.

## F. Significance of the Research

The result of this research is expected useful for:

1. The teacher
    a. It can give information to the teacher about students' THIEVES in recount text.
    b. Give description to English teacher about how to apply THIEVES strategy in recount text.
2. The students
    a. Help the student to comprehend the text.
    b. Give reading comprehension concept by THIEVES strategy.

3. The researcher

    a. The researcher gets knowledge and experience through this research.

    b. It gives information to the next researchers.

## G. Identification of Key-Terms

To avoid missunderstanding in this study, the researcher defines spesific key term as follow:

1. Reading comprehension

    Reading comprehension is the students understanding to get the meaning and information of the recount text.

2. Recount text

    Recount text is a text which retells events or experiences of the students in the past.

3. THIEVES

    THIEVES is a strategy to activate the background knowledge to give contribution for students in learning process.

# CHAPTER II

# REVIEW OF THE RELATED LITERATURE

## A. Review of the Related Theories

To conduct a research, theories are needed to explain some concepts and term applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the writer and the readers. In other words, they are very important to explain, so that the readers will get the points clearly.

### 1. The Nature of THIEVES Strategy

a. Definition of THIEVES Strategy

Strategy is one of important elements for the teacher in order to get success in learning process. There is a strategy that can be use by the teacher in teaching reading such as THIEVES, this strategy will give contribution for students in learning process. According to Manz, THIEVES is a pre-reading strategy that set the purpose for reading using easily remember acronym. Students learn how steal information from the title, heading introduction, every first sentence, visual/vocabulary, ending and summary.[3]

It is means that this strategy can help the students to find the spesific information in the text, and the strategy can improve the poor reader comprehension. This strategy alternatively helps students to understand what they read.

[3] [1]Suzanne Liff Manz, *A Strategy For Previewing Texbook:Teaching Readers To Become THIEVES*, (New York: Jurnal reading teacher vol 55 no 5 februari 2002)

As stated by Mc Andrews, the strategy to provide background knowledge and organizational structure for expository text.[4] Here the researcher use THIEVES strategy to teaching reading recount text, because it activates the reader's schema or background knowledge on a topic by helping the reader make connection to the article before they read it. It can motivate the students to increase their reading comprehension

b. The procedure of THIEVES strategy

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow students to "steal" information before they actually begin reading the text.

According to Zwiers in Rizki Ananda research there are five procedure, such as: The first is the students are work individually. The second is the teacher selects a recount text the appropriate reading level. Teacher select one of recount text which appropriate with the reading level with the eight grade. The third is the teacher writes component of THIEVES on whiteboard and explain the THIEVES acronym.

The first is the title. Look at the title, and think about what will be included in the text. Think about what is already known about the topic. The second is heading. Look at the heading. Think of ways to turn the heading into a question. The third is introduction. Read the introductory paragraph and think of what is most important. The four is every first sentence. Read every first sentence for each paragraph. Next is visual and vocabulary. Look at photograph, maps, and other graphics. What do they illustrate? Look for important vocabulary words, and define them in the context of the chapter content. Then, Ending Read the last paragraph and think of what is most important. And the last is summary collaborate the all of previous component of THIEVES and make summary from them.

[4] Stephanie McAndrews L, *Diagnostic Literacy assessments and instructional strategies*. (Chicago: The international Reading Assosiation Inc, 2008)

Next, the teacher gives students THIEVES worksheet and ask them to complete the worksheet based on text. The last is the teacher guides students to complete the components of THIEVES one by one. Students complete the worksheet without read all of body of the text.[5]

In addition, Zwiers states that there are three steps of THIEVES in learn: Firstly, tell the students something such as "we now get to become can "steal" from the text before we actually read it. Secondly, model how to go through each of the items in acronym THIEVES. Use in overhead to write down the information. Students can use the reproducible thieves practice with boxes for each letter and can give students a thieves bookmark to fill in as they read. Finally, after going through steps 1 and 2 students can use the thieves strategy in reading process.[6]

Based on two prosedure above, the researcher made combination of both, they are: The first, the teacher select a recount text which appropriate with reading level with the eight grade. Second is the teacher shows and asks the students about picture before students read a recount text. Third, the teacher explain a recount text such as purpose, generic structure and grammatical features. Next, the teacher ask the student about recount text. Then, after the students understand with recount text, the teacher writes component of THIEVES acronym on white board and explains THIEVES acronym before students read a recount text. After that, the teacher give a

[5] Rizki Ananda, *The Effectiveness of Using Thieves Strategy in Teaching Reading of RecountText ( an Experimental Research with the Eight Grade Students of Smp Negeri 23 Semarang in the Academic Year of 2015/2016* ), accessed on January 2018

[6] Dina Gusvianti and Yuli Tiarina, *Using THIEVES Strategy to increase Students Reading Comprehension at Junior High School*, Journal of English Language Teaching, Vol. 1 No. 1, September 2012, Serie C

recount text and asks to the students to answer the question based on THIEVES acronym.

c. The Advantages of THIEVES Strategy

According to Gusvianti, there are some advantages of THIEVES strategy: the first is the students can be easy in learning process and to find information from the text. The second is the strategy is a way to get students to build extensive knowledge of the text even before they read of the text. Next, the strategy can help the students make connection and prediction based on prior knowledge and clues found within the text. And then, the strategy is very effective in improving students comprehension of what their read because the students know main idea and information of the text before they read and give contribution for studemts in learning process.[7] So, thieves strategy is important for students. It is help them do their task effectively and clearly.

**2. The Nature of Reading Comprehension**

In nature of reading comprehension divide into four section, they are definition of reading comprehension, principle of teaching reading, process of reading and purpose of reading.

a. Definition of Reading Comprehension

Reading is one of important skills that students have to know in English learning. It can open the new concept for the readers. It is because there are many new information and idea that can be gotten through reading. The new information and ideas can be gotten by reading comprehension. Willis state that comprehension is defined as intentional thinking during which meaning is

[7] Dina Gusvianti and Yuli Triarina, *Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School,* Available on Journal of English Language Teaching vol 1 no 1 (2012), The influence of using thieves strategy toward students reading comprehension, Acessed on March ,2017

constructed through interaction between text and reader.[8] It means that comprehension is understanding awoke between readers with text through thought while reading text. The interaction between text with the reader is in process of building understanding text.

Reading as the important English skill, the reader have to know the topic and passage of the text. Reading comprehension means understanding the text by the readers in getting the meaning from the text. Caroline states that reading comprehension refers to reading for meaning, understanding, and entertainment.[9] It is means that reading comprehension is not only a process to understand the text and to get the meaning of what we read, but also it is entertainment for the readers. According to Brown, reading comprehension is primarily amatter of developing appropriate, effecient comprehension strategies.[10] It means that reading comprehension is ability to understand and getting information something in this case, the students are able to answer and understand a reading question forms.

Reading comprehension will be happen if the reader and the text successfully interact each other. The readers read the text with however efforts to get the meaning and the text provide the clear information needed. These two process then will build up a comprehension. If only one of this process are fail, for example the text is good but the readers got difficulties with the text when they find the unfamiliar genre, sentence or vocabulary and he cannot overcome these, the readers never be able to comprehend it. It means that the readers and the text was not success in interacting. The success of this

[8] Judy willis, *Teaching the Brain to Read*, (Virginia: ASCD Publication, 2008), p.138

[9] Caroline Linse, *Practical English Language Teaching Young Learner*, (The McGraw Hills Companies, Inc.2005), p.71

[10] Brown, H Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy*( San Fransisco: Longman, 1988)p.7

interaction depends on the availability of quality of content and strategy to new problem solving situation.

So, the researcher concludes that reading comprehension is not read aloud with correct punctuation and intonation or pronunciation, but also understand the sentences and paragraph that have connected with the ideas. In addition, reading comprehension is an interaction between what the text provides and what the reader brings to it when he states.

b. Principle of teaching reading

When teachers want to teach, they must give attention to the several principle for teaching reading. There are two expert say that about principle for teaching reading. Nunan divide eight principle for teaching reading and Gloria divide five principle for teaching reading.

According to Nunan, they are eight principles for teaching reading, they are exploit the reader's background knowledge, build a strong vocabulary base, teach for comprehension, work on increasing reading rate, teach reading strategies, encourage reader to transform strategies into skill, build assesing and evaluation into the teacher's teaching, and strive for continous improvement as a reading teacher.[11]

The first principle of teaching reading is exploit the reader's background knowledge. Background knowledge includes all of expriences that a reader brings to a text such as life experiencies, educational experiences; knowledge of how one's first language works, knowledge of how the second works, and cultural backround and knowledge.

[11] David Nunan, *Practical English Language Teaching*,.....,p.74-78

The second principles is build a strong vocabulary base. Recent research emphasized the impotance of vocabulary to successful reading. Basic vocabulary should be explicitly taught and reader should be taught to use context to effectively guess the meanings of less frequent vocabulary. They stress the great need for a teaching program that builds general, basic vocabulary.

The third principle of teaching reading is teach for comprehension. In reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading.

The next principle of teaching is work on increasing reading rate. One great difficulty in the second language reading classroom is that even when language learner can read, much of their reading is not fluent. Often, in our effort to assist students in incresing their reading rate, teachers overemphasize accuracy which impedes influency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skill. It is very important to understant that the focus is not to develop speed readers, but fluent readers.

Then, teach reading strategies. Students need to learn how to use a range of reading strategies that match their purpose for reading. Teaching them how to this should be a prime consideration in the reading classroom.

Next, encourage reader to transform strategies into skills. Strategies can be defined as conscious actions that learners take to achieve desired goals objectives while a skill is a strategy that has become automatic.

Then, build assesing and evaluation into the teachers' teaching. Assesing growth and development in reading skill from both a formal and informal perspective requires time and training. Both quantitative and qualitative assessment activities should be including in the reading comprehension.

The last, strive for continous improvement as a reading teacher. The quality of the individual teacher is integral to success of second /foreign language readers. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.

The other expert, Gloria state about, they are five principle for teaching reading, they are the students must have purpose and motivation to learn, in learning the students must have knowledge about meaning of the text, the students' experiences and background knowledge is necessary for learning, the students have to activate in their learning, and learner requires the forming habits.[12]

First, the students must have purpose and motivation to learn. It is important point to the students how to get success in reading; the students should know what the purpose of learning reading, the students get understanding the text and also the students should have motivation.

Second, in learning the students must have knowledge about meaning of the text. The goal of reading is to enable the reader how the students get meaning from the printed material. It means that reader must be able to understand the information and determine the students' significance.

Next, the students' experiences and background knowledge is necessary for learning. A background that provides a basic understanding of vocabulary

[12] Edithia Gloria, *Developing Reading Skill for EFL Students,(Jakarta*: Lembaga Pendidikan Jakarta, 1999), p.16-18

and enables the students to apply concrete illustrations of the new ideas forms base on which he can build the new information. Then, the students have to activate in their learning. Learning to read is not passive process. It means that the teacher teach the technique and the students should practice and participant in activity reading. The last of principle for teaching reading is learner requires the forming habits. When the students are reading they should have good habit in learning process such as the students read the funny story, or the students do not needs to read all the text, the students only take the important information and the teacher should support the students' habit in reading.

From two expert above, it can be concluded that through these principles of teaching reading, the teacher will be able to develop the students' ability in comprehending a text. Principle of teaching reading are important for the teacher in teaching reading. By applying those principle, teaching and learning process can run well.

c. Process of reading

Reading comprehension is the process to get the meaning and information from the text. Anderson in Nunan states that, there are three process of reading comprehension, they are bottom up models, top down models, interactive models. [13]

The first bottom up models. Bottom up models typically consist of lower level reading process. Student start with the fundamental, which in turn allows for morpheme recognition followed by word recognition, building up to the identification grammatical structure, sentence and longer text. Next, top

[13] Nunan David, *Practical English Language Teaching*, ( Network, the McGraw-Hill Companies Inc, 2003), p.70-72

down models. Top down models begin with the idea that comprehension reside in the reader. The reader use background knowledge, make prediction and searches the text to confirm or reject the predictions that are made. The last process of reading is interactive models. Interactive model is combination between buttom up and top down models. It is also the models that are accepted as the most comprehensive description of reading process.

According to Burns et al. (1996:8-18) claim that there are five aspects of reading process. They are sensory aspect, perceptual aspect, sequential aspect, experimental aspect, affective aspect.[14] These aspects of reading process enhance the degree of comprehension of the reader to the text he or she reads. In this case, some aspects are having a direct relation to the topic of this research are enclosed.

First, sensory aspect. The reading process begins with a sensory impression, either visual or tactile . A normal reader perceives the printed symbol visually but a blind reader uses a tactile sense. The auditory sense is also very essential, since a beginning stage in reading. Reading is the association of printed symbols with spoken language.

Second, perceptual aspect. Perception involves interpretation of the sensory impressions that reach brain. Experiences background help a reader process and recognize sensory data. When a person is reading, the brain receives a visual sensation of words and phrases from the printed material. To recognize and understand the meaning of these words and phrases, the reader should link them to his or her previous experience with the objects, ideas, or

[14] Burns, P.C, Betty and Elinor. (1996). *Teaching Reading in today's Elementary School*. Boston: Houghton Mifflin.

emotion represented. Different people may have different meanings to a thing depends on their experience which build different perceptions.

Third, sequential aspect. English language printed material generally appears on a page in a left-toright, top-to bottom sequence. A person's eyes must follow the sequence in order to read. A reader occasionally regresses, or looks back to earlier words and phrases, as they read. Another sequential is pattern of grammar and logic. The reader must be able to follow the grammar of a text in order to understand the written language. To fully get the sense of a text, a reader may follow those sequences in reading process.

Fourth, experiantial background in reading. Meaning derived from reading which is based on the reader's experiential background. When a reader read something new, it does not imprint on his brain directly. However, he searches through their minds for information and understanding that they already have seen and connect the existing knowledge with the new information. So, by having much experience, it helps the reader develop their vocabulary and concepts they found in reading.

The last, affective aspect of reading process. Interest, attitudes and self-concepts are three affective aspects of the reading process. These aspects affect how hard children work at reading task. For example, children who are interested in the materials force themselves to put forth much more effort on the reading process than children who have not interest to the materials. In the same manner, children with positive attitude toward reading expend more effort on the reading process than children who have negative attitudes. Their interest and positive attitude toward reading influence the comprehension degree of the reader to the text he reads.

So, the students need some process in reading comprehension. Those process are the steps to comprehend the text in order to get better understanding of a text. The process can be known from the fundamental basic of the text by using some background knowledge in understanding the text or by using both of them.

d. Kinds of reading strategy

There are some experts that present reading strategy. First, from Sarig in Ernesto Macaro observed reading strategy use in broad categories:[15]

1) Technical aids (skimming, scanning, skipping marking, writing key elements in margins.
2) Clarification and simplification (being able to select the appropriate units of language to be simplified in order that they can be examined and understood, recognizing utterances in a text by their lexical, morphemic or syntactic clues.
3) Coherence detection (identifying the overall framework of the text, using prior knowledge of the topic or information outside the text.
4) Monitoring ( self evaluating effectiveness of an action, changing tack when a particular course of action is not going well).

Second, Stella Hurd and Tim Lewis stated that there are strategies in reading:[16]

1) Skimming

[15] Macaro, Ernesto, "*Learning Strategies in Foreign and Second Language Classroom*", (Newyork: British Library Cataloguing-in-Publication Data, 2001), p. 84

[16] Hurd, Stella and Lewis, Tim, "*Language Learning Strategies in Independent Settings*", (USA: British Library, 2008), p. 72-73

Skimming is very fast reading. When the students skim, they read to get the main ideas and a few, but not all of details. Furthermore, skimming is a very - useful strategy. It will allow the students to get information quickly from anything their read. Steps that will help students to increase their skimming are read the first several paraghraphs, leave out material, find the main ideas, and read fast.

2) Scanning

Scanning is reading strategy that the reader use when they want to locate a single fact or a specific bit of information without reading every part of a text. It is a fast way to find information. Remind students that scanning is a technique they already use, for instance, when looking up a word in a dictionary or trying to find a specific phrase or number on a printed page. When students are scanning, they move their eyes to find specific words, numbers or phrases.

3) Guessing

Guessing is one strategy that can apply when the students faced with unknown vocabulary. By guessing students can identify important words in reading and can in fact make semantic predictions about their relationship to one another.

4) Reading for meaning

Reading for meaning means students focus on discussing and understanding what they are reading, not only pronouncing the words correctly. Reading for meaning can help by asking of literal questions. Literal questions focus on the who, what, where, and when of the text. Students can find the answers to literal questions in the words and pictures of the text.

5) Predicting

Making predictions is a strategy in which student use information from a text including titles, headings, pictures, and diagrams and their own personal

experiences to anticipate what they are about to read or what comes next. Students involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text.

6) Questioning

Questioning is a strategy that students use to engage with the text. It help the student to clarify and comprehend what they are reading. Teachers who model how to ask questions while reading help children to learn how to build interest with the text and become stronger readers. When students ask questions as they read, they are not only interacting with the text to make meaning of it, but they are also monitoring their own comprehension of what they are reading. So, questioning facilitates this personal connection.

7) Rereading words

Rereading is one strategy that independent students use when they encounter difficulty in understanding. To encourage struggling students use this strategy, the teacher requests that students reread a passage with a purpose in mind.

8) Activating general or background knowledge.

Background knowledge helps students make connections with new information and helps them understand concepts. When teachers make connections between the lesson and their students' background knowledge, they use their culture and experiences and may facilitate greater interest in the lesson. Teachers should take care to consider their students' cultures, as well as the experiences they bring to the classroom.

9) Making inferences

Inferences are drawing conclussion based on observations and information already provided about the topic. It will helping students understand when information is implied or not directly stated, it will improve their skill in drawing conclusions and making inferences. By making inferences students learning to draw conclussion and inferences, it will helping students develop their skill.

10) Following references

To understand the text students need to use liguistic form. Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other.

11) Summarizing

This strategy involves the ability of readers to pull together, or synthesize information in a text so as to explain in their own words what the text is about. Summarizing is an important strategy because it can enable student to recall text quickly. It also can make student more aware of text organization, what is important in a text and of how ideas are related.

The students should select these strategies to help them when they faced some problems in comprehending the text. Furthermore, by using these strategies the students are easy to gain their comprehension. In addition, the students who are at lower levels of comprehension need to acquire and use the strategies to facilitate them to get deeper comprehension.

In conclussion these kinds of reading strategies can be used by the students to assist their reading comprehension. There are many strategies for help students to improve their reading comprehension. The students can use skiming, scanning, guessing, reading for meaning, predicting, questioning, rereading words, making inferences, references, activating general or background knowledge,

summarizing. The students will develop their reading comprehension and skill if they use appropriate strategies and check their comprehension while reading.

e. Purpose of Reading

When beginning to read the text, the reader has some purpose. Dallman says that, there are three purpose in reading comprehension, they are reading to find main idea, reading to select significant details, and reading to answer question.[17]

First, reading to find main idea. One of the most common reasons for reading is to get the general idea of a selection. This purpose is usually done in reading fiction and science. The students need to develop this ability not only through incidental but also through practice exercise.

Second reading to select significant details. The ability in selecting the significant details is closely related with finding the main idea. The students have to know the differences between the main points and supporting details. The students also must be able to decide what points is more important.

The last, reading to answer question. Reading to answer the question is a means of improving the ability to note significant details. It is the common goal in teaching reading even in elementary school, high school and college. The answer will be easy to find if the question are partly couched in exact words of the writer.

According to Caroline, there are two main reasons that the people read, namely reading for pleasure and reading for information. First reading for pleasure. Reading can be a source of pleasure because people read for enjoyment. They perhaps can read comics, article, fairy tales, magazine and

[17] Maltha Dalman, *The Teaching of Reading*, (America: Hold Renchard and Wiston, 1964) p. 134-139

etc. Second, reading for information. It is reading to get meaning and use the information to solve the problem or to improve the knowledge of the reader.

From the purpose of reading comprehension above, the students purpose in reading a text are to find main idea, select significant details, and answer question. By knowing the purpose of reading, the students are easier to comprehend the text. Student's activity will not be useless and they will get good comprehension, because students know what they need and what is the way to get it. Moreover, Nuttal said that you read because you want to get something from the writing, for example facts, ideas, enjoyment, even feeling of family community.[18] Whatever it was, they purpose is to get the message from the text that is expressed by the writer. All of these purposes can they decide before they read a text and they can choose the suitable to get it.

### 3. The Nature of Recount Text

a. Definition of recount text

Recount text is a text that informs the reader about something or sequence of events which happened in the past time. John say that "a recount text describes an event that has accured in the past and always written in the past tense".[19] According to Knapp says that recount text, basically it is written out to make a report about an experience of a series of related event.[20] It can be conclude that recount text is a text that tells the story in the past and the story written in simple past tense.

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[18] Cristine Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Heineman Educational Books, 1985),p.3

[19] John Barwick, *Targeting text: Photocopiable Units Based on English Text Type* . (Singapore: Black Education, 1998), p.5

[20] IOSR Journal of Humanities and Social Science, *The effectiveness of using Recount Text to Improve Writing Skill For Grade III Students Of Kalam Kudus Elementary School 2 Pematang* Siantar,ISSN:2279-0845, Retrieve September 12,2015, from www.iosrjournals.org. P.59

Derewianka define that recount is the unfolding of a sequence of event over time. In a recount, we reconstruct past experience. We are using language to keep the past alive and help us to interpret experience.[21] The purpose of recount is either to inform or to entertain the audience . Furthermore, it is also used to retell something that happened in the past and to tell a series of past event.

b. Generic structure of recount text

According to Mukarto et al. (2007),[22] the generic structure or rhetorical features of a recount text consist of three parrt, namely: First, orientation. It gives reader backround information of the story. As the opening paragraph, it should answer the question: who, what, where, when and how. Second, list/series of events. It tells a series of events in a chronological order and describes what happened. Third, re-orientation. The list of reflections of the events exist in the paragraph. The recount text has social function. Recount text what happened. The purpose of social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occured and when it occured.

In addition, John says that there are three generic structure of recount text, that are: orientation, event and re-orientation.[23] First, Orientation. Orientation introduces participants. It means that orientation is set for telling the readers about the setting of time and place, or where and when the story

[21] Beverly Derewianka*, Exploring How Text Work* (Autria: Australia Print Group 1991), p.14

[22] Mukarto et al. 2007. *English on Sky 2 for Junior High School Students Year VIII.* Jakarta: Erlangga

[23] John Barwick,1988. *Targeting text: Photocopiable Units Based on English Text Type* Singapore: Black Education

happened. Then, it also introduces who is involved in the story. Shortly, it shows about place, time, participants of the story.

Second, event. Events tell what happened, in what sequnce. It tell the series of events (what happened) in the story based on the chronological orders.

The last, Re-orientation. Re-orientation is an optional stage and is often used to complete the writing by rounding of the series of events. It refers back to some of the information in the orientation paragraph.

So, generic structures of recount text is orientation, event, and re-orientation should be known by the students. Generic structure can help the students in learning reading and comprehend the text. The students have to know about the generic structure recount text in order to comprehend the text.

c. Language features of recount text

Language features of recount text should be comprehend by students because it is part of recount text. According to Barwick there are language features of recount text, they are: First, Nouns and pronouns are used to identify the people, animal or thing. Such as Mr. Haris, cat, she. Second, Nouns group build up description. Such as the outstanding, long distance swimmer. Third, Action verbs are used when discussing events. Such as she jumped, he walked. Next, Written in past tense to locate events in the speaker's time. Such as he laughed, they jumped. Then, Connecting words used to sequence events. Such as first, then, finally. Combines clauses by using conjunctions. Such as when, then, but. Next, Used adverb and adverbial phrases to indicate place and time. Such as yesterday, after lunch, at my house. Then, Details that are not absolutely relevant are excluded. The last of

language features of recount text is adjectives are used to describe nouns. [24] So, by knowing language feature, the students will be easier in differentiating kind of the text. Language feature help the students to comprehend the text especially in recount text.

Boardman says that there are ten grammatical features of recount text: First, use of nouns and pronouns to identify people, animals or things involved. Second use of past action verbs to refer the events. Third, use of past tense to located events in relation to speaker's or researcher's time. Next, use conjunction and time connectives to sequence the event. Then, use of adverb and adverbial pharases to indicate place and time. Later, use of adjective to describe nouns. Next, focus on specific participant. After that, use of material process or action verb. Then, circumstance of time and place. The last, use past tense and focus on temporal sequnces.[25]

So, by the grammatical features the students will be easier in comprehend the text and the reader can get the information that the author wants to convey.

## B. Review of Related Studies

The researcher found some related studies about using THIEVES strategy. First, there was a research conducted by Miftahul Jannah R (2017), the college students of english education department tarbiyah and teaching science faculty alauddin state islamic university of makassar entitled

[24] Johwin Barwick, *Targetting Text: photocopiable Units Based On English Text type*, (Singapore:Black Education, 1998),p.5

[25] IOSR Journal of *Humanities and Social Science*,……..p.57-58

"*Implementing Thieves (Title, Heading, Introduction, Every First Sentence In Paragraph, Vocabulary, End Of Chapter Question , Summary) Teaching Strategy To Improve Students Reading Comprehension At The Second Grade Students Of Sman 1 Bulukumba".*[26] She treated one class was using THIEVES strategy and another class treated by conventional strategy. The result showed that students who were though THIEVES strategy give better result than the students who were though by conventional strategy.

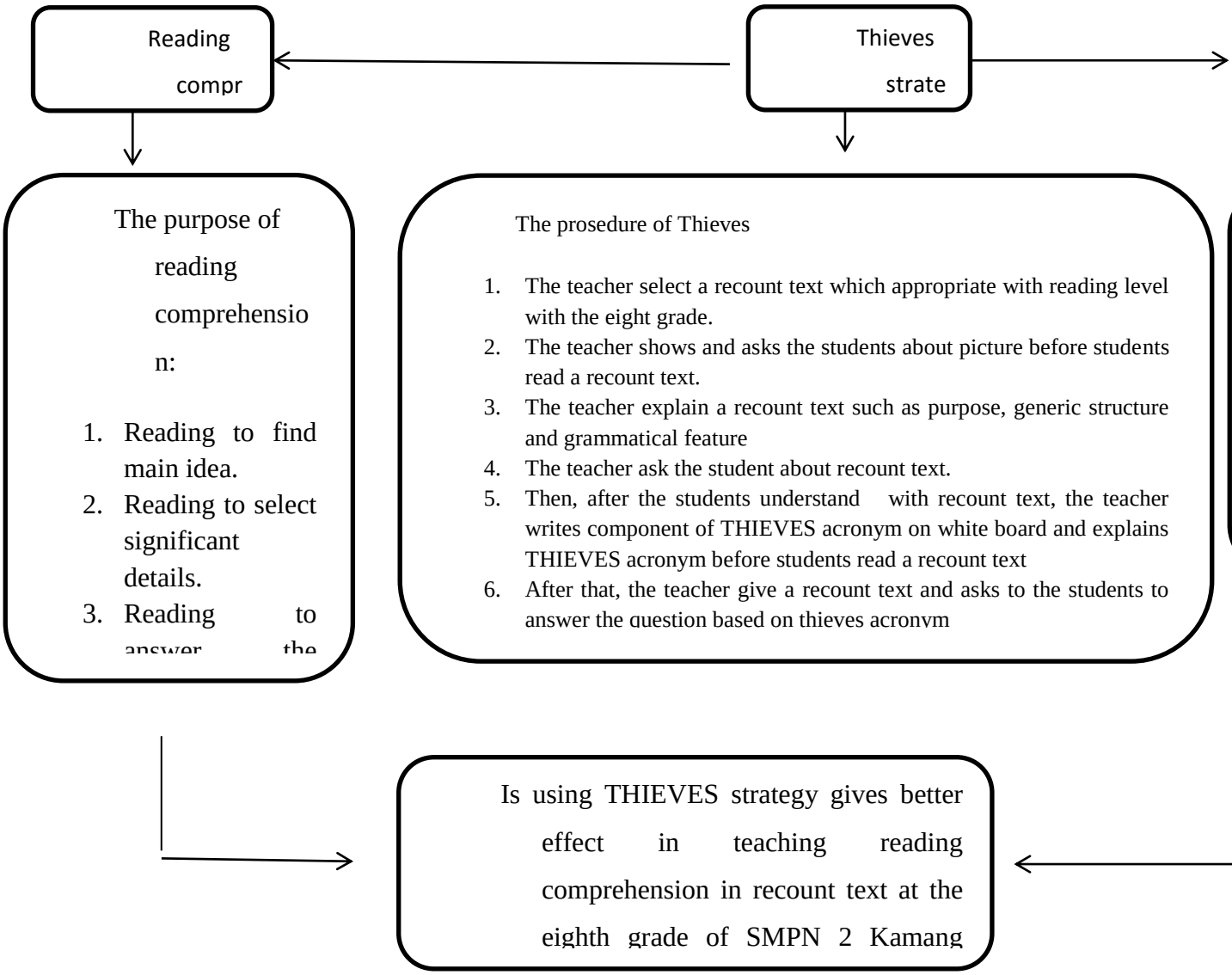
Second, the research was conducted by Desrayanti Sullama (2017), the college students of Department Of English Education Faculty Of Tarbiyah And Teachers Training The State Islamic University North Sumatra Medan entitled" *The Implementation Of Thieves Strategy To Improve Students Ability In Reading Comprehension At Mts Islamiyah Hutagodang".* The problems of this research are the students in mts islamiyah hutagodang have difficulties to tell some information from their reading text, most of them did not have some ideas or opinion to clarify the information in the reading text.

Based on the related studies above, it can be conclude that THIEVES could give impact in teaching young children and students reading comprehension. In contrast, the researcher will conduct an experimental research by using THIEVES strategy and the other difference among these researches are the text type which is used by the researcher is recount text. On the other hand, in this research, the researcher conducts the research to know whether the effect of THIEVES strategy towards students reading comprehension in recount text at the eighth grade of SMPN 2 Kamang Magek.

[26] Miftahul Jannah R (2017) *Implementing Thieves (Title, Heading, Introduction, Every First Sentence In Paragraph, Vocabulary, End Of Chapter Question , Summary) Teaching Strategy To Improve Students Reading Comprehension At The Second Grade Students Of Sman 1 Bulukumba,* English Education Departmenttarbiyah And Teaching Science Faculty Alauddin State Islamic University Of Makassar

## C. Conceptual Framework

Conceptual framework of this research can be created as follow:



Based scheme above shows that thieves is one way which can help the students and the teacher in reading comprehension at recount text. Thieves strategy purpose to help the students to understand the text. So, the students can build comprehend about they reading by using thieves strategy.

The teacher can use thieves strategy to make students active and understand in teaching reading comprehension of recount text. There are six of prosedure of thieves: The first, the teacher select a recount text which appropriate with reading level with the eight grade. Second is the teacher shows and asks the students about picture before students read a recount text. Third, the teacher explain a recount text such as purpose, generic structure and grammatical features. Next, the teacher ask the student about recount text. Then, after the students understand with recount text, the teacher writes component of thieves acronym on white board and explains thieves acronym before students read a recount text. After that, the teacher give a recount text and asks to the students to answer the question based on thieves acronym.

Furtheremore, there are three purposes reading comprehension that will help the teacher to teach the students in teaching learning process. They are: reading to find main idea, reading to select significant details, and reading to answer the question. Thus, this research is intended to see the effect of using thieves strategy towards students reading comprehension in recount text at the eighth grade of SMPN 2 Kamang Magek. Hence, it was expected by using thieves strategy can increase the students will be interest in reading comprehension of recount text at the classroom.

## D. Hypothesis

A hypothesis is a tentative explanation for certain behavior, phenomena, or events that have occured or will occur. A hypothesis stated that the researcher's

expectation concerning the relationship between the variable in the research problem.[27]

The hypothesis of this research can be formulated as follow:

Ha : There is significant effect of using thieves strategy towards students reading comprehension in recount text.

Ho : There is no significant effect of using THIEVES strategy towards students reading comprehension in recount text.

Ha : There is significant differences between using THIEVES strategy and conventional towards students reading comprehension in recount text

Ho : There is no significant difference of students reading comprehension of recount text between THIEVES and conventional strategy.

Ha : Using THIEVES is better than conventioanl towards students reading comprehension in recount text

Ho : Using THIEVES is as same as conventional towards students readig comprehension in recount text.

In conclusion, the alternative hypothesis (Ha) means there are significant effect and significant differences of using THIEVES towards students reading comprehension in recount text. On the other hand, the null hypothesis (Ho) means using THIEVES strategy do not give significant effect and differences towards students reading comprehension in recount text.

[27] L.R.Gay, *Educational Research*, (Merril:Macmillan Publishing,1976)3rd edition, p.53

# CHAPTER III

# RESEARCH METHOD

## A. Design of the Research

In conducting this research, the researcher use quantitative approach. According to Margono, quantitative approach is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found.[28] The researcher use experimental research because the research would like to compare the result pretest and posttest between control class and experiment class. Experiment class was a class that will be given treatment by using thieves strategy and control class was a class without using thieves strategy.

The research quanti experimental research. Nunan states that quanti experimental research has both pre and post test and experimental and control group, but no random assegment of subject[29]. In order to receive permission to use school children in a study, for example, a researcher often has to agree to use exisiting classroom[30]. Thus, this design is refer to quasi experimental design.

In this research the experimental class will treat by applying THIEVES strategy and the control class will treat by applying traditional stategy. The two class were given the peretest, different treatments, and postest.

## B. Population and Sample

The population and sample in this research are explained as follow:

1. Population

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[28] S, Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2007), p. 103

[29] David nunan,*Research Method in Language Learning.* (Cambridge : Cambridge University Press, 1992). P. 41

Population is all of subject that will be researched by the researcher. According to Margono, the population is the totally of research object as a source of the data that has spesific characters in a research/study.[31] The population of this research was all of eight grade students SMPN 2 Kamang Magek in 2018/2019 period. The population was described in the following table.

**Table 3.2**

**The total of eight grade students SMPN 2 Kamang Magek 2018/2019 period.**

| No | Class | Students' totally |
|---|---|---|
| 1. | VIII.1 | 20 |
| 2. | VIII.2 | 20 |
| 3. | VIII.3 | 20 |
| 4. | VIII.4 | 19 |
| | Total | 79 |

Source: English Teacher

2. Sample

Sample is the part of population in the research. Gay states that sample is the process of selecting a number of individuals represent the larger group from which they were selected.[32] Based on the research design, the researcher use experimental group and control group. The sample in this research is the eight grade of SMPN 2 Kamang Magek which consist of 39 students from two classes.

There are some sampling technique to determine the sample. In this research, the researcher use purposive technique. In line with this, Suharsimi Arikunto says, purposive sampling technique is a technique that is use by researcher if the

[31] Margono*, Metodologi Penelitian Pendidikan*,....,p. 118
[32] L, R. Gay, *Education Research*,( New York: Mncmillan Publishing company 1990), p. 102

researcher has some certain consideration to determine the sample.[33] It means that purposive sampling is the researcher take the sample because the researcher has certain purposes.

**Table 3.1**
**The sample of VIII.3 and VIII.4 classes of SMPN 2 Kamang Magek**

| Class | Total students |
|---|---|
| VIII.3 | 20 |
| VIII.4 | 19 |
| Total | 39 |

Source: English Teacher SMPN 2 Kamang Magek

The researcher choose class VIII.3 and VIII.4 as the sample, because there were some condiration on it. First, class VIII.3 and VIII.4 had some problems and difficulties in their reading comprehension rather than VIII.2 class. Class VIII.1 is taught by the different teacher. Those problem were stated after the researcher interviewed the English teacher, observed all eight grade classes activity during reading subject. Second, both of these classes had the same level of students' reading comprehension test.

## C. Instrumentation

The objective of this research was to identify the students reading comprehension in reading recount text. It means that the students were hoped to understand the content of the text. Relate to the research objective, the instument used was test of students reading comprehension of recount text. There were two test that will be used by the researcher, that are pre-test and post test. Pre-test was used to know the students comprehension before giving the treatment, while the post test was used to

[33] Suharsimi Arikunto, *Manajemen Penelitian*,...., p.97

know the students reading comprehension after giving the treatment of THIEVES strategy. The researcher used multiple choice tests for reading with THIEVES strategy.

1. Validity

   Validity is a degree to which a test measure what it should measure. The validity test is use for the accurately what to measure. The test was consulted with advisor and then with the expert. The test validity that was used in this research was content validity. It was an instrument that be arranged based on the subject material evaluated. In addition, the test will be measured what is intended tobe measured.

2. Reliability

   Reliability is the stability of test score from one day to another day, from one score to another score. The researcher use the formula as follow:

$$r\ ii = \left(\frac{n}{n-1}\right)\left(\frac{s^2-\Sigma pq}{s^2}\right)$$

Where:

r *ii* = Reliability coeficient

n = The sum of item

p = Proposition who give right answer

q = Proposition of students who give wrong answer

$\Sigma pq$ = Sum of *pq*

S = Variant

If:

0,8 < R11 ≤ 1,00 : very higher

$0,6 < R11 \leq 0,8$ : higher

$0,4 < R11 \leq 0,6$ : Average

$0,2 < R11 \leq 0,4$ : Low

$0,0 < R11 \leq 0.2$ : Very low

The researcher will compare between r score tables and r total score, if r table higher than r total score. It means that the score will reliable.

**D. Technique of Data Collection**

The researcher give the pre-test to the students both of control class and experimental class. The aim of the pre test will to know the students understanding about recount text. After giving a treatment thieves strategy in experimental class the post test will hold to know the result of treatment that given to them.

The result of the post test will use for the data in this research, the researcher investigate the students answer one by one. The minimum score is 0 and the maximum score is 100. Finally, the researcher compare the result of control class and the experimental class to know if there is any significant effect of using thieves strategy in reading comprehension on recount text.

**E. Technique of tha data analysis**

Data analysis is the process in organizing and arraging the data into pattern, category, and the basic explanation in order to get the result of the data. After getting the data, the researcher analyze the data. In analysing the data of the effect of thieves strategy towards reading comprehension on recount text, the researcher followed steps:

1. Collect the students reading comprehension score.
2. Analyze the students reading comprehension score.

3. Calculate the percentage of frequency for each score by using formula as follow:

   R = (H – L) + 1

   B = 1 + (3.3) Log.n

   I = R/B

   R : (High score – Lowest score)

   B : interval + 3.3) log n (the students' total)

4. Put the score into distribution scala.
5. After getting the precentage of the data, the researcher determine the mean, median and modus of persentage. The researcher use the formula as follow:

   Mean $\mathbf{X = \sum fx / n}$

   Median $\mathbf{= L + (^{1//}{}_{2}\ n - fka\ /fI)}$

   Modus $\mathbf{= L + (fa / fa + fb)\ i}$

6. The students' percentage will be arrange into the diagram of rating quality percentage.
7. Then, the mean of percentage will be arrange into the table of rating scale, as the result, the researcher use rating scale to arrange the level of effectiveness. The researcher give interpretation of result by using table. Based on arikunto.

**Table .2**
**The effectiveness of data Interpretation**

| **Rating scale** | **Rating quality** |
|---|---|
| 90 – 100 % | Very effective |
| 72 – 89 % | Effective |
| 54 – 71 % | Sufficiently effective |

| | |
|---|---|
| 36 – 53 % | Not effective |
| 18 – 35 % | Less than effective |
| 0 – 17 % | Not very effective |

Source : Suharsimi Arikunto

8. The researcher make the conclusion based on the test result of students' answer and what percentage and what rating quality of students' reading comprehension on the recount text by using THIEVES strategy.

# CHAPTER IV

## Finding And Discussion

This chapter consist of finding and discussion. Finding is encompassing the data analysis, and hypothesis testing. The description of data is intended to describe the students pretest and post test result which is available since the research was started. Then, the data analysis is focus on the description of normality data and homogeneity data of the students pretest and post test. In addition, discussion is focussed on the result of the research weather the hypothesis is accepted or not.

## A. Findings

The research findings include the students score of reading from both control and experiment class and the analysis of students score.

### 1. Description of the Data

The data of this research was got based on the research that had been done by the researcher at the second grade of SMPN 2 Kamang Magek. The pretest and pos test of reading comprehension on recount text were given to the experiment class and control class and continued with treatment, and the post test was held. The scores of the students reading comprehension on recount text were collected after conducting the pretest at the beginning of the research and the post test at the end of the research.

There were 48 students who were involved in the pretest, 24 students in the experimental class and 24 students in the control class. There were also 48 students who were involved in the post test, 24 students in the experimental class and 24 students in the controll class.

The description of the data in both of the experimental class and controll class were explained below:

**a. Data from the pre test of experimental andcontrol class**

Pretest was given in the first meeting before the researcher giving treatment in experimental class by using THIEVES strategy and treatment for control class by using conventional strategy.

The analysis pre test scores attained by the experimental class is explained in the table as follows:

**Table 4.1**

**Pre-test score of the experimental class (VIII.2)**

| NO | STUDENTS | SCORE | SQUARE OF SCORE |
|---|---|---|---|
| 1 | AL | 60 | 3600 |
| 2 | AU | 45 | 2025 |
| 3 | DFP | 50 | 2500 |
| 4 | DN | 70 | 4900 |
| 5 | DS | 40 | 1600 |
| 6 | DAA | 45 | 2025 |
| 7 | HSF | 65 | 4225 |
| 8 | HA | 55 | 3025 |
| 9 | LZ | 50 | 2500 |
| 10 | MI | 50 | 2500 |
| 11 | MF | 40 | 1600 |
| 12 | MH | 45 | 2025 |
| 13 | NM | 70 | 4900 |
| 14 | RF | 55 | 3025 |
| 15 | RN | 60 | 3600 |
| 16 | RVD | 75 | 5625 |
| 17 | SZ | 40 | 1600 |
| 18 | SR | 55 | 3025 |
| 19 | SP | 65 | 4225 |
| 20 | YUP | 70 | 4900 |
| 21 | MA | 50 | 2500 |
| 22 | VAV | 45 | 2025 |
| 23 | PY | 80 | 6400 |
| 24 | RJ | 70 | 4900 |
| | TOTAL | 1350 | 79250 |
| | X MIN | 40 | |
| | X MAX | 80 | |
| | AVERAGE | 56,25 | |

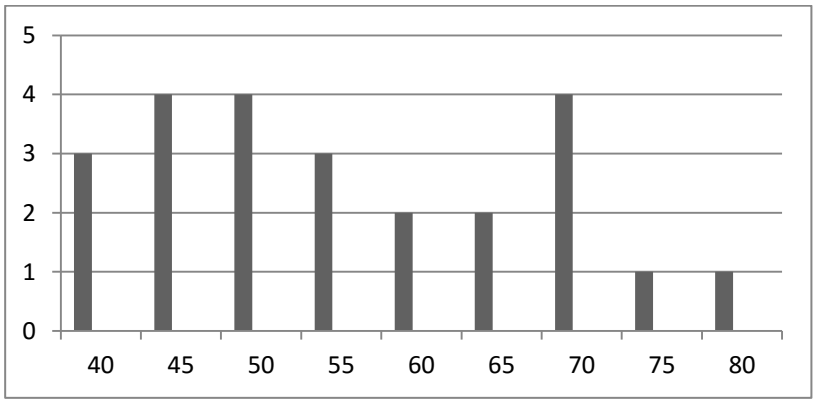
| | | | |
|---|---|---|---|
| | **STANDAR DEVIATION** | **12** | |
| | **VARIANT** | **144,02** | |

The data of table 4.1 show that the lowest score of pre test gained by the experiment class is 40 and the highest score is 80. It is show that three students got 40, four students got 45, four students got 50, three students got 55, two students got 60, two students got 65, four students got 70, one student got 75 and one student got 80.

The information of table 4.1 can be simplified below:

**Figure 1**

**The graphic of the students pre-test in the experiment class**




From the figure 1 above, it was found that 22 students got score less than 75 (KKM), 1 students got 75 and 1 students got score more than 75. Thus, it indicated that most students still had less reading comprehension.

The analysis of raw pre test score attained by the control class is as follow:

**Table 4.2**

**Pre test score of the control class (VIII.3)**

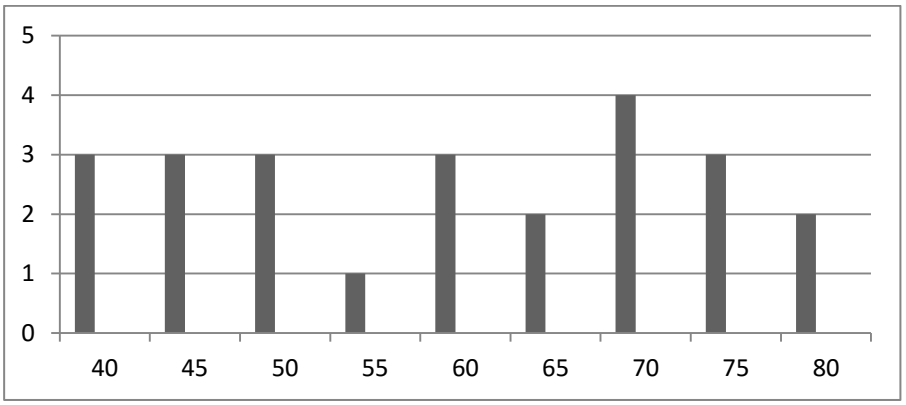
| NO | STUDENTS | SCORE | SQUARE OF SCORE |
|---|---|---|---|
| 1 | AF | 45 | 2025 |
| 2 | AR | 40 | 1600 |
| 3 | AS | 55 | 3025 |
| 4 | DA | 75 | 5625 |
| 5 | DR | 55 | 3025 |
| 6 | DA | 60 | 3600 |
| 7 | ES | 65 | 4225 |
| 8 | IK | 50 | 2500 |
| 9 | JKS | 50 | 2500 |
| 10 | LDS | 40 | 1600 |
| 11 | MR | 45 | 2025 |
| 12 | MR | 55 | 3025 |
| 13 | RA | 75 | 5625 |
| 14 | RYP | 60 | 3600 |
| 15 | RND | 55 | 3025 |
| 16 | RAR | 80 | 6400 |
| 17 | RK | 40 | 1600 |
| 18 | SA | 55 | 3025 |
| 19 | SMK | 65 | 4225 |
| 20 | YDC | 60 | 3600 |
| 21 | EA | 50 | 2500 |
| 22 | FI | 45 | 2025 |
| 23 | FFA | 75 | 5625 |
| 24 | JE | 75 | 5625 |
| | TOTAL | 1370 | 81650 |
| | X MIN | 40 | |
| | X MAX | 80 | |
| | AVERAGE | 57,08 | |
| | STANDAR DEVIATION | 12,24 | |
| | VARIANT | 149,82 | |

The data of the table 4.2 show that the lowest score of pre test gained by the control group is 40 and the highest score is 80. It is found that there is three students got 40, three students got 45, three students got 50, five students got 55, three students got 60, two students got 65, four students got 75, and one student got 80.

The information of table 4.1 can be simplified in graphic below:

**Figure 2**

**The grahic of the students pre-test in the experimental class**




From the figure 2 above, it was found that 19 students got score less than 75(KKM), 4 students got 75 and 1 student got score more than 75. Thus, it indicated that most students still had less reading comprehension.

**Table 4.3**

**The result of the calculation of score gained from the pre-test**

| Group | N | Mean | Standar Deviation | The Lowest Score | The High Score |
|---|---|---|---|---|---|
| Experiment | 24 | 56,25 | 12 | 40 | 80 |
| Control | 24 | 57,08 | 12,24 | 40 | 80 |

The table 4.3 above show that the mean of the experimental group pre-test score 56,25, while the mean of the control group pre-test 57,08 with different a difference of these group score.

**b. Data from the post test of the experimental and control class**

Based on chapter three, the post-test was conducted at the end of treatment in order to find out the effect of using THIEVES strategy toward student reading comprehension in recount text.the post-test was given to the experiment and control group after treated. Both group were given the same test material and time allocation.

The data gained from the post-test score of the experiment group are as follow:

**Table 4.4**

**Post-test score of the experiment class ( VIII.2)**

| NO | STUDENTS | SCORE | SQUARE OF SCORE |
|---|---|---|---|
| 1 | AL | 70 | 4900 |
| 2 | AU | 75 | 5625 |
| 3 | DFP | 75 | 5625 |
| 4 | DN | 60 | 3600 |
| 5 | DS | 75 | 5625 |
| 6 | DAA | 50 | 2500 |
| 7 | HSF | 85 | 7225 |
| 8 | HA | 90 | 8100 |
| 9 | LZ | 50 | 2500 |
| 10 | MI | 60 | 3600 |
| 11 | MF | 75 | 5625 |
| 12 | MH | 80 | 6400 |
| 13 | NM | 50 | 2500 |
| 14 | RF | 85 | 7225 |
| 15 | RN | 85 | 7225 |
| 16 | RVD | 90 | 8100 |
| 17 | SZ | 75 | 5625 |
| 18 | SR | 85 | 7225 |

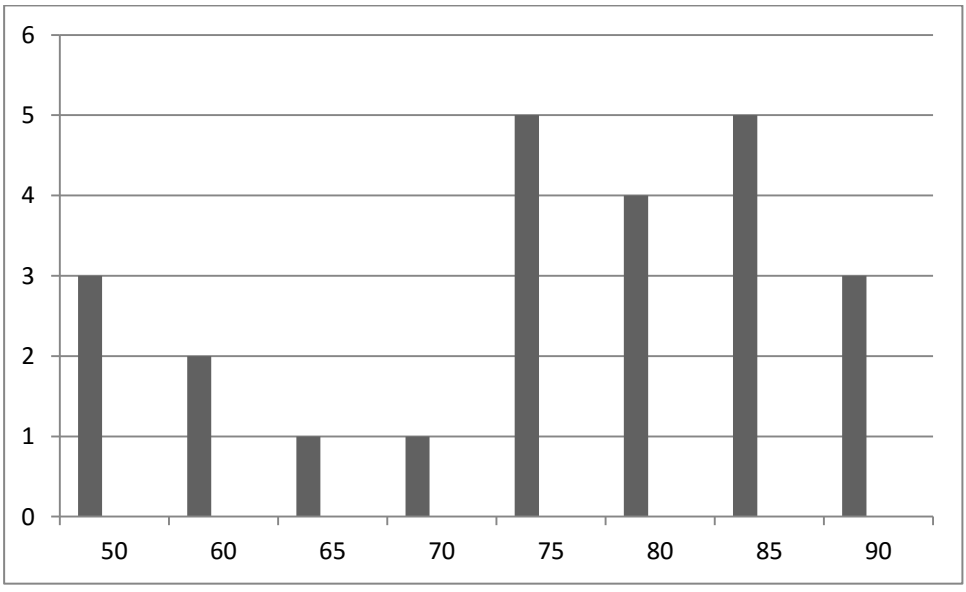
| | | | |
|---|---|---|---|
| **19** | **SP** | **65** | **4225** |
| **20** | **YUP** | **80** | **6400** |
| **21** | **MA** | **85** | **7225** |
| **22** | **VAV** | **80** | **6400** |
| **23** | **PY** | **90** | **8100** |
| **24** | **RJ** | **80** | **6400** |
| | **TOTAL** | **1795** | **137975** |
| | **X MIN** | **50** | |
| | **X MAX** | **90** | |
| | **AVERAGE** | **74,79** | |
| | **STANDAR DEVIATION** | **12,72** | |
| | **VARIANT** | **161,91** | |

The data of table 4.4 show that the lowest score of post-test gained by the experiment class is 50 and the hight score is 90. It is show that three students got 50, two students got 60, one student got 65, one student got 70, five students got 75, four students got 80, five students got 85 and three students got 90.

The information of table 4.4 can be simplifiedin graphic below:

**Figure 3**

**The graphic of students pos-test in the experiment class**



From the figure 3 above, it was found that 7 students got less than 75 (kkm), 5 students got 75 and 12 students got more than 75. Therefore, it indicated that most students good comprehension in reading.

**Table 4.5**

**Post-test score of the control class (VIII.3)**

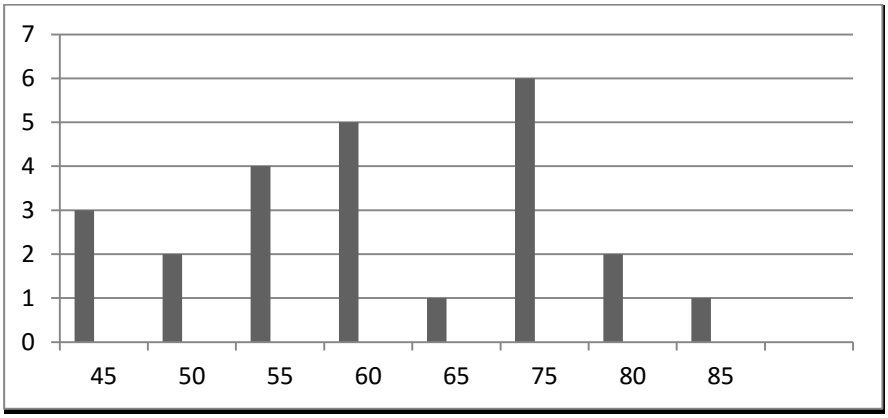
| NO | STUDENTS | SCORE | SQUARE OF SCORE |
|---|---|---|---|
| 1 | AF | 65 | 4225 |
| 2 | AR | 50 | 2500 |
| 3 | AS | 50 | 2500 |
| 4 | DA | 75 | 5625 |
| 5 | DR | 45 | 2025 |
| 6 | DA | 55 | 3025 |
| 7 | ES | 75 | 5625 |
| 8 | IK | 55 | 3025 |
| 9 | JKS | 60 | 3600 |
| 10 | LDS | 55 | 3025 |
| 11 | MR | 45 | 2025 |
| 12 | MR | 60 | 3600 |
| 13 | RA | 80 | 6400 |
| 14 | RYP | 60 | 3600 |
| 15 | RND | 75 | 5625 |
| 16 | RAR | 80 | 6400 |
| 17 | RK | 45 | 2025 |
| 18 | SA | 60 | 3600 |
| 19 | SMK | 75 | 5625 |
| 20 | YDC | 75 | 5625 |
| 21 | EA | 60 | 3600 |
| 22 | FI | 65 | 4225 |
| 23 | FFA | 85 | 7225 |
| 24 | JE | 75 | 5625 |
| | TOTAL | 1515 | 100375 |
| | X MIN | 45 | |
| | X MAX | 85 | |
| | AVERAGE | 63,13 | |
| | STANDAR DEVIATION | 12,41 | |
| | VARIANT | 153,94 | |

The data of the table 4.5 show that, the lowest score of post-test gained by control class is 45 and the hight score is 85. It show that three students got 45, two students got 50, four students got 55, five students got 60, one student got 65, six students got 75, two students got 80 and one students got 85.

The information of table 4.5 can be simplified in graphic below:

**Figure 4**

**The graphic of the students post-test in the control class**




From the figure 4 above, it was found that, 15 students got score less than 75 (KKM), 6 students got 75, and 3 students got score more than 75. Hence, it indicated that most students had enough comprehension in reading.

Based on the calculation of the score gained in the post-test in reading test of both class, it can be summarized as follow:

**Table 4.6**

**The result of the calculation of score gained from post-test**

| Group | N | Mean | Standar Deviation | The Lowest Score | The Hight Score |
|---|---|---|---|---|---|
| **Experiment** | **24** | **74,79** | **12,72** | **50** | **90** |
| **Control** | **24** | **63,13** | **12,41** | **45** | **85** |

The table 4.6 above show that the mean score of the experiment class post-test is 74,79, while the mean the score of the post-test score of the control class is 63,13. It is mean that the mean score of experiment class was higher than the control class. The standar deviation of the experiment class is 12,72, and the control class is 63,13. In addition, based on the maximum result of the experiment class and the control class above, it can be show that experimental class maximum result is higher than the control class maximum, 90 higher than 85.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and control class. The comparison test result of pre-test and post-test from the experimental and control class showed in the following table:

**Table 4.7**

**The comparison of pre-test and post-test of the experimental and control class**

| TestResult / The Class | Pre-test | Post-test | Gained score |
|---|---|---|---|
| Experimental Class | X = 56,25<br>S = 12<br>$S^2$ = 144,02 | X= 74,79<br>S = 12,72<br>$S^2$ = 161,91 | 18,54 |
| Control Class | X = 57,08<br>S = 12,24<br>$S^2$ =149,82 | X = 63,13<br>S = 12,41<br>$S^2$ = 153,94 | 6,05 |

Based on the table above, the post-test result of the experimental class is higher than the pre-test result ( 74,79 higher than 56,25). It means that THIEVES strategy that has been used by the researcher can help the students in improving the students reading comprehension on recount text. The comparison of the post-test result between experimental and control class indicated that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (63, 13) is lower than the experimental post-test result (74,79). It means that the students who were treated by using THIEVES strategy give better result than the students who were taught by using conventional strategy.

2. Analysis of the Data

In this research, the researcher used two kinds of data analysis: pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogeneous. The researcher used the Liliefors to find out whether the datas distributed normally or not and used F-test to obtain whether the data of two classes homogenous or not.

**a. Normality Test of Pre-Test Score of Experimental Class**

The normality test of pre-test score of the experimental class can be showed bythe table below:

**Table 4.8**

**The Calculation of Mean Score, Standar Deviation, and Variant of Pre-Test Score in Experimantal Class**

| X | F | Fk(a) | Sn (Xi) | Z | P(Zi) | Sn(Xi)-P(Zi) | I(Sn(Xi)-P(Zi) |
|---|---|---|---|---|---|---|---|
| 40 | 3 | 3 | 0,13 | -1,35 | 0,0885 | 0,0415 | 0,0415 |
| 45 | 4 | 7 | 0,29 | -0,94 | 0,1736 | 0,1164 | 0,1164 |
| 50 | 4 | 11 | 0,46 | -0,52 | 0,3015 | 0,1585 | **0,1585** |
| 55 | 3 | 14 | 0,58 | -0,10 | 0,4602 | 0,1198 | 0,1198 |
| 60 | 2 | 16 | 0,67 | 0,31 | 0,6217 | 0,0483 | 0,0483 |
| 65 | 2 | 18 | 0,75 | 0,73 | 0,7673 | -0,0173 | 0,0173 |
| 70 | 4 | 22 | 0,91 | 1,15 | 0,8749 | 0,0351 | 0,0351 |
| 75 | 1 | 23 | 0,96 | 1,56 | 0,9406 | 0,0194 | 0,0194 |
| 80 | 1 | 24 | 1 | 1,98 | 0,9761 | 0,0239 | 0,0239 |
| **Mean** | | | **56,25** | | | | |

| | |
|---|---|
| **Standar Deviation** | **12** |
| **Variant** | **144,02** |

From the colum of F(Zi) – S(Zi), the score of Lo = **0,1585**, L-table for n = 24 with the level of significant **0,05** = **0,190**. So, Lo < L-table, **0,1585** < **0,190**. It can be concluded that the samples are distributed normally.

**b. Normality test of pre-test score of control class**

The normality test of pre-test score of control class can be showed by the table below:

**Table 4.9**

**The Calculation of Mean Score, Standar Deviation, and Variant of Pre-Test Score in Control Class**

| X | F | Fk(a) | Sn (Xi) | Z | P(Zi) | Sn(Xi)-P(Zi) | I(Sn(Xi)-P(Zi) |
|---|---|---|---|---|---|---|---|
| 40 | 3 | 3 | 0,13 | -1,40 | 0,0808 | 0,0492 | 0,0492 |
| 45 | 3 | 6 | 0,25 | -0,99 | 0,1611 | 0,0889 | 0,0889 |
| 50 | 3 | 9 | 0,38 | -0,58 | 0,2810 | 0,099 | 0,099 |
| 55 | 5 | 14 | 0,58 | -0,17 | 0,4325 | 0,1475 | **0,1475** |
| 60 | 3 | 17 | 0,71 | 0,24 | 0,5948 | 0,1152 | 0,1152 |
| 65 | 2 | 19 | 0,79 | 0,65 | 0,7422 | 0,0478 | 0,0478 |
| 75 | 4 | 23 | 0,96 | 1,46 | 0,9278 | 0,0322 | 0,0322 |
| 80 | 1 | 24 | 1 | 1,87 | 0,9693 | 0,0307 | 0,0307 |
| **Mean** | | | **57,08** | | | | |
| **Standar** | | | **12,24** | | | | |

| | |
|---|---|
| **Deviation** | |
| **Variant** | **149,82** |

From the colum of F(Zi) – S(Zi), the score of Lo = **0,1475**, L-table for n = 24 with the level of significant **0,05** = **0,190**. So, Lo < L-table, **0,1475** < **0,190**. It can be concluded that the samples are distributed normally.

**c. Normality test of pot-test score of the experimental class**

The normality test of post-test score of the experimental class can be showed by the table below:

**Table 4.10**

**The Calculation of Mean Score, Standar Deviation, and Variant of Post-Test Score in Experimantal Class**

| X | F | Fk(a) | Sn (Xi) | Z | P(Zi) | Sn(Xi)-P(Zi) | I(Sn(Xi)-P(Zi) |
|---|---|---|---|---|---|---|---|
| 50 | 3 | 3 | 0,13 | -1,95 | 0,0256 | 0,1044 | 0,1044 |
| 60 | 2 | 5 | 0,21 | -1,16 | 0,1230 | 0,087 | 0,087 |
| 65 | 1 | 6 | 0,25 | -0,77 | 0,2206 | 0,0294 | 0,0294 |
| 70 | 1 | 7 | 0,29 | -0,38 | 0,3520 | -0,062 | 0,062 |
| 75 | 5 | 12 | 0,5 | 0,02 | 0,5080 | -0,008 | 0,008 |
| 80 | 4 | 16 | 0,67 | 0,41 | 0,6591 | 0,0109 | 0,0109 |
| 85 | 5 | 21 | 0,88 | 0,80 | 0,7881 | 0,0919 | 0,0919 |
| 90 | 3 | 24 | 1 | 1,20 | 0,8849 | 0,1151 | **0,1151** |
| **Mean** | | | | **74,79** | | | |

| | |
|---|---|
| **Standar Deviation** | **12,72** |
| **Variant** | **161,91** |

From the colum of F(Zi) – S(Zi), the score of Lo = **0,1151**, L-table for n = 24 with the level of significant **0,05** = **0,190**. So, Lo < L-table, **0,1151** < **0,190**. It can be concluded that the samples are distributed normally.

**d. Normality test of post test score of the control class**

The normality of post-test score of control class can be showed by the table below:

**Table 4.11**

**The Calculation of Mean Score, Standar Deviation, and Variant of Post-Test Score in Control Class**

| X | F | Fk(a) | Sn (Xi) | Z | P(Zi) | Sn(Xi)-P(Zi) | I(Sn(Xi)-P(Zi) |
|---|---|---|---|---|---|---|---|
| 45 | 3 | 3 | 0,13 | -1,6 | 0,0722 | 0,0578 | 0,0578 |
| 50 | 2 | 5 | 0,21 | -1,06 | 0,1446 | 0,0654 | 0,0654 |
| 55 | 4 | 9 | 0,38 | -0,66 | 0,2546 | 0,1254 | 0,1254 |
| 60 | 5 | 14 | 0,58 | -0,25 | 0,4013 | 0,1787 | **0,1787** |
| 65 | 1 | 15 | 0,63 | 0,15 | 0,5596 | 0,0704 | 0,0704 |
| 75 | 6 | 21 | 0,86 | 0,96 | 0,8315 | 0,0285 | 0,0285 |
| 80 | 2 | 23 | 0,96 | 1,36 | 0,9131 | 0,0469 | 0,0469 |
| 85 | 1 | 24 | 1 | 1,76 | 0,9608 | 0,0392 | 0,0392 |
| **Mean** | | | **63,13** | | | | |
| **Standar Deviation** | | | **12,41** | | | | |
| **Variant** | | | **153,94** | | | | |

From the colum of F(Zi) – S(Zi), the score of Lo = **0,1787**, L-table for n = 24 with the level of significant **0,05** = **0,190**. So, Lo < L-table, **0,1787** < **0,190**. It can be concluded that the samples are distributed normally.

**e. Homogeneity test of the pre-test score from the control and the experiment class**

**Table 4.12**

**The Mean Score, Standar Deviation, and Variant**

| **The class** | **Mean Score** | **Totally of Sample (N)** | **Standar Deviation (S)** | **Variant ($S^2$)** |
|---|---|---|---|---|
| **Experiment Class** | **56,25** | **24** | **12** | **144,02** |
| **Control Class** | **57,08** | **24** | **12,24** | **149,82** |

Fhit = $\frac{\text{The higher variant}}{\text{The lower variant}}$

F = $\frac{149,82}{144,02}$ = 1,040

Ftab kanan = Fa (V1, V2)

= F 0,05 (23, 23)

= 2.01

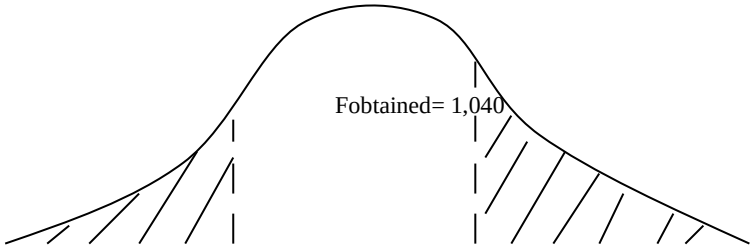
Ftab kiri = $\frac{1}{Fa(V2,V1)}$

$= \frac{1}{F\ 0,05(23,23)}$

= 0,50

For F-table with level of significant 0,05 = 2,01. So, F-hit < F-table 1,040 < 2,01. It can be concluded that the data is homogenous.

**Curve 1**
**The curve of F-test (homogeny) of the pre-test score in the experimental and control class**




**f. Homogeneity test of the post-test score from the control and experiment class**

The data from the post-test of the experiment and control class are homogeny as presented in the table below:

**Table 4.13**
**The Mean Score, Standar Deviation, and Variant**

| The class | Mean score ($\bar{x}$) | Totally of sample (N) | Standar deviation(S) | Variant ($S^2$) |
|---|---|---|---|---|
| **Experiment class** | **74,79** | **24** | **12,72** | **161,91** |
| **Control class** | **63,13** | **24** | **12,41** | **153,94** |

Fhit = $\frac{\text{The higher variant}}{\text{The lower variant}}$

= $\frac{161,91}{153,94}$

= 1,052

Ftab-kanan = Fa (V1,V2)

= F 0,05 (23,23)

= 2,01

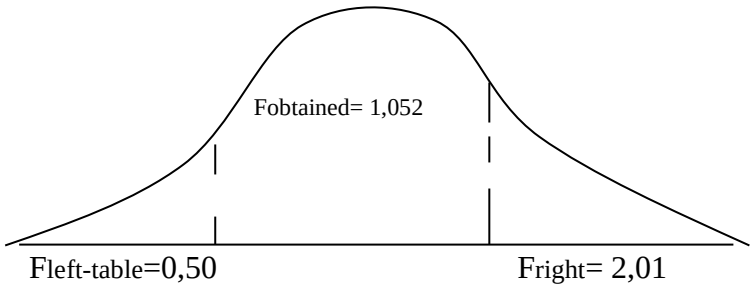
Ftab kiri = $\frac{1}{Fa(V2,V1)}$

$= \frac{1}{F\ 0,05(23,23)}$

= 0,50

For F-table with level of significant 0,05 = 2,01. So, F-hit < F-table 1,052 < 2,01. It can be concluded that the data is homogenous.

**Curve 2**
**The curve of F-test (homogeny) of the post-test score in the experimental and control class**




3. **Testing the Hypothesis**

After finding the mean score, the standar deviation, and the value of the t-obtained by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

**a. The First Hypothesis**

The first hypothesis of this research, there is any significant effect of using THIEVES strategy on students' reading comprehension at the eight

grade of SMPN 2 Kamang Magek. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula to find the weather $H_0$ is accepted or reject, the value of the $t_{obtained}$ was compared with the value of the $t_{table}$. If the value of the $t_{obtained}$ located before t-table $\frac{1}{2}\propto$ and after $-t-table\ \frac{1}{2}\propto$, it means that Ha accepted and $H_o$rejected (-t-table $\frac{1}{2}\propto$> t-obtained > t-table $\frac{1}{2}\propto$) as explanation below:

$$t = \frac{\bar{x}1-\bar{x}2}{\sqrt{\frac{S1^2}{n1}+\frac{S2^2}{n2}}} \qquad t= \frac{18,54}{\sqrt{12,74}}$$

$$t = \frac{74,79-56,25}{\sqrt{\frac{12,72^2}{24}+\frac{12^2}{24}}} \qquad t= \frac{18,54}{3,57}$$

$$t= \frac{18,54}{\sqrt{\frac{161,80}{24}+\frac{144}{24}}} \qquad \mathbf{t= 5,193}$$

$$t= \frac{18,54}{\sqrt{6,74+6}}$$

From the calculation of pre-test and post-test score of the experimental class, the mean score of the post-test is 74,79. It is greater than the mean score of the pre-test 56,25.

Then the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the t obtained. It was found that tobtained is 5,19 and the t-table for degrees of freedom (df) =

(na + nb - 2) = ( 24 + 24 – 2) = 46 with level of significant $\alpha$ 0,05/2 (0,025) = 2.0129. Through comparing the tobtained (5,193) and t table (2.0129), it was found that the t obtained is greater than the t table.

**Curve 3 : The curve of the t-test result in the pre-test and the post-test of experimental class**

Ha accepted

½∝0.05 = -2.0129 ½∝0.05 = 2.0129 $t_{obtained}$ =5.19

From the data it shows that the descriptive hypothesis (Ha) is accepted or the null hypothesis (Ho) is rejected because the t obtained was higher than the t-table. So, it can be concluded that there is a significant effect of using THIEVES strategy towards students reading comprehension.

**b. The Second Hypothesis**

The second hypothesis is there is any significant difference of the students reading comprehensio between the students who are taughtby THIEVES strategy and the students who are taught by using coventional strategy in classroom.

Ha : there is any significant difference of the students reading comprehension between the studets who are taught by using THIEVES

strategy and the students who are taught by using coventional strategy in classroom

Ho: there is no any significant difference of the students reading comprehension between the studets who are taught by using THIEVES strategy and the students who are taught by using coventional strategy in classroom.

To measure whether the researcher would accept or reject the hyphothesis, the researcher used the formula two tails test to find whether Ho or Ha is accepted or rejected through comparing the post test of experimental and control class. The value of the t obtained was compared with the value of the t-table. If the value of t obtained located before t-table $\frac{1}{2}\propto$ and after $-$ t $-$ table $\frac{1}{2}\propto$, it means that Ha accepted and $H_o$ rejected (-t-table $\frac{1}{2}\propto$> t-obtained > t-table $\frac{1}{2}\propto$) as explanation below:

$$t = \frac{\bar{x}1-\bar{x}2}{\sqrt{\frac{S1^2}{n1}+\frac{S2^2}{n2}}} \qquad t= \frac{11,66}{\sqrt{6,74+6,42}}$$

$$t = \frac{74,79-63,13}{\sqrt{\frac{12,72^2}{24}+\frac{12,41^2}{24}}} \qquad t= \frac{11,66}{\sqrt{13,16}}$$

$$t= \frac{11,66}{\sqrt{\frac{161,80}{24}+\frac{154}{24}}} \qquad t= \frac{11,66}{3,70} = \mathbf{3,151}$$

From the calculation of post-test score of the experimental and control class, the mean score the post-test in experimental is 74,79. It is greater than the mean score of the post-test control class 63,13. Then, the standard deviation of each class is obtained and they are analyzed by using t-

formula to find the value of t obtained. It is found that t obtained is 3,151 and t table for degress of freedom (df)= ( na + nb - 2 ) = (24 + 24 - 2 )= 36 with level of significant (∝) 0.05/2 (0.025) is 2.0281. Through comparing the t obtained and the t table, it can be seen as -t-table ½∝> t-obtained > t-table ½∝.

**Curve 4: The Curve of the t-test Result in the Pre-test and the Post-test of Experimental Class**

Ha Accepted

½∝0.05 = -2.0281½∝0.05 = 2.0281 $t_{obtained}$ = 3.151

From the data in curve above, it means that the descriptive hypothesis (Ha) ia accepted and null hypothesis is rejected because the value of t obtained located before t-table ½∝ and after − t − table ½ ∝ (-t-table ½∝> t-obtained > t-table ½∝). So that, it can be concluded that there is any significant difference of the students' reading comprehension between the students who are taught by THIEVES strategy and the students who are taught by using conventional strategy in the classroom.

**c. The Third Hypothesis**

The third hypothesis is the reading comprehension of the students who are taught by using THIEVES strategy is better than the reading comprehension of the students who are not taught by using THIEVES strategy. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula.

The measure whether the researcher would accept or reject the hypothesis, the researcher used the formula. The data was got to prove the hypothesis above is the same with the data to prove the second hypothesis. From the second hypothesis above, it was found that t obtained is 3,151 and the t table for degress of freedom (df) = (24 + 24 – 2 ) = 46 with (∝) 0.05 is 1.6787. Through comparing the t obtained 3.151 and t table 1.6787, it is found that the t obtained is greater than the t table. The result of the t test is shown in the following curve :

**Curve 5: The Curve of the t-test Result of the Third Hypothesis**

$H_a$ Accepted

0.05= 1.6787

From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis is rejected because the value of t obtained located after t table (t table > t table). So, it can be concleded that the students reading comprehension that aretaught by using THIEVES strategy better thanthe students who are not taught by using THIEVES strategy.

## B. Discussion

Based on the hypothesis that the researcher explained, the researcher had answer the three hypothesis. The first hypothesis is there is significant effect of using THIEVES strategy on students reading comprehension at the eight grade of SMPN 2 Kamang Magek. From the calculationn of the pre-test and post-test scores in experimental class, it could be concluded that the alternative hypothesis (Ha) was

accepted. So, that, there was significant effect of using THIEVES strategy on students reading comprehension.

In this research, the researcher had seen the effect of using THIEVES. There were two classes involved in this research. One class was assigned as the experimental class and another as control class. The experimental class was treated by applying THIEVES strategy, while the control class was not treated by using conventional strategy which used by the teacher in eight grade of SMPN 2 Kamang Magek.

The data obtained in this research through pre-test and post-test indicated that the mean score of experimental and control classes were significantly different. The mean score of the students post-test in the experimental class was 74,79, while the mean score of students post-test in control class was 63,13. The different result of two classes could be seen from the hypothesis testing. The value of $t_{obtained}$ located before $t_{table}$ in the level significance 0,05. It means that the alternative hypothesis was accepted. Thus, it could be concluded that the students which were taught by using THIEVES strategy had better reading comprehension rather than those who were taught by using conventional strategy which used by the teacher in eight grade of SMPN2 Kamang Magek.

One of the strategies that can be used in improving students reading comprehension is THIEVES strategy. By using this strategy, the researcher assumed that there is a significant effect of THIEVES strategy to the students reading comprehension on recount text, because the strategy can help the students comprehending the text easily.

From this research,the researcher knows that there is a asignificant effect of using THIEVES strategy toward students reading comprehension on recount text. The

experimental class is treated by asking the students the students to comprehend the recount text by using THIEVES strategy but the control class is treated by asking them to comprehend the recount text by conventional strategy. The material and length of time in this research are the same for pre-test and post-test both classes.

In this research, the experimental class is given pre-test, treatment, and post test. The researcher give the test before treatment are called pre-test, and test which are after the treatment are called post-test. Then the researcher give the difference treatment in both of classes.

After the researcher gave the treatmet, the researcher gave post-test to measure the students achievement in reading comprehension on recount text. The students got the treatment by using THIEVES strategy in experimental class. Also the researcher used conventional strategy in control class. The researcher gave the test to the students. It same as pre-test, in conclusion, the experiment class has any effect when the researcher used THIEVES strategy rather than by using conventioal strategy.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher concludes this research that focus on students' reading comprehension through THIEVES strategy.

1. The use of THIEVES strategy in teaching reading to the eight grade students of SMPN 2 Kamang Magek has a significant effect in increasing the students reading comprehension. It is support by the data, i which the mean score of the students in the pre-test from the experimental class 56,25 which has been improved in the post-test, in which the students mean score is 74,79. In applying the t-test formula it is found that $t_{obtained}$ is which higher than $t_{table}$. It means that hypothesis (Ha) of this research could be accepted that usig THIEVES strategy give significant effect toward the students reading comprehensio.
2. There is significant difference effect between the students who were taught by using THIEVES strategy and conventional strategy. It was foud that the value of t-test is greater than the value of t table. Moreover, the mean score of post-test of experimental class was greater than the mean score of post test of control class.
3. The used of THIEVESstrategy in teaching reading is better than conventional strategy. It s proved by the data of the post test of both group where the mean score of experimental group is 74,79 and the mea score of control group is only 63,13, meanwhile both group have the sme level of ability i the pre-test.

From statement above, it can be seen that using THIEVES strategy in teaching reading comprehension is better than conventional strategy.

## B. Suggestion

Based on conclusion above, the researcher would like to purpose some suggestion as following:

1. Based on theresult of the research, the English teacher is recommended to use THIEVES strategy as an alternative teaching strategy especially teaching reading comprehension.
2. Students also need to improve their reading ability by using THIEVES strategy in order to improve their knowledge
3. Further the researcher are suggested to conduct a study o the effect of THIEVES strategy in teaching of other genres of text to explore the use of the strategy in other cotexts.

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